

1 SELF

LISTENING	Listening for the main idea
STUDY SKILL	Getting to know people
VOCABULARY	<i>Wh-</i> question words
GRAMMAR	Simple present tense of <i>be</i>
SPEAKING	Interviewing a partner

Warm-up

Start the first class with a new group with a “Getting to know you” activity. For example, ask the students to interview each other in pairs and find out some key information, e.g., nickname, home town, hobbies, area of academic study, and future plans. Then ask individuals to report back to the class. Introduce yourself and then present the aims of the course—to work on improving listening comprehension and speaking skills.

Discussion point

Before starting the unit, teach the students the term *infographic*—a visual representation of data or information. Give them a few minutes to study the infographic. Model some of the phrases that you think may be new for students and ask them to repeat, e.g., *What’s up?* / *See you around*.

Put students into pairs for this discussion activity. Elicit and check answers to questions 1 and 2. To finish off the conversation, use the final question as a way to get students moving around the class and switching from using informal to formal language.

ANSWERS

- 1 *Hello.; Hi.; What’s up?; Bye.; Bye-bye.; See you later.; See you around.*
- 2 *Good morning.; Good afternoon.; Good evening.; Goodbye.; Goodnight.*
- 3 Students’ own answers

VIDEO

Before you watch

Introduce the topic of the video by telling students they are going to watch a video about balloons that make people happy. Ask students to read the exercise and identify any new words.

Discuss the meanings as a class. Then ask students to complete the *Before you watch* exercise, using their dictionaries if needed. Monitor the activity, and when they are finished, go through the answers with the class.

ANSWERS

1 c 2 b 3 a 4 d

While you watch

Ask students to watch the video and complete the exercise. Play the video again so that students can check their answers. Go through the answers with the class.

ANSWERS

1 b 2 b 3 a 4 a

See page 104 for the video script.

After you watch

Put students into pairs (or groups.) Encourage them to use the language modeled in the example answers to answer the questions. Go through the answers with the class.

LISTENING 1

Student interview

A Vocabulary preview

Extra support: This is a good time to check which dictionary your students have. Make a list on the board and ask students to say what they think about them. Recommend a suitable dictionary, such as the *Macmillan Study Dictionary*. At Foundation level, it is particularly useful for students to have a dictionary on hand that they can refer to when needed.

- 1 Before starting this exercise, ask individual students to read out the words in bold and check that they have placed the word stress in the correct place. Model any words that students have difficulties with. When students have matched the words and definitions, do a quick whole-class check. Students can also complete the *Vocabulary preview* as homework before class.

ANSWERS

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

- 2 With weaker groups, ask students to scan the eight sentences first and underline or highlight any new words. Elicit these and have another student in the group explain the words, or explain them yourself if nobody knows. When students have completed the sentences, ask individual students to read out their completed answers as a whole-class check.

ANSWERS

1 interests 2 fan 3 travel 4 free 5 repeat
6 interview 7 full 8 kind

- 3 Ask students to change their seats to work with a new partner. Use this as a fluency exercise and encourage students to explain their answers in more detail. Finish the activity by providing any helpful language feedback. As a fun extension, find out who has the longest middle name in the class.

Extension activity

Ask students to work with a partner and talk about any more activities they like doing. Collate students' answers. Take a quick vote to find out the most popular activity in the class.

B Before you listen

Preparing to listen

Extra support: Write the word *interview* on the board and check if students know the word. Build a word map of related terms around it, e.g., *attend (an)*, *go to (an)*, *interviewer*, *interviewee*. Ask whether any of the students have had an interview before. Tell them how many interviews you have been to.

Put students into pairs to practice asking the questions (the focus here is on pronunciation and familiarizing themselves with the content of the listening text, so they shouldn't answer the questions yet). Monitor the activity, and help with pronunciation where needed. Go through the answers with the class.

C Global listening

Listening for main ideas

- 1 Tell students to read the *Listening for main ideas* box. Check that they understand the information by asking concept-check questions, e.g., *Is the aim of global listening to understand every word?* (no) *What is the aim?* (to understand the main ideas)

Ask the students to read through the three possible answers first, so they know what to listen for. Play the recording. Do a quick whole-class check on their answer.

