

1 CHARACTER

- LISTENING 1** Listening for key words
LISTENING 2 Listening for main ideas
VOCABULARY Words to describe about personality
STUDY SKILL Studying with others
GRAMMAR Simple present questions
SPEAKING Making introductions

Warm-up

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

Discussion point

- 1 Ask students to look at the picture and ask them which job the boy wants to do when he grows up.
Answer: astronaut. Ask students to tell you what type of character you need to be an astronaut.
Possible answers: *hard-working, intelligent, works well in a team.*

Check students know what an *infographic* is: *a picture designed to show data in a visual format*. Ask students to study the infographic, checking vocabulary as necessary *e.g. career / editing*.

Put students into pairs and ask them to discuss the questions. Then do a quick show of hands for how many brothers and sisters people have; how many are first-born, middle-born, last-born, and only children. Elicit students’ answers as to which jobs they would like to do, how close their ideas are to the data in the infographic and whether the data matches the jobs people in their family have or want.

VIDEO

Before you watch

Introduce the topic of the video and ask students to read the exercise and identify any new words. Write these on the board and discuss the meanings as a class. Then, ask students to complete the *Before you watch* section. Monitor and feedback as a class.

ANSWERS

1 c 2 a 3 d 4 b

While you watch

Play the video once. Ask the students to watch the video and complete the exercise. Play the video again so that students can check their answers. Feedback as a class.

ANSWERS

1 b 2 b 3 a 4 a

See page 107 for the video script.

After you watch

Put the students into pairs or groups and ask them to complete the exercise. Encourage them to use what they have learned in the video and the example answers to answer the questions. Feedback as a class.

LISTENING 1

First day on campus

A Vocabulary preview

- 1 Put the words in bold in the exercise onto cards and give a set of cards to each pair or small group. Ask students to divide them into words they know, don’t know, and those they are not sure about. Focus on new words first and get students to share their knowledge across the class, or provide the meaning yourself where necessary. When all the words are clarified, ask students to complete the exercise in the book. Students can also complete the Vocabulary preview as homework before class.

ANSWERS

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

- 2 Ask students to complete the sentences using the words from Exercise 1.

ANSWERS

1 character 2 describe 3 easy-going 4 birth order
5 serious 6 subject 7 research 8 strict

- 3 Put students in pairs in order to discuss which statements are true for them. Monitor the discussions and provide feedback on important language mistakes as necessary.

B Before you listen

Before starting this exercise, brainstorm school and university subjects and compile a list on the board, e.g. *physics, chemistry, art, math, law, etc.* Mark on the word stress and if necessary, work on any tricky individual sounds such as the initial /k/ in *chemistry*.

Ask students to discuss the questions in pairs and then elicit feedback. Do any language feedback on mistakes, as necessary.

C Global listening

Listening for key words

Exam skills

Students find the *true / false / doesn't say* and *yes / no / not given* questions in the IELTS academic reading module particularly difficult, especially the difference between *no* and *not given*. One idea is to try and get lots of practice in underlining ONE key word from each statement. It is not always clear what kind of key words to look out for.

Remind students that it is important to build up useful strategies to make listening in English easier. Give students a few moments to read the information in the *Listening for key words* box and ask one or two students to summarize the information. Then, read through the words in the *Glossary* as a class.

Ask students to read through the questions and the options. Play the audio. Go through the answers.

AUDIO SCRIPT

Track 1.1

NINA: Hi, Dilara, how is your first day on campus?

DILARA: Good, thanks Nina, I like my professors so far. But I don't know many professors here yet.

NINA: Well, I can introduce you to some now.

DILARA: Really? That would be great.

NINA: OK, well there's Professor Malik's office, number 6B. He teaches English Literature. He's very friendly and easy-going, not too serious, so you can ask him lots of questions. Oh here he is now. Professor Malik, I'd like to introduce you to Dilara. She's a freshman student.

PROFESSOR MALIK: Hi Nina. And nice to meet you, Dilara. Do you like the university?

DILARA: I'm pleased to meet you too, Professor Malik. Yes, I love it. The campus is beautiful.

PROFESSOR MALIK: Great. See you this afternoon, Nina.

