



Theme 1

Education

- Freshers' week
- Systems of education
- Living and working at university
- A Personal Statement

Listening: Freshers' week

1.1 Vocabulary for listening: Academic life

Objectives

By the end of the lesson, students should be able to:

- demonstrate understanding of target vocabulary in context;
- demonstrate understanding of connections between words.

Introduction

Methodology note

If this is your first lesson with the class, introduce yourself and spend a few minutes getting to know the students. Make sure they know the timetable and other administrative details for the course.

You might want to spend a few minutes letting students look through the book; you could also explain the organization of the course.

Tell students that the course is designed to help students apply the English they already know to an academic context. Explain that the course will also help them develop their vocabulary, grammar and general knowledge.

Write the name of this lesson, *Freshers' week*, on the board, and explain the meaning. In this lesson, the focus is on learning some new vocabulary in preparation for the next few listening lessons.

Methodology note

This activity revises simple vocabulary that students at this level should already know. Although the vocabulary is simple, however, it is used in quite a challenging way. The activity sets the scene for the section and the theme.

A Activating knowledge

1. Check students understand the task, and go over the example with them using 🗣️ 1.1. Practise the responses (in speech bubbles) with the class. Elicit other possible responses, *I'm not sure I agree / I totally (dis)agree with that*, etc.

Play the rest of the statements in 🗣️ 1.1, pausing after each one. In pairs, students say if they agree or disagree with each statement.

Give feedback, and elicit each statement.

2. Explain to the class that they are going to hear some students discussing the statements. Do the first one as an example. Play the rest of 🗣️ 1.2. Elicit answers.

Answers

Answers depend on the students.

Transcripts

🗣️ 1.1

Presenter: 1.1. Theme 1: Education

Lesson 1.1. Vocabulary for listening: Academic life
Exercise A1. Listen and discuss some statements about education.

- Students:
1. At school, English is more useful than Mathematics.
 2. There is no point in studying Art at school.
 3. Writing is the most difficult skill in English.
 4. A teacher should explain everything to the students.
 5. At both university and school, you have lessons and homework.
 6. A university education is not right for everyone.

🗣️ 1.2

Presenter: 1.2. Exercise A2. Listen to some students. Do they agree or disagree with each statement?

Presenter: One.

Student A: At school, English is more useful than Mathematics.

Student B: I think that's true.

Student C: Actually, I don't agree. Maths is much more useful than English.

Presenter: Two.

Student B: There is no point in studying Art at school.

Student A: I think Art is important. Everybody needs an Art education.

Student C: But not modern Art. That's awful.

- Presenter: Three.
 Student C: Writing is the most difficult skill in English.
 Student B: No, it isn't, because you can think about writing. Speaking is more difficult.
 Student A: I agree. Speaking is the most difficult skill.
- Presenter: Four.
 Student A: A teacher should explain everything to the students.
 Student B: No, not everything. We need to work things out for ourselves.
 Student C: Yes, that's right. Teachers should help you, but they shouldn't explain everything.
- Presenter: Five.
 Student C: At both university and school, you have lessons and homework.
 Student B: It's true really.
 Student A: Yes, but they have different names. They are called lectures and assignments.
- Presenter: Six.
 Student B: A university education is not right for everyone.
 Student A: I absolutely agree with that. Some people should not go on to university.
 Student C: Yes. Mechanics and plumbers and electricians don't need a university education, for example.

Methodology note

In Exercise B, students will hear only ten of the words from the list of vocabulary. Make sure they understand this. At the end of the activity, they can tick off the words from the list. Not all the words in this list will be practised in the lesson; some will appear in later lessons in this section. However, all the words have been listed here for ease of reference.

The list comprises all the words directly related to the topic. However, more new words will appear in the rest of the section which are useful but not related to the topic, e.g., *contribute* (Lesson 1.4: Grammar for listening).

B Developing vocabulary

Set the task and go over the example. Give students time to read the sentences and predict possible answers. Play 1.3 without pauses, while students complete individually. Students compare answers in pairs. Play 1.3 again, with pauses, for students to check their answers. Go over answers students had difficulty with, if necessary replaying some of the sentences.

Transcript

1.3

Presenter: 1.3. Exercise B2. Listen and check your answers.

- Students:
- The academic year in my country starts in October. All the university students go back then.
 - When does the second semester start? Is it in February?
 - Which faculty are you in? Education? Mathematics? Modern Languages?
 - Which lecturer gives the Science in Education lectures?
 - How many staff are in the Faculty of Education? I mean, how many people work there?
 - Where is the student accommodation at this university? Where do the students live?
 - This is a large campus. There are ten faculty buildings, the library, the Resource Centre and the Students' Union.
 - A university student is called a *freshers* in the first year.

C Building connections between words

Students discuss possible connections between the words in pairs. Elicit some of their ideas but do not confirm or correct at this stage.

Play DVD 1.A. Elicit answers.

Answers

- They are both subjects.
- They are opposites.
- A lecturer teaches at a university, but a teacher works in a school.
- In charge of* goes with a place or a group of people, whereas *responsible for* goes with an action or a thing.
- They both mean the manager of something, but *head* is a noun so you can say *the head*.
- They are both places to live, but hall of residence is a special place for students.

