

UNIT 1 SELF

Listening	Listening for the main idea
Vocabulary	Forming plurals
Grammar	The verb <i>be</i>
Speaking	Asking for repetition
Pronunciation	Plural endings

As this might be the first class for everyone, start with an ice breaker so that students can get to know each other. Write the answers to some basic questions on the board. For example: *My name is Mohammed. I am from Dubai. I like watching soccer and playing computer games. I study Economics. I want to be a banker.*

Ask students what questions were asked to get these answers. Write their suggestions on the board. (Answers: *What's your (first) name? Where are you from? What do you like doing in your free time? / What are your hobbies? What do you study? What do you want to be? / What job do you want to have?*) Next, ask students to work with a partner to ask and answer these questions. Ask individual students to report back to the class. Don't forget to introduce yourself and discuss the course objectives and the goals for Unit 1 before delving into the first *Discussion point* section.

Remember that at any stage, either in- or out of class, the students can access the *Skillful* digital component through the access codes in their Student's Book. Teachers can also access extra items such as tests through the access codes in the Teacher's Book. In the digital component, both students and teachers can also find the Digibook. This is a page-faithful representation of the Student's Book. It could be projected onto a screen such as an interactive whiteboard.

Discussion point

Ask students to look at the picture on page 7. Tell them that the people on the left are all important people in the life of the person on the right. Write on the board: *People in my life* and draw lines coming from the phrase. Write some examples on a few of the lines, such as *teacher, mother, and cousin*. Ask students to think of other important people in the person's life. You will probably get words such as *father, grandfather, sister, friends, classmates, etc.*

Ask students to discuss the questions with a partner, using the sentence frames to help them get started. After they have discussed the questions, ask one or two students to share their answers with the class. Point to the *Top baby names in 2013* box and ask students if they can add any more. You may want to practice the pronunciation of some of the names in the box.

Vocabulary preview 1

- Write a made-up name on the board to show examples of all of the words in the box. Ask the class to label the names using the words from the box. Then ask the students to complete the introduction with the words in the box.

ANSWERS

- | | |
|----------|-------------|
| 1 full | 5 title |
| 2 first | 6 short for |
| 3 middle | 7 initials |
| 4 family | 8 nickname |

- Ask students to work with a partner to discuss the questions. To extend the activity, talk about the meaning and origin of some family names.

Cultural awareness

Many Anglo-Saxon family names were originally connected to the jobs people did, such as Baker, Butcher, and Smith (blacksmith, goldsmith, etc.). Other common family names are connected to geographical features or place names, such as Hill. Others originate from the family itself; for example, names such as Johnson would originally have meant "son of John," etc.

LISTENING 1 Nice to meet you

Before you listen

Highlight the *Possible information* box to students. Ask them to discuss which information they would or would not give when first meeting someone. Ask for suggestions about other things they might discuss with different people, for example, a business colleague of your father.

Global listening

Generate a discussion about what types of things students listen to in their own language and have listened to in English. Elicit what they find hard or easy about listening to English. Explain the difference between global and close listening, and emphasize that both skills are valuable. Ask a student to read the *Listening for the main idea* box aloud.

Ask why it is important to listen for the main idea and not to focus on every word. Then ask students to listen and circle the main idea.

ANSWERS

- 1 c 2 b 3 a 4 c

AUDIO SCRIPT 1.02

Eve: Hello. My name is Eve Bridges. I'm a student here at Jefferson High School. I like school, but I have a lot of other interests, too. I'm very interested in technology. I like computers a lot. I have three: a desktop at home, a laptop for school, and a tablet just for fun. I like to create web pages for my friends. I have a blog, too. I write about my favorite movies, music, TV shows—things like that.

Richard: Hi everyone. My name is Richard Hudson. But please just call me Rich. I study engineering. I'm from Dallas, Texas. I have a large family. I have two brothers and three sisters. One brother lives in Houston, and the other lives in New York. All of my sisters still live in Texas. Two of them are married and starting their own families. A large family is a lot of fun. Oh, by the way, I'm single.

Min-ki: Hello. My name is Park Min-ki. I'm from South Korea. Park is my family name. Family names come first in Korea. My nickname is Kevin. My hometown is Daejeon. Daejeon is a city in the middle of Korea. It's a pretty big city. I like my hometown a lot. It has good food, nice parks, and friendly people. Come visit me sometime!

Maria: Hello. My name is María. Well, my full name is María Conchita Gracia López. María is my first name, Conchita is my middle name, and my last names, or family names, are Gracia López. That's Gracia from my dad and López from my mom. It's common to have three or four names in Mexico. My parents call me María Conchita, but please just call me María. It's nice to meet you.

Close listening

- 1 Ask students to discuss what they remember about the people on the audio. Then play the audio again and ask them to do the exercise.

