

# UNIT 1 NICE TO MEET YOU!

The expression *Nice to meet you!* is usually used when we meet someone for the first time, especially when we are introduced to someone. We can also say *Pleased to meet you.*

## Unit plan

<b>Unit opener</b>	(SB p. 8)	20 min.
<b>Writing:</b> completing an online registration form	(SB p. 10)	20 min.
<b>Reading:</b> recognising cognates	(SB p. 10)	30 min.
<b>Vocabulary:</b> useful questions	(SB p. 11)	25 min.
<b>Grammar:</b> <i>be</i> – statements and Yes/No questions	(SB p. 12)	40 min.
<b>Pronunciation:</b> the alphabet	(SB p. 13)	15 min.
<b>Speaking:</b> using polite language	(SB p. 13)	20 min.
<b>Vocabulary:</b> ordinal numbers	(SB p. 14)	25 min.
<b>Grammar:</b> <i>be</i> – <i>wh</i> - questions	(SB p. 14)	40 min.
<b>Listening:</b> to a voicemail message	(SB p. 15)	30 min.
<b>LifeSkills:</b> understanding forms (Self and Society)	(SB p. 16)	45 min.
• optional downloadable LifeSkills lesson (Work and Career)		45 min.
• optional downloadable LifeSkills lesson (Study and Learning)		45 min.
<b>Language wrap-up</b>	(SB p. 18)	15 min.
<b>Writing workshop:</b> completing an online registration	(SB p. 19)	20 min.
<b>Video and downloadable video worksheet</b>		45 min.

## Common European Framework: unit map

	Competence developed	CEF Reference (A1)
<b>Writing</b>	can give basic personal information	Table 1; Table 2; Section 4.4.1.2; Section 5.2.1.6
<b>Reading</b>	can recognise cognates and use them to give basic personal information	Table 1; Table 2; Section 4.4.2.2
<b>Vocabulary</b>	can request clarification and assistance	Table 1; Table 2; Section 4.4.3.1; Section 5.2.1.1
	can understand and use ordinal numbers	Section 4.4.3.1
<b>Grammar</b>	can use <i>be</i> in statements and questions	Table 1; Table 2; Sections 5.2.1.2, 6.4.7.7, 6.4.7.8
	can understand and use information questions with <i>be</i>	
<b>Pronunciation</b>	can understand and say the letters of the alphabet	Section 5.2.1.4
<b>Speaking</b>	can use polite language when requesting factual information	Table 1; Table 2; Section 4.4.3.1; Section 5.2.3.2
<b>Listening</b>	can listen for simple specific information	Table 1; Table 2; Section 4.4.2.1

## Unit opener (p. 8)

### Lead-in

Ask the students to look at the photo of the girl. Ask them to think about these questions: *Where is she? What is she doing? How old is she? What's her name? Where does she live?*

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: recognising cognates

Elicit some English words that may be the same in the students' language, e.g. *taxi, hotel, computer*. Encourage them to look through the unit and find other English words that are the same in their language or similar to words in their language.

### Speaking: using polite language

Write the word *please* on the board. Explain that in English, people usually use *please* when making requests because it is polite, e.g. *A coffee, please*. Ask them if they know any other polite words or phrases in English. Elicit examples and write them on the board, e.g. *thank you, you're welcome, how are you, excuse me*.

To get your students to think about the two skills being practised in this unit, ask the following questions:

### Listening: to a voicemail message

*Why do people leave voicemail messages? Are voicemail messages short or long? What things do people usually say in voicemail messages?* Elicit examples such as *name, telephone number, date, time, etc.*

### Writing: completing an online registration form

*What type of information do people need to include when they complete an online registration, e.g. name, date of birth, nationality?* Make a list on the board.

Refer the students to the **LifeSkills** panel. Ask them to look through the unit and find as many different kinds of forms as they can.

### A

- Ask the students to look at the photos. Ask which person or people in each photo is asking for information and which person or people is giving information. Ask them to label the boxes (Answers: 1 A, B 2 A/B, A/B 3 B, A).
- Elicit the kind of personal information we usually give (e.g. name, nationality, date of birth, job, and so on). Check the students know how to ask for this basic information (e.g. *What's your name? Where are you from? How old are you?* etc).