Transcript

1.4 DVD 1.A

- Student A: What's the connection between History and Mathematics?
 Student B: They're both subjects.
- Student A: *Begin and end*?
 Student B: That one's easy. They're opposites!
- Student B: What about *lecturer* and *teacher*?
 Student A: They both teach.
 Student B: Yes, but a lecturer teaches at a university and a teacher works in a school.
- Student A: *In charge of* and *responsible for*?
 Student B: They're the same! They mean 'do a job'.
 Student A: Well, they're not quite the same, are they? *In charge of* goes with a place or group of people, like 'He's in charge of the library' – whereas *responsible for* goes with an action or a thing, doesn't it? 'She's responsible for the schedule.'
- Student A: *Head* and *in charge of*?
 Student B: That's easy too. They're the same.
 Student A: Well, not quite. You use them differently, don't you? You say, 'She is the Head of Year 1' or 'She is in charge of Year 1.' Yes, *head* is a noun so we can say *the head*.

6. Student B: *Accommodation and hall of residence?*
 Student A: They are both places to live.
 Student B: *Accommodation* is more general, I think. Yes, *hall of residence* is for students, at a college or university.

Closure

Ask students to tick off all the words in the list from this lesson. Reassure them the other words will be covered in the following lessons.

Discuss with students the best methods for learning all the vocabulary from the lessons. For example, students could make a vocabulary file or notebook. The vocabulary could be organized alphabetically or by topic.

1.2 Real-time listening: A speech of welcome

Objectives

By the end of the lesson, students should be able to:

- demonstrate understanding of a spoken text using target language and skills from the theme;
- demonstrate understanding of real-world knowledge about key personnel and their roles at universities.

Introduction

Use Exercise A as the introduction for this lesson, or revise some of the vocabulary from the previous lesson.

A Activating background knowledge

This exercise is really just a fun activity to introduce students to the idea of the different roles or jobs people have at a university.

Students discuss briefly in pairs. Elicit answers.

Answers

In fact, just about all of these jobs can be found in most universities (some Students' Unions even have hairdressers). People who teach at university and college are not usually called *teachers*, though – *lecturers*, *tutors* or *instructors* would be more common.

B Understanding introductions

In this task, as well as gaining practice in a key listening skill, students will learn the job titles and roles of key people in a university.

Exploit the document at the top of the opposite page. Make sure students realize that there are titles, names and one student note on a job. Check the concept by asking for titles, names and actual jobs of people at the institution where the students are studying.

1. Check students understand the task.

Students will watch **DVD 1.B** only – without sound. They must try to work out some of the things the Dean is saying. Play **DVD 1.B**, and students discuss ideas in pairs. Elicit ideas but do not confirm or correct at this stage.

2./3. Elicit answers, preferably using an electronic projection of the answers.

Answers

Dean of Education:	Peter Beech	<i>responsible for Fac. of Ed.</i>
Bursar:	Mrs Pearce	<i>deals with money</i>
Head of Year 1:	Pat Pinner	<i>Head of Yr. 1; resp. for schedule</i>
Accommodation Manager:	Bill Heel	<i>in charge of halls of res.</i>
Resource Centre Manager:	Ben Hill	<i>helps you find info.</i>
Head of ISS:	Tim Mills	<i>helps international students</i>

Transcripts

1.5 DVD 1.B

Presenter: 1.5. Lesson 1.2. Real-time listening: A speech of welcome

Mr Beech: OK. Let's begin. Welcome to the Faculty of Education. My name is Peter Beech. We all hope that you will have a great time here, and learn a lot, too, of course. OK. First, some important information about people. As I said, I'm Peter Beech. I'm the Dean of Education. That means I'm responsible for this faculty, the Faculty of Education. The bursar is Mrs Pearce. She deals with all the money, so she's a very important person! This is Mrs Pinner. She's the Head of Year 1, and she's responsible for the schedule. After this meeting, Mrs Pinner is going to talk to you about your schedule for the first semester. The Accommodation Manager – that's Mr Heel. He's in charge of the halls of residence on the campus. And finally, Mr Ben Hill looks after the Resource Centre. Ben will help you find the information you need. OK, well that's it from me for the moment. Oh, no. I forgot. One more very important person. Mr Mills. He helps international students if they have any problems. OK, well I will talk to you again later in Freshers' Week. Now I'll hand over to Mrs Pinner...

C Understanding words in context

Set the task. Students read the words and definitions. In pairs, students discuss which definitions may be incorrect. Then play **DVD** 1.c so that students can check their answers. Elicit answers.

Answers

campus	the university buildings
resources	things to help with studying
fees	money for a course
Welfare Office	place to go if you have problems
JCR	Junior Common Room
SCR	Senior Common Room
hall of residence	accommodation for students on campus
Students' Union (SU)	special place for students

Transcript

1.6 **DVD** 1.C

Mrs Pinner: Thank you, Mr Beech. Right. You need some information about the campus – the university buildings. Firstly, the library is near the main entrance. Next to the library there is the Resource Centre. Resources are things to help you with studying. Ben will help you find the information you need. You can do Internet research in the Resource Centre.

The Administration Block is opposite the library. Go there if you have a problem with fees – that means the money for your course. Behind the Admin block is the Welfare Office. Go there if you have any other problems ... You will also find the Medical Centre behind the Admin block.

OK. Next to the Admin block is the JCR and the SCR – that is the Junior Common Room and the Senior Common Room. The common rooms are for the staff, the lecturers. Then on the north of the campus are the halls of residence – in other words, the accommodation for students on campus. We have Hall A, Hall B and Hall C.

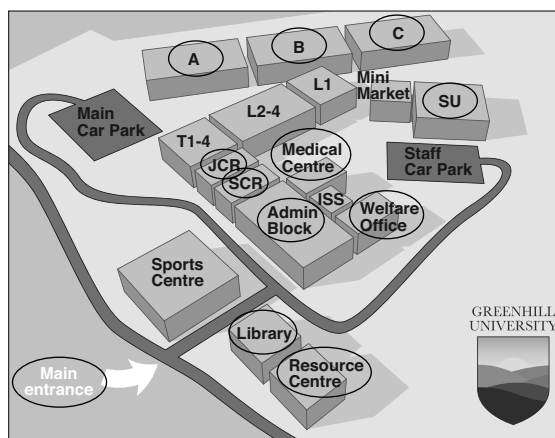
Finally, there's the Students' Union – the SU. That's the special place for you. There are lots of facilities for you in the SU. Go and have a look ... OK. Now, as Mr Beech said, I'm going to talk to you about your schedule ...

