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Link 1

Teacher's Pack



Classroom
Presentation Tool



Teacher's Guide



Teacher's Resource
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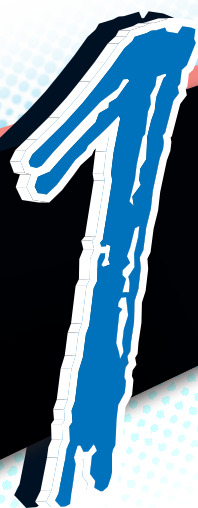


Practice Kit

Philippa Bowen &
Denis Delaney
Christina de la Mare
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Link it!



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**Philippa Bowen &
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Welcome to Link It! 1

Vocabulary

Classroom language
The alphabet
Numbers (0–100)
School things
Telling the time
Days and months
Pets and colors
Parts of the body

Aim

To practice classroom language, the alphabet, and numbers from 0–100

Warm-up

- Point to familiar objects around the classroom, e.g., a pen, a book, the board, a chair. Ask: *What's this?* Elicit the answers, e.g., *It's a pen.*
- Point to the objects again and ask questions using the wrong words, e.g., *Is it a book?* Elicit the answer: *No, it's a pen.*

Classroom language page 4

Exercise 1


- Students can work individually or in pairs to match the sentences with the pictures.
- Check answers, and check that students understand all the sentences.
- Model and drill pronunciation of the sentences.

Exercise 2

- Students can work individually or in pairs to match the sentence halves.
- Check answers, and check that students understand all the sentences.
- Model and drill pronunciation of the sentences.

Exercise 3

- Read out the example answer and then read through the words in the box with the class. Check that students understand them.
- Read out the gapped sentences in turn and elicit the correct words to complete them. Check that students understand all the sentences.
- Ask individual students how they say the questions in their language.





Welcome to Link It! 1


Classroom language


1 Match the sentences in the box with the pictures 1–7.


Open your books! Read! Look! Listen! Sit down!
 Don't write! Close your books! Don't talk!



 4 Open your books!



 1 Don't talk!



 2 Listen!


 3 Don't write!


 4 Read!


 5 Look!


 6 Close your books!


 7 Sit down!

2 Match the sentence halves.

1 Write	a to the song.
2 Open	b at the picture.
3 Look	c your name.
4 Talk	d your books to page 11.
5 Read	e the email on page 6.
6 Listen	f to your partner.

3 Complete the questions with the words in the box.
 How do you say the questions in your language?
 restroom book board the dictionary

Can I go to the restroom, please?

1 Can I use the dictionary, please?

2 Can I go to the board, please?

3 Can I write in the book?

Look!

Use these expressions to say yes or no to questions with *Can I ...?*

✓ Yes, of course.

✗ No, I'm sorry. You can't.

4 002 Listen. Does the teacher say yes or no to the questions? Put a check (✓) or an X.

1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>
---------------------------------------	---------------------------------------	---------------------------------------	---------------------------------------

5 Pairwork Use the prompts to ask and answer questions.

use a dictionary? (✓)

Can I use a dictionary?

Yes, of course.

1 talk to my partner? (✓)

2 go to the board? (X)

3 use a red pen? (X)

4 go to the restroom? (✓)

Exercise 4 002

- Read through the information in the *Look!* box with the class.
- Play the first part of the audio and point out the example answer.
- Play the rest of the audio for students to listen and write the answers.
- Check answers, playing the audio again and pausing for students to hear the answers.
- Play the audio again for students to repeat, chorally and individually.

Audioscript Teacher's Guide page 121

Exercise 5 Pairwork

- Demonstrate the activity by inviting a confident student to ask you one of the questions. Respond with one of the phrases.
- Students then ask and answer in pairs.
- Monitor and help while they are working.
- Ask some pairs to ask and answer questions for the class.



The alphabet

6 003 Listen. Then listen again and repeat.



7 004 Listen and sing the alphabet song.

8 005 Listen and choose the letters you hear.

1	3	6
2	4	7
5	8	

9 006 Listen and write the names you hear. Then compare your answers with your partner.

1 <u>Vanessa</u>	3 <u>Stephanie</u>
2 <u>Jaydon</u>	4 <u>Rafael</u>
5 <u>Guillermo</u>	6 <u>Morgan</u>

10 007 **Real English** Listen. Then listen again and repeat. Practice the dialogue with a partner. Then, in pairs, write a similar dialogue with information about you.

1
A What's your name?
B My name's Clara.
A How do you spell that?
B C-L-A-R-A.
2
A What's your last name, Clara?
B My last name's Espinosa.
A How do you spell that?
B E-S-P-I-N-O-S-A.

