

UNIT 1 HIGH FIVE!

The expression *High five!* refers to a gesture, greeting or congratulation. You hold your hand up and put your palm flat against that of another person.

Unit plan



Unit opener	(SB p. 6)	20 min.
Listening: to greetings	(SB p. 8)	30 min.
Vocabulary: the alphabet	(SB p. 8)	25 min.
Grammar: subject pronouns and the verb <i>be</i> – statements	(SB p. 8)	40 min.
Pronunciation: contractions	(SB p. 10)	15 min.
Vocabulary: numbers 0–10	(SB p. 10)	25 min.
Grammar: possessive adjectives	(SB p. 11)	40 min.
Reading: finding the topic	(SB p. 12)	30 min.
Speaking: using correct register	(SB p. 12)	20 min.
Writing: completing a form	(SB p. 13)	20 min.
StudySkills	(SB p. 14)	45 min.
• Asking the teacher for help	(SB p. 14)	
• Using the dictionary for help	(SB p. 14)	
• My way to practise ... speaking & pronunciation	(SB p. 15)	
Language wrap-up	(SB p. 16)	15 min.
Writing workshop: completing a form	(SB p. 17)	20 min.
Video and downloadable video worksheet		45 min.

Competences table



Unit 1	Competence developed
Unit opener	can use appropriate greetings
Listening	can understand basic greetings
Vocabulary	can spell familiar words
Grammar	can use subject pronouns and <i>be</i> in affirmative and negative statements
Pronunciation	can correctly pronounce contractions
Vocabulary	can understand and say numbers from 0–10
Grammar	can understand and use possessive adjectives
Reading	can understand a short description of a person
Speaking	can ask and answer questions on basic personal information
Writing	can give basic personal information
StudySkills	can use different strategies to get help in the English classroom and to practise speaking and pronunciation

Unit opener (p. 6)

Lead-in

Greet the class. Say *Hello*. Encourage them to reply using *Hello*. Then say *My name's ...* and ask the class to repeat. Then ask individual students to add their names (e.g. *My name's Michael*). Ask all the students to walk around the class and introduce themselves using *Hello, my name's ...*

Unit topic

Have the students look at the photo and say what the young woman is doing (saying *hi* to someone). Explain that the unit is about one main topic. Direct the students to the three possible unit topics and make sure they understand what each means. Then go through the pictures in the unit with the students and ask them to tick the best answer to the question.

Answer

introductions and meeting people

To get your students to think about the two skills being developed in this unit, ask them to look at the questions in the cogs.

Reading: finding the topic

Explain that there is a person called Kenneth in this unit. Ask the students to find Kenneth and tick the correct answer.

Answer

Kenneth is a teacher.

Speaking: using correct register

Elicit ways to say *hello* in the students' first language(s). Ask them if the word is the same for friends and strangers.

Refer the students to the **StudySkills** panel. Explain that in these sections, they will learn skills to help them be good language learners. In this unit, they will focus on developing their speaking and pronunciation skills. Have the students look at pages 14–15 and choose a word or phrase to say aloud in pairs.

A 03

- See the Student's Book page for the **audioscript**.
- Refer the students to the photos. Draw simple pictures on the board to illustrate man and woman. Ask the students to look at the conversations and read the names of the people. Tell them that six are men's names and four are women's names. Ask the students to decide in pairs which names are men's and which are women's (Men's names: Alan, Josh, Adam, Jim, Sam, Mr Carter; Women's names: Judy, Emma, Rani, Mrs Anderson).
- Tell the students they will hear the four conversations and they should match them to the photos. Play the recording once and check progress. If necessary, play it again.
- Ask the students to notice the difference between the first names and surnames in conversation 3. Point out that it is more formal to use both names (see the Culture note).
- Play the recording again, pausing after each line. Have the students repeat chorally and individually.

Answers

A 2 B 4 C 1 D 3

Culture note

When we introduce people in an informal context, we can simply use their first name, as in conversations 1 and 2. In a more formal situation, such as a business meeting (as in conversation 3), we would also use their surname. When we talk respectfully to older people like parents' friends or teachers (as in conversation 4), we say *Mr* and a surname for men, and *Mrs, Miss* or *Ms* and a surname for women.