D Transferring information

1. Students should cover Exercise C. In pairs, students complete the activity. Then play **1.6** or **DVD** 1.c again so that students can check their answers.
2. Elicit one or two example answers, e.g., *You can do research in the Resource Centre.*

Highlight the verb forms in each sentence. Students discuss the other places in pairs. Monitor and give help where necessary. Check pronunciation of target vocabulary and also check students' understanding of target vocabulary. Students can add extra information from their own knowledge or ideas (see answers below).

Answers



Place	What happens?
Library	You can read, do research, find information, study there.
Resource Centre	You can use the Internet, do research, work on computers, use the printers.
Administration Block	You can go there if you have a problem with fees, accommodation, parking permits, etc.
Welfare Office	You can go here if you have a personal problem.
Medical Centre	You can go here if you are ill.
JCR, SCR	You can go here if you need to speak to a lecturer.
Halls of residence	This is where students live.
SU (Students' Union)	There are facilities for students: bar, gym, café, clubs, etc.
ISS	This is for international students. Go there if you have a problem with your visa.

E Remembering real-world knowledge

Set the task and go over the example. There are two or three different ways you could continue, with students working in pairs or in a whole-class activity. The following is one suggestion.

Play 1.7, pausing after each question for students to answer. Elicit correct answers, and practise.

Write the answers on the board, in note form if you like. Then get students to work in pairs, asking and answering the questions they heard on the CD. Students use the answers on the board as prompts for the questions. Monitor and give feedback.

Transcript

1.7

Presenter: 1.7. Exercise E. Listen and answer the questions.

- Voice:
1. What does a dean do at a British university?
 2. What does a bursar do?
 3. What is a faculty?
 4. What's another phrase for *hall of residence*?
 5. Where are the social facilities for students?
 6. What's the difference between the Welfare Office and the Medical Centre?

Closure

Use Exercise E as closure on this occasion.

1.3 Learning new listening skills: Waiting for spoken definitions

Objectives

By the end of the lesson, students should be able to:

- listen for and understand spoken definitions in short extracts;
- discriminate between the consonants /p/ and /b/;
- discriminate between the vowel sounds /ɪ/ and /i:/.

Introduction

Use Exercise A as the introduction on this occasion.

Alternatively, play DVD 1.c again from the previous lesson (in which Mrs Pinner explains about the various places on the campus). Give out copies of the transcript for students to follow while they are listening. This will help students prepare for the 'waiting for definitions' activities in this lesson.

A Reviewing key words

Methodology note

In the 'stream of speech', a listener will often only hear the stressed syllable of a word, so it is vital that learners begin to develop this skill.

Set the task. Explain to students that they will not hear a complete word, only one syllable from each word. You could also explain why they are doing this activity (see Methodology note above).

Play 1.8 and go over the example. Do another example with the class, if necessary.

Play the rest of 1.8, and students complete individually. Students check their answers in pairs. Monitor to see if further feedback is necessary.

If students found the activity difficult, play the CD again, pausing after each answer so that students can do a final check.

Answers

schedule	6
bursar	2
campus	3
education	1
lecture	4
library	5
accommodation	7
responsible	8
semester	9
union	10
resources	11
faculty	12

Transcript

1.8

Presenter: 1.8. Lesson 1.3. Learning new listening skills:

Waiting for spoken definitions

Exercise A. Listen to the stressed syllables from some words in this theme. Number the words below.

- Voice:
- | | | | |
|--------|---------|---------|----------|
| 1. ca | 4. lec | 7. da | 10. u |
| 2. bur | 5. li | 8. spon | 11. sour |
| 3. cam | 6. sche | 9. me | 12. fa |

B Identifying a new skill

1. Check students understand the task, and go over the example. Students complete individually then compare answers. Play **DVD 1.D** so that students can check their ideas. Elicit answers.
2. Ask different students to read out a sentence each aloud from the Skills Check. The rest of the class can follow in their books. Ask one or two questions to check understanding:
Why should you listen carefully when you hear a new word? (because you may hear a definition)
Is there always a special phrase for a definition? (no)
3. Ask students to look at the words in Exercise B1 again. Remind students that sometimes there will be no phrase to introduce the word (as in the second example in the Skills Check). Play **DVD 1.D** again. Elicit which phrase was used to introduce the definition of each word from Exercise B1.

Transcript and Answers

1.9 **DVD 1.D**

Mrs Pinner: OK. As the Dean said, I'm Head of Year 1. That means I'm responsible for the schedule. In Year 1, you have five lectures a week. In two of those lectures, the lecturer will give you an assignment – that is, a piece of work to do on your own. Most assignments have a deadline. That is the time to give it in. The lecturer may say, for example, 'you have one week for this assignment', or 'you must finish this by next Tuesday'.

Don't leave assignments until the last minute. Start work on them immediately. Sometimes assignments involve research – in other words, you must read some articles from journals, um, academic magazines, by scientists and researchers. There are many journals in the Resource Centre. You can use the Internet to do some research, but be careful – we'll talk more about using Wikipedia and so on for research later on.

You have one tutorial each week. A tutorial is a small discussion with your tutor and some other students.

C Listening for definitions

Check students understand the task. Give them time to read the words in the table. Play **1.10**, and students write the notes individually. Students can now compare their notes in pairs. Play **1.10** again, if necessary. Elicit answers.

