

## UNIT 1 SELF

Reading	Skimming
Vocabulary	Organizing words by topic
Grammar	Present tense of <i>be</i>
Writing	Making simple sentences

As this is the first lesson, it is worth spending some time making sure that students feel relaxed and comfortable.

In order to build students' confidence and aid understanding, keep sentences short and simple. Where appropriate, use gestures. For example, students may not understand the concept of working in pairs, so you might have to use your hands to help explain, such as pointing to one student with one hand and another student with the other hand, and then bringing your hands closer together. Whichever gesture you use, make sure to use the same gesture each time, along with the spoken instruction, to avoid confusion and to build continuity. Be careful about using hand gestures that might be offensive to some cultures.

### Cultural awareness

In some cultures, it is impolite to point. Rather than using your index finger to point to a student, use your entire hand, fingers together and palm facing away from your body, thumb on top.

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 Books. Teachers can also access extra items such as tests through the access codes in the Teacher's Book. The activities in the digital component don't necessarily have to be done in a fixed order. 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 on to a screen such as an interactive whiteboard.

### EXTENSION ACTIVITY

For more confident classes, elicit questions that you might ask someone the first time you meet them. Write these on the board.

Ask students to work with a partner and ask and answer the questions, noting their partner's answer. After a minute or so, ask students to change partners. As a follow-up, invite volunteers to tell you about one of the students they interviewed.

### Discussion point

Draw students' attention to the unit title, *Self*, and the picture on page 7. Check their understanding of the word *self*. Elicit what is in the picture (goldfish).

Ask students to discuss the questions with a partner, using the sentence frames to help them get started. You may want to write the sentence frames on the board, or use the Digibook. For question 1, draw their attention to the *Types of schools* box. Explain to them that a group of fish is called a *school*, just as a group of students is a *class*. Then ask students to read the box and discuss what kind of classes each school might have before answering the questions.

### Cultural awareness

In the U.S., the term *college* is used as a synonym for *university*. Students attend high school from aged 14 to 18. They graduate from high school with a diploma and go to college. In Britain, students continue to study at their secondary school, or go to a sixth-form college from the age of 16 to 18, before university. American students say they are *in* college, but British students say they are *at* university. Preparatory schools are designed to prepare students specifically for university studies. Vocational colleges are where students go when they want to learn a skill or trade such as farming or plumbing.

For question 3, ask students to look at the *Languages* box to help them, and generate a discussion about what languages are spoken in different countries.

### Vocabulary preview 1

1 Have students look at the picture on page 8, and ask them what type of school the student goes to (a college or university). Brainstorm a few words connected to college or university before asking students to complete questions 1–4. Check the answers before asking students to complete questions 5–8. Make sure students can pronounce the words.

### ANSWERS

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

### SUPPORTING CRITICAL THINKING

In class, discourage students from using translation. Some students tend to rely too heavily on translation when they should be building vocabulary skills such as guessing and inferring. Ask them to use only monolingual dictionaries such as the Macmillan Study Dictionary or the Macmillan online dictionary. These dictionaries are written with students in mind and will help them build good dictionary skills.

## Cultural awareness

The terms *freshman*, *sophomore*, *junior*, and *senior* are American terms used for both high school and college/university students. *Freshman* is a first year student; *sophomore*, a second year student; *junior*, a third year student; and *senior*, a fourth year student. These terms are not used in the U.K. British university students typically refer to *first year*, *second year*, etc.

Ask students what the letters in parentheses after each word mean (n. = noun; adj. = adjective). Ask *What is a noun? What is an adjective?* Elicit other nouns and adjectives connected with schooling.

- After students have completed the sentences, go over the answers together as a class. As a follow-up, ask a few students questions, e.g., *Are you a freshman? What's your major? Are you in a club?*

### ANSWERS

- |             |             |
|-------------|-------------|
| 1 freshman  | 5 major     |
| 2 sophomore | 6 part-time |
| 3 junior    | 7 club      |
| 4 senior    | 8 campus    |

### Exam tip

A range of vocabulary will help students with their exams. It is beneficial for students to keep a personalized vocabulary notebook. One way to organize the words is by topic. To begin with, ask students to write *Self: Education* at the top of the page, followed by the new words along with a definition and a sentence for each. They can also add a translation, synonym, and part of speech.

The *Vocabulary skill* section on page 12 deals with organizing words by topic, so you could use that for some ideas on this.

## READING 1 Student profiles

Word count 199

### Background information

Student profiles are often used on college websites and may be part of the university's marketing efforts. By giving information about current students, the university hopes to attract others. The student profiles may also be there to give other students encouragement. For some real-world examples of the variety of student profiles, do a web search for *student profiles*.