NINA: OK, professor. Dilara, let's go to Dr. Sperling's office ... it's over there, 16D. Dr. Sperling teaches psychology and I'm in her class now. It's all about birth order in the family and how it affects your personality.

DILARA: That's great. Psychology is actually my favorite subject.

NINA: Yes, she's a great professor—very open-minded and creative, but strict. She likes to ask questions for her research so be prepared. Hello, Dr. Sperling. I'd like you to meet Dilara. She's a new student here.

DR. SPERLING: Hello, Dilara, pleased to meet you.

DILARA: Hello, Dr. Sperling. Nice to meet you too.

DR. SPERLING: Dilara, do you have a few minutes? May I ask you a few questions—it's for my research?

DILARA: Sure, I'm happy to answer your questions.

DR. SPERLING: Great, thank you. OK, first, where are you from?

DILARA: I'm from Ankara, in Turkey.

DR. SPERLING: I see, and how many brothers and sisters do you have?

DILARA: I have one brother and one sister.

DR. SPERLING: OK, are you the first born, I mean the oldest child?

DILARA: Yes I am. My brother and sister are younger than me.

DR. SPERLING: OK, what are three words that describe your character?

DILARA: Hmm, that's difficult ... I think I'm reliable, hard-working, and finally, uh ... helpful.

DR. SPERLING: OK, just one more question. What job do you want to have in the future?

DILARA: Well, I want to be a teacher.

DR. SPERLING: That's great. Thank you for answering my questions.

DILARA: My pleasure.

NINA: Thank you, Dr. Sperling. OK, Dilara, let's continue the tour of the campus.

ANSWERS

1 b 2 c 3 a 4 c 5 a

D Close listening

1 Begin by asking the class why students take notes.

Possible answer: to remember information so it can be used later. Get students to read Dilara's notes. Then play the first part of the recording and ask students to choose the correct options. Pause the recording at key points to allow students time to do this. Ask students to compare their answers with a partner and then elicit feedback.

AUDIO SCRIPT

Track 1.2

- NINA:** Hi, Dilara, how is your first day on campus?
- DILARA:** Good, thanks Nina, I like my professors so far. But I don't know many professors here yet.
- NINA:** Well, I can introduce you to some now.
- DILARA:** Really? That would be great.
- NINA:** OK, well there's Professor Malik's office, number 6B. He teaches English Literature. He's very friendly and easy-going, not too serious, so you can ask him lots of questions. Oh here he is now. Professor Malik, I'd like to introduce you to Dilara. She's a freshman student.
- PROFESSOR MALIK:** Hi, Nina. And nice to meet you, Dilara. Do you like the university?
- DILARA:** I'm pleased to meet you too, Professor Malik. Yes, I love it. The campus is beautiful.
- PROFESSOR MALIK:** Great. See you this afternoon, Nina.
- NINA:** OK, professor. Dilara, let's go to Dr. Sperling's office ... it's over there, 16D. Dr. Sperling teaches psychology and I'm in her class now. It's all about birth order in the family and how it affects your personality.
- DILARA:** That's great. Psychology is actually my favorite subject.
- NINA:** Yes, she's a great professor—very open-minded and creative, but strict. She likes to ask questions for her research so be prepared. Hello, Dr. Sperling. I'd like you to meet Dilara. She's a new student here.
- DR. SPERLING:** Hello, Dilara, pleased to meet you.
- DILARA:** Hello, Dr. Sperling. Nice to meet you too.

ANSWERS

- 1 6B 2 English Literature 3 Friendly 4 16D
5 Psychology 6 Likes to ask questions

- 2 Ask students to predict if the missing information will be a word or a number. Explain that this is an important skill when preparing to listen to a text and is good practice when taking an exam in English. Play the recording and pause it at key points to allow students time to complete the form. Ask individual students to read out their answers as a whole-class check.

