

Pages 8–9

Objectives

To check the students' knowledge of English-speaking countries by means of a general culture quiz

Warm Up

The initial quiz not only tests students English language knowledge, but also provides a motivating stimulus to awaken their curiosity to learn a foreign language.

Start the lesson by drawing a split blackboard grid in four columns: PEOPLE, PLACES, THINGS, ANIMALS.

Invite the students, one by one, to come to the blackboard and write a word they know in one of the columns. The word must be in English and can refer to any English-speaking country.

If the students know an English-speaking place in L1, allow them to write it in their mother tongue. If time permits, allow them in turn to fill the grid so that they feel comfortable with the study of English in a new environment.

STARTER UNIT

Welcome!

QUIZ: Welcome to the world of English!

1 Pairwork What do you know about the English language and the countries where English is an official language? Do the quiz in pairs and discover!

1 In which country is English not spoken?

A The United States (US)

B The United Kingdom (UK)

C Argentina (ARG)

2 The capital of the United Kingdom is...

A Washington.

B London.

C New York.

3 How do you greet your teacher in the morning?

A 'Good morning'.

B 'Good afternoon'.

C 'Good evening'.

4 Which of these characters is not English?

A Napoleon Bonaparte.

B Robin Hood.

C William Shakespeare.


5 Little George is...

A an heir to the British throne.

B a main character in Harry Potter.

C a son of the President of the United States.






Teacher's notes:


6 Look at the image and choose the correct answer.

A Open the book.
 B Close the book.
 C Read the book.



7 The British currency is...


A the euro.
 B the pound.
 C the dollar.



8 Answer the question.


A Fine, thanks.
 B My name's Petr.
 C 11 years old.

How are you?




9 Kiwi, kangaroo and boomerang are words that come from...

A The United States and Australia.
 B The United Kingdom and New Zealand.
 C Australia and New Zealand.



10 The London Eye is...

A the Queen's house.
 B London's observation wheel.
 C London's underground.



Check your score

Fabulous	From 8 to 10 correct answers Congratulations! You are already English experts. <i>Well done!</i>
Pretty good!	From 5 to 7 Good work! It's a good start but there are still lots of things to discover. <i>Do your best!</i>
Oops!	Less than 5 correct answer You will learn many things about the English language and its world from the first pages of the course. <i>Have fun!</i>

1 C – English is not spoken in Argentina. Spanish is spoken there.
 2 B – Washington DC is the capital of the United States of America. New York is the biggest city in the United States.
 3 A – You greet your teacher in the afternoon saying 'Good morning'.
 4 A – Napoleon was French. Robin Hood was a popular British hero who according to the legend used to live in the forest of Sherwood. William Shakespeare was the greatest UK poet and playwright.
 5 A – Prince George is the son of Prince William and Prince Catherine, Duchess of Cambridge.
 6 A – To close the book the teacher says *Close the book*; to read the book they say *Read your book*.
 7 B – The Euro is the money of the European Union, the dollar is the money of the United States.
 8 A – The other two questions are *What's your name?* and *How old are you?*
 9 C – The kangaroo and the boomerang are Australian while the kiwi is both an animal and the national fruit of New Zealand.
 10 B – The Queen's home is called Buckingham Palace. The London Underground is called The Tube.

Quiz: Welcome to the world of English!

Answers

- 1 C – You don't speak English in Argentina. You speak Spanish.
- 2 B – Washington DC is the capital of the United States of America. New York is the biggest city in the United States.
- 3 A – You use *Good afternoon* in the afternoon and *Good evening* in the evening.
- 4 A – Napoleon Bonaparte was French. Robin Hood was a British hero who according to the legend lived in the Sherwood Forest. William Shakespeare was the greatest British poet and dramatist.
- 5 A – Prince George is the son of Prince William, who in turn is the son of King Charles III.
- 6 A – To close the book the teacher says *Close the book*; to read the book they say *Read your book*.
- 7 B – The Euro is the money of the European Union, the dollar is the money of the United States.
- 8 A – The other two questions are *What's your name?* and *How old are you?*
- 9 C – The kangaroo and the boomerang are Australian while the kiwi is both an animal and the national fruit of New Zealand.
- 10 B – The Queen's home is called Buckingham Palace. The London Underground is called The Tube.

Teacher's notes:

Page 10

Objectives

To revise the alphabet in English and its pronunciation

To introduce yourself and speak about yourself

Warm Up

Invite the students to spell their own name.