### B

- Tell the students to imagine they are at a party and are meeting someone for the first time.
- Ask them to look at the **How to say it** box. Make sure they understand all the expressions and how to use them. Give an example for *I'm interested in ...*, e.g. *I'm interested in music*.
- Put the students into pairs and ask them to roleplay the conversation.
- Listen to some pairs as a class.

## Extra: vocabulary

Elicit some of the vocabulary that could be used to talk about the three photos, e.g. *job interview, interviewer, applicant, party, language institute / language school, receptionist, language course*. Check the students understand all the words. Ask them to repeat each word with the correct word stress.

## Writing: completing an online registration form (p. 10)

### Lead-in

Ask the class how many students belong to an online social networking site like Facebook or Bebo. Ask what basic information they needed to give in order to join the sites. Elicit basic terms like *name, email address, nationality, age, password, etc.* and write them on the board. Tell the students that the term for this information is *personal details*.

### A

- Before the students look at the registration form, go over the terms *first name* and *surname*. Write the full name of a famous person on the board, e.g. *Johnny Depp*. Elicit the person's surname. Then ask them for the first name. Label each name accordingly. Then ask a few students to tell you their first and surnames.
- **Highlight** that the terms *given name* and *family* or *last name* are also sometimes used in place of *first name* and *surname*, respectively.
- Put the students into pairs to answer the question in Ex. A. Check the answer with the class.
- Ask if the students know of any real social sites that are intended especially for students of English.

## Answer

For students of English

### B

- Read the instructions to the class. Ask the students to invent a username and password for the form.
- Give an example of a password and check that the students understand when they need to use a password (with an online account).
- When the students finish completing the form, ask them to compare their usernames and passwords in small groups. Then elicit some of the usernames and passwords. How many students used their first name in their username? How many used their last name in their username? How many have a combination of letters and numbers in their password?

## Extra: personal details questions

Elicit the questions we ask to find out personal details: *What's your first name?; What's your surname?; What's your (email) address?; When is your birthday?* Ask the students to practise asking and answering the questions in pairs.

## Extra: homework

Ask the students to fill in the same form for a family member or a friend.

## Reading: recognising cognates (p. 10)

### Lead-in

- Read the information in the skills panel.
- Focus on the importance of recognising cognates or loan words. There are words in English which may be similar – or even the same – as words in the students' own language. Identifying these words is very useful, especially when reading in English.
- Write some examples of cognates or loan words on the board, e.g. *international, address, telephone, nationality, hotel, taxi, airport, police, television, computer*. Ask the students if they know any more examples. Write any relevant suggestions on the board.

### A

- Read the instructions to the class and have the students do this exercise individually.
- To explain the word *survey*, you can say a survey is a *group of questions you ask to find out people's opinions*.
- Give the students time to circle the words they recognise. When they finish, ask them to compare answers in pairs. Ask how many words they have circled, and how many of these are cognates. Have they circled the same words or different words?
- Elicit the words the students circled, and write them on the board. Have the students repeat the words chorally and then encourage them to ask questions about any words they don't know in the list. This is a good opportunity to encourage some peer teaching. Ask for volunteers from the class to help explain the meanings of the words in the list.

## Extra: word scramble game

Think of six words that you know are cognates or loan words in your students' languages. They can be words already discussed or other words you think the students will be able to identify. Write the six words on the board in a scrambled order, e.g. *t h e o l* (*hotel*) but give the first letter of the words they spell, e.g. *h\_\_\_\_\_*. In pairs, have the students try to unscramble the words and guess the cognates. The first pair to guess all six words wins.

### B

- There are a number of challenging words in this section. Go over the pronunciation chorally and individually of words that you feel your students will find difficult.
- Ask the students to complete the survey individually. Tell them they can tick as many boxes as they want in each section of the survey.

- When the students finish, ask them to compare answers in pairs. Ask how many answers are the same, and how many are different.
- Take a class vote to find out which reason for studying English is the most popular, which academic areas are popular, and which special interests the students have.

▶ Workbook p. 4, Section 1

## Vocabulary: useful questions (p. 11)

### Lead-in

Elicit the classroom language questions of this section from the students. For example, ask *What can you say when you don't know how to spell a word / when you need help / when you want someone to speak more slowly?*

### A 01

- See the Student's Book page for the **audioscript**.
- Play the recording once and have the students just listen. Then play the recording again and ask the students to repeat the questions. Explain that these questions are very useful and can help them understand more English. Ensure the students understand their meaning.
- Establish some classroom rules. Encourage the students to use these questions when they ask you for help with their English. Tell them that you will only respond to these questions if they ask them in English and if they ask them correctly (e.g. *What does that mean?* not *\*What mean that?*). Praise the students who make an effort to produce the correct language.
- If possible, make large copies of the questions and display them on the walls of your classroom. It's helpful to refer to these questions during class time simply by pointing at them to remind the students to use them.