B

- Put the students into groups of three. Ask them to practise reading the conversations several times. In the first and third conversations, there are only two roles, so encourage the students to take turns reading the different parts.
- Have the students practise the conversations again, this time using their own names. Listen to some of the groups with the whole class.

▶ Workbook p. 4, Section 1

Listening: to greetings (p. 8)

A

- Write the words *morning, afternoon, evening* and *night* on the board. Write the approximate times *05.00–12.00, 12.00–18.00, 18.00–21.00* and *21.00–5.00* on the board in random order. Have the students match the words to the times of day they represent. Point to a time and elicit the word (*05.00–12.00: morning; 12.00–18.00: afternoon; 18.00–21.00: evening; 21.00–5.00: night*).
- Elicit or explain what the abbreviations *USA* and *UK* stand for (*United States of America* and *United Kingdom*). Put the students into pairs and ask them to match the photos with the four times of day.

Answers

1 afternoon 2 night 3 morning 4 evening

B 04

- See the Student's Book page and the answers below for the completed **audioscript**.
- Read the instructions to the class. Play the recording once and check progress. If necessary, play it again. Have the students compare their answers in pairs.
- Ask the students to match each of the conversations to the photos in Ex. A. Prompt them to consider the greeting that is used at each part of the day.
- Elicit answers to the questions below the conversations.

Answers

1 evening 2 afternoon 3 night 4 morning
1 good evening/afternoon/morning 2 good night

C

- Refer the students to conversation 2 in Ex. B. Tell them to underline the question *How are you?* and the response *Fine, thanks*. Explain that we use these expressions when we greet people. **Highlight** that it is important to memorise chunks of language like these and know when to use them.
- Have the students practise the conversations in Ex. B in pairs, and then to practise them again using their real names. Ask them to switch roles so that they can practise both parts.

Culture note

When people ask the question *How are you?*, it is often simply a greeting. They are normally not literally enquiring about the other person's health. The response *Fine, thanks* is a standard answer to this question.

Vocabulary: the alphabet (p. 8)

A 05

- See the Student's Book page for the **audioscript**.
- Ask the students to look at the letters of the English alphabet and to say whether any of the letters are different from their alphabet or whether they have a completely different writing system.
- Point out that each letter is given twice: as a capital / upper case (big) letter and as a lower case (small) letter.
- Play the recording and ask the students to repeat the letters chorally and individually.
- **Highlight** the fact that the English letter *e* is pronounced /i:/, the letter *i* is pronounced /aɪ/ and the letter *a* is pronounced /eɪ/. Point out the difference between *g* /dʒi:/ and *j* /dʒeɪ/.

B

- Refer the students to the model conversation and write *How do you spell your name?* on the board. Explain that *spell* means 'say the letters of a word in the correct order'. Refer the students to the **How to say it** box and point out that for an upper case (big) letter, we say *capital* (J = capital 'j'), and that when we spell a word that uses the same letter twice in succession, we say *double* (nn = double 'n').
- Ask the students to introduce themselves in pairs and spell their names. Listen to some of the pairs with the whole class, and correct any errors in their pronunciation.

Workbook pp. 4–5, Section 2

Grammar: subject pronouns and the verb *be* – statements (p. 8)

A 06

- See the Student's Book page for the **audioscript**.
- Ask the students to keep their books closed. Write the three possible answers on the board: a) at home, b) at work, c) at university, and check that they understand their meanings. Ask them if they are at home or at work. (No.)
- Play the recording. Have the students discuss the answer in pairs, and then open their books and circle the correct answer.

Answer

c

NOTICE!

- Direct the students to the **Notice!** box. Make sure they understand what *in bold* means (very dark letters). Go through the conversation with the students and elicit the referents for each of the pronouns in bold.

Answers

The words refer to people.