## Before you read

Generate a discussion about where students live when they go to college. Refer students to the *Types of student*

*accommodation* box for related vocabulary. Then ask them to work in pairs to discuss the questions.

## Global reading

### Background information

Skimming is important when you want to get the main idea of a text. This skill is used in everyday life. For example, when we flip through a magazine, we may skim several articles to help decide which articles we want to read more carefully.

Students often think that reading involves reading and understanding every word. This slows down their reading and can be demotivating. Encourage students to skim for general meaning (gist), and show them how much they were able to understand in a short time!

Before asking students to skim the text, have them read the *Skimming* box. You may need to pre-teach some of the terms, such as *topic* and *caption*. After the students have read the box, check their understanding by asking the following questions: *Is skimming fast reading or slow reading? Do you understand the main idea or notice many details? What should you look at first? Why should you look at the first line in each paragraph? (The first line of each paragraph usually has the topic sentence, or the main idea of the paragraph.) Can you read more slowly the second time? Should you use a dictionary when you skim?*

Lead students through the steps of skimming. Give them 15 seconds to look at the title, caption, and pictures of the reading text on page 9. Then have them close their books and ask them: *What do the pictures show? Why are there pictures of students?* Ask students to open their books again. Give them one minute to read the three profiles. After that, ask them to close their books. The aim is to put (non-threatening) pressure on students to help them increase their reading speed. Finally, ask students to look at the bottom of page 8 and check the correct box. Point out that they were able to understand the main idea in only one minute!

### ANSWER

descriptions of students at Lucas College

## Close reading

- Ask students to read the text and complete the chart. Allow them about five minutes to do this. Students shouldn't need dictionaries at this stage. Check answers together as a class by asking a different student to tell you about each student profiled. Encourage complete sentences.

## ANSWERS

	Abdullah	Hotaru	Sarah
Age	20	22	21
Year	freshman	senior	junior
Country	Saudi Arabia	Japan	Switzerland
Major(s)	Engineering	English, Business Administration	Elementary Education
Language(s)	Arabic, English, German	Japanese, English	French, German, Italian, English
Club(s)	Debate	Drama, Film	Italian

- 2 Make sure students understand what first names are before you ask students to complete the sentences.

## ANSWERS

1 Sarah 2 Abdullah 3 Hotaru

## Over to you

## Background information

Putting students into discussion groups can be more advantageous than allowing them to choose their own partners. Not only does it enable students to have a wider experience of level, verbosity, and accent, but it also motivates students by giving them the opportunity to meet someone different.

This type of activity may be new to some students, so you may need to circulate and encourage everyone in the group to participate. Students are more likely to contribute in small groups of three or four.

Have students look at the *Top 5 majors in the U.S.* box. Give them about three minutes to discuss the questions, depending on group size.

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 resource so they can do this at home.

## Vocabulary preview 2

- 1 Make sure the students understand that the pictures represent the words in the box rather than show exact images of the words. Before asking students to match the words to the pictures, check that they understand the words in the box.

Ask students to look the first word and elicit which picture they think represents *languages*. Have them work individually to match the other words to the pictures, and then ask students to compare with a partner. In the feedback stage, students should say *why* they think the picture fits the word. Write a sentence prompt on the board to help weaker students: *I think picture (1) is ... because ...*

## ANSWERS

- |               |                     |
|---------------|---------------------|
| 1 movies      | 5 languages         |
| 2 video games | 6 social networking |
| 3 literature  | 7 sports            |
| 4 travel      | 8 shopping          |

With each set of new vocabulary, be sure to teach the pronunciation of the words. You could start by saying a word, and asking students to listen carefully and then tell you how many syllables there are. Also, draw students' attention to the fact that one syllable sounds stronger than the others and tell them that this is the stressed syllable: *LAN-gua-ges*, not *lan-GUA-ges* or *lan-gua-GES*. Go through the other words, checking that students can identify the stressed syllable. Finally, ask students to repeat the words. This can be done chorally or by calling on individual students.

- 2 After students have worked in pairs to answer the questions, ask them to add the words to their vocabulary notebooks.

## EXTENSION ACTIVITY

Students can make a mood board showing activities they are interested in using pictures from magazines, the Internet, or their own drawings. After they have made the board, they can present it to the class. This could also be done as a writing task; and to make it more challenging, you could have students add reasons why they are interested in the activity.