Exercise 1

01 Audioscript/Answers

A	B	C	D	E
F	G	H	I	J
K	L	M	N	O
P	Q	R	S	T
U	V	W	X	Y
Z				

Exercise 2

02 Audioscript/Answers

- A, J, K
- B, C, D, E, G, P, T, V
 - F, L, M, N, S, X
 - I, Y
 - O
 - R
 - Q, U, W
 - Z

Exercise 3

03 Audioscript/Answers

- Jake
- Leila
- Molly
- Zac

Exercise 4

04 Audioscript

See *Student's Book* page 10

Exercise 5

Students' own answers

Exercise 6

Students' own answers

Starter Unit

The alphabet

1 01 754 201 Look at the English alphabet and complete it with the missing letters. Then listen, check and repeat.

A B _ D E
 _ G H _ J K
 L M _ O P
 _ R S T
 U V _ X Y Z

When you spell a word with double letters say 'double'. Molly: M, O, double L, Y.



4 04 754 204 Listen and repeat the dialogue.

- Rachel Hi! What's your name?
 Lorenzo My name's Lorenzo.
 Rachel How do you spell that?
 Lorenzo L-O-R-E-N-Z-O.

2 02 754 202 Which letters have the same sounds? Put them in the correct category. Then listen and check.

- A, J, K
- B, C, _____
 - F, L, _____
 - I, _____
 - O, _____
 - R, _____
 - Q, _____
 - Z, _____

3 03 754 203 Listen and complete with your book characters.

- JAKE
- L _____
- M _____
- Z _____



5 **Pairwork** In pairs, repeat the dialogue from exercise 4 using your names.

6 **Game** Write the names of three classmates on a card and cover them with your hand. Spell them to your partner. Who spells correctly wins!



Teacher's notes:



Page 11

Objectives

- To revise greetings
- To revise the parts of the day

Exercise 1

05 Audioscript/Answers

- Hello, Ross!
– Hi, Felix.
- Morning!
– Good morning, Mrs Simpson.
- Bye, girls!
– Goodbye, Mr Jones.

Cultural note

Explain that although *Hi* is more informal than *Hello*, the two terms are synonyms and can be used as a greeting at any moment of the day. *Hello* can also be used to answer the telephone. *Good morning* instead is a slightly more formal greeting which can be used in the morning before 12.00. *Goodbye* is the usual way to greet when parting and can be used for both formal and informal situations. *Bye*, *Bye-bye* or *See you* can be used as a more informal final greeting among friends.

Exercise 2

Students' own answers

Exercise 3

Answers

- Good morning
- Good evening
- Bye!
- Goodnight
- See you soon!

→ Keep It Simple

Starter Unit

Greetings and goodbyes

- 05 754 205 Look at the pictures and think about the following greetings. Then listen, check and repeat with a partner.

Good morning • Bye • Hello



We say in the morning, in the afternoon, in the evening, and at night.

- Say in your mother tongue.

- morning
- afternoon
- evening
- night

- Complete the table in your notebook.

Good morning • Hello! • Good evening • Goodnight • Bye! • See you soon!

Greetings	Goodbyes
Hi.	Goodbye!
1 Hello!	4
2	Bye-bye
Good afternoon	5
3	6



Teacher's notes:

Methodology note

In order to make your teaching more inclusive, you can exploit *Keep it Simple*. This section is available on www.skolasnadhledem.cz. *Keep it Simple* is designed according to slower learners' needs. This additional training allows your slower learners to become confident users of essential language structures. Various ways of learning enable learners to reach the aims required by the state curriculum (RVP).



Page 12

Objectives

- To revise cardinal numbers from 1 to 100
- To revise ordinal numbers

Warm Up

Ask the students to count up to 10 in English. Continue to count to 20, pausing so that the students have an opportunity to guess the missing number.

Exercise 1

06 Audioscript

See *Student's Book* page 12

Exercise 2

Answers

- | | | | |
|---|---|----|---|
| 1 | l | 7 | k |
| 2 | g | 8 | i |
| 3 | d | 9 | f |
| 4 | a | 10 | b |
| 5 | j | 11 | h |
| 6 | c | 12 | e |

→ Keep It Simple

Starter Unit

Exercise 3

Answers

- 2 10
1, 3, 4, 5, 6 Students' own answers

Exercise 4

07 Audioscript

See *Student's Book* page 12

Exercise 5

Answers

- the first
- the second
- the third
- the fourth
- the twenty-first
- the twenty-second
- the twenty-third
- the twenty-fourth

Starter Unit

Numbers

1 06 754 206 Listen and repeat the cardinal numbers.