AUDIO SCRIPT

Track 1.3

- DR. SPERLING:** Dilara, do you have a few minutes? May I ask you a few questions—it's for my research?
- DILARA:** Sure, I'm happy to answer your questions.
- DR. SPERLING:** Great thank you. OK, first, where are you from?
- DILARA:** I'm from Ankara, in Turkey.
- DR. SPERLING:** I see, and how many brothers and sisters do you have?
- DILARA:** I have one brother and one sister.
- DR. SPERLING:** OK, are you the first born, I mean the oldest child?
- DILARA:** Yes I am. My brother and sister are younger than me.
- DR. SPERLING:** OK, what are three words that describe your character?
- DILARA:** Hmm, that's difficult ... I think I'm reliable, hard-working, and finally, uh ... helpful.
- DR. SPERLING:** OK, just one more question. What job do you want to have in the future?
- DILARA:** Well, I want to be a teacher.
- DR. SPERLING:** That's great. Thank you for answering my questions.
- DILARA:** My pleasure.
- NINA:** Thank you, Dr. Sperling. OK, Dilara, let's continue the tour of the campus.

ANSWERS

- 1 one 2 1st/first 3 helpful 4 teacher

E Critical thinking

Before starting, check students know the term *critical thinking* and elicit a definition.

Supporting critical thinking

Critical thinking is a way of using your own experience, observations, reflections and research to justify your own views. It is an essential skill in academic English. Students should not accept an argument at face value, but be able to evaluate it and decide if it is valid, i.e. based on a sound premise. They should be able to think about positive and negative aspects of something before reaching their own conclusions independently.

Ask students to read the three questions individually and consider their answers. Then, put them in pairs or small groups to discuss their answers. Students can use the sentence heads as a starting point. As a whole

class, elicit some answers. Encourage critical thinking by asking questions such as: *Does everyone agree?*
Does anyone have a different answer?

PRONUNCIATION FOR LISTENING

At this point you may wish to give your students a short introduction to some aspects of pronunciation which they will look at during the course, e.g. show them the Macmillan Sounds app and tap on the /t/ sound – tell them this is a consonant. Elicit the difference between a consonant sound and a vowel sound: a consonant sound like /t/ involves using the tongue, lips or teeth to form the sound.

Tell the students to read the information in the skills box. Help clarify what is meant by the reduction in the final /t/ sound by modeling the three examples yourself.

- 1 Tell students to underline or use a highlighter to mark the words with a final letter *t* before a consonant sound. Play the recording and ask students to listen to the reduction in the final /t/.

AUDIO SCRIPT

Track 1.4

- 1 I'm the youngest child in my family.
- 2 It is my first day in college.
- 3 I want to be a doctor in the future.
- 4 I have an important class in the morning.
- 5 What subject do you study?

ANSWERS

- 1 youngest 2 first 3 want 4 important 5 subject

- 2 Tell students they will now hear some sentences from the recording. Play the recording and ask students to write in the missing words. Pause the recording between each question to allow the students time to complete the answers.

AUDIO SCRIPT

Track 1.5

- 1 Really? That would be great.
- 2 How is your first day on campus?
- 3 I'd like you to meet Dilara.
- 4 Well, I want to be a teacher.
- 5 It's all about birth order in the family.

ANSWERS

- 1 That 2 first 3 meet 4 want 5 about

- 3 Ask students to work in pairs or small groups to say the sentences and practice saying the reduced /t/ sound. Monitor the exchanges and offer help as necessary.

LISTENING 2

Birth order and personality

Warm-up

Write the phrase *birth order* on the board and elicit the meaning. **Possible answer:** *the order children are born in a family.* Ask students if your birth order can affect your personality and elicit answers. Tell the students they are going to find out if your birth order can affect your personality.

A Vocabulary preview

- 1 Pre-teach any vocabulary which you think will be new for your group, e.g. *talkative*. Tell students to scan the eight sentences and notice the words in bold. They should then match the definitions (a-h) to these words. Check answers as a class.

ANSWERS

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

- 2 Put the students in pairs and ask them to identify which sentences are true for them. Do a quick check by reading out each of the adjectives and ask students to raise their hands if it applies to them.

Extension activity

Ask the fast finishers to choose one word in bold and their partner to tell them the definition without looking at their books. Alternate and repeat until the whole class has finished Exercise 2.

B Before you listen

- 1 Direct students to the picture and ask them to write in the three terms in their books. What can they guess about these children, e.g. *They are well-off, because they are standing behind an expensive-looking doll's house.*

ANSWERS

1 Middle child 2 Last-born 3 First-born

- 2 Ask students to circle two words which describe themselves. Encourage students to give personal examples in their discussions with a partner. When students have finished, ask individuals to tell the whole class what they are like. Provide language feedback as necessary. If students are keeping a vocabulary notebook (and it's a good idea to encourage them to do this), they can transfer any new words from the exercise into their notebook.