AUDIO SCRIPT

Track 1.1

JEFF: Hello. This is Jeff Adams from the *Student Times*, our school newspaper. I'm here today to interview student Matthew Searby. I'm talking to him to find out about his interest—what he likes doing.

JEFF: Good morning, Matthew. My name is Jeff Adams.

MATTHEW: Hello, Jeff.

JEFF: How are you today?

MATTHEW: Fine, thank you.

JEFF: My first question is: what's your full name?

MATTHEW: It's Matthew James Searby.

JEFF: How old are you?

MATTHEW: I'm 21.

JEFF: 21, OK. And where are you from?

MATTHEW: I'm from Georgia, in the U.S.

JEFF: Oh, you're American?

MATTHEW: Yes, I am. And I'm a big fan of soccer. It's my favorite sport.

JEFF: Great! What do you like to do in your free time?

MATTHEW: Well, I like to read.

JEFF: What kind of books do you like?

MATTHEW: I like books about sports. Oh, and I like books about travel. I don't really travel much, but I like to read about travel.

JEFF: What about TV and movies?

MATTHEW: I don't watch movies often, but I like to watch TV.

JEFF: Are you a fan of travel shows?

MATTHEW: Oh, yes. My favorite is *Travel 24/7*.

JEFF: I'm sorry. Can you repeat that?

MATTHEW: *Travel 24/7*. It's a travel show on Channel 3.

JEFF: Ah, OK.

ANSWER

b

- 2 Ask the students to read the sets of notes and tell you which one they think is correct. Then play the recording so that students can check their answer. Elicit the correct answer from the class.

AUDIO SCRIPT

Track 1.1

ANSWER

a

D Close listening

Listening for more information

Explain to students that the aim of close listening is to listen intensively to try and understand specific information. Give students a few minutes to read through the six sentences. Play the recording. With weaker groups, pause from time to time to allow students to complete their answers. Ask students to compare their answers in pairs and deal with any difficulties that arise.

AUDIO SCRIPT

Track 1.1

ANSWERS

1 a 2 a 3 b 4 b 5 a 6 b

E Over to you

Put students into small groups. Before starting this exercise, brainstorm the names of some popular TV shows, especially any in English, which students in the class may watch and enjoy. Write the list on the board and model the pronunciation as necessary.

Monitor the activity and take notes. When students have finished, elicit answers. Encourage students to explain their answers by asking *Why* questions. Finish the activity by giving feedback on any good uses of language and any important language mistakes.

Extension activity

Create a set of cards with the names of some famous athletes, singers, writers, movie directors, and actors on them. Leave some cards blank. Then ask the class to think of more names to add to the cards. Write the names on the cards. Model the conversation, e.g., *Do you like X? Yes, I am a fan of ... / Yes, I do. / No, I don't like X. / No, I'm not a fan of ...* Write these on the board for students to refer to. Divide the class into groups and give them the same number of cards each. Ask students to ask and answer the same questions using the cards they are given. Monitor the activity and support students with language where necessary.

PRONUNCIATION

Pronunciation for listening

Contractions of *be*

- 1 Write the word *contraction* on the board and demonstrate what it means in a language-teaching context. You can do this by counting words on your fingers, e.g., *I + will / I + would*, and demonstrating the contractions *I'll / I'd*. Write these examples on the board. Then ask students to read the *Contractions of be* box. Ask them to practice by reading out some of the expressions, such as *they're* or *we're*.

Play the recording, pausing between each sentence to give time for students to write in their answers.

AUDIO SCRIPT

Track 1.2

- 1 I think he's from Canada.
- 2 It's my favorite sport.
- 3 She's 35 years old.
- 4 I'm free in the afternoon.
- 5 It isn't time for class.
- 6 I'm not a fan of pop music.
- 7 We're not students here.
- 8 They aren't in class now.