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

2 Match each number with the correct word. The colours will help you!

- | | |
|--------|--|
| 1 22 | a <input type="checkbox"/> thirty-six |
| 2 25 | b <input type="checkbox"/> ninety |
| 3 30 | c <input type="checkbox"/> fifty |
| 4 36 | d <input type="checkbox"/> thirty |
| 5 40 | e <input type="checkbox"/> one hundred |
| 6 50 | f <input type="checkbox"/> eighty |
| 7 60 | g <input type="checkbox"/> twenty-five |
| 8 70 | h <input type="checkbox"/> ninety-nine |
| 9 80 | i <input type="checkbox"/> seventy |
| 10 90 | j <input type="checkbox"/> forty |
| 11 99 | k <input type="checkbox"/> sixty |
| 12 100 | l <input type="checkbox"/> twenty-two |

3 Think about the number of...

- your classmates: _____
- the Starter Unit pages: _____
- pencils in your pencil case: _____
- windows in your classroom: _____
- desks in your classroom: _____
- female students in your classroom: _____

4 07 754 207 Listen and repeat the pronunciation of ordinal numbers.

- 1st → the first
- 21st → the twenty-first
- 2nd → the second
- 22nd → the twenty-second
- 3rd → the third
- 23rd → the twenty-third
- 4th → the fourth
- 24th → the twenty-fourth

5 Complete the table with the ordinal numbers from exercise 4.

1st _____	17th the seventeenth
2nd _____	18th the eighteenth
3rd _____	19th the nineteenth
4th _____	20th the twentieth
5th the fifth	21st _____
6th the sixth	22nd _____
7th the seventh	23rd _____
8th the eighth	24th _____
9th the ninth	25th the twenty-fifth
10th the tenth	26th the twenty-sixth
11th the eleventh	27th the twenty-seventh
12th the twelfth	28th the twenty-eighth
13th the thirteenth	29th the twenty-ninth
14th the fourteenth	30th the thirtieth
15th the fifteenth	31st the thirty-first
16th the sixteenth	

6 08 754 208 Listen. Which numbers do you hear?

- 6 / 6th *the sixth*
- 9 / 19th _____
- 12 / 12th _____
- 15 / 15th _____
- 21 / 21st _____
- 23 / 23rd _____
- 30 / 30th _____
- 31st / 21st _____

7 Write the underlined numbers in your notebook.

12

PS s. 5

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Exercises 6–7

08 Audioscript/Answers

- the sixth
- nine
- the twelfth
- the fifteenth
- twenty-one
- twenty-three
- the thirtieth
- the thirty-first

Teacher's notes:



Page 13

Objectives

- To ask and tell the time
- To revise the names of the days of the week

Warm Up

Ask the class if they know which day of the week it is.

Exercise 1

09 Audioscript

See *Student's Book* page 13

Teaching note

Point out that in English you can't use the plural pronoun to refer to the time. Therefore, to speak about the time, you use the pronoun *it*. Explain that, with the word *time*, we mean the time of day while the hour, meant as a unit of measurement, corresponds to the word *hour*.

Exercise 2

10 Audioscript/Answers

- It's ten **o'clock**.
- It's half **past** six.
- It's a **quarter** to one.
- It's a **quarter** past seven.
- It's **five** past three.
- It's **ten** to twelve.

→ Keep It Simple

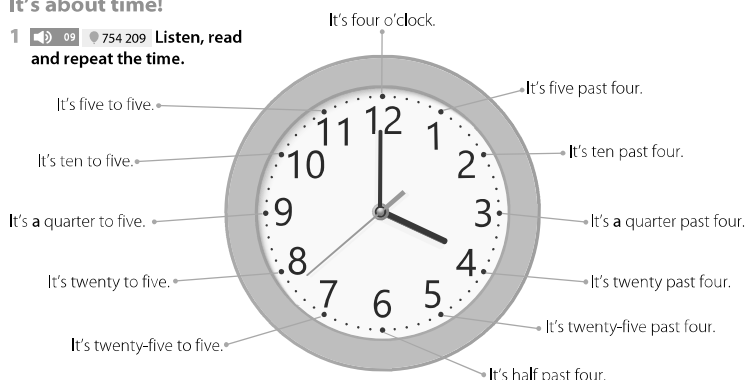
Starter Unit

Teaching note

Point out that in English the names of the days are always written with capital letters.

It's about time!

- 1 09 754 209 Listen, read and repeat the time.



- 2 10 754 210 Look at the clocks, listen and complete the sentences.



- 1 It's ten _____.



- 2 It's half _____ six.