ANSWERS

1 a 2 b 3 a 4 b 5 b 6 a 7 b 8 b

- 2 Ask students to listen and complete the excerpts. Then you could ask them to adapt one of the excerpts so that it's about them.

AUDIO SCRIPT 1.03

Eve: Hello. My name is Eve Bridges. I'm a student here at Jefferson High School. I like school, but I have a lot of other interests, too. I'm very interested in technology.

Richard: Hi everyone. My name is Richard Hudson. But please just call me Rich. I study engineering. I'm from Dallas, Texas. I have a large family.

Min-ki: Hello. My name is Park Min-ki. I'm from South Korea. Park is my family name. Family names come first in Korea. My nickname is Kevin.

Maria: Hello. My name is María. Well, my full name is María Conchita Gracia López. María is my first name, Conchita is my middle name, and my last names, or family names, are Gracia López.

ANSWERS

1 student	5 from
2 interests	6 first
3 call	7 full
4 study	8 last

If you have students going on to continue their studies in the U.K., Canada, or the U.S., you might want to make use of the information in the *Cultural awareness* box.

Cultural awareness

In the U.S., the word *college* can refer to any higher education institution. Typically, colleges are made up of different academic departments, and universities are made up of different colleges that are separate from each other. Both can offer degrees. In Canada and the U.K., colleges more typically offer vocational qualifications and cannot offer degrees. However, more traditional universities in the U.K., such as Oxford and Cambridge, follow a model similar to the U.S. model.

Over to you

This task could be a short discussion straight from the book or, with more confident classes, ask for more details. For example, if a student says their interest is reading, ask them to explain what they like about a book they are reading. Refer students to the *Common interests* box for ideas.

This is a good place to use the video resource *Campus life*. It is located in the Video resources section of the digital component. Alternatively, remind the students about the video so they can do this at home.

Vocabulary preview 2

- 1 Before having students complete this task, you could write your own favorite for each category in the box on the board and ask students to match the names/titles to the words from the box.

ANSWERS

1 app	5 book
2 TV show	6 author
3 color	7 comic book
4 actor	8 website

- 2 Ask students to discuss the questions with a partner. Refer students to the *Colors* box for help with question 1. With stronger groups, you might want to extend this task by getting students to say more about each category.

LISTENING 2 Student of the month

Before you listen

Refer students to the *Think about* box. Tell them about a website you like and explain what features in the box it has. Then ask students to work in groups to discuss the questions.

Global listening

Explain the idea of "student of the month." Elicit ideas about things that someone might have to do in order to win such an award and write any suggestions on the board. You may need to explain the word *major* to students. Then ask them to listen and number the topics in order.

AUDIO SCRIPT 1.04

Jeff: Hello. I'm a reporter for *Student Times*, our school newspaper. I'm interviewing some students for this month's "Student of the Month" column.

Matt: And you want to interview me?

Jeff: That's right. Are you free?

Matt: Yeah, I am.

Jeff: Great. What's your name?

Matt: My name's Matt.

Jeff: Is Matt short for Matthew?

Matt: Yes, it is. My friends call me Matt. My parents call me Matthew.

Jeff: What's your last name?

Matt: Searby.

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

Matt: Searby. It's S-E-A-R-B-Y.

Jeff: What's your major?

Matt: Economics.

Jeff: What is your hometown? Where are you from?

Matt: I'm originally from Manchester. Manchester, England.

Jeff: Oh, you're British?

Matt: Yes, I am. And I'm a big fan of Manchester United. Soccer is my favorite sport.

Jeff: What are your other interests?

Matt: Other interests? Well, I love reading.

Jeff: What kinds of books do you like?

Matt: Let's see ... I like short stories. And I love travel books. I don't really travel very much, but I like to *read* about travel.

Jeff: What about TV and movies?

Matt: I don't watch movies much, but I watch TV.

Jeff: Are you a fan of travel shows?

Matt: Oh, yes. And I watch the news, too. Um, listen, I need to get to class.

Jeff: OK. Thank you so much Matt for talking with me today.

ANSWERS

- | | |
|----------------|-----------------------|
| 1 his name | 4 sports |
| 2 his major | 5 books |
| 3 his hometown | 6 movies and TV shows |

Close listening

- 1 Play the audio again and get students to write *T* or *F* next to each statement. Because this is the first listening task that focuses on spelling, you might want to dictate more names to the class to write down. If you are in a monolingual class, you could focus on commonly confused sounds, for example, *i* and *e* for Italian speakers, or *p* and *b* for Arabic speakers.

ANSWERS

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

- 2 To make this task more challenging, you could put all of the words onto cut-up pieces of paper or card. Give one set of words to each small group and ask them to use the words to create five questions that they heard in the interview.