ANSWERS

1 he's 2 It's 3 She's 4 I'm 5 isn't 6 I'm
7 We're 8 aren't

- 2 Give students a few minutes to read through the conversation and study the options. Play the recording. Pause as necessary for students to make their choices. Go through the answers with the class.

AUDIO SCRIPT

Track 1.3

JEFF: My first question is: what's your full name?

MATTHEW: It's Matthew James Searby.

JEFF: How old are you?

MATTHEW: I'm 21.

JEFF: 21, OK. And where are you from?

MATTHEW: I'm from Georgia, in the U.S.

JEFF: Oh, you're American?

MATTHEW: Yes, I am. And I'm a big fan of soccer. It's my favorite sport.

ANSWERS

1 It's 2 I'm 3 I'm 4 you're 5 I am 6 I'm 7 It's

- 3 Put students into pairs to read the conversation in Exercise 2 aloud. Listen and take notes on any points of pronunciation that need checking. To give students further practice, ask students to do the activity again with a different partner. Finish the activity by giving feedback on what students did well, and go through any recurring mistakes.

LISTENING 2

Nice to meet you

A Vocabulary preview

- 1 Pre-teach the term *home town* by giving a definition, e.g., *My home town is ... , I was born there and lived there when I was a child.* Ask a few students to tell you what their home town is. Give students a few minutes to read the words and phrases and definitions. When they have matched the words and phrases in bold with the definitions, ask students to check in pairs, and then check as a class.

ANSWERS

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

- 2 Ask students to work with a different partner to complete the exercise. When they have finished, go through the answers with the class.

ANSWERS

1 job 2 brother 3 campus 4 home town
5 by myself 6 sister 7 final 8 still

- 3 Before starting, pre-teach the word *roommate* (someone you share a bedroom with in a dorm room, usually at college). Point out that the students can use the sentence starters to help them with their answers. Ask students to ask their questions to someone from the other side of the classroom. Do this by counting around the class until the halfway point, and then start again. Pair up the ones, twos, and so on. Elicit answers from students at random.

B Before you listen

Preparing to listen

Put students into pairs to discuss the information they would normally give when they meet someone for the first time. When they have finished, elicit answers. Explain that we usually don't give our age, address, or telephone number to people we don't know unless it's for business reasons. Provide language feedback on any good language use and on important mistakes.

C Global listening

Listening for main ideas

- 1 Go through the question and the three possible answers. Tell students to remember that the first time they listen to a text, they are looking out for the main ideas. Play the audio once and ask students to circle the correct answer. Ask students to check in pairs.

AUDIO SCRIPT

Track 1.4

TEACHER: Hello, everyone. We have four new students in our class this year. Let's hear from each of them. Please tell us about yourself. Cliff?

CLIFF: OK. My name is Cliff Olson, I'm from Toronto, Canada. I'm 19 years old. I live by myself in the city. I really like sports. Other interests ... oh, I love computers. I have three of them. Look, I have two with me right now.

TEACHER: Thank you, Cliff. Helen?

HELEN: Good morning. I'm Helen Davis. I'm from Oxford, in the U.K. I have a large family. My parents and brother and sister all still live in Oxford. Look, here is a photo of us. I have a job. I work in a restaurant. I'm 22. I live on campus with my friend, Alice. It's nice to meet you all.

TEACHER: Thank you, Helen. And now ... Robin.

ROBIN: Hello. I'm Robin Monroe. I'm 20 years old. My home town is Denver. It's a big city in Colorado, in the U.S. Here it is on the map. Now I live in an apartment off campus with my sister. She's a student here, too. I don't really have much free time. I study a lot!

TEACHER: And our final student, Eric.

ERIC: Hi. Nice to meet you. My name is Eric—Eric Sanders. I'm 18. I'm from Sydney, Australia. My parents and brother still live there. I live on campus with my friend Marco. Um, I like movies. As you can see, I'm a big fan of Star Wars.

TEACHER: Thank you. We hope you all have a great year.

ANSWER

a

- 2 As an introduction to the activity, read aloud the names in the box. Find out if students have heard these names before. Tell students to look at the pictures and discuss possible answers in pairs. Play the recording again, and then elicit the answers from the class.