- 3 It's _____ to one.



- 4 It's _____ past seven.



- 5 It's _____ past three.



- 6 It's _____ to twelve.

Days of the week

- 3 11 754 211 Song Listen to the song and complete the lyrics.

Monday (x2) - Friday (x3) - Sunday - Wednesday (x2) - Saturday - Thursday (x2) - Tuesday (x2)

Friday, I'm in Love

I don't care if *Monday's* blue,
¹ _____'s grey and ² _____ too,
³ _____ I don't care about you,
 It's ⁴ _____ I'm in love.
⁵ _____ you can fall apart,
⁶ _____, ⁷ _____ break my heart,
⁸ _____ doesn't even start,
 It's ⁹ _____ I'm in love.
¹⁰ _____ - wait!
 And ¹¹ _____ always comes too late,
 But ¹² _____ never hesitate...

Teacher's notes:

Exercise 3

11 Audioscript/Answers

I don't care if **Monday's** blue,
¹**Tuesday's** grey and ²**Wednesday**
 too,
³**Thursday** I don't care about you,
 It's ⁴**Friday** I'm in love.
⁵**Monday** you can fall apart,
⁶**Tuesday**, ⁷**Wednesday** break my
 heart,
⁸**Thursday** doesn't even start,
 It's ⁹**Friday** I'm in love.
¹⁰**Saturday** - wait!
 And ¹¹**Sunday** always comes too late,
 But ¹²**Friday** never hesitate...



Page 14

Objectives

- To revise the names of months and seasons
- To write and read the date
- To revise the names of the colours

Warm Up

Ask the students if they know how to say which month and season it is. Then ask them what their favourite colour is and if they can say it in English.

Exercise 1

12 Audioscript/Answers

- | | |
|------------|-------------|
| 1 January | 7 July |
| 2 February | 8 August |
| 3 March | 9 September |
| 4 April | 10 October |
| 5 May | 11 November |
| 6 June | 12 December |

Exercise 2

Students' own answer

Exercise 3

Answers

- summer
- autumn
- winter

Exercise 1

13 Audioscript/Answers

Red and yellow and pink and green,
 Orange and purple and blue.
 I can sing a rainbow,
 Sing a rainbow,
 Sing a rainbow too.
 In the sky at night,
 Black and grey and white,
 Stars and sky are beautiful too.
 But I love the rainbow,
 Love the rainbow,
 In the sky so blue.

→ Keep It Simple

Starter Unit

Starter Unit

Months and seasons

- 1 12 754 212 **Reorder the months.**
 Then listen and check.

- | | |
|---|-----------------------------------|
| <input type="checkbox"/> June | <input type="checkbox"/> October |
| <input type="checkbox"/> September | <input type="checkbox"/> August |
| <input type="checkbox"/> December | <input type="checkbox"/> March |
| <input type="checkbox"/> February | <input type="checkbox"/> April |
| <input checked="" type="checkbox"/> January | <input type="checkbox"/> November |
| <input type="checkbox"/> May | <input type="checkbox"/> July |

- 2 Write the date of your birthday in full in your notebook.

My birthday is on ...

- 3 Match the seasons to the following pictures.

winter • summer • autumn • spring



1 spring



2 _____



3 _____



4 _____

Look at how you write a date in English: 2nd October 2019. But remember that you read it: the second of October twenty nineteen.



Colours

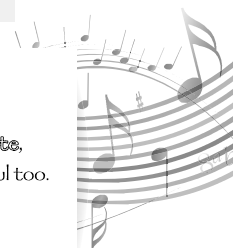
- 1 13 754 213 **Song Listen and complete the song with the following words.**

grey • white • black • blue (x2) • orange • yellow • red • purple • pink • green

SING A RAINBOW

R_d and ye_lo_ and pi__
 and gr__n,
 O_a_ge and pu_p_e and bl__.
 I can sing a rainbow,
 Sing a rainbow,
 Sing a rainbow too.

In the sky at night,
 Bl_c_ and gr_y and w_ite,
 Stars and sky are beautiful too.
 But I love the rainbow,
 Love the rainbow,
 In the sky so bl__.



Teacher's notes:



Objectives

To revise the names of pets and wild animals

Warm Up

Ask the class if they have a pet and what their favourite animal is and if they can say it in English.