Extra activity

In pairs, and using their notes, students give the word and the definition using one of the phrases from the Skills Check. They do not have to define the word in the exact way as they heard on the CD, e.g.,

The shopping centre has a food court – that means a place with lots of different restaurants.

There's a vending machine outside the sports centre. In other words, a machine with chocolate and sweets.

Transcript

1.10

Presenter: 1.10. Exercise C. Listen to some speakers. They define each word below. Write the definition in each case.

- Voice:
1. The SU has a food court – a place with lots of different restaurants.
 2. When the food court is closed, you can use one of the vending machines, which are machines with food and drink.
 3. There's a laundrette in the SU. In other words, you can wash your clothes there.
 4. Did you know? There's a crèche every morning in the SU. It's a place to leave your children for a few hours.
 5. Student A: Is there a gym on the campus?
Student B: Sorry? What's a gym?
Student A: It's a place to do exercise.
Student B: No, I don't think so.

D Identifying consonant sounds

Read Pronunciation Check 1, with students following in their books.

Set the task. Students complete the words individually then compare answers in pairs. Play **1.11**.

Elicit answers. Briefly practise some of the words. Check students can remember the meanings of some of the words – ask for a definition.

Answers

1. both
2. campus
3. club
4. explain
5. job
6. pay
7. responsible
8. bursar
9. people
10. personal
11. place
12. problem

Transcript

1.11

Presenter: 1.11. Exercise D. Listen and write the correct consonant in each word.

Voice: 1. both 4. explain 7. responsible 10. personal
2. campus 5. job 8. bursar 11. place
3. club 6. pay 9. people 12. problem

E Identifying vowel sounds

Write the phonemic symbols for the two vowel sounds on the board. Ask students if they can give the sounds. Do not confirm or correct. Ask students to read Pronunciation Check 2. Now refer students back to the board and elicit the sounds.

Set the task. Students complete individually then compare answers.

Play 1.12 so that students can check their answers. Practise some of the words if there is time.

Answers

	/i/	/i:/
in	✓	
fee		✓
teach		✓
mean		✓
begin	✓	

	/i/	/i:/
free		✓
meet		✓
ill	✓	
it	✓	
give	✓	

Transcript

1.12

Presenter: 1.12. Exercise E. Listen and tick under the correct vowel sound for each word.

Voice: 1. in 4. mean 7. meet 10. give
2. fee 5. begin 8. ill
3. teach 6. free 9. it

Closure

Give students some definitions from this lesson and from Lesson 1.2 (Real-time listening). Students give you the word being defined, e.g.,

T: *A place where you can wash your clothes.*

Ss: *A launderette.*

T: *The money for your course.*

Ss: *Fees.*

1.4 Grammar for listening: Defining

Objectives

By the end of the lesson, students should be able to:

- listen for and understand spoken definitions in short extracts;
- discriminate between the consonants /p/ and /b/;
- discriminate between the vowel sounds /i/ and /i:/.

Introduction

Write the word *definition* on the board. Elicit the part of speech (noun). Elicit the verb *define*. Practise the two words, making sure students pronounce the letter *i* correctly.

Grammar box 1

Methodology note

This is the first grammar lesson of the course. In this lesson, students will be exposed to the idea of syntactic grammar for the first time. You may need to explain to the class that grammar is not just about learning different tenses. About 90 per cent of academic English is written in the present tense. The difficulty in academic English is that it uses very long sentences. So students need to learn to find the subject and object or complement of these sentences. That will help them to understand better.

Students will probably be unfamiliar with the word *complement*. Explain that for nouns after the verb *be*, the correct grammatical word is *complement* and not *object*. The use of a different word for the verb *be* signifies that there is a special relationship in sentences with this verb between the subject and the information after the verb. They have the same referent. In other words, they refer to the same entity.

subject	verb	complement
<i>An article</i>	<i>is</i>	<i>a text.</i>
<i>He</i>	<i>is</i>	<i>a lecturer.</i>

subject	verb	object
Many assignments	involve	research.

The word *object* is used after other verbs because the words refer to different entities.

There is a fuller explanation and exploitation of basic sentence patterns in Theme 3's Grammar for writing (Lesson 3.19).

Tell students you are going to write a definition on the board:

A food court is a place with many different restaurants.

Ask students,
Which phrase are we defining? (a food court)
What is the definition? (a place with many restaurants)

Ask students to look at Grammar box 1.


Go over the headings of the table and check understanding of the word *complement* (see Methodology note above).

Ask students to study the five example definitions in the table. Now ask them to close their books. Elicit the definitions.

T: *A food court ...*

Ss: *... is a place with many different restaurants.*

A Defining with subject-verb-complement

1. Students discuss the question in pairs. Monitor and give help where necessary, but do not confirm or correct at this stage.
2. Check students understand the task. Keep the activity student-centred by getting students to listen and number the photographs in the correct order. Play  1.13 the whole way through without stopping. (This is in preference to playing the CD, pausing and eliciting the answer from the whole class.)

After the first playing, students can compare their answers in pairs. Elicit answers and replay the CD if necessary.

Extra activity

Although this is a listening lesson, for consolidation you could ask students to give the definitions for the photographs orally. Students could write the definition for each photograph for homework.

Transcript

 1.13

Presenter: 1.13. Lesson 1.4. Grammar for listening: Defining Exercise A2. Listen to some definitions. Which word or phrase is the speaker defining in each case?

- Students:
1. It's a place for tennis and squash and football.
 2. It's a person in charge of a library.
 3. It's a place for lectures.
 4. It's a certificate for a university course.
 5. It's a restaurant for students. You usually serve yourself.
 6. It's a place for plays and sometimes music concerts.
 7. It's a place for experiments.
 8. It's work outside the university. You visit a place and do research.
 9. It's a machine for showing slides, from Powerpoint, for example.
 10. It's a person with a degree.