1 I = Anna, you = Anna

2 She = Inga

3 We = Lucas and Daniel, you = Lucas and Daniel

4 They = Erik and Petra

B

Subject pronouns

Function

- Draw the Form table on the board, then write the following: *Inga isn't here. She's sick*. Underline *Inga* and *She*. Then write *Inga = She*, and draw an arrow from *She* in the second sentence to *Inga* in the first sentence. Explain that *she* is a pronoun, a substitute for a noun (in this case, a name). Ask the students if they have substitute words like this in their language.
- Invite one male student and one female student to assist you. Write the male student's name on the board followed by = *he*. Then write the names of both the students, followed by = *they*. Have the two students stand next to each other and say *They*. Then write *I* on the board and point to yourself.
- Continue demonstrating the remaining pronoun forms (*we*, *you*), showing their meanings.

Form

- Ask the students to read the conversations in Ex. A again, and elicit some of the pronouns.
- Complete the table on the board, eliciting the correct pronouns for the two gaps. Point out *it* and explain that this pronoun is like *he* and *she*, but *it* is for words that don't indicate male or female.

Answers

1 I 2 She

be

Form

- Direct the students' attention to the four columns in the second table. Write *affirmative* and *negative* on the board. Next to *affirmative*, write + (plus sign), and next to *negative*, write – (minus sign). Write *yes* after the plus sign and *no* after the minus sign. Then write *not* after *no*. Write *I am = I'm* on the board. Say that this form is called a contraction and that contractions are very common in English.
- Read the statement before the table to the students and write *am*, *are* and *is* on the board. Then write *am not*, *are not* and *is not* on the board and say that these are negative forms. Read the first sentence in the table and complete item 1 with the students.
- Give the students time to complete the table and remind them that all the information they need can be found in the conversations in Ex. A. **Highlight** the contracted forms (*I'm*, *You're*, *He's*, *She's*, *It's*, *We're* and *They're*) and the fact that we usually use these when speaking and the full forms when writing.
- Write the two pairs of sentences in the **What's right?** box on the board. Say that in the first pair the first sentence (*I'm Anna.*) is correct because it contains both *I* and *am* ('*m*). Point out the second sentence and explain that this is not correct because it doesn't have both *I* and *am*. Put a tick next to the first sentence and a cross next to the second sentence. Ask the students to tick the correct sentence in the second pair of sentences (*He isn't here.*)

Answers

1 I'm 3 It's 5 We're 7 'm not 9 isn't
2 You're 4 She's 6 They're 8 aren't

Function

- Read the statement aloud to the class. Make sure the students understand its meaning, especially the words *name*, *age* and *where*.

Extra: contractions

Explain that there are two possible contractions for the negative form of the verb *be* (but see the **What's right?** box – there's only one for *I'm not*). Elicit the ones presented in the Student's Book and write them on the board (*You aren't*, *He isn't*, *She isn't*, *It isn't*, *We aren't*, *They aren't*). Emphasise that this is a contraction with *not*. Then point out that it is also possible to contract the pronoun and the verb – identical to the contractions in the affirmative – and just add *not* in its full form. Write the corresponding forms on the board: *You're not*, *He's not*, *She's not*, *It's not*, *We're not*, *They're not*. Clarify that there's no difference in meaning or style (formal/informal). Encourage the students to copy all the alternative contracted negative forms into their notebooks.

C

- Have the students read the sentences carefully and circle the correct options for the sentences individually, paying attention to the forms in the table in Ex. B. Ask them to compare their answers in pairs. Encourage them to discuss any differences in their answers and refer back to the table before deciding which one is correct.

Answers

1 'm 3 is 5 isn't, 's
2 are 4 are, are not 6 are, aren't

D

- Refer the students to the model conversation and have them work individually to write one true sentence and one false sentence about themselves and about their class.
- Ask the students to read their sentences in pairs and guess which sentence is true and which sentence is false.

Extra: homework

Ask the students to write two or three more sentences about themselves using *I'm* ...

▶ Workbook p. 5, Section 3

Pronunciation: contractions

(p. 10)

Lead-in

With books closed, write *I am*, *You are*, *He is*, *She is*, *It is*, *We are* and *They are* on the board. Elicit the contractions from the class and write them on the board.

A 07

- See the Student's Book page for the **audioscript**.
- Play the recording and ask the students to follow in their books. Emphasise that the contractions are always pronounced as one word without a pause, e.g. *I'm* /aɪm/, whether the contraction is the affirmative or the negative form.
- Play the recording again and ask the students to repeat chorally after each contraction.