Numbers (0-100)

11 Complete the chart with the numbers in the box.

two twelve twenty-seven seventeen five twenty
eight thirteen twenty-two three

0 zero	16 sixteen
1 one	17 <u>seventeen</u>
2 <u>two</u>	18 eighteen
3 <u>three</u>	19 nineteen
4 four	20 <u>twenty</u>
5 <u>five</u>	21 twenty-one
6 six	22 <u>twenty-two</u>
7 seven	23 twenty-three
8 <u>eight</u>	24 twenty-four
9 nine	25 twenty-five
10 ten	26 twenty-six
11 eleven	27 <u>twenty-seven</u>
12 <u>twelve</u>	28 twenty-eight
13 <u>thirteen</u>	29 twenty-nine
14 fourteen	30 thirty
15 fifteen	31 thirty-one

12 008 Listen and choose the numbers you hear.

1 30 2 50 4 70
3 14 3 16 5 18

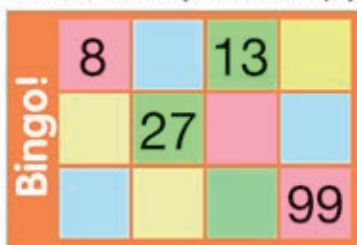
13 009 Listen and complete the sentences.

How old are you?



1 Lisa I'm 12. 3 Sam I'm 19.
2 Mr. Davis I'm 27. 4 Mom I'm 37.

14 **Pairwork** Complete the chart with eight numbers from 1-100. Listen to your teacher and play *Bingo!*



Five

- Check answers with the class, playing the audio and pausing for students to hear the answers.

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Exercise 10 Real English 007

- Play the audio for students to listen.
- Read through the dialogues with the class and check that students understand everything.
- Play the audio again, pausing after each line for students to repeat.
- Demonstrate the activity by asking a confident student their name, then asking them to spell it.
- Students then work in pairs to practice the dialogues.
- Students then work in pairs to write a similar dialogue and practice it.
- Monitor and help while they are working.
- Ask some pairs to perform their dialogue for the class.

Audioscript Student Book page 5

Numbers (0-100) page 5

Exercise 11

- Students can work individually or in pairs to complete the chart.
- Check answers with the class.
- Get students to count to 31 chorally.

Exercise 12 008

- Play the first number on the audio and point out the circled answer (13).
- Play the rest of the audio. Students listen and choose the correct numbers.
- Check answers with the class, playing the audio and pausing for students to hear the answers. Write the correct numbers on the board.

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Exercise 13 009

- Read out the question and check that students understand it.
- Play the audio for students to listen and complete the sentences.
- Check answers, playing the audio again and pausing for students to hear the answers.

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Exercise 14 Pairwork

- Put students into pairs and ask them to choose numbers to complete the chart.
- Explain that you will read out some numbers. If they hear the numbers on their chart, they should cross them off.
- When all their numbers are crossed off, they shout *Bingo!* The first pair to shout *Bingo!* wins.

The alphabet page 5

Exercise 6 003

- Play the audio for students to listen.
- Play the audio again for students to repeat, chorally and individually.

Audioscript Student Book page 5

Exercise 7 004

- Play the audio for students to listen to the song.
- You could write the final line of the song on the board to help students.
- Play the audio again and ask students to sing along.

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Exercise 8 005

- Play the first letter and elicit which one it is (W).

- Play the rest of the audio for students to listen and choose the letters.
- Allow students to compare their answers in pairs, then play the audio again for them to check their answers.
- Check answers with the class, playing the audio and pausing for students to hear the answers.

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Exercise 9 006

- Explain to students that they will hear people spelling some names.
- Play the audio for students to listen and write the names.
- Allow students to compare their answers in pairs, then play the audio again for them to check their answers.

Aim

To practice vocabulary for school things, telling the time, and days and months

Warm-up

- Play a game to revise the alphabet.
- Spell a student's name, without saying the name first, e.g., R-E-N-Z-O. Students race to say the name.
- Invite the first student who guessed correctly to choose another classmate's name to spell. Other students race to guess it.
- Continue the game for a few more minutes. Revise any letters that students can't remember.

School things page 6

Exercise 15

- Students can work individually or in pairs to match the words with the objects in the picture.
- Check answers with the class, then model and drill pronunciation of the words.

Exercise 16

- Students can work individually or in pairs to match the words with the objects on the desk.
- Check answers with the class, then model and drill pronunciation of the words.

Exercise 17

- Students find the words in the wordsearch. You could make this a race to make it more challenging.
- When you check answers, invite individual students to come and write the words on the board.