Grammar box 2

Ask students to study Grammar table 2 for two minutes. Then ask them to close their books. Draw the table on the board without the headings and information.

Elicit the headings and write them in the correct place. Write the four subjects in the first column of the table. Elicit the remaining information for each sentence and write it in the correct space in the table.

B Defining with subject-verb-gerund

Ask students to read the list of words. Say each word for the students. Check students understand the task; they must listen and try to remember each definition.

Play  1.14. Then divide the class into pairs. Go over the example question and answer in speech bubbles. Students ask and answer about the remaining words in the list. Monitor and give feedback.

Less able classes: Write prompts on the board for each definition.

Extra activity: Students can write the definitions either in class or for homework.

Transcript

 1.14

Presenter: 1.14. Exercise B. Listen. How does the speaker define each action below?

- Students:
1. revising: It's going over something again, something you have studied before.
 2. contributing: It means taking part in something, like a tutorial. It means giving your ideas or your opinion.
 3. parting: It means saying goodbye.
 4. graduating: It means getting your degree and leaving university.
 5. advising: It is telling someone what to do.
 6. disagreeing: It is saying you don't agree.

Closure

Give the definition for each word in Exercise B. Students tell you the word it defines.

T: *It's going over something again, something you have studied before.*

Ss: *Revising.*

1.5 Applying new listening skills: Living and studying in Britain

Objectives

By the end of the lesson, students should be able to:

- follow a talk using target vocabulary, grammar and sub-skills from the theme;
- demonstrate understanding of common core knowledge about social customs in Britain.

Introduction

Go round the class and ask students to think of a word connected with universities beginning with each letter of the alphabet – *academic, bursar, campus*, etc.

A Activating ideas

Ask students to discuss what is happening in each picture for a few minutes. They should also try to decide what the talk is about (without looking at the exercises to follow!). Elicit some of their ideas, but do not confirm or correct.

Answers

The talk will be about six British customs, because sometimes international students get them wrong.

B Predicting content

Play **DVD** 1.E. Ask *What is Mr Mills going to talk about?*

Transcript

1.15 **DVD** 1.E

Presenter: 1.15. Lesson 1.5. Applying new listening skills: Living and studying in Britain

Mr Mills: Hello. My name is Mills. Tim Mills. I'm sorry I wasn't here earlier in the week. I was feeling really ill. Anyway, I'm fine now so ... I want to talk to you for a few minutes about living in the UK. Every culture is different. You are learning a new language. You also need to learn a new culture. International students sometimes have problems because they don't know English very well. But sometimes international students have problems because they don't know British customs. For example, when do you shake hands with someone? Today, I'm going to talk about six things which international students sometimes get wrong.

Methodology note

In this activity, students will have to use the skill of understanding definitions – taught in Lesson 1.2 (Real-time listening) and Lesson 1.3 (Learning new listening skills) – in order to be able to complete the task.

In real life, students will only have one chance to understand a talk or a lecture. So students should try this activity after listening once only. However, after you have given feedback on the task, you can replay the CD, possibly with students following the transcript as well.

C Practising a key skill

1. Give students time to read all the words in the table, but do not explain the meanings – that's part of the listening exercise!

Check students understand the task, and go over the example. Play the section of **DVD** 1.F relevant to the example, then pause. Ask one or two questions to further check understanding.

Because this is the first theme of the course, use a teacher-paced methodology for this activity. Play each section of **DVD** 1.F, then pause. Students complete that section and only then compare their answers in pairs. Elicit answers and give feedback. Then move on to the next section and repeat the procedure.

Once all the feedback has been given, you can replay the CD without pauses.

2. Elicit one or two ideas from the class, then students can continue discussing in pairs.

Answers

custom	notes
greetings	<i>Pleased to meet you.</i> <i>How do you do?</i> <i>Hi! / Hello!</i>
handshakes	not with colleagues don't shake hands with other students every time
eye contact	look people in the eye even lecturers
social distance	60 cm, about arm's length
gender equality	male and female equal equal pay
participation	ask questions at the end of lectures take part in tutorials

Transcript

1.16 DVD 1.F

Mr Mills: Let's start at the beginning. Greetings – I mean, saying hello to someone. When you meet someone for the first time, you can say 'Pleased to meet you' or 'How do you do?'. Some English people just say 'Hi' or 'Hello'. All of these are fine. Secondly, be careful when you address people. You can't use titles – I mean Mr, Mrs, Professor – with a first name, like Mr John, or Mrs Mary or Professor Michael. You must use the surname with a title – Mr Williams, Mrs Pearce, Professor Jones. By the way, you call most lecturers at a British university Mr or Mrs or Miss. We only use Doctor if he or she has a PhD. Oh, and Professor. In Britain, a Professor is usually the head of department or faculty. Do not call all lecturers Professor.

Handshakes – shaking hands. We do shake hands a lot in Britain but not with colleagues, that is, people we work with or study with. So don't offer to shake hands with the other students every time you meet them.

What about eye contact? I mean, looking at people. Perhaps, in your country, it is polite to look down when you are talking to an older person, or a person of the opposite sex. But not in Britain. Look people in the eye – your lecturers, the Professor, even the Vice Chancellor. They will not think you are disrespectful.

The next thing is social distance – in other words, how close you should stand to people. In Britain, we stand about 60 centimetres away from colleagues – that's about arm's length.

Next, gender equality. Gender means sex – male or female. So gender equality is the way we think about men and women in Britain. Basically, men and women are equal. You may have male lecturers, or female lecturers or a combination, but they are all equal – same pay, same level in the university.