AUDIO SCRIPT

Track 1.4

ANSWERS

- 1 Robin 2 Eric 3 Cliff 4 Helen

D Close listening

Listening for more information

- 1 Ask students if they remember the places the students were from. Tell students they will hear the listening again. This time they are listening carefully for specific information. Give them a minute to skim-read the information in each column first, and tell them they need to match the pieces of information. Play the recording. Go through the answers with the class.

AUDIO SCRIPT

Track 1.4

ANSWERS

- 1 Cliff Olson, 19, Toronto
2 Helen Davis, 22, Oxford
3 Robin Monroe, 20, Denver
4 Eric Sanders, 18, Sydney

- 2 Tell students they will listen to the recording again. They should read the options for each item first. With strong groups, students may remember the answers. If so, they can use the listening to check their answers. Give students a few minutes afterwards. Then ask them to check in pairs.

AUDIO SCRIPT

Track 1.4

ANSWERS

- 1 a 2 b 3 a 4 b

E Over to you

Extra support: Warm the students up by brainstorming *jobs* and *hobbies*. Write these two words on the board and ask students to come up and add something to each list. Deal with any problems of spelling. If students are keeping a vocabulary notebook, ask them to write any new words.

Put students into small groups to discuss these two tasks. Tell students they can use the sentence starters to help. Listen to the discussions and keep a record of good things as well as any mistakes students say. At the end of the discussion, go around the class and ask each student to say something about a classmate. After the task, give students feedback on good examples of language used and any important language mistakes.

STUDY SKILLS

Getting to know people

Extra support: Before starting, pre-teach any vocabulary that you think your students may not know. For example, write the following words on the board, e.g., *homesick*, *lonely*, *stressed*, *club*, *worry*. You can explain the words or students can use their dictionaries to find the meanings. Then students call them out in class.

- 1 Ask students to read through the *Getting to know people* box. Then have students check the good ways of getting to know new people.

ANSWERS

- ✓ 1 Go to your university library to study.
- ✓ 3 Join a student club.
- ✓ 6 Talk to people one by one.
- ✓ 7 Ask somebody to go for a coffee.

- 2 For this activity, put students into pairs. After the students have discussed their answers, elicit some answers from individuals.
- 3 Have students change partners and discuss the questions with their new partners. Take notes on any good uses of language and any mistakes. Finish the activity by providing feedback.

VOCABULARY

Topic vocabulary

Question words

- 1 Give the class a few minutes to study the sentences in the *Question words* box. Then ask students to match the questions and the answers. Go through the answers with the class.

ANSWERS

1 c 2 f 3 e 4 d 5 b 6 a

Extension activity

Put the question words on prompt cards. Create several sets. Give three or four cards to each student and ask them to circulate around the class and ask other students questions using the word(s) on their cards. At this level, encourage them to ask the questions on the page rather than trying to think of new questions. Monitor the activity and give feedback on any problem areas, such as word order or pronunciation.

- 2 Give students a few minutes to do the exercise individually. Then put them into groups to compare their answers.

ANSWERS

- 1 How are you today?
- 2 Where is the teacher from?
- 3 What is your favorite food?
- 4 Who is your favorite soccer player?
- 5 What kind of movies do you like?
- 6 What is your full name?

- 3 Put students into small groups. Ask them to ask and answer the questions from Exercise 2. Monitor the students and take notes on any good answers or any important mistakes. When students have finished, ask a few individual students to give you their answers.

VOCABULARY

Vocabulary builder

- 1 Check that students know the words *chapter* (one of the sections into which a book is divided) and *due* (if something is due to happen, it is expected to happen or should happen). Students do the exercise individually. Go through the answers with the class.

ANSWERS

1 T 2 S 3 T 4 S 5 T 6 S 7 S 8 T

- 2 Ask students to complete the exercise. Then go through the answers with the class.

ANSWERS

1 b 2 c 3 a 4 d

- 3 Students complete the exercise, and then check in pairs.