C Global listening

Listening for main ideas

Ask students to study the Glossary and create questions based on these words, e.g. *Are you familiar with another culture? What type of personality does a natural leader have?*

Tell students that when they attend a lecture or are watching a documentary etc., it is important to try and listen for the main idea or ideas. Ask students to read the information box about the "main idea". Tell students they will have the chance to listen to the recording two or three times, and the first time is for general understanding. Ask them to read the six main ideas, and tell them to put them in order as they listen. Play the recording. Elicit the correct order from the whole group.

Exam skills

When putting ideas in order, a good idea is to first look at the list of main ideas before you listen and predict what order they might appear in. You will often be given time before the listening begins to read the question. Use this time to predict the order.

AUDIO SCRIPT

Track 1.6

VICTORIA: Good afternoon, and welcome to Family Forum. I'm Victoria Jones and it's my pleasure to introduce Dr. Mary Sperling. Dr. Sperling is a psychologist at Central University, and she's writing a book on the subject of birth order and personality. Dr. Sperling, welcome.

DR. SPERLING: Thank you.

VICTORIA: To begin with, what is birth order?

DR. SPERLING: Birth order means your place or position in the family or when you were born compared to your brothers and sisters—if you are the oldest child, the youngest child, or in the middle. Or perhaps you are an only child, with no brothers or sisters.

VICTORIA: I see. Why is birth order important?

DR. SPERLING: Well, research shows that our position in our family often has a big effect on our personality. There are certain characteristics that are common for first-born children, middle children, and so on.

VICTORIA: Can you give us some examples?

DR. SPERLING: OK, let's begin with the first-born child, the oldest. First-born children are usually serious, responsible, and organized. They're natural leaders.

VICTORIA: Why is that?

DR. SPERLING: Well, in many families, the oldest child helps to take care of the younger ones. Also, in many cultures, the first child becomes the head of the family someday.

VICTORIA: That's interesting. So, what are the characteristics of a middle child?

DR. SPERLING: Well, very often the middle child tries to be the family peacemaker. I mean, if there's a fight or argument in the family, the middle child is the one who tries to end it. Also, middle children are very friendly and social. Their friends are very important to them, maybe because middle children don't always feel very special in their families.

VICTORIA: I see. And what about last-born children?

DR. SPERLING: Last-born children are very sweet and loving. They can also be very funny, because they don't always get attention and so they have to work hard to get it, especially in a big family.

VICTORIA: There's one type of child we haven't talked about, Dr. Sperling, and that's the only child.

DR. SPERLING: Well, only children are very comfortable around adults, and they're very talkative—they can talk for hours, and they know a lot of words. That's because their parents are always talking to them.

VICTORIA: Thank you, Dr. Sperling, that's all we've got time for today ...

ANSWERS

1 C 2 E 3 A 4 F 5 D 6 B

D Close listening

- 1 Ask students to read the six ideas carefully, pointing out the key words in bold. Tell the students to listen specifically for these key ideas and they should decide if they are true or false. Play the recording again and pause it from time to time to allow students time to process the information. Do a quick whole-class check, ensuring students can explain why some of the answers are false.

Extra support: Focus on the words in bold and ask students to think about how the information might be different in the text, e.g. *small* might be *big*, *always* might be *never*, etc. Then play the recording and follow the steps above.

ANSWERS

1 F (a big effect) 2 T 3 T
4 F (don't always get lots of attention)
5 F (only children are comfortable)

- 2 Ask students to match the orders (1–4) with the correct personality adjectives (a–d) from memory. With weaker groups, or groups where students need a lot of listening, play recording 1.7 so they can check their answers.

AUDIO SCRIPT

Track 1.7

VICTORIA: Can you give us some examples?

DR. SPERLING: OK, let's begin with the first-born child, the oldest. First-born children are usually serious, responsible, and organized. They're natural leaders.

VICTORIA: Why is that?

DR. SPERLING: Well, in many families, the oldest child helps to take care of the younger ones. Also, in many cultures, the first child becomes the head of the family someday.