B 08

- See the Student's Book page for the **audioscript**.
- Play the recording, pausing after each sentence to have the students repeat chorally and individually. Do this several times, ensuring that the students pronounce the contractions as one word. Invite individual students to say the sentences without listening to the recording.

Vocabulary: numbers 0–10

(p. 10)

Lead-in

With books closed, check if any of the students already know some of the numbers 0–10 in English. If appropriate, use your fingers and count to ten in the students' first language. Then start again from zero, but this time in English. Indicate that the students should continue if they can. Be sure to encourage wide participation on this and don't allow one student to dominate.

A 09

- See the Student's Book page for the **audioscript**.
- Play the recording and ask the students to repeat the numbers chorally and individually. Play it again and ask the students to listen only. Then have them repeat the numbers chorally without the recording.
- Divide the class into two halves. One half should begin with zero and the other half should continue with one, alternating until they reach ten.
- **Highlight** the alternative pronunciation of zero: *oh /əʊ/*.

B 10

- Have the students look at all the numbers first.
- Play the recording and ask them to circle the numbers they hear. Have them compare their answers in pairs. Check the answers with the whole class.

Audioscript

- 1 three-two-four
- 2 nine-eight-seven-four
- 3 eight-three-nine-one
- 4 five-nine-two-one-eight
- 5 two-three-eight-eight-four-one-nine-seven-nine

Answers

- 1 a 2 b 3 b 4 a 5 b

C

- Direct the students to the images and the numbers on them. Ask them what the number on the phone is (9763-9152-98). Write it on the board. If there are mistakes, write exactly what the students say and ask other students to correct. Elicit the numbers on the other two items in the same way.
- Ask the students to write the correct words in the spaces under the items. Have them compare their answers in pairs, then check the answers with the whole class.
- Point out that *ID* stands for *identity*. Explain that this is an abbreviation and remind the students that when saying abbreviations, we use the names of the letters, e.g. /aɪ/, /di/.
- Make sure the students pronounce the words *address*, *phone number* and *student ID number* with the correct stress. Ask the students to repeat these words several times chorally and individually.

Answers

- 1 phone number
- 2 student ID number
- 3 address

D

- Direct the students to look at the example conversation. Explain that we use the question *What's your ...?* when we want to know someone's phone number, ID number or address. Elicit another example: *What's your name?*
- Have the students ask and answer questions about their phone numbers, student ID numbers and addresses using *What's your ...?* If your students don't have a student ID number, ask them to invent one.
- Listen to some of the pairs with the whole class.

▶ Workbook p. 6, Section 5 

Grammar: possessive adjectives (p. 11)

Lead-in

Write the name *Adele* on the board. Ask the students if they know who she is and, if so, if they like her. (She's a British singer.) Ask them if *Adele* is her real name. (It is only part of her name – Adele Laurie Blue Adkins.)

Do they know any other famous people who use names that are not their real names? Examples include Elton John (Reginald Dwight), Jonathan Rhys Meyers (Jonathan Michael Francis O'Keeffe) and Brad Pitt (William Pitt).

A

- Direct the students to the photos and sentences. Explain that each numbered photo corresponds to the same numbered sentence.
- Write 1–5 on the board. Have the students look at the first photo and sentence. Elicit the name of the person in photo 1 (Katherine). Elicit the names of the other people in the photos. Write the names next to the corresponding numbers on the board.
- Explain the meanings of *nickname* (an informal name that friends and family call you that is not your real name) and *initials* (the first letter(s) of a person's name(s)). Tell the students that each person in the photos has a nickname, and they must match the nicknames in the second column with the names in the first column. Read item 1 aloud and ask the students which sentence in the second column matches the name *Katherine* (Kathy). Have the students draw a line from 1 to b.
- Ask the students to complete the exercise in pairs.

Answers

- 1 b 2 d 3 a 4 e 5 c

NOTICE!

- Have the students read the questions in the **Notice!** box. Make sure they understand *woman* (female, like Katherine in photo 1 and Amanda, Annie and Alison in photo 4) and *people* (one person, two people). Say that photos 1, 2 and 3 show one person, but photos 4 and 5 show two or more people. Ask the students to circle the correct words to answer the questions.
- **Highlight** the fact that English has a different possessive adjective for *he* and *she* – *his* and *her*.