### B

- Read the instructions to the class. Ask the students to work in pairs and say which questions are possible for each of the four photos.
- Listen to some ideas from the class. Note that there is more than one possible answer for all apart from Photo 3.

### Possible answers

- 1 Can you help me? Can you repeat that?
- 2 Can you speak more slowly? Can you spell that? Can you repeat that?
- 3 Can you help me?
- 4 What does that mean? How do you say that in English?

▶ Workbook p. 4, Section 2

# Grammar: *be* – statements and Yes/No questions (p. 12)

## Lead-in

Tell the class where you are from. Use the contracted form *I'm from ...* Then ask the whole class *Where are you from?* and elicit the responses *I'm/We're from ...* After that, focus on one particular student and ask the class *Where is he/she from?* and elicit the response *He's/She's from ...* Remember that this is only an introduction, so don't spend too much time on this, and don't focus on error correction.

## A

- Tell the students they will read a short conversation. Draw their attention to the two statements under the conversation. In the conversation they will find the answers to fill in the gaps.
- Ask the students to read the text and find the answers.
- Elicit the answers from the class and write them on the board.

### Answers

1 New York    2 21

### NOTICE!

- Ask the students to read the two statements and the different possible answers carefully.
- To reinforce the points in the statements, ask the students to underline 11 examples of subject before the verb *be* in statements and two examples of the subject after the verb *be* in questions.

### Answers

1 b    2 a

## B

### Form

- Give the students time to look over the sentences in the grammar tables. Explain that *affirmative* means *yes* and *negative* means *no*.
- Ask the students to work individually or in pairs to complete the grammar tables. Tell them that all the information needed to complete them can be found in the conversation in Ex. A.
- When the students finish, ask them to compare answers in pairs. Then check the answers with the class.
- **Highlight** the abbreviated 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. Typically, we use the full forms when writing.
- Explain that when giving a short answer with *yes*, we always use the full form of *be* and that abbreviated forms are used only for answers with *no*.
- Ask students what the error is in the first **What's right?** box. (Yes, *we're* is the incorrect sentence.)

### Answers

1 am    2 is    3 Are

## Function

- Ask students to read the sentence and the two options and then refer back to the conversation in Ex. A again and think about when we use the verb *be*.

### Answer

a

## C

- Ask the students to look at the conversation in Ex. A again and tell you how old Brooke is. **Highlight** the question *How old are you?* Ask one or two students, and elicit simple answers (*I'm 17, I'm 22*, etc). Then ask the students to work in pairs and ask and answer how old they are. At the end, get feedback on people's ages from the class, e.g. *Teacher: How old is Elena? Students: She's 20*, so that the students produce and practise different pronouns.
- Ask students to find the error in the second **What's right?** box. (*I have 20 years* is the incorrect sentence.) Emphasise that we don't say *I have* with age in English. Point out that we can say *I am / I'm 20 years old*, or simply *I am 20 / I'm 20*.
- Read the instructions to the class. Ask the students to choose the correct options individually, paying attention to the forms presented in the grammar tables in Ex. B.
- When the students finish, have them compare answers in pairs. Encourage them to discuss any differences in their answers and refer back to the grammar tables before deciding which one is correct. Check the answers with the class.

### Answers

1 are    3 isn't    5 Is    7 am  
2 Are    4 are    6 aren't    8 Is

## Extra: grammar practice

Write the following prompts on the board: *They / English; she / Italian?; They / not/from Spain; He / not/a student; We / 19 years old; I / 21*. Ask students to work in pairs and write full sentences from the prompts using the correct form of *be*. Invite students to come to the board and write their sentences.

### Answers

They are English; Is she Italian?; They are not from Spain; He is not a student; We are 19 years old; I am 21.

## D

- Put the students into pairs. Tell them to decide which of the four people they will be. Make sure that partners choose different people.
- Give the students time to read the prompts, and refer them to the conversation in Ex. A, where the statements and questions can act as a model for this exercise.
- Ask the students to practise the conversation in pairs.
- When they have practised the conversation at least twice, listen to a few examples from the class.