## READING 2 Are you free?

Word count 128

## Background information

Although social networking started as a free-time activity, it is now being used more in educational settings. University classes post discussions about specific topics, and students use social networking groups as a way of working together on group projects, as it is easier to get everyone together virtually rather than physically. Furthermore, new technologies help students who are studying abroad keep in contact with friends and family back home.

## Before you read

Hold up a cell phone and elicit what students use it for. Check that they understand the word *communicate*. Give the pairs a few minutes for discussion and then ask two or three students to report to the class. Ask follow-up questions to increase the challenge.

## Global reading

Elicit what kind of text is on page 11 (a chat room), making sure students explain their reasoning. Then give students one minute to skim the text and answer the question.

**ANSWER**  
friends

## Close reading

Check that students understand the terms *true* and *false* before setting the task. Give them a few minutes to do the exercise and compare answers with a partner before checking the answers with the class.

**ANSWERS**

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

## Over to you

Before asking the students to discuss the questions in groups, refer them to the *Topics* box. Ask them if they can think of any more topics. While the students are discussing the questions, circulate to encourage quieter students to say more. Ask volunteers to share some of their responses with the class. As an extension, you could ask students to write similar sayings to the ones in question 2 on a poster to put on the wall.

### Background information

English sayings might contain difficult concepts for English language learners, but they provide a good opportunity to expand language skills. The two sayings on page 11 have quite opposite meanings. *Opposites attract* is used mostly when talking about relationships in which two people are opposite in personality or interests but are friends or are attracted to each other. A very chatty person might be best friends with a very quiet person, for example. *Birds of a feather flock together* means that people who have similar personalities or interests will tend to be friends.

## Vocabulary skill

Before asking students to read the *Organizing words by topic* box, put some related words on the board in a

column (e.g., *banana, apple, pear, peach*, etc.) and elicit what the topic would be (fruit). Write *fruit* at the top of the list of words. To check that the students have understood the concept, ask them to give you another topic and to name some examples for it. Then ask students to read the box. Generate a discussion on why it is good to organize words by topic.

- 1 Ask students to underline the topic word in each group. Encourage them to use monolingual dictionaries if needed. Check the answers together as a class.

**ANSWERS**

1 shopping	4 communication
2 student	5 school
3 home	6 club

- 2 For this exercise, students can find the topic words within this unit. However, they can also come up with other topic words.

**ANSWERS**

1 Languages	3 Jobs
2 Sports	4 Majors

- 3 After students have added words for the topics individually, have them compare answers with a partner.

## WRITING Writing an online profile

### Grammar

Students will have already been taught the verb *be*, but they might still be making mistakes with the various forms. Before asking them to read the *Grammar* box, elicit what they know about the forms. Write the contractions for the pronouns on the board and elicit the long forms: *I'm—I am, you're—you are, he's—he is, she's—she is, it's—it is, you're—you are, we're—we are, they're—they are*.

Make sure students can say the short forms correctly, then introduce the negative forms. Again, make sure students can say the short form of the negative. Emphasize that saying short forms correctly will help the students sound more natural and will help with their listening comprehension.

After students have read the *Grammar* box, check that they have understood it before asking them to complete the exercises. Draw students' attention to the way the verb is written in the text—in long form. You may wish to say that in writing, the long form is fine, but in speaking, use the short form.

- 1 After students have corrected the mistakes, check the answers together as a class.

**ANSWERS**

Hi Rachid,

What is new in California? School **are is** OK. I **is am** a member of the Drama and Chess clubs this year. The Drama Club is really fun but the Chess Club **not is is not** very interesting. I am not good at chess, I guess.

Our English teacher is really nice. Her name **are is** Mrs. Parker. She is from San Francisco. Santa Cruz is near San Francisco, right? You **is are** neighbors! I have a new phone number. It **am is** 339-555-0178. Call me sometime!

Your friend,  
Jared

- 2 After students have completed the profile individually, have them compare answers in pairs.

**ANSWERS**

1 is   2 is   3 is   4 are   5 is   6 is   7 are  
8 is   9 am   10 is

**Writing skill**

As a lead-in, you could begin by showing students something you like, e.g., coffee or flowers or a football. Bring in the object to increase student interest. Say, for example: *I like coffee*. Call on a student and ask what he or she likes: *What do you like?* Write one of their answers on the board, but make sure it is a simple one, for example: *Mario likes movies*. Teach students that *Mario* is the subject, *likes* is the verb, and *movies* is the object. Ask students to read the first part of the *Making simple sentences* box to find out what kind of sentence this is. Ask if anyone else likes the same thing and make a simple sentence with a compound subject, e.g., *Mario and Sylvia like movies*. Teach students that *Mario and Sylvia* is a compound subject because there is more than one subject.