ANSWERS

- What's your major?
- What is your hometown?
- What are your other interests?
- What kinds of books do you like?
- Are you a fan of travel shows?

- 3 Play the audio for students to check their answers.

AUDIO SCRIPT 1.05

- What's your major?
- What is your hometown?
- What are your other interests?
- What kinds of books do you like?
- Are you a fan of travel shows?

- 4 Ask students to ask and answer the questions in exercise 2 with a partner. Students could repeat this task with two or three partners before feeding back on the most interesting answers they heard. Alternatively, you could encourage students to practice manipulating the structures into a new set of questions, e.g., *What kinds of films do you like? Are you a fan of crime dramas?*

Over to you

Ask students to discuss the questions in groups. This section could be extended much further if you have time. For example, ask students to create a questionnaire about likes and dislikes. Students then have to interview ten people and present their findings to the rest of the class at a later date.

Photocopy and cut out the *Useful language* on page 78 to provide some extra support.

Vocabulary skill

Before you ask students to read the *Forming plurals* box, write some simple examples on the board, such as *brother*, *bus*, *activity*, etc. Briefly highlight that these rules only apply to countable nouns, and uncountable nouns do not take a plural form. A common example is *information*. Explain how the plural is made by adding *piece* → *pieces of information*. Then, ask students to read the box. Address any questions that they may have.

- Do the first word together as a class. When the students have finished, check the answers together and practice the pronunciation of the words.

ANSWERS

- | | |
|----------|-----------|
| 1 boy | 5 baby |
| 2 tooth | 6 knife |
| 3 watch | 7 country |
| 4 person | 8 woman |

- Ask students to work individually to do exercise 2. Then check the answers and the pronunciation with the class.

ANSWERS

- | | |
|------------|----------|
| 1 parents | 5 cities |
| 2 potatoes | 6 men |
| 3 dishes | 7 lives |
| 4 children | 8 days |

EXTENSION ACTIVITY

Give students some sentences with noun form errors to correct. For example:

- My cousin has two babys.* (babies)
 - There are 27 countrys in the European Union.* (countries)
 - My boss is a women.* (woman)
 - My parentes are teachers.* (parents)
- Ask students to find the words in the puzzle. Explain that the words may go across or down the grid.

ANSWERS

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

- As students are doing this task, circulate and monitor their pronunciation of individual letters. This activity could be done competitively as a whole class or in small groups.

SPEAKING Interviewing a classmate

Exam tip

The types of questions in this section are similar to part 1 of the speaking test in the International English Language Testing System (IELTS). If you have students in your class who plan to take an IELTS Test in the future, you could explain the basic structure of the test and the relevance of this section to part 1. Part 1 is a set of three questions related to general topics, such as family, hobbies, work, studies, etc. There are some examples on the official IELTS website (www.ielts.org).

Pronunciation skill

You could ask students to practice reading aloud some of the words from the *Vocabulary skill* section. As students read out the words, write them on the board and group them by the pronunciation of the ending. Ask students to think about why you have grouped them that way. They might notice the pattern; if not, refer them to the *Plural endings* box.

- Check that students are clear about which sound they are listening for in each column. Ask students to work in pairs and read aloud to each other.

ANSWERS

See audio script 1.06.

- After the students have listened to the audio and checked their answers, ask them to put three or four of the words into sentences. For example: *I have two classes in the morning.*

AUDIO SCRIPT 1.06

/s/	/z/	/ɪz/
apps	bags	boxes
desks	fans	classes
parents	kinds	edges
	lives	matches
	teachers	

- Ask students to read the conversation and underline all of the plural nouns. Ask students to decide what they think the pronunciation of the plural nouns is, then listen to the audio and check.

AUDIO SCRIPT 1.07

A: What are your interests, Lisa?

B: I read a lot on weekends. I like novels.

A: I have three boxes of old books. Do you want them?

B: Sure. Thank you!

A: I only read magazines.

B: What kinds?

A: I like to read about sports, movies, and video games.

ANSWERS

A: What are your interests, Lisa?

B: I read a lot on weekends. I like novels.

A: I have three boxes of old books. Do you want them?

B: Sure. Thank you!

A: I only read magazines.

B: What kinds?

A: I like to read about sports, movies, and video games.

- 4 Ask students to practice the conversation in exercise 3. Choose a pair to model the conversation for the class.

EXTENSION ACTIVITY

Ask students to adapt and change the conversation so that it matches their interests. Choose one or two pairs to practice their conversation in front of the class.

Grammar

As this is the first grammar section in the book, you might want to review the parts of a sentence by writing a very simple sentence on the board, and then asking students to identify the subject, verb, and object of the sentence.

With the verb *be*, you could write *am*, *is*, and *are* on the board and ask students if they know when to use each of them. Elicit an example sentence for each. Then ask students to read the *Grammar* box.

- 1 Ask students to complete the task individually.