Answers

1 she, her 2 our, their

B

Function

- Write the example sentences on the board. Explain that the first two sentences have the same meaning as the third sentence. Underline *my* and *her*. Explain that these words are possessive adjectives, and they are used to show who something belongs to.

Form

- Read the instructions to the class. Give the students time to complete the table. Remind them that all the information needed to complete the table can be found in the sentences in Ex. A.
- Ask the students to compare their answers in pairs, discussing any differences, and then check their answers as a class.

Answers

1 My 2 His 3 Our 4 Their

C

- Have the students look at the photos and ask if they recognise any of the people in 1–5 (Jennifer Lopez, Johnny Depp, OutKast, Lady Gaga, Caleb Followill of the Kings of Leon). Explain that each sentence is about one of the photos. Give the students time to read the sentences and ask them to circle the correct option individually, paying attention to forms in the table in Ex. B.
- Ask the students to compare their answers in pairs. Encourage them to discuss any differences in their answers and refer back to the table before deciding which one is correct.
- Check the answers with the whole class.
- Draw the students' attention to the **What's right?** box. Ask the students which of these sentences is correct (the first one). **Highlight** the fact that *their* and *they're* are pronounced in exactly the same way but that the second one is the contraction of *they are*, so it cannot be used as a possessive adjective. Explain that the students also need to be careful with *he's* and *his*.

Answers

1 My 3 Our, We 5 They're, Their
2 He's, His 4 Her 6 your, My

D

- Refer the students to the model conversation and ask them to have similar conversations about their classmates' nicknames in pairs. If they are not familiar with each others' nicknames, elicit nicknames before you begin this exercise.
- Invite pairs to perform their conversations for the class.

Extra: grammar practice

In groups of four, have the students ask each other's names using *What's your name?* and to reply using *My name's ...* Then ask them to report the names of the other members of their group to the whole class, e.g. *His name's Ahmed. Her name's Jana*, etc. They can also take turns asking each other about the names of the people on p. 7 (e.g. Photo A: Student A asks *What are their names?*; Student B answers *Their names are Josh, Rani and Alan.*)

Workbook p. 7, Section 6

Reading: finding the topic

(p. 12)

Lead-in

Direct the students to the three descriptions and ask them to circle all the pronouns and possessive adjectives (1 *my*, *His*, *He*, *he*, *He*; 2 *She*, *She*, *She*, *she*; 3 *I*, *I*, *I*, *My*). Ask the students who *His*, *He*, *he* and *He* refer to in the first description (Kenneth). Do the same for descriptions 2 and 3 (2 Inés Arellano; 3 Dr Patel).

A

- Write *paragraph* on the board. This word may be a cognate in some languages. Refer the students to the paragraph in the skills panel and ask how many sentences are in this paragraph (three). Read the skills panel aloud for the students, and then read the instructions to the class. Explain that each description is a paragraph and has a topic. Instruct the students to read the descriptions.
- Have the students compare answers in pairs, and then check the answers with the class. Point out that in each description all the sentences are about the topic, e.g. in item 1, the topic is *my brother* because each sentence refers to Kenneth.

Answers

1 my brother 2 my friend 3 a new teacher

B

- Read the instructions to the class. Direct them to the sentences in the second column and ask them to circle the important words (a *her*, *Arellano*; b *He's*, *United Kingdom*; c *He's*, *teacher*). Explain that they should move their eyes rapidly to find these words and complete the task as quickly as possible.

Answers

1 c 2 a 3 b

Extra: reading practice

Ask the students to read the descriptions again and answer these questions.

- 1 Where is Inés from?
- 2 What is Kenneth's nickname?
- 3 What is Dr Patel's office number?
- 4 What city is Dr Patel from?
- 5 Is Inés a good student?

Answers

1 Spain 2 Ken 3 12B 4 London 5 Yes

▶ Workbook p. 7, Section 7

Speaking: using correct register (p. 12)

Lead-in

Write *polite* and *informal* beside each other on the board as column headings. Ensure that the students understand the meanings of the words (*polite* means 'pleasant behaviour that follows the usual rules of society'; *informal* means 'relaxed and friendly'). Explain that there is polite language and informal language.