Ask students to read the rest of the box to learn about compound verbs and compound objects. Check that students have understood the concepts in the box before asking them to complete the exercises.

- 1 Put the sentences onto the board. Invite volunteers to tell you the answers.

**ANSWERS**

- Hotaru / speaks two languages.
- Abdullah's first language / is Arabic.
- English and French / are easy subjects for Sarah.
- Hotaru / has two majors.
- Abdullah and his brother / are from Saudi Arabia.
- Sarah / lives and works off campus.
- Hotaru / lives off campus.
- Family / is important to Abdullah.

- 2 Have students work in pairs, and then check the answers as a class by asking different pairs to read out their answers. As an extension, students can identify the compound subject, compound verb, or compound object.

**ANSWERS**

- Bianca and Ying are sophomores.
- Bianca speaks English and Spanish.
- Achara watches and plays soccer.
- Bianca is online and (is) free.
- Isabel works and studies hard.

- 3 After students have completed the sentences individually, invite volunteers to read out their answers. For a stronger class, have students in pairs write a sentence with a compound subject, verb, and object.

**WRITING TASK****Background information**

For this section, students should apply what they learned in the rest of the unit. The task uses a process writing approach, taking students through the five stages of writing. The brainstorming stage enables students to think widely about the topic. In the next stage, students learn the valuable skill of carefully planning their writing by selecting information from the brainstorm that they would like to include. The writing stage can be done at home, but it is useful to do it in class. This allows the teacher to monitor students as they write. The sharing stage is important for building learner autonomy and helps move students away from reliance on only the teacher. They will find that by reviewing another student's work, they may get a clearer idea for their own writing. This also means that they are writing for an audience, which can add motivation. The final stage helps students learn editing skills early on.

Process writing may be a new concept for some students who are used to just sitting down and writing. Encourage students through the stages so that they build good writing strategies that will help them write in a more organized way. This will be especially important as their English level increases. For this activity, a model text is provided for those students who need some extra support.

Generate a discussion about the picture and text, and ask students to tell you what kind of text this is. Ask them where they might find such a profile in order to link back to the beginning of the unit. Then have them complete the task individually before checking the answers as a class.

**ANSWERS**

My name is Carlos Gonzalez. I am 20 years old. I am a university student. I am a sophomore in Maracaibo. It is a city in Venezuela. I live with my mother and father. I speak Spanish and English. I read and understand French. My major is Latin American Literature. My favorite writers are Gabriel García Márquez and Isabel Allende. I am very interested in sports. I like soccer and baseball. I am also interested in movies and social networking. My friends and I are online every day. Nice to meet you!

**Brainstorm, plan, and write**

Give students some time to complete the chart in the *Brainstorm* section. Ask them to compare information with a partner and add as much detail as they can.

Ask students to circle or highlight the information from the chart that they want to include in their profile. Be sure to tell them that other people will read it!

When students have finished planning, ask them to write between 50 and 75 words for their profile. If some students finish early, encourage them to write some more detail and to check their work.

**Share, rewrite, and edit**

Ask students to exchange their profiles with a partner. Encourage them to use the Peer review checklist on page 109 when they are evaluating their partner's profile. Go through the questions on it to make sure students understand them. You may need to pre-teach some words, such as *punctuation*, *adjective*, *error*, and *target vocabulary*. For this piece of writing, you may not wish to deal with adverbs.

Students may be reluctant to critique each other's work, but the checklist should provide a structure which makes it easier.

Ask students to rewrite and edit their profiles. Encourage them to take into consideration their partner's feedback when rewriting. Use the photocopyable *Unit assignment checklist* on page 88 to assess the students' profiles.

As a follow-up, and to broaden the audience, "publish" the student profiles on a class website.

**STUDY SKILLS Setting goals****Background information**

This section aims to help students build their study skills and become more independent as learners. By becoming aware of the things they can do to improve, students will come to realize how much they can contribute to their own learning.

**Getting started**

Make sure students understand the word *goals*. Link the idea of goals with winning and achievement. Ask students what kinds of goals they have and write some on the board. Find out if they have any language goals. Make a distinction between *general* goals (being better at sport) and *specific* goals (running one mile in under ten minutes) before asking the students to complete the activity with a partner. Then invite two or three volunteers to present their ideas to the class.

**ANSWER**

1 The first, second, and fourth are specific goals. The third is a general goal.

**Scenario**

Explain to students that a scenario is like an example. Give students time to read the scenario and make suggestions for Nina. Help students with any problem words. Have a whole-class discussion to share ideas.