VICTORIA: That's interesting. So, what are the characteristics of a middle child?

DR. SPERLING: Well, very often the middle child tries to be the family peacemaker. I mean, if there's a fight or argument in the family, the middle child is the one who tries to end it. Also, middle children are very friendly and social. Their friends are very important to them, maybe because middle children don't always feel very special in their families.

VICTORIA: I see. And what about last-born children?

DR. SPERLING: Last-born children are very sweet and loving. They can also be very funny, because they don't always get attention and so they have to work hard to get it, especially in a big family.

VICTORIA: There's one type of child we haven't talked about, Dr. Sperling, and that's the only child.

DR. SPERLING: Well, only children are very comfortable around adults, and they're very talkative—they can talk for hours, and they know a lot of words. That's because their parents are always talking to them.

ANSWERS

1 c 2 a 3 d 4 b

E Critical thinking

- 1 Mix students up randomly in new pairs, e.g. assign number one to half the group and number two to the other half; ask students to work with someone with a different number. Tell students to interview their partner and complete rows 1 to 3, and include their new partner's name in row 1. When the interviews have finished, give students a few moments to complete rows 4 and 5 individually. They can refer back in their books in order to complete row 4.
- 2 and 3 Give students a few moments to make notes about their family or a family they know well, and about the partner they interviewed. Point out the sentence heads, which will help them express their ideas. When students have had time to reflect, elicit feedback on any similarities and differences they discovered. Encourage students to listen to each other's findings, and probe to find out if any answers are surprising.

STUDY SKILLS

Studying with others

Warm-up

Draw a line across the middle of the board and at one end write: *study with others* and at the other: *study alone*. Ask students to come out and put a cross on the line which best shows their preference. Encourage individual students to give reasons for the position of their cross.

Focus students on the *Study skills: Studying with others* box and ask them to read the information. Check understanding of the skills listed and ask which ones students feel that they have.

- 1 Ask students individually to note down three adjectives to describe characteristics people need in order to work with others. Offer help to weaker students as necessary. **Possible answers:** *confident, polite, generous, creative, easy-going, friendly.*
- 2 Point out that they can use the sentence starters in their discussion with a partner. With quiet or shy students, encourage them to ask the question: *What do you think?*
- 3 Ask one or two students to provide feedback on the characteristics they have, and which they would like to improve.

Extension activity

Extend the discussion to include a brainstorming of ideas on how to improve your ability to work with others.

Possible answer: go on a team-building course, listen carefully to others, give clear roles and responsibilities.

VOCABULARY DEVELOPMENT

Words to describe personality

Warm-up

Write the words *teacher* and *student* on the board and, as a class, ask students to come up with two positive and negative characteristics for each. **Possible answers:** teacher – positive: *friendly, creative* – negative: *strict, unfriendly*; student – positive: *hard-working, intelligent* – negative: *lazy, selfish*. Ask students to consider if the words on the board are always positive or negative. *Strict* might be positive because it means students will do the work.

- 1 Read out all of the sentences (1–4), missing out the word in bold and knocking on the table to indicate the blank. Tell students to guess and shout out the missing word. Give students the first letter of each word to help them, if necessary. Students then do the exercise, matching the words in bold with the definitions.

ANSWERS

a confident **b** lazy **c** intelligent **d** shy
e selfish **f** polite **g** generous **h** creative

- 2 Ask students to consider which characteristics are positive and which are negative from Exercise 1. Note: *shy* is usually viewed as negative, but it can also be quite neutral. They then read the descriptions and decide on the correct adjective for each.

ACADEMIC WORDS

Extra support: Tell students that during the course, they will meet many words which are especially important in academic English. Mention there is a list of words (the Academic Word List) like *positive* and *negative* which are used in academic English. Encourage students to make a note of the academic words they encounter in the course in a separate vocabulary notebook.

- 1 Ask students to complete this exercise individually. Then give them two to three minutes to compare their answers in pairs. Do a quick whole-class check.

ANSWERS

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

- 2 When students have completed the sentences, ask some students to read out their answers as a way of doing a whole-class check.

ANSWERS

1 grades **2** believe **3** goals
4 negative **5** positive **6** job

- 3 Put students in pairs and ask them to note down their answers. Then, do a whole-class check.