- Correct any errors in the form of the verb *be* with error correction techniques (e.g. using your fingers to show which word is incorrect in the sentence and prompting the students to self-correct).

### Extra: homework

Ask the students to choose two of the four people in Ex. D and write a conversation based on the one they had with their partner.

▶ Workbook p. 5, Section 3

### Extra: spelling race

Divide the class into teams of five or six students. Call out a word from the unit, and have one person from each team write the word on the board. The first team to write the word correctly scores a point. Continue until every member of the team has had at least one turn.

## Pronunciation: the alphabet (p. 13)

### A 02

- See the Student's Book page for the **audioscript**.
- Play the recording and ask the students to listen to the vowel sound in each letter to help them complete the table.
- Encourage the students to discuss their answers in pairs. Then check the answers with the class. Read out the answers in each column and ask the students to repeat after you.
- **Highlight** the pronunciation of certain letters of the alphabet in English. Draw the students' attention to the letters which cause the biggest problems, e.g. *e*, which may sound like *i* in their language. Others may have problems hearing the difference between voiced and unvoiced consonants, e.g. *b* and *p*, or some students might struggle differentiating between *r* and *l*.

#### Answers

/eɪ/: A, H, J, K	/əʊ/: O
/i:/: B, C, D, E, G, P, T, V	/ju:/: Q, U, W
/e/: F, L, M, N, S, X, Z	/ɑ:/: R
/aɪ/: I, Y	

### Culture note

In the UK and the rest of the English-speaking world, the letter *z* is pronounced /zed/, but it is pronounced /zi:/ in the United States.

### B

- Do one or two examples with the whole class first. Spell one easy word (e.g. *password*) and one more difficult word (e.g. *language*) aloud, and ask the students to write them down.
- Check the answers by asking the students to spell the words back to you. Write exactly what they say on the board (e.g. if they mispronounce a letter or leave one out). This will alert them to the problem and give them a chance to self-correct.
- Put the students into pairs to do the task. Circulate and monitor, assisting where needed.

## Speaking: using polite language (p. 13)

### Lead-in

- **Highlight** the importance of being polite. Briefly focus on the pronunciation of each expression.

### A 03

- See the Student's Book page for the **audioscript**.
- Read the instructions to the class and play the recording once.
- Ask the students how many examples of the polite expressions they found in the conversation (six). Which are they? Check the answers with the class.
- Ask the students what the difference between *thanks* and *thank you* is (*thanks* is informal, *thank you* is more formal).

### Answers

Excuse me, please, please, Thanks, Thank you very much, You're welcome

### Extra: shadow reading

Use this conversation for 'shadow reading'. Ask the students to listen to the recording and read the conversation aloud with it, trying to imitate the speed and rhythm of the speakers on the recording.

### B

- Read the instructions to the class. Then review the questions they need to ask to do the group exercise, e.g. *What's your first name?; What's your email address?, etc.*
- Draw the students' attention to the information in the **How to say it** box, as they will need to know the words *at* and *dot* to complete the task.
- Put the students into groups to find out the information from their classmates and compile a class directory.
- When the students finish, listen to an example from each group.
- **Highlight** how phone numbers are pronounced in English:
  - Numbers are usually said individually, and usually in two groups of three if there are six numbers.
  - The number *zero* is often said as *oh*, e.g. 01752 631250 (oh one seven five two, six three one, two five oh).

▶ Workbook p. 6, Section 4

## Vocabulary: ordinal numbers

(p. 14)

### Lead-in

Review the cardinal numbers from 1 to 25. A fun way to do this is to go around the classroom and have students count numbers up to the number of students in the class. Each student adds a number for his/her turn. If a student makes a mistake, that student has to start again from 1. Continue until you have reached the number that is the same as the number of students in the class (e.g. if you have 25 students, count up to 25).