Finally, participation, which means taking part in something. Lecturers sometimes ask questions during a lecture and they expect you to answer. They sometimes ask for questions at the end of a lecture. It is good to ask questions if you are not sure about something. And of course, lecturers expect active participation in a tutorial.

D Transferring information

Set the task and go over the example. Remind students of the correct language to use, as explained in Grammar boxes 1 and 2 (CB page 15). However, as this is primarily a listening lesson, you do not need to focus too much time on accuracy in this activity. The aim here is further checking of the knowledge and concepts from the lesson.

Students discuss the definitions in pairs. Elicit answers. If students find it difficult to define any of the words, replay the relevant section of the DVD 1.F or 1.16.

Answers

word	definition
greetings	It means / is saying hello to someone.
handshakes	It is a way of greeting someone.
eye contact	It means / is looking at someone when you speak to them.
social distance	It means / is how close you stand to someone.
gender equality	It means that men and women are equal.
participation	It means taking part in something.

Closure

Depending on the cultural background and learning environment of your students, it may be useful to practise greetings, handshakes and eye contact. Divide the class into pairs or small groups.

They can practise more formal greetings:

S1: *Good morning. I'm Professor Grant.*

S2: *How do you do? (shake hands)*

S1: *How do you do?*

Or

S1: *Hi.*

S2: *Hi. My name's Yoko.*

S1: *I'm Bill.*

1.6 Vocabulary for speaking: Education systems

Objectives

By the end of the lesson, students should be able to:

- understand the meanings of key vocabulary from the theme;
- pronounce target vocabulary accurately in isolation and in context;
- use a dictionary to help with pronunciation.

Introduction

Write the following sentence on the board:

Education should be compulsory for all children until the age of 18.

Elicit the meaning of *compulsory*. Ask students to say whether they agree or disagree with the statement. This can be done as a whole-class activity or in pairs.

Tell students they are going to read some more statements about education which they can agree or disagree with.

A Activating ideas

Students should be able to work out the meanings of the target vocabulary in each sentence from context. Ask the class to read the first statement. Practise the example sentences in the speech bubbles. Ask the students for their opinions on the statement.

Students continue discussing the statements in pairs. Monitor.

Have a class vote to see which statements the students mostly agreed or disagreed with.

Check understanding of the target vocabulary in this exercise, e.g.,

T: *What do we call a school for both boys and girls?*

Ss: *mixed*



T: *What about a school that's only for boys or girls?*

Ss: *single sex*

T: *What do we call it when you stop studying a subject?*

Ss: *drop*

B Practising new vocabulary

1. Set the task. Students read and complete the dialogues. Play  1.17 so that students can check their ideas.
2. Play  1.17 again. Pause after each line for students to repeat the question or sentence. Focus on the intonation of the questions as well as pronunciation of target vocabulary. You can also focus on the following:
 - *sit* and *take* – these are interchangeable when used with the word *examinations*; *sit* is not used here with its more common meaning;
 - *compulsory* – students may need help with the pronunciation and the stressed syllable, /kəm'pʌlsəri:/;
 - the meaning of the verb *treat*. It means how someone behaves towards you, e.g., *His parents treated him badly. The hotel staff treated us very well.*

3. Elicit some ideas for continuing each dialogue. Give students a few minutes to write extensions to each dialogue.

(If you think this will take a long time, then allocate one or two dialogues only to each student or pair. For example, number each student/pair 1–4 and number the dialogues 1–4. Students with the number 1 work on dialogue 1, students with number 2 work on dialogue 2, etc.)

Students practise the dialogues in pairs. Monitor and give feedback.

Transcripts and answers

 1.17

Presenter: 1.17. Lesson 1.6. Vocabulary for speaking: Education systems

Exercise B1. Listen. Complete each dialogue with a word from the list on the right. Make any necessary changes.

Presenter: Conversation 1.

Voice A: When do you sit national examinations?

Voice B: In Britain, we take them at 16 and at 18.

Presenter: Conversation 2.

Voice A: Is education compulsory in your country?

Voice B: Yes, up to the age of 16.

Presenter: Conversation 3.

Voice A: When did you start school?

Voice B: When I was three. I went to nursery school.

Presenter: Conversation 4.

Voice A: Who was your best teacher?

Voice B: Mr Jarvis. He treated us as adults.

C Developing independent learning

Methodology note

This is the first of a series of activities throughout the course on dictionary extracts, so you do not need to spend too much time on explaining all the information in the two extracts given here. You should just focus on the fact that dictionaries are helpful for pronunciation as well as meaning and spelling.

This may be students' first introduction to the use of the phonemic script, so do not be surprised if it takes them a little time to get used to the concept. Treat Exercise C2 as a game; students should see using the phonemic script as something that is helpful and fun, rather than something to be afraid of.

1. After students have studied the extracts, elicit the answer to the question. Ask students to tell you the vowel sound in the word *sit* and write the symbol /ɪ/ on the board. Ask students to tell you the vowel sound in the word *fee* and write the symbol /i:/ on the board. Tell students they are going to look at more words with the sounds /ɪ/ and /i:/ on the board.
2. Ask students to look at the first word and elicit the answer. Write the answer (the word *it*) on the board. Point out that in this case the word in both phonemic script and 'normal' English looks very similar.

Elicit the answer for the next word (*eat*) and write it on the board. In this case the word looks different in phonemic script.

Students continue working out the answers in pairs. Elicit answers and practise pronunciation.

Answers

it	feet	fill	give
eat	read	feel	meat

Closure

Ask students to tick all the words from today's lesson in the word list. They should also add them to their vocabulary notebooks.