SPEAKING

Speaking model

A Analyze

- 1 Before doing the exercise, pre-teach the verb *to fit* (to be suitable or right for something). With higher level groups, clarify the difference between *personality* and *character*: it is easier to change your personality (e.g. acting in a sociable way) than changing your character, which is more ingrained.

Write some or all of the questions on the board and ask students to come out and mark on the intonation pattern using arrows to show rising / falling intonation. When they have completed the exercise, play the whole dialogue for them to check if their arrows were correct.

AUDIO SCRIPT

Track 1.8

JAY: What's your name?

YAKUB: Yakub Mara.

JAY: Where are you from?

YAKUB: I'm from Jordan.

JAY: Do you have any brothers and sisters?

YAKUB: Yes, I have one brother and two sisters.

JAY: Are you the oldest?

YAKUB: No, I'm the second oldest.

JAY: What are three words that describe your character?

YAKUB: I'm serious, responsible, and organized.

JAY: What job do you want to have in the future?

YAKUB: I want to be a doctor.

ANSWERS

- 1 Where are you from?
- 2 Do you have any brothers and sisters?
- 3 Are you the oldest?
- 4 What are three words that describe your character?
- 5 What job do you want in the future?

- 2 Tell students the word *first* has one syllable, and the other words in the box have two or more syllables. Check students can say the words in the box with more than one syllable with the correct word stress. When they have completed the exercise, read the whole introduction for them to check.

ANSWERS

- 1 pleasure 2 children 3 middle
4 first 5 responsible

B Discuss

Put students in pairs to discuss the two questions. Monitor and note down any problems. Make a list of any new jobs which students come up with. Elicit students' answers. Give feedback on any language areas, and write any new jobs on the board for students to transfer into their notebooks.

GRAMMAR

Simple present tense questions

Warm-up

This is the first focus on grammar in the course. As an introduction, create a "grammar matrix" on the board. The vertical axis shows who likes or dislikes grammar; the horizontal axis shows how much students know about grammar, from a little to a lot. Students go to the front of the class and write their names in the part of the matrix that best describes their knowledge and feelings about grammar. When the diagram is complete, summarize the class profile. Ask why students like / dislike grammar. How can they improve in this area? (For example, studying the *Grammar* boxes in their Student's Book, using a grammar practice book, or doing exercises at their level on the internet or on a CD-ROM.)

Give students a few moments to study the *Grammar* box and then check if they have any questions about it.

- 1 Ask students to look at the example. They then write out the questions in full. Then, put them in pairs to ask and answer the questions. Monitor the activity.

ANSWERS

- 1 Do you have any brothers and sisters?
- 2 Are you a good student?
- 3 Is your English teacher strict?
- 4 Are you a funny person?
- 5 Do you enjoy your studies?
- 6 Are you a talkative person?

- 2 Students can complete these questions individually. Monitor and then do a whole-class check. Point out that when we speak, we usually contract: *What + is = What's* etc. If you have a strong group, encourage students to contract. Put students in pairs to ask and answer the questions. Monitor the discussions and provide any language feedback as necessary.

ANSWERS

- 1 is 2 does 3 are 4 is 5 are 6 do

SPEAKING

Speaking skill

Making introductions

Brainstorm a few examples from students of formal and informal situations they need to participate in, e.g. *a party with friends / giving a presentation / meeting a lecturer etc.* To what extent will their language change in these different situations?

Ask students to read the information in the skills box. Ask students to provide examples of when they may meet people in high positions.

- 1 Students complete the sentences individually. Ask individuals to read out each answer to the whole class.

ANSWERS

- 1 like you to 2 like to 3 to meet
4 pleasure to 5 this is

- 2 Transfer the situations (1–5) onto role cards. Ask each group of three to go to a different part of the classroom and discuss each card. Encourage them to add extra information as in the example, e.g. the name of the company in situation 2; what the company does; where in Japan the visitor is from. Have students stand up for each introduction. Monitor the conversations and take language notes. When students have finished each presentation, they should move on to the next role play. When students have finished, ask one or two groups to do their role play in front of the class. Provide language feedback on good examples you have noticed, and any major language errors, or mistakes connected to the target language.