Read the skills panel aloud to the students, and ask them when we use informal language (with friends, family and people we know well).

Elicit the situations in which we should use polite language (with people in authority like bosses and teachers and people we don't know, i.e. strangers). Elicit the polite expressions in the skills panel and write the words on the board under *polite*.

Then elicit examples of informal language from the skills panel and write those words on the board under *informal*.

A 11

- See the Student's Book page and the answers to Ex. B for the completed **audioscript**.
- Direct the students' attention to the photos and ask which photo shows a more formal situation (A) and why (one is wearing a suit and headphones; both are talking on the phone; seems like a customer service situation). Then ask them why photo B seems more informal (people are wearing informal clothes; it appears to be a more relaxed situation).
- Read the instructions aloud to the class. Have the students read the two conversations and predict which photo shows a conversation between friends and which is a conversation between strangers. Play the recording and elicit the correct answer from the class.

- Point out that *stay in touch* means 'maintain contact by email or phone'.

Answers

1 A 2 B

Conversation 2 is a conversation between friends.

Conversation 1 is a conversation between strangers.

B

- Have the students look at the words and phrases in the word box on p. 13. Refer back to the polite and informal words on the board from the Lead-in. Explain that there are two words in the box on p. 13 that are not on the board. Elicit the words (*OK*, *Great*) and ask the students whether they think the words are formal or informal. Write their predictions on the board in the correct column (they're both informal).
- Read the instructions and explain to the students that they must listen carefully and write the words they hear in the gaps. Play the recording and have the students check their answers in pairs.

Answers

1 Good evening	4 Hey	7 Great
2 please	5 Hi	8 Thanks
3 Thank you	6 OK	

Extra: shadow reading

In pairs, have the students choose parts for each of the two conversations. Then play the recording and ask the students to read the conversations aloud in their pairs in time with the recording. This may be difficult at first, so you may need to do it more than once. Then ask the students to switch roles and repeat the exercise.

C

- Read the instructions to the class. Direct the students' attention to the bulleted points and review the meaning of the listed items. In pairs, have the students ask each other about their personal information, using the listed items to guide them.

▶ Workbook p. 6, Section 4

Writing: completing a form (p. 13)

Lead-in

Write a name on the board, e.g. *Robert J Brown*. Ask the students to spell the name aloud. Then dictate another name to the class and ask them to write it down as you spell it, e.g. *Jane Spiers*.

A 12

- Refer the students to the image. Ask them what they think it is (a concert ticket). Ask the students to read the ticket and note that there are two choices for the first name, the confirmation number and the seat number. Point out that the choices for the seat number are above the choices for the name on the ticket.
- Play the recording and have the students circle the correct answers. Play it again if necessary.

Audioscript

Tanya: I have a ticket reservation.

Assistant: And ... what's your name?

T: Tanya.

A: And your surname?

T: Oh, sorry. It's Harrison.

A: Harrison ... and how do you spell your first name?

T: T-A-N-Y-A.

A: Um, I'm sorry, it's not here ... do you have a confirmation number?

T: Yes. It's L43395J

A: L-4-3-3-9-5 ... sorry, G or J?

T: J.

A: Ah, here it is! Tanya Harrison.

T: Oh, good.

A: You're in section C, row three, seat seven.

T: I'm sorry, could you say that again?

A: Section C, row three, seat seven.

T: Thank you.

A: Enjoy the show!

Answers

1 Tanya 2 L43395J 3 7

B

- Read the instructions to the class. Have them read the four items and make sure they understand the task.

Answers

1 Tanya 3 Harrison
2 K 4 tkharrison@mind.net

C

- Read the instructions to the class. Ensure the students understand that they need to complete the form with their own information. Explain the meaning of *Miss* (a single woman), *Mrs* (a married woman) and *Ms* (a generic form for a woman who could be single or married). Point out that *Ms* is pronounced /mæz/ or /mɪz/ and *Mrs* is pronounced /'mɪsɪz/.