**POSSIBLE ANSWER**

It is good that Nina has thought about some specific goals to achieve, and she revisits her goals each month. However, since Nina wants to learn to write well in English, her goals are ongoing. Once she achieves her first goal, she should set a further goal—to write two paragraphs or an essay, for example. Also, her third goal is not very realistic.

**Consider it**

Give students some time to read the tips before asking them to discuss with a partner. Allow monolingual dictionaries or pre-teach difficult vocabulary. In the feedback session, find out which tips students think are the most important or the ones that they already use. Find out which ones they would like to use.

**Over to you**

Give students some time to reflect before discussing the questions with a partner. Refer them to the *Think about* box for ideas.

**EXTENSION ACTIVITY**

Ask students to write down their goals to keep as a checklist in their notebooks. You may wish to provide colored pens and some sheets of paper for this so they can make a more striking goal chart. Putting time and effort into making their chart may make students refer back to it and take it more seriously. As a follow-up later in the course, ask students to take out their goal chart to re-evaluate their goals and see if any have been achieved.

## UNIT 2 FAMILY

Reading	Scanning
Vocabulary	Finding words quickly in a print dictionary
Grammar	Subject and object pronouns
Writing	Using pronouns to avoid repetition

## Discussion point

Generate a discussion about the picture on page 17. Refer students to the *Family members* box so they can label the picture with the correct vocabulary and for help with question 3. Note that people can have different roles in the family; for example, a boy can be a son as well as a brother. See if students can produce sentences such as: *She is his wife. He is his father*, etc. This will foreshadow the subject and object pronoun work that comes up later in the unit, and will give you an indication of how confident students are with these pronouns.

When you are confident that students understand the vocabulary in the *Family members* box, ask them to discuss the questions with a partner, using the sentence frames to help them get started. After students have discussed the three questions, have them share their answers with the class.

### Cultural awareness

The idea of “family” is a cultural construct. In some cultures, people’s idea of family extends to cousins, aunts, and uncles, but in others, it generally means parents and children, or *nuclear family*. Cousins, uncles, and grandparents would be considered *extended family*. This is generally true in many English-speaking countries such as the U.K., the U.S., Canada, and Australia. It may be necessary to treat the topic of family with some sensitivity as some students may have lost members of their family.

## Vocabulary preview 1

Generate a discussion about the pictures in order to build schema for the upcoming vocabulary. For example, ask: *What goes into a washing machine? What is the man doing in the second picture? Do you help do housework?* etc.

- 1 Ask students to complete the sentences and then compare their answers in pairs. Drill the pronunciation chorally and individually. Most of the words are two syllables—ask students to say which is the stressed syllable. Point out that most two-syllable words have the stress on the first syllable.

You can show students how to find out which is the stressed syllable in a dictionary. If possible, project the Macmillan online dictionary (<http://www.macmillandictionary.com/>) onto a screen and show students how to use it to find one of the words. Show them how the Macmillan dictionary indicates the stressed syllable (i.e. with a ‘ before the stressed syllable). You could also take the opportunity to show them how to hear the word in both American and British English. (Scroll down to the end of the definitions to find the toggle which switches from one to the next.)

### ANSWERS

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

- 2 After students have completed the sentences individually, check the answers together as a class. Ask them to add the words to their vocabulary notebooks, using the topic heading of the unit or other appropriate topic headings: *meals, housework, pets*, etc.

### ANSWERS

1 neighbor	5 pet
2 lunch	6 argue
3 housework	7 breakfast
4 laundry	8 dinner

Exercises in the Digibook give additional practice of the vocabulary, so you might want to assign the Digibook activities for homework, or you can use them as in-class review.

## READING 1 It’s 5:54—time for dinner!

Word count 209

### Background information

While not all families are typical, there are trends in the way that families behave. Some students may find it strange that a family would eat so early in the evening, then not eat again until morning! The term *breakfast* has its origins in the idea of *fasting* (not eating for a long period of time) and means, literally, *a break in the fast*. Typically, British culture emphasizes the need for a good breakfast, which during the week normally consists of cereal or toast, fruit, milk, juice, tea, or coffee. During the weekend, British families tend to have a larger breakfast consisting of eggs, bacon, baked beans, and even cooked tomatoes and mushrooms (known as a *full English breakfast*).

In the U.K., *dinner* is usually referred to as *tea*, and some families have an early tea at around 4:00 p.m. and then a small dinner later. Some British people still have *elevenses*—a snack at around 11:00 a.m.