### A

- Tell the students that this exercise introduces ordinal numbers. Write *one* and *first* on the board. Ask them which is the ordinal number (*first*).
- Explain that we use ordinal numbers in dates in English, which may be different from their language, where cardinal numbers may be used in dates.
- **Highlight** the use of *-st* in *first*, *-nd* in *second* and *-rd* in *third*, and tell the students that they can see this in the spelling of the ordinal numbers. Point out that all other ordinal numbers end in *-th* and that the short forms of the numbers are written in this way: *1<sup>st</sup>*, *2<sup>nd</sup>*, *3<sup>rd</sup>*, *4<sup>th</sup>*, etc. Remind them that higher numbers (e.g. *21<sup>st</sup>*, *22<sup>nd</sup>*) follow the same pattern.
- Ask the students to do the exercise individually and then compare their answers in pairs. Check the answers with the class.

### Answers

7<sup>th</sup>, 11<sup>th</sup>, 14<sup>th</sup>, 6<sup>th</sup>, 15<sup>th</sup>, 4<sup>th</sup>, 19<sup>th</sup>, 3<sup>rd</sup>, (10<sup>th</sup>),  
30<sup>th</sup>, 25<sup>th</sup>, 12<sup>th</sup>, (2<sup>nd</sup>), 5<sup>th</sup>, 13<sup>th</sup>, 9<sup>th</sup>, 20<sup>th</sup>, 8<sup>th</sup>

### Extra: -teen or -ty

Many learners find it difficult to distinguish between 13<sup>th</sup> and 30<sup>th</sup>, 14<sup>th</sup> and 40<sup>th</sup>, 15<sup>th</sup> and 50<sup>th</sup>, etc. This is a question of both hearing the difference and producing the difference. Draw the students' attention to the fact that the stress is on the last syllable in numbers ending in *-teen*, and on the first syllable in numbers ending in *-ty*. Have the students repeat several pairs of numbers until they can produce the correct stress, e.g. *thirteenth* and *thirtieth*, *fourteenth* and *fortieth*, and so on.

### B

- Briefly review the months of the year. Write the first letters on the board (e.g. *J*, *F*, *M*) and elicit the words from the class. Ask the students to spell the words.
- Before you ask the students to do this exercise, draw their attention to the **How to say it** box. Remind them that we use the definite article *the* when we say dates e.g. *Today is the twenty-second*, *January the twenty-second*, *June the twelfth*. When we write dates, we write the ordinal number, e.g. *22<sup>nd</sup> January* or the cardinal number, e.g. *22 January* or *January 22*.
- Ask the students to do the exercise individually and then to compare their answers in pairs. Check the answers with the class.

### Answers

1 31<sup>st</sup> 2 student's own answer 3 student's own answer  
4 14<sup>th</sup> 5 1<sup>st</sup> 6 student's own answer

### Extra: birthday line-ups

Have the students stand, and tell them that they need to line up according to when their birthday falls. For example, those born in early January would be at the front of the queue. The students need to circulate and ask their classmates for their birthdays, so that they can determine where they should stand in the queue. Monitor to make sure the students are saying the ordinal numbers correctly. When the students finish, start at the front of the queue and have the students say their birthdays.

▶ Workbook p. 7, Section 5

## Grammar: be – wh- questions

(p. 14)

### A 04

- See the Student's Book page for the **audioscript**.
- Have the students look at the photo, and ask some questions about it, e.g. *Where are the men?* Establish that they are in a shop, one man is possibly filling in a form, buying a mobile phone, etc.
- Ask the students to read through the gapped statements carefully before you play the recording.
- Play the recording once, and check progress. If necessary, play the recording again.
- Ask the students to compare their answers in pairs. Then check the answers with the class.

### Answers

1 20 2 July

### Alternative

After checking the answers, have the students practise the conversation in pairs, first with the original information and then adding their own information.

### NOTICE!

- Ask the students to read the first instruction and to underline examples of these words in the text.
- Ask them to read the second statement and the different possible answers. Then they read the text and choose the correct answer.

### Answer

2 a

## B

### Form

- Ask students to look at the conversation in Ex. A again and to notice the word order of the questions.
- Elicit the answers to the two questions.

### Answers

1 at the beginning    2 the verb *be*

### Function

- Draw the students' attention to the grammar table and emphasise that we use *what* to ask about things.
- Ask them to look at the middle column of the grammar table. Tell them they need to find the question words we use to ask about the other categories (places, dates, age). Make sure the students know the meaning of these words. Refer them to the conversation in Ex. A to find the underlined *question words* and complete the first column of the grammar table. Then ask the students to complete the example questions in the last column of the table.
- Elicit the answers, and then have the students repeat the questions chorally.
- **Highlight** that in items 5 and 7 we can use either the full form or the contraction. Emphasise that the contracted form is normally used in conversation.