D

- Have the students copy the form from Ex. C without their own information in their notebooks and explain that they will interview each other to complete it.
- Direct the students' attention to the **How to say it** box. Explain that when they say an email address, @ is said *at*, . is said *dot* and _ is said *underscore*. Write an email address on the board and demonstrate how to say it correctly.
- Explain that the words in item 1 are called *titles*. Elicit the correct question for each of the items. (1 What is your title? 2 What is your first name? 3 What is your middle initial? 4 What is your surname? 5 What is your email address? 6 What is your mobile number?)
- In pairs, have the students interview each other to complete the information using the model conversation to help them.

Extra: homework

Ask the students to look through the unit and write down all the questions they can use to ask for someone's personal information, e.g. *What's your first name? What's your email address?*, etc.

Workbook

p. 8, Listen and write
p. 9, Down time

StudySkills (p. 14)

Lead-in

Explain to the students that this section of the unit focuses on study skills. Have them look at the headings on this page (*Asking the teacher for help* and *Using the dictionary for help*), and explain that these are skills they will need in order to get the help they need as they study English.

Have the students turn to p. 15 and read the heading (*Speaking/Pronunciation*), and explain that this part of the StudySkills section will help them practise and improve in specific skills areas – in this case, speaking and pronunciation.

Asking the teacher for help

A

- Explain to the students that in this exercise they will learn three questions they can use in the English classroom to ask for help.
- Write the first jumbled question on the board. Say that this is a question in English, but the words are not in the correct word order. Elicit the word that starts the question (*How*). Ask the students how they know this is the first word (the first word in a sentence is capitalised in English). Then elicit or write the correct sentence on the board. Tell the students that *do* is used in making many questions and that they will learn more about this later.

- Explain that the other sentences have a similar word order to the first sentence. Ask them to complete items 2 and 3, using the question on the board as a model. Invite two students to come to the board to write the questions in correct word order.
- Explain when to use each question (1 asking for a translation from the first language to English; 2 asking for correct pronunciation of a word or words; 3 asking for a translation from English to the first language or asking for a definition of a word).
- Say the questions and have the students repeat them after you. Then ask the students to write the questions and their uses in their notebooks and remind them that they should use them in the English classroom when they need help.

Answers

- 1 How do you say this in English?
- 2 How do you pronounce this?
- 3 What does that mean?

B

- Direct the students' attention to the sentences. Explain that some of these sentences are used by teachers, and others are used by students.
- Read the instructions to the students and complete item 1 together as an example. Have the students complete the exercise in pairs.

Answers

- 1 S
- 2 T
- 3 T
- 4 S
- 5 S
- 6 T

Using the dictionary for help

Lead-in

Write *syllable* on the board. This word is a cognate in some languages. Elicit or explain that a syllable is a part of a word that contains a vowel sound. Say each of the following words, pausing for students to say the number of syllables in each one (given in brackets): *understand* (3), *question* (2), *work* (1), *paragraph* (3), *university* (5). Write the words on the board.

Elicit the longer words from the list on the board (*understand*, *paragraph*, *university*). Say that when we say these words, we say one or more of the syllables higher, longer and a little louder. Demonstrate the stress on these words (un der 'stand, 'pa ra graph, u ni 'ver si ty), exaggerating the stressed syllables for the students to hear. Say the words again, having the students repeat them after you.

Read the skills panel aloud for the class and then direct them to the example; *address*. Say this word using exaggerated stress. Point out the mark that is used to indicate primary stress (!).

A 13

- See the Student's Book page for the **audioscript**.
- Draw the students' attention to the phonetic transcriptions and have them read them first and think about which syllable is stressed before they listen. Play the recording two or three times for the students to listen and repeat. Invite several students to pronounce the words individually.