Exercise 1

14 Audioscript/Answers

- 1 dog
- 2 goose
- 3 chicken
- 4 rabbit
- 5 goat
- 6 pig
- 7 sheep
- 8 cow
- 9 horse
- 10 turkey

Exercise 2

15 Audioscript/Answers

- 1 H elephant
- 2 C lion
- 3 G snake
- 4 D giraffe
- 5 F tiger
- 6 A crocodile
- 7 E parrots
- 8 I dolphins
- 9 J monkey
- 10 B zebras

Animals

Farm animals

1 14 754 214 Write the name of the farm animals in your notebook. Then listen and check.

dog • cow • horse • rabbit • chicken • sheep
goat • goose • pig • turkey



1 dog



2



3



4



5



6



7



8



9



10

PS s. 7

Wild animals

2 15 754 215 Match the images A to J to the names of the animals 1 to 10. Then listen, check and repeat.

- | | |
|-------------------------------------|--------------------------------------|
| 1 <input type="checkbox"/> elephant | 6 <input type="checkbox"/> crocodile |
| 2 <input type="checkbox"/> lion | 7 <input type="checkbox"/> parrots |
| 3 <input type="checkbox"/> snake | 8 <input type="checkbox"/> dolphins |
| 4 <input type="checkbox"/> giraffe | 9 <input type="checkbox"/> monkey |
| 5 <input type="checkbox"/> tiger | 10 <input type="checkbox"/> zebras |



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Teacher's notes:

→ Keep It Simple

Starter Unit



Page 16

Objectives

To revise vocabulary related to personal objects

To revise vocabulary related to classroom objects

Warm Up

Tell the students to look at the photos on page 16 and ask them which of those objects they have with them today and if they know how to say them in English.

Exercise 1

16 Audioscript/Answers

- 1 G a backpack
- 2 A a wallet
- 3 E keys
- 4 C a memory stick
- 5 F a bus pass
- 6 D a brush
- 7 H a mobile phone
- 8 B headphones

Exercise 2

In order to make the activity more **inclusive**, you can write on the blackboard, in random order, the three words from exercise 1 which the students must match to the sentences.

Answers

- 1 headphones
- 2 a wallet
- 3 a memory stick

Exercise 1

17 Audioscript/Answers

- 1 A door
- 2 I map
- 3 B chair
- 4 C cupboard
- 5 F desk
- 6 E IWB (Interactive Whiteboard)
- 7 G bin
- 8 D window
- 9 H computer

Starter Unit

My favourite things

1 16 754 216 Look at the images A to H and match them with the names of the objects 1 to 8. Then listen, check and repeat.



- 1 a backpack
- 2 a wallet
- 3 keys
- 4 a memory stick
- 5 a bus pass
- 6 a brush
- 7 a mobile phone
- 8 headphones

2 Read the descriptions and write the names of the objects from exercise 1 in your notebook.

- 1 They're blue. They're for my mobile phone.
- 2 It's orange and blue.
- 3 It's yellow and white. It's for my computer.

Classroom objects

1 17 754 217 Find the following objects in the drawing. Then listen and check.

- 1 door
- 2 map
- 3 chair
- 4 cupboard
- 5 desk
- 6 IWB (Interactive Whiteboard)
- 7 bin
- 8 window
- 9 computer



16

PS s. 8-9

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Teacher's notes:



Page 17

Objectives

To revise some simple classroom language expressions

Warm Up

Give the class some simple instructions, for example *Open your books* and encourage them to do the action.

Exercise 1

18 Audioscript/Answers

- 1 Stand up.
- 2 Sit down.
- 3 Open your book.
- 4 Close the door.
- 5 Write.
- 6 Listen.
- 7 Close your book.
- 8 Look at the board.
- 9 Underline.
- 10 Read.
- 11 Open the window.
- 12 Go to the board.

→ Keep It Simple

Starter Unit

Exercise 2

Answers

Students's own answers.

Classroom language

- 1 18 754 218 Look at the pictures and write the instructions in your notebook. Then listen and check.

Stand up. • Write. • Sit down. • Listen. • Close the door. • Close your book.
Underline. • Open the window. • Look at the board. • Read. • Go to the board. • Open your book.



1 Stand up.



2



3



4



5



6



7



8



9



10



11



12

- 2 Say in your mother tongue.

- 1 Can you repeat that, please?
- 2 Can I go to the toilet, please?
- 3 How do you spell that?
- 4 Can you help me, please?
- 5 Excuse me, I don't understand.
- 6 What does 'cupboard' mean?



Teacher's notes:

Methodology note

In order to make your teaching inclusive, let the learners express the sentences in their mother tongue. Although translation is usually considered to be an extra skill, expressing ideas in mother tongue or other languages helps the learners understand the relationship between languages better and they build their language competences gradually. Translation activities are not designated for testing.