### Answers

2 where	5 What's	7 When's
3 when	6 Where are	8 How old are
4 how old		

## C

- Have the students read the answers either silently or aloud. Make sure they understand that they should think of questions that would precede the answers.
- Have the students complete the exercise individually or in pairs. Then check the answers with the class.

### Answers

2 How old are you?  
3 When's your birthday?  
4 Where are you from?  
5 How old is your brother?  
6 What's your brother's name?

### Extra: grammar practice

Write the following gapped questions on the board:

- 1 \_\_\_\_\_ she from?
- 2 \_\_\_\_\_ his birthday?
- 3 \_\_\_\_\_ her sister's name?
- 4 \_\_\_\_\_ old \_\_\_\_\_ he?
- 5 \_\_\_\_\_ old \_\_\_\_\_ your brother?

Put students into pairs and ask them to complete the questions using the correct question words and the correct form of *be*. Check the answers with the class.

### Answers

- 1 Where is she from?    4 How old is he?
- 2 When's his birthday?    5 How old is your brother?
- 3 What's her sister's name?

## D

- Ask the students to look at the information in the left-hand column of the table. Check that they know which questions they need to use to complete the task.
- Prompt the students to circulate, asking and answering the questions. When they find someone who meets the requirements in the first column, the students should write that student's name in the second column.
- When the students finish, elicit answers from a few students (e.g. *Adam has a birthday in August. Laura is from another town. She is from ...*).

▶ Workbook p. 7, Section 6

## Listening: to a voicemail message (p. 15)

### A 05

- Read the instructions aloud. Check that the students understand what voicemail is. Emphasise that it's a short message that people leave on your telephone when you are out or you cannot answer. Ask them what kind of information they normally hear in a voicemail message (e.g. name of caller, who the message is for, a phone number to call back, an address where to meet, a brief message, etc).
- Give the students time to read the questions and the possible answers.
- Play the recording once, and check progress. If necessary, play the recording again. Check the answers with the class.

### Audioscript

Hi. This is Carla. Where are you? Anyway, listen – it's my birthday soon! It's on August 18<sup>th</sup>. Come to my party! It's at the Clinton Club in town. That's C-L-I-N-T-O-N. The party is at nine. Call me, OK? Bye!

### Answers

1 c    2 b    3 a    4 b

## B

- Read the instructions aloud. Ensure the students understand the two roles.
- Give the students two or three minutes to work individually and make some notes. Remind them that the three key facts they need to talk about are the date (their birthday), the time of the party and the place (which could be their home address or somewhere in the city centre).

## Alternative

Before the students do the roleplay, give them one or two examples of your own. Have them listen while you roleplay leaving a voicemail message about your own birthday party. Then ask them for the date, place and time.

- Put the students into pairs to complete the roleplay.
- After they have switched roles and done the exercise a second time, nominate a few pairs to present their voicemails to the class. Correct any errors in dates and times.

▶ **Workbook**  
p. 8, Listen and write  
p. 9, Down time



## LifeSkills: understanding forms (p. 16)

- Step 1:** Identify the type of form. (Ex. A, Ex. B)  
**Step 2:** Complete the parts you understand. (Ex. C)  
**Step 3:** Ask for help with parts you don't understand. (Ex. D)

### Lead-in

- Point out that this LifeSkill is a **Self and Society** focus skill. **Highlight** the importance of being able to understand and fill in forms. Ask students how often they do this in their everyday lives.
- Ask students to look back through the unit and find an example of a task where they filled in a form – Writing: completing an online registration form.
- Elicit a variety of forms that we fill in, e.g. (online) registration forms, application for a driving licence, application for a new passport, etc.
- Motivate the students by telling them that they will learn how to identify different kinds of forms and the personal information they need to give.
- Explain that they will practise completing the parts of the form they understand and will learn how to ask for help with the sections they don't understand.

### A

- Have the students look at the four photos and match the phrases with the photos. Check the answers with the class.

### Answers

1 d 2 c 3 a 4 b

### B 06

- Have the students read the sentences below the forms and choose the correct option.
- Have the students compare their answers in pairs. Then check the answers with the class.
- Ask the students which words helped them to decide on their answers. Ask if any of these words are cognates or loan words in their language.