ANSWERS

- 1 What page are we on?
- 2 Which chapters do we read?
- 3 How do I pronounce this word?
- 4 When is the homework due?

- 4 Put students into pairs to ask and answer questions from Exercise 3. When they have finished, if appropriate, ask different pairs to read out a question and an answer to the whole class. Provide feedback as necessary.

SPEAKING

Speaking model

Warm-up

Brainstorm the names of some clubs that are common at school, e.g., *chess, sports, drama, tennis*. If appropriate, you could mime the actions of the sport or activity and elicit the name of it in English. Ask students whether they belong to any clubs, or if they would like to join any.

A Analyze

- 1 Tell students to read the interview and number the things the interviewer asks about in order. Go through the answers with the class.

ANSWERS

1 name 2 where from 3 job 4 age 5 interests

- 2 Ask students to go through the conversation and underline all the *Wh-* question words in the interview. Remind students that *How* is often referred to as a *Wh-* question.

ANSWERS

What's your name?
Where are you from?
And how old are you?
What are your interests?
What kind of movies ...
Who's your favorite ...
... what sports do you like?

- 3 Ask the students to complete the form with the information from the interview. Ask students to check in pairs, and then check as a class.

ANSWERS

1 Paul 2 Reynolds 3 20 4 none 5 Dublin
6 Ireland 7 movies (superhero), basketball

B Discuss

Put students into pairs to ask and answer the questions. Before students begin, point out that they can use the sentence starters to frame their answers. When students have finished, ask them to tell you the additional questions they mentioned.

GRAMMAR

Simple present tense of *be*

Warm-up

With books closed, tell students three facts about you making sure you use the simple present tense of *be* (e.g., *I'm a fan of movies. I'm American. I'm a teacher.*). Ask students what was the first word you used in all the facts (**Answer:** *I'm*). Elicit the verb *I'm* is from *be*. Tell students they are going to look at how to form the present tense of *be*, and ask them to open their books.

- 1 Give students a few minutes to study the *Simple present tense of be* box. Then ask them to complete the exercise with the correct forms of the verb. Ask students to check in pairs, and then check as a class.

ANSWERS

1 Are 2 Am 3 Is 4 Is 5 Are

- 2 Put students into pairs to ask and answer the questions from Exercise 1. Monitor the activity, noting good pronunciation of contractions. When students have finished, highlight any common mistakes.

POSSIBLE ANSWERS

1 No, we're not.
2 Yes, you are. / No, you're not. / No, you aren't.
3 Yes, it is. / No, it's not. / No, it isn't.
4 Yes, he/she is. / No, he's/she's not. / No, he/she isn't.
5 Yes, I am. / No, I'm not.

- 3 Model the first question. Tell the class it is wrong and ask what the question should be (**Answer:** Where are you from?) Students look at the rest of the questions and correct the mistakes in each question. Ask students to check in pairs, and then check as a class.

ANSWERS

- 1 Where **are** you from?
- 2 What **is** our teacher's full name?
- 3 How old **are** your parents?
- 4 Who **is** your best friend?
- 5 How **are** you today?

- 4 Ask students to stand up and walk over to another student on the other side of the room to ask the questions from Exercise 3. They should take notes on their partner's answers. Monitor the activity and take notes on any good use of language, such as contractions, and any mistakes. When students have finished, they should return to their seat. Call on some students to give you their partner's answers in open class. Highlight any common errors you noted while monitoring the activity.

SPEAKING

Speaking skill

Asking for repetition

- 1 Ask students to read the information in the *Asking for repetition* box. Tell students it is important to know phrases that you can use when speaking with someone in case they speak too quickly, too quietly, or you don't manage to hear what they said.

Give students a minute to read the glossary box and the exercise. When students have re-assembled the words, ask individuals to read out their questions. Model the correct pronunciation and intonation if necessary. Point out that to sound more polite, you could add *please* to the end of each question.

ANSWERS

- 1 Can you repeat that?
- 2 Can you say that again?
- 3 Can you say that one more time?