1.7 Real-time speaking: Education in the UK

Objectives

By the end of the lesson, students should:

- show an understanding of the discourse structure of a model for a talk on education;
- have practised sentences using correct sentence stress;
- have attempted a brief talk about education in their own country.

Introduction

Give students, in pairs, one minute to say ten words connected with education. They are not allowed to look in their books! Monitor and practise pronunciation of any problem words.

A Previewing vocabulary

1. Set the task. Students can discuss the number of syllables in pairs. Play 🎧 1.18 so that students can check their answers.
2. Make sure students understand how to mark the stressed syllables. Students complete individually then compare answers in pairs. Write the words on the board. Elicit the stressed syllable for each word and mark it on the board. If there is discussion about which is the stressed syllable, say the word a few times until students agree.
3. Play 🎧 1.19, pausing after each word so that students can repeat it. Alternatively, put each word into a sentence and drill the complete sentence, e.g.,
Please see me after the lesson.
That poor woman has six children.

Transcript and answers

🎧 1.18

Presenter: 1.18. Lesson 1.7. Real-time speaking: Education in the UK

Exercise A1. Listen to the words on the right.

Tick the correct column to show the number of syllables.

- | | | | | |
|--------|------------|--------------|-----------|------------|
| Voice: | a. after | b. children | c. level | d. nursery |
| | e. primary | f. secondary | g. called | h. exam |
| | i. school | j. sixth | | |

B Hearing a model

Check students understand the context of the activity – a student giving a talk.

1. Give students time to study the table. Check students understand the phrase *age range* from the heading. Play 1.20. Students complete the table individually then compare answers. Elicit answers, preferably using an electronic projection.
2. Check students understand the task. Play 1.21. Students complete individually then compare answers in pairs. Once again, use an electronic projection to give feedback on the correct answers.
3. This activity is based on the principle of noticing. Students can only begin to learn something when they have noticed that there is something to learn. Elicit ideas and write on the board. Teach the phrase *chronological order*.
Part 1 – general information, chronological order
Part 2 – specific information about her own experience – chronological order
4. You can elicit the answers by referring students to the information on the board from Exercise B3 above. If students still have no idea, you can either play 1.21 again and ask them to listen for the verbs, or refer them to the extract for Exercise C.

Answers

2. Table 1: Education in the UK

type of school	age range	exams at the end
nursery	3–5	none
primary ✓	5–11	most = none; a few = 11+
secondary ✓	11–16	GCSEs ✓
sixth form	16–18	A levels ✓

3. The talk moves from the general to the specific. The information is given in chronological order.
4. The present simple tense is used for the first part (general information). The past simple is used for the second part (speaker's own experiences).

Transcripts

1.20

Presenter: 1.20. Exercise B1. Listen to the first part of the talk. Complete Table 1.

Student: Britain has four kinds of school. They are nursery, primary, secondary and sixth form.

Many British children go to nursery school at three or four. Children do not take exams at nursery school.

At five, they move to primary school. Most primary schools are mixed. They stay there for six years and then they move to secondary school. Most children do not take exams at 11, but a few take the 11+ exam.

Secondary school lasts five years. Most secondary schools are mixed. Children take exams called GCSEs at the age of 16. You can leave school after your GCSEs but many children stay at school for two more years.

The last two years are called the sixth form. At the end of the sixth form, teenagers take A levels. You can leave school after A levels, but 50 per cent of British teenagers go on to university.

1.21

Presenter: 1.21. Exercise B2. Listen to the second part of the talk.

Student: I didn't go to nursery school. I started primary school at five. I was good at primary school and I liked the teachers.

I didn't take the 11+ exam. I went to secondary school. I wasn't very good there and I didn't like the teachers. Well, there was one good teacher. I took GCSEs and then A levels.

Then I decided to go to university.

C Practising a model

Methodology note

The words that are stressed in a sentence are fundamental to good pronunciation in English. Students must learn that key words are usually stressed. Stressed words are usually:

- louder
- slower
- higher in intonation

Consequently, other words in the sentence, such as prepositions and articles, are unstressed. This means they are:

- quieter
- faster
- lower in intonation

This is an area of phonology that needs to be practised regularly in speaking lessons. Students may find the concept difficult initially, so they need to be reassured that they will improve over time.

1. Check students understand the task, and go over the example. Elicit what kinds of words have been underlined (nouns and adjectives). What words have NOT been underlined (prepositions, pronouns, *are*, *and*)?
Students continue in pairs. Monitor and give help where necessary.
2. Play 🎧 1.22. Students listen and check their ideas. Elicit answers. There may be some controversy over some of the answers; accept this, since some words may have secondary stress rather than primary.
3. Play 🎧 1.22 again, pausing after each line so that students can repeat it. Or if you prefer, you can model each sentence yourself and drill them.

Extra activity: Write the key (stressed) words from the talk on the board. In pairs or small groups, students use the key words as prompts to give the talk. Students give a few sentences each and then the next student takes over.

Transcript

🎧 1.22

Presenter: 1.22. Exercise C2. Listen and check.

- Students:
- a. Britain has four kinds of school. They are nursery, primary, secondary and sixth form.
 - b. Children don't take exams at nursery school.
 - c. At four or five, they move to primary school.
 - d. They stay there for six years and then they move to secondary school.
 - e. Secondary school lasts five years.
 - f. Children take exams called GCSEs at the age of 16.
 - g. You can leave school after GCSEs or A levels. However, about 50 per cent of British teenagers go on to university.
 - h. I didn't go to nursery school.
 - i. I was good at primary school and I liked the teachers.
 - j. I went to secondary school.