- Before you play the recording, ask the students to locate the sections in the two forms that need to be completed (1: *Date of Departure*; 2: *Security code*).
- Play the recording. Check progress. If necessary, play the recording again. Check the answers with the class.

### Audioscript

1

**Receptionist:** Thank you, Mr Mahuad. Oh, what's your departure date?

**Mr Mahuad:** Departure date?

**R:** The day you leave the hotel.

**Mr M:** Oh, June 21<sup>st</sup>.

**R:** That's fine. Thank you.

2

**Yousef:** I'm sorry. Can you help me with this?

**Woman:** Sure. What's the problem?

**Y:** What is the security code?

**W:** It's a number on the back of your card. Here.

**Y:** Oh, yes. 624. Thank you very much.

**W:** You're welcome.

### Answers

1 a hotel registration form; 21<sup>st</sup> June

2 a credit card payment form; 624

### C

- Before you ask the students to begin the task, draw their attention to the expressions in the **How to say it** box in Ex. D. Explain that *put* means *write* in this context. Tell the students that they should use the expressions if they need help filling in the form. Encourage them to ask each other for help before asking you.
- Explain that this is an immigration form for the UK and that students don't need to complete all of this information, only the items indicated in the rubric.
- Put the students into pairs and encourage them to ask each other questions to check the information on their partner's form. If necessary, demonstrate this task by taking a student's form and asking him or her to spell out her family name, her first name, etc.

### D

- Put the students into pairs. Ask one person to roleplay a visitor and the other to roleplay an immigration officer. Remind them to use some of the questions they learnt earlier in this unit (e.g. *What's your first name?*; *Where are you from?*) and to use the expressions in the **How to say it** box.
- Model the task by asking a student the questions and having him or her give you the answers. Monitor the students' progress, and give help as needed.
- Tell the students to ignore items 1.1, 1.3 and 1.10. The students may not know their passport number, so tell them to invent one. They will also need to invent an address in the UK (number, street, city, postcode) and a date they moved there. Be prepared to give help with this, if necessary.
- Check that the students were able to complete the form and explain any remaining unknown terms before you move on. Encourage them to ask you for clarification in English.



## Extra: homework

If you have a copy of a simple internet form in English, make photocopies and ask the students to fill in a copy of the form with their own information.

## REFLECT

- Ask the students to read the **Reflect** question.
- Give them some time to think about different situations in the domains of **Work and Career** and **Study and Learning** where the skill of *Understanding forms* would be useful.
- Elicit the following ideas: job application forms in an employment office or the careers department at a university, an application form for a course at a language school or a university, an application form for attendance at a conference, online forms to access learning materials, etc.

## Language wrap-up (p. 18)

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 mark and 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 help 2 say 3 slowly 4 spell 5 repeat  
B 1 23<sup>rd</sup> 2 14<sup>th</sup> 3 1<sup>st</sup> 4 5<sup>th</sup> 5 2<sup>nd</sup>

### Culture note

5<sup>th</sup> November is an important date in the UK because it marks the anniversary of the attempt by Guy Fawkes to blow up the Houses of Parliament in 1605. People usually celebrate this with large bonfires and firework displays in public places.

## 2 Grammar

### Answers

1 is 4 am 7 How old 9 Where  
2 am 5 are 8 When 10 What  
3 is 6 are

## Writing workshop: completing an online registration form (p. 19)

### A

- Explain the task and any unknown vocabulary, e.g. *cooking, username*.
- Ask the students to read the form carefully and answer the questions. Check the answers with the class.

### Answers

1 BA Psychology  
2 Germany  
3 reading, cinema, cooking, playing video games

### B

- Check the students understand the word *buttons*. If necessary, show them examples on a computer screen or other technical equipment.
- Ask them to match the different parts of the form to the sections A–E.
- Ask them to compare answers in pairs. Check the answers with the class.

### Answers

1 C 2 A 3 E 4 B 5 D

### C

- Check the students understand the task.
- Monitor while they are writing and give help if necessary.

### How are you doing?

- Ask the students to read the statements and tick the ones they believe are true.
- Ask them to swap their writing with a partner and check each other's writing. They should answer the question with *Yes* or *No*.
- If the answer to the question is *Yes*, they can tick the green circle. If the answer is *No*, they tick the amber circle or the red circle. Reassure students that if their partner ticks the amber or red circle, they can get extra feedback from you if they feel it is necessary.