- 2 Assign each student a letter, A and B. Put them into pairs to complete the task. Suggest that in the first answer, they speak quickly or quietly, and in their second answer, they speak loudly and clearly. Monitor the exchanges and give feedback if necessary.

PRONUNCIATION

Pronunciation for speaking Plural -s sounds

Warm-up

Write the nine words in the *Examples* part of the table in the *Plural -s sounds* box on cards. Create enough sets for your class to do the activity in groups. Tell students to close their books. Take one card from each sound group. Model each word, asking students what the different sounds are at the end of the words. Write /s/, /z/, and /ɪz/ on the board as you elicit the answer. Divide the class into small groups of three or four students, and issue a set of cards to each group. Tell them to say the words on the cards to each other, and divide them into the three different sound groups. When they are finished, ask students to open their books and read the skills box for the answers.

- 1 Put students into pairs or small groups. Have them listen to the words and decide on which column they should go. Do a whole-class check on answers by asking students to read aloud the words they have in each box. Correct and model the words as necessary.

AUDIO SCRIPT

Track 1.5

addresses
campuses
desks
jobs
names
notes
pages
parents
places
questions
tests
words

ANSWERS

/s/
desks notes parents tests
/z/
jobs names questions words
/ɪz/
addresses campuses pages places

- 2 Ask students to read through the conversation and underline the plural endings. They should then decide on the correct sound ending. When students have finished, play the recording so they can check their answers.

AUDIO SCRIPT

Track 1.6

- A:** What are your interests?
B: I read a lot on weekends.
A: I have three boxes of old books. Do you want them?
B: Sure. Thank you!
A: I only read magazines.
B: Really? What kind?
A: I like to read magazines about sports, movies, and video games.

ANSWERS

interests /s/
weekends /z/
boxes /ɪz/
books /s/
magazines /z/
sports /s/
movies /z/
games /z/

- 3 Put students into pairs and ask them to read through the conversation. Monitor the pronunciation of the words ending in -s. If appropriate, choose a student pair to come to the front and perform their conversation for the class. Provide any language feedback as necessary.

SPEAKING

Speaking task

Explain that students will use the skills and language they have learned in the unit, such as the simple present of *be*, contractions of *be*, and *Wh-* question words, to complete the final *Speaking task*. Give them the opportunity to revisit those pages as necessary before they begin.

Brainstorm and plan

Ask students to work with a partner to decide on which things they want to learn about. Go through the answers with the class. Ask pairs to work together to write four questions. Monitor the activity, supporting students with spelling and grammar as needed.

Speak and share

Before starting, remind students to ask for repetition when they don't understand something or didn't hear it. Put students into different pairs to ask and answer the questions. Encourage them to take notes on their partner's answers.

In the *Sharing* stage, go around the class and give students a letter (e.g., A, B, C, and D) and ask them to regroup, As together, Bs together, and so on. Using their notes, they should tell the others in the new group about the information they found out from the people they interviewed.

Reflect

When students have thought about their own questions and answers, ask them to check the boxes that apply to them. Explain that this is an important activity that should help students to realize what they are good at from the unit material and what they need to revisit.

Wordlist

Students work in pairs or small groups to work through the wordlist, checking that they all remember what each word or phrase means, how to pronounce it, and how it was used in the unit. They can refer back to the unit or their dictionaries. Go through the list carefully with the class.

Vocabulary builder review

Students work through the sentences. Ask students to check in pairs, and then check as a class.

ANSWERS

- 1 chapter
- 2 pronounce
- 3 homework
- 4 discussion
- 5 listen

Unit review

Students work through the list alone to decide what they can and can't do. They discuss their answers in pairs, including what they remember from the unit about each point. Finally, open up the discussion to include the whole class. Pay particular attention to any boxes that the students didn't check. Explore with them ways of overcoming any remaining problems.

Extra research task

As a take-home activity, ask students to go home and "interview" somebody they know using the questions, grammar, and vocabulary they learned in the unit. They must conduct the interview in English (but can use L1 to help if necessary). They should make notes on their interviewee's answers. Have students present profiles of the people they interviewed in the next class.