Telling the time pages 6–7

Exercise 18

- Point to the hands on the clock and say: *Eight o'clock.*
- Students can work individually or in pairs to complete the sentences.
- Check answers with the class, then model and drill pronunciation of the times.

School things

15 Look at the picture of the classroom. Match the words in the box with the objects a–f in the picture.

clock b board c laptop e desk f door a chair d



16 Match the words (a–l) with the objects 1–12 on the desk.

- | | |
|-----------------------------|----------------------------|
| a pen <u>7</u> | g magic marker <u>10</u> |
| b ruler <u>6</u> | h calculator <u>12</u> |
| c backpack <u>1</u> | i colored pencils <u>9</u> |
| d notebook <u>8</u> | j pencil case <u>2</u> |
| e pencil sharpener <u>3</u> | k textbook <u>5</u> |
| f pencil <u>11</u> | l eraser <u>4</u> |

17 Find ten more school things in the wordsearch.



six

6

Telling the time

18 Complete the sentences with the numbers.

five forty fifty ten fifty-five twenty-five



- | | |
|-------|--|
| 08:00 | It's eight o'clock. |
| 08:05 | It's eight oh <u>five</u> . |
| 08:10 | It's eight ¹ <u>ten</u> . |
| 08:15 | It's eight fifteen. |
| 08:20 | It's eight twenty. |
| 08:25 | It's eight ² <u>twenty-five</u> . |
| 08:30 | It's eight thirty. |
| 08:35 | It's eight thirty-five. |
| 08:40 | It's eight ³ <u>forty</u> . |
| 08:45 | It's eight forty-five. |
| 08:50 | It's eight ⁴ <u>fifty</u> . |
| 08:55 | It's eight ⁵ <u>fifty-five</u> . |



19 **010** Look at the clocks. Write the time. Then listen and repeat.



It's six o'clock.



1 It's one fifty.



2 It's twelve fifteen.



3 It's three thirty-five.



4 It's three thirty.



5 It's eight oh five.

20 **Pairwork** Write three times in your notebook. Ask and answer questions about the times.

6:45

What time is it?

It's six forty-five.

Days and months

21 Find the days of the week in the wordsearch.

Saturday Thursday Friday Monday
Sunday Wednesday Tuesday



In English, we write the days of the week and the months with a capital letter.

Monday, Tuesday, ... January, February, ...

Look!

In American English, we write dates like this:
September 19th

We write dates with numbers like this:

September 19th = 09/19

month day

22 Look at Alessa's notebook. Complete the sentences with the correct month. Which month is missing?

Veronica: 12/30

Renzo: 11/13

Sandra: 01/24

David: 07/20

Cisca: 10/31

Jack: 08/06

Alexander: 05/29

Omar: 03/09

Eva: 04/14

Pablo: 02/26

Ruth: 09/01

Veronica's birthday is in December.

1 Cisca's birthday is in October.

2 Jack's birthday is in August.

3 Renzo's birthday is in November.

4 Sandra's birthday is in January.

5 Alexander's birthday is in May.

6 David's birthday is in July.

7 Eva's birthday is in April.

8 Ruth's birthday is in September.

9 Pablo's birthday is in February.

10 Omar's birthday is in March.

Missing month: June

23 Match the words in the box with the pictures.

winter summer spring fall



1 spring



2 summer



3 fall



4 winter

24 **Pairwork** Ask and answer questions about your favorite day, month, and season.

What is your favorite day / month / season?

My favorite day / month / season is ...

seven

7

Look! box

- Read out the information with the class. Elicit other words that are written with capital letters, e.g., names, towns, cities, countries.

Exercise 22

- If you think your students might struggle with this exercise, drill the months with the whole class first.
- Students complete the sentences and find the missing month.
- When you have checked answers, ask individual students: *When's your birthday?*

Exercise 23

- Students can work individually or in pairs to match the words with the pictures.
- Check answers with the class, and model and drill pronunciation of the seasons.

Exercise 24 Pairwork

- Demonstrate the activity by asking individual students the questions and eliciting their answers.
- Students then work in pairs.
- Monitor and help while they are working.
- Ask some students to tell the class something about their partner, e.g., *Paul's favorite day is Saturday.*

Look! box

- Read through the information with the class. Discuss with the class how dates are written in their own language, and how English is different / the same.

Exercise 19 010

- Students can work individually or in pairs to look at the clocks and write the times.
- Check answers with the class.
- Play the audio for students to repeat, chorally and individually.
- If students need more practice, draw some more clocks on the board and elicit how to say the times.