PRONUNCIATION FOR SPEAKING

Warm-up

Write a sentence on the board, e.g. *John and Mary left yesterday.* Get students to read the sentence aloud, stressing a different word each time – e.g. *JOHN and Mary ...; John AND Mary ...* etc. This activity demonstrates that sentence stress carries differences in meaning depending on context.

Ask students to read the information in the skills box and check they know which words are usually stressed and which are usually unstressed. You may need to explain “auxiliary verb” – words like *do* and *does* when they are used to form a question.

- 1 Play the recording and ask students to notice the stressed words i.e. the words in capitals. When listening and repeating, students will automatically stress the capitalized words.

AUDIO SCRIPT

Track 1.9

- 1 I can INTRODUCE you to some PROFESSORS NOW.
- 2 My BROTHER and SISTER are YOUNGER than me.
- 3 She's a GREAT TEACHER, very OPEN-MINDED and CREATIVE, but STRICT.
- 4 BIRTH ORDER MEANS your PLACE or your POSITION in the FAMILY.
- 5 WHY is BIRTH ORDER IMPORTANT?
- 6 LAST-BORN CHILDREN are very SWEET and LOVING.

- 2 Ask students to read the dialog (which they heard earlier in the unit), and underline which words they think will be stressed. Then, play the recording and ask students to check their predictions.

AUDIO SCRIPT

Track 1.8

- JAY: What's your name?
YAKUB: Yakub Mara.
JAY: Where are you from?
YAKUB: I'm from Jordan.
JAY: Do you have any brothers and sisters?
YAKUB: Yes, I have one brother and two sisters.
JAY: Are you the oldest?
YAKUB: No, I'm second.
JAY: What are three words that describe your character?
YAKUB: I'm serious, responsible, and organized.
JAY: What job do you want to have in the future?
YAKUB: I want to be a doctor.

ANSWERS

- JAY: What's your name?
YAKUB: Yakub Mara.
JAY: Where are you from?
YAKUB: I'm from Jordan.
JAY: Do you have any brothers and sisters?
YAKUB: Yes, I have one brother and two sisters.
JAY: Are you the oldest?
YAKUB: No, I'm the second oldest.
JAY: What are three words that describe your character?
YAKUB: I'm serious, responsible, and organized.
JAY: What job do you want to have in the future?
YAKUB: I want to be a doctor.

- 3 Put students in pairs to read the dialogue. Monitor the readings and note down any particular problem areas with word stress. Provide feedback. Ask a couple of students to read out the dialogue for the whole class.

SPEAKING

Speaking task

Before starting, you may wish to play a game revising all the new words describing personality. Put some of the words from the *Review* section (page 25) onto cards and give each student a card. They must get the others to guess the word on their card as quickly as possible, without using this word or any derivative, e.g. through a synonym/antonym, providing context (*we had this word in the lesson on ...*) or providing a sentence which shows the meaning of the word in context but replaces it with the word BLANK.

Brainstorm and plan

In the brainstorm stage, help students as necessary to come up with further topics for the word map, e.g. *favorite subjects at school / ambition in life / father and mother's jobs*. Ask students to use a notepad to plan and take notes, and to write out their five questions in full.

Speak and share

Change the pairs in class so students are working with a new partner. Monitor the activity, taking notes as necessary on good use of language and any important mistakes. Then join pairs together so that students are working in groups of four. Change the classroom seating if possible to facilitate the group work. During the mini-introductions, take language notes and when students have completed the activity, do whole-class feedback.

Reflect

Give students a few minutes to check through their notes. When students have finished and have chosen the answer closest to their opinion, hold a whole-class vote.

REVIEW

A Wordlist

Explain the Macmillan red star-system of frequency: three-star words are very common, two-star are common and one-star are quite common. This is a good moment to show students the Macmillan online dictionary, where they can get the frequency of each word. Tell them that their aim is to be able to use (produce) all the starred words in English.

Write some three-star, two-star and one-star words from the Wordlist onto the board. Students guess which words belong in each category.

B Academic words review

This exercise can be given for homework and checked in class.

ANSWERS

1 believe 2 job 3 grades 4 Negative 5 goals

Extra research task

Students research the theory of birth order and personality and find extra information to either support or dispute it.

C Unit review

Ask students to check back on the unit and invite any questions.