ANSWERS

1 Are 2 Am 3 Is 4 Is 5 Are

- 2 After students have asked and answered the questions, ask one pair to model their questions for the class.

EXTENSION ACTIVITY

You could further test students' understanding by writing five or six sentences for students to correct on the board. For example, write: *Is apples your favorite fruit? Is all our classmates from the same country? Am you Saudi? Are reading your favorite hobby?*

- 3 Before asking students to write the correct questions, you could first give an example using a question in a previous section of this unit. For example, write on the board: *What be your favorite color?*

ANSWERS

- 1 Where are you from?
- 2 What is your family name?
- 3 What day is today?
- 4 Who is your best friend?

- 4 Ask students to practice asking and answering the questions in exercise 3 with a partner.

EXTENSION ACTIVITY

These exercises could be extended to recycle vocabulary and grammar from other sections of the unit; thus, making the interview section more thorough.

Speaking skill

Before asking students to read the *Asking for repetition* box, you could exemplify the concept with a small task. Tell students you are going to ask them to write down a name, address, and phone number. Say each detail individually but do so in a very fast way that makes it very difficult for students to complete. When you get to the end, check how many students have managed to write all of the details down—probably not many. Then ask students what they can say if they need something repeated. Elicit answers or refer students to the box if they cannot think of anything.

- 1 Before playing the audio, ask students to guess what might be said in each of the blanks.

AUDIO SCRIPT 1.08

1

A: This app is called Monster Mix.

B: Can you repeat that?

A: This app is called Monster Mix.

2

C: I'm from Dayton, Ohio, in the United States.

D: What's your hometown again?

C: Dayton.

3

A: The show starts at 5:45.

B: Can you please say that again?

A: The show starts at 5:45.

4

C: My full name is Sandra Renee Richards.

D: What's your middle name again?

C: Renee.

ANSWERS

- 1 repeat that
- 2 your hometown again
- 3 please say that again
- 4 your middle name again

- 2 Ask students to ask and answer the questions with a partner. As an extension, you could ask different students to answer the questions directly to you as a model for the class to analyze.

SPEAKING TASK

Model this first task with an example on the board, and then do two more as a whole class before having students work in pairs.

ANSWERS

- 1 What is your full name? Amina Omara
- 2 Do you have a nickname? no
- 3 Where are you from? Tripoli, Libya
- 4 What is your favorite color? red
- 5 Do you like sports? yes
- 6 What are your favorite sports? basketball and tennis
- 7 Do you like comic books? yes
- 8 What is your favorite video game? Final Fantasy

Brainstorm and plan

This might be the first time students have tried to brainstorm in English, so it might work better to model the first interview stages on the board before breaking students up into smaller groups.

Ask students to select four to six of the questions they think are the most interesting. Have them check their use of plurals and the verb *be*. This might be better done in pairs. Although it is good to encourage self-editing, it can be challenging at this level.

Speak and share

As students complete this stage, listen and make notes of any errors with the pronunciation of the verb *be* and plural endings. When students have finished their interviews, write any problem sentences on the board and practice the pronunciation together.

After students have introduced their partners in groups, choose one group to model their conversation to the whole class. During this stage, monitor and take language notes. Use the photocopiable *Unit assignment checklist* on page 88 to assess the students' speaking.

STUDY SKILLS Understanding classroom language

The concept of independent learning and taking responsibility for one's own progress might be new for some students. This especially can be the case for students who are just about to start their academic career. You might want to introduce the concept in general before starting this task. You could ask students what they expect the main differences between high school and university to be.

You could then lead a discussion about the role of the students and the teacher in terms of taking responsibility for learning and classroom interaction. This is a chance for you to model how you would like students to ask questions and when.

Getting started

Before assigning the task, explain that it is important that students feel confident to ask for help when they need it. Some students can be embarrassed to ask for repetition as they think it will show that they are weak. However, explain that they are probably not the only ones who don't understand. Try to encourage students to ask for help whenever they need to.

ANSWERS

- | | | | | | |
|-----|-----|-----|------|------|------|
| 1 T | 2 S | 3 S | 4 T | 5 T | 6 E |
| 7 E | 8 T | 9 T | 10 E | 11 T | 12 S |

Scenario

Give the students time to read the scenario and make suggestions for Francisco. Help students with any problem words. Have a whole-class discussion to share ideas.

POSSIBLE ANSWER

Francisco understands and can respond to many questions in English. He refers to a list of classroom language. He also practices classroom language with a partner. However, he should try to respond in English even when his partner doesn't speak in English.

Consider it

After students have discussed the tips with a partner, open the discussion to the whole class. You may want to add a few of your own personal suggestions to encourage students to behave in the manner you would like.

Over to you

If students have difficulty with this task, you could do this as a whole class discussion instead.