Audioscript Teacher's Guide page 121

Exercise 20 Pairwork

- Read out the example time and dialogue to check students' understanding.
- Students work individually to write three times in their notebooks.
- They then work in pairs. They look at the times they have both written and ask and answer questions about the times.

- Monitor and help while students are working.
- For feedback, ask some students to come and write one of their times on the board and say it for the class.

Days and months page 7

Exercise 21

- Students can work individually or in pairs to find the words in the wordsearch. You could make this a race to make it more challenging.
- Check answers with the class, and model and drill pronunciation of the days.
- Ask a few questions using the days, e.g., *What day is it today? What day comes after Friday? What day is your birthday this year?*

Aim

To practice vocabulary for pets and colors, and parts of the body

Warm-up

- Revise days, months, and seasons. Put students into teams and ask teams questions in turn e.g., *What day is it today? What day is it tomorrow? What day is December 1st this year? What date is Christmas? What month is it now? What's the date today? What season is it? What's the next season?* Teams get a point for each correct answer.

Pets and colors

page 8

Exercise 25

- Students can work individually or in pairs to match the words with the pictures.
- Check answers with the class and check that students understand all the words. Model and drill pronunciation.
- Ask questions about the pets, e.g., *Who has a dog? Who has a cat?*

Exercise 26

011

- Allow students time to read through the chart.
- Play the audio. Students listen and complete the chart.
- Allow students to compare their answers in pairs, then play the audio again for them to check and complete their answers.
- Check answers with the class, playing the audio again and pausing to confirm the answers.

Audioscript

Teacher's Guide page 121

Exercise 27 Pairwork

- In pairs, students ask and answer questions about pets. Elicit more questions they could ask to find out more information, e.g., *What's it called? How old is it?*
- Ask some students to tell the class about their partner's pets.

Exercise 28

- Students can work individually or in pairs to match the words with the colors in the pictures.
- Check answers with the class and model and drill pronunciation of the colors.
- Point to things in the classroom and ask: *What color is it?* Students race to say the answers.

Pets and colors

25 Match the words in the box with the pictures.

mouse cat fish bird rabbit horse dog snake hamster guinea pig



cat



dog



bird



snake



horse



mouse



rabbit



hamster



guinea pig



fish

26 011 Listen and complete the chart with the names in the box.

Inma	a ¹ dog and a ¹ cat
John	a ² rabbit and a hamster
Emilio	two ³ dogs
Kevin	three ⁴ fish and a ⁵ guinea pig
Jazmin	a ⁶ fish

27 Pairwork Ask and answer about your pets.

Do you have pets?

Yes, I have ... / No, I don't have any pets.

eight

8

28 Match the words in the box with the colors in the pictures.

black white red blue yellow green brown orange purple pink gray



29 Read and color the animals.

I have a bird. He's green, red, and yellow. His name is Kiko.

I love my dog! She's brown and white. She's 4, and her name is Mel.

This is my cat, Jacqui. She's orange and black.

My sister has a blue and pink fish. It's very beautiful.



Exercise 29

- Students work individually to read the descriptions and color the animals.
- Allow students to compare their pictures in pairs.
- Check answers with the class by holding up a correct version of each picture and reading out the description.

Parts of the body

30 Look at the selfie. Match the words in the box with the correct parts of the body.

leg hand hair finger eye arm toe nose
shoulder mouth foot ear



- | | |
|-------------------|-----------------|
| 1 <u>hair</u> | 7 <u>arm</u> |
| 2 <u>eye</u> | 8 <u>hand</u> |
| 3 <u>nose</u> | 9 <u>finger</u> |
| 4 <u>mouth</u> | 10 <u>leg</u> |
| 5 <u>ear</u> | 11 <u>foot</u> |
| 6 <u>shoulder</u> | 12 <u>toe</u> |

31 Copy the letters with the same color. Put the letters in the correct order to make parts of the body words.

A	I	E	A	S	A	O	Y	U
E	R	G	O	H	R	F	T	T
R	F	N	D	N	N	O	E	H
M	A	R	E	I	H	E	M	O

- | | | | | |
|---------------|---|-------------|---|--------------|
| <u>finger</u> | 3 | <u>hand</u> | 6 | <u>mouth</u> |
| 1 <u>arm</u> | 4 | <u>nose</u> | 7 | <u>foot</u> |
| 2 <u>ear</u> | 5 | <u>hair</u> | 8 | <u>eye</u> |

32 Read the descriptions. Look at the picture and complete the sentences with the correct name.



- Hi! I'm Charlie.
I have blond hair and blue eyes.
- Hello! I'm Sam.
I have black hair and brown eyes.
- Hi! I'm Max.
I have red hair and green eyes.