Answers

- | | | |
|-------------------|--------------------|-----------------|
| 1 <u>English</u> | 3 <u>pronounce</u> | 5 <u>number</u> |
| 2 <u>question</u> | 4 <u>nickname</u> | |

B

- For this exercise, the students will need access to a dictionary, either online or a hard copy. A good online dictionary can be found at: www.macmillandictionary.com/.
- Read the instructions to the class, ensuring that they understand the task. If you have access to a computer and a means of projection, go to the above website (or another online dictionary that you are familiar with) and search for the first word in the exercise (*introduction*).
- Show the students the pronunciation of the word. Write the word on the board and underline the stressed syllable (*introduction*). Say the word for the class and have the students repeat it.
- In pairs, have the students look up the remaining words and underline the stressed syllables. Don't check answers with the class as they will check them in Ex. C.
- Explain that a dictionary is very useful for finding out how words are pronounced in English. Remind the students that English pronunciation often cannot be understood by looking at the spelling of a word because English spelling is very irregular.

C 14

- See the Student's Book page for the **audioscript**.
- Play the recording for students to listen and check their answers. Play it again for them to listen and repeat.

Answers

- | | |
|------------------------------|------------------------------|
| 1 <u>int<u>ro</u>duction</u> | 3 <u>e<u>ve</u>ning</u> |
| 2 <u>int<u>ro</u>duce</u> | 4 <u>con<u>ver</u>sation</u> |

My way to practise ... speaking & pronunciation

A

- Explain that there are several strategies for students to practise speaking and pronunciation in English. Tell the students that it is important to discover which practice style is best for them as individuals.
- Read the three passages aloud to the class. After each passage, elicit the practice skill that each student uses. (Karin practises exercises in class and works with different partners. She speaks English at home. Esteban practises at home with the class CD by listening and repeating what he hears and using correct stress and pronunciation. Laila speaks with other English speakers online.)
- Ask the students to decide which student is like them.

B

- Direct the students to the eight statements and have the students tick the things they do to practise their speaking and pronunciation. Point out that there are no right or wrong answers.

C

- Direct the students' attention to the model conversation, and in pairs have them share their answers from Ex. B. Then elicit any other ideas.

Set a goal

- Direct the students to the **Set a goal** box. Explain that setting goals for their learning helps students to be more active learners and to take responsibility for their own learning.
- Give the students time to think about and write a new way to practise their speaking and pronunciation. Explain that they can use a suggestion from Ex. B or another idea that they learnt from their pair/group work.
- Take a poll of the class to find out how many students are going to practise each speaking and pronunciation idea.

Language wrap-up (p. 16)

Lead-in

Students can do the Language wrap-up exercises in class or for homework. If you give them for homework, remember to check the exercises at the beginning of the next class or collect a few to identify any typical errors.

If you decide to do the exercises in class, you can approach the Language wrap-up as a two-step reviewing procedure. First, ask the students to do the Vocabulary section individually. When ready, encourage the students to check their answers carefully and then put them into pairs to compare answers and discuss any differences. Self- and peer-correction are two excellent ways of developing learner independence and creating a cooperative learning environment. After completing the Vocabulary section, you can apply the same procedure to the Grammar section.

At the end of each section, ensure that the students write their score out of ten. If they have a score lower than eight, direct them to the appropriate sections of the unit and encourage them to read them again for homework. After that, ask the students to complete the exercise(s) again at home.

1 Vocabulary

Answers

A
1 Hey 2 This 3 meet 4 Good afternoon 5 spell

B
1 e 2 a 3 d 4 c 5 b

2 Grammar

Answers

A
1 aren't 2 's 3 isn't 4 're 5 'm not

B
1 your 2 He 3 Their 4 Our 5 I

Writing workshop: completing a form (p. 17)

A

- Read the instructions to the class and ensure that the students understand all the vocabulary in the form (*registration, part-time, full-time, block capitals*).
- Have the students read the form and circle *T* (true) or *F* (false) and then compare answers in pairs.

Answers

1 T 2 F 3 F 4 T 5 F

B

- Read the instructions to the students. Suggest that they use the form in Ex. A as a model to complete the form.

C

- Have the students copy the five incomplete sentences in their notebooks and then swap books with a partner. The students should look at the information in their partner's book and complete the five sentences.

D

- Read the instructions. Ensure that the students understand the meaning of *congratulate* (to tell someone you are happy for their success).
- Direct the students' attention to the expressions in the box and explain that these are three ways to tell someone they did well. Say the expressions for the students to repeat, both chorally and individually. Then ask the students to use one of the expressions to congratulate their partner on their writing.