33 **Real English** Listen and repeat. In pairs, practice introducing yourself. Use information that is true for you.
Hi, I'm Rosanna and I'm 12.
I have brown hair and blue eyes.

nine

9

Parts of the body page 9

Exercise 30

- Students can work individually or in pairs to match the words with the parts of the body.
- Check answers with the class, then model and drill pronunciation of the words.
- For extra practice, point to parts of your own body and ask: *What's this?* Students race to say the answers.

Exercise 31

- Students can work individually or in pairs to copy the letters with the same color and write the words. You could do this as a race.
- Check answers with the class.

Exercise 32

- Students work individually or in pairs to read the descriptions and complete the sentences with the correct names.
- Check answers with the class.

Exercise 33 Real English 012

- Play the audio once for students to listen.
- Play the audio again, pausing for students to repeat.
- Put students into pairs to practice introducing themselves.
- Ask some students to introduce themselves to the class.

Audioscript Student Book page 9

1 It's your big day!

Grammar

Subject pronouns
Possessive adjectives
be: Simple present: Affirmative

Vocabulary

Countries and nationalities

Communication

Greetings

Skills

Listening: Descriptions of three teenagers

Speaking: Giving a presentation about yourself

Reading: An online profile

Writing: A paragraph about yourself

Values and cross-curricular topics

Multiculturalism: Students from around the world

Presentation

pages 10–11

Aim

To present new language in a familiar context

Story

Mason and Jacob are at the auditions for the *Dance for the U.S.* competition. Mason is late, and Jacob feels nervous. The boys are excited when the famous judges arrive. Rubi arrives with a friend, Lola. Mason thinks she is nice. Then a man tells Mason and Jacob that it is their turn to have their audition.

Warm-up

- Ask students to look at the picture. Ask one or two questions, e.g., *How many people are there?* (four) *How many boys?* (two) *How many girls?* (two) *Are they at school?* (no)
- Explain that the boys are at the auditions for a dance competition. Teach the words *dance* and *dancer*.

Exercise 1 Read and listen 013

- Read the question to the class and explain the meaning of *nervous*.
- Play the audio. Students listen and read, and answer the question.
- Check the answer with the class.

1 It's your big day!

In this unit we will ...

- talk about countries and nationalities
- learn how to greet people
- introduce ourselves and other people
- write about you and your favorite things

1 Read and listen Who is nervous: Mason or Jacob? **Jacob**

It's a big day for Mason and Jacob. They're at the auditions for the *Dance for the U.S.* competition, but Mason is late ...

Jacob *You're late!*
Mason *Chill out, Jacob. I'm here now.*
Jacob *I'm nervous.*
Mason *Don't worry, we're a great team.*
Jacob *Oh no, the judges are here!*
Mason *Look, it's Simon Jackson.*
Jacob *He's a great dancer. His dance schools are in Australia, the U.K., Japan, and Turkey. They're very famous!*

Mason *Yes, he's my hero!*
Jacob *Oh, here's Rubi ...*
Mason *With a friend. She's nice!*
Rubi *Hi, guys.*
Lola *Hello, I'm Lola.*
Mason *Hi, I'm Mason. And he's Jacob.*
Rubi *It's your big day!*
Mason *We're ready, bring it on!*

Later ...
Man *Mason and Jacob, you're next.*

2 Comprehension Match the sentence halves.

1 I'm — a hero!
2 We're — b big day!
3 He's my — c nervous.
4 She's — d a great team.
5 It's your — e nice!

Check it out!
Find these words and phrases and check their meaning.
competition I'm nervous.
You're late! Don't worry
Chill out bring it on

Link to life Do you think it's rude to be late? Are you normally late to meet friends, for school, or if you go to the doctor?

- Go through the *Check it out!* box and ask students to find the phrases in the dialogue. Make sure that students understand the meaning of the phrases.
- If necessary, teach the meaning of other words that students don't understand.

Audioscript Student Book page 10

Exercise 2 Comprehension

- Point out the example answer, and that the sentence is in the dialogue.
- Students read the dialogue again and match the sentence halves.
- They can compare answers in pairs.
- Check answers with the class, and that students understand all the sentences.

Link to life

- Read out the questions and check that students understand *rude*.

- Discuss the questions as a class. If students are reluctant to speak, ask questions to the whole class and get students to answer by putting up their hands, e.g., *Who thinks it's rude to be late?* *Who is normally late?* *Who is never late?* Ask the questions to individual students and encourage them to use a sentence to answer, e.g., *I'm normally late.* / *I'm never late.*

Consolidation

Encourage students to make a note of any new vocabulary and phrases from the dialogue in their vocabulary notebooks.