D Producing a model

Methodology note

In this activity, students should 'have a go' at giving a talk. It is not expected to be perfect as this is a 'test-teach-test' approach. Encourage students to try to include some of the things they have learnt in this lesson. The important thing is for you to monitor the students' performance, so that you know how much practice students will need in the next few lessons.

1. Students can make notes in a table similar to the one in Exercise B. Monitor and give help where necessary. Make sure students have organized their notes in a sensible way.
Remind students about the following before they give their talks:
 - organization of talk;
 - correct tenses;
 - stressing key words.
2. Students give their talks in small groups. Monitor and give feedback.

Closure

Discuss the main differences (or similarities) between the British education system and the Kurdish education system.

Everyday English: Asking about words and phrases

Objectives

By the end of the lesson, students should be able to:

- use different ways of asking for meaning in short conversations.

Introduction

Ask a few questions about the British education system, e.g.,

When do children start primary school? (at five years old)


When do they start secondary school? (at 11 years old)

How many 18-year-olds go to university? (50 per cent)

A Activating ideas

Students discuss the question in pairs. Elicit a few ideas, but do not confirm or correct. The answers are covered in the rest of the lesson.

B Studying models

1. Ask students to read out one question each. Then elicit possible ways for the first question to continue, as an example:
We say 'take an exam'.
'Take' is the correct word.
We don't use 'make' with 'exam'.
Students discuss the other questions in pairs. You could spend a few minutes highlighting the forms of each of the questions, e.g.,
 - *Do vs does* (in the first two questions)
 - *What are + plural?* vs *What is a ...?* (in the last two questions)
 - *What does ... mean?* NOT *What means ...?*
2. Check students understand the task. Play  **1.23**. Students compare answers. Elicit answers.

Transcript

 1.23

Presenter: 1.23. **Everyday English: Asking about words and phrases**
Exercise B2. Listen to the conversations. Number the sentences on the right 1 to 6 in the order you hear them.

Presenter: Conversation 1.

Voice A: What's a nursery school?

Voice B: It's a school for young children.

Voice A: How old are they?

Voice B: They're between three and five.

Presenter: Conversation 2.

Voice A: What does GCSE mean?

Voice B: It's an abbreviation.

Voice A: I know. But what does it mean?

Voice B: It means *General Certificate of Secondary Education*.

Presenter: Conversation 3.

Voice A: Does *primary* mean 'first'?

Voice B: Yes, it does.

Voice A: So does *secondary* mean 'second'?

Voice B: That's right.

Presenter: Conversation 4.

Voice A: What are A levels?

Voice B: They're exams in Britain.

Voice A: When do you take them?

Voice B: You take them at 18.

Presenter: Conversation 5.

Voice A: Is sixth form for 17- and 18-year-olds?

Voice B: Yes, it is.

Voice A: Why is it called *sixth form*?

Voice B: Because it starts with the sixth year of secondary school.

Presenter: Conversation 6.

Voice A: Do you *take* an exam or *make* an exam?

Voice B: We use the verb *take* with exams.

Voice A: And what about assignments?

Voice B: You *do* assignments.

Answers

1. Answers depend on students.
2. Do you *take* an exam or *make* an exam? 6
Does *primary* mean 'first'? 3
Is sixth form for 17- and 18-year-olds? 5
What does *GCSE* mean? 2
What are A levels? 4
What's a nursery school? 1

C Practising conversations

See notes in the Introduction (page 15) for how to exploit Everyday English activities. In this lesson, you could also remind students about making sure the key words in each conversation are stressed.

D Real-time speaking

This may be the first time that students have done this kind of information-gap activity, so it will need careful setting up.

Divide the class into pairs and get them to decide which student is A and which is B.

Make sure each student is looking at the correct information. Monitor while students are reading their information, and give help where necessary. You will probably need to give help with pronunciation of some of the words. Ask one pair to demonstrate the activity to the rest of the class, or do it yourself with one of the more able students.


Monitor and make notes on general mistakes and problems while students are practising. Give feedback.

If there is time, students could write one or two of their conversations for consolidation.

Answers

Answers depend on students.

Closure

Play  **1.23** once more, with the students following the conversations in their books.

1.8 Learning new speaking skills: Giving general and personal information

Objectives

By the end of the lesson, students should be able to:

- discriminate between and pronounce accurately the vowel sounds /i/ and /i:/;
- demonstrate understanding of the organization of a talk on education;
- demonstrate understanding of the use of present simple and past simple tenses in a talk about education;
- use target language to practise sentences from a talk on education.

Introduction

See how much of the talk from Lesson 1.7 students can remember. If you wish, you can play 🎧 1.20 and 🎧 1.21 again.

A Saying vowels

1. Write the two phonemic symbols on the board and elicit the sounds. Students have done this before (Lesson 1.3) so it should not be too difficult.

Say the first pair of words for the class so that they can hear the difference. Students continue in pairs. Monitor and give feedback. Point out that there are a lot of words with the vowel letter *i* but without either of the target sounds. In other words, the vowel letter *i* makes other common sounds, which are dealt with later in the course.

2. Check students understand the task. Monitor and give help where necessary. Elicit answers, preferably using an electronic projection.

Transcripts

🎧 1.20

Presenter: 1.20. Exercise B1. Listen to the first part of the talk. Complete Table 1.

Student: Britain has four kinds of school. They are nursery, primary, secondary and sixth form.

Many British children go to nursery school at three or four. Children do not take exams at nursery school.

At five, they move to primary school. Most primary schools are mixed. They stay there for six years and then they move to secondary school. Most children do not take exams at 11, but a few take the 11+ exam.

Secondary school lasts five years. Most secondary schools are mixed. Children take exams called GCSEs at the age of 16. You can leave school after your GCSEs but many children stay at school for two more years.

The last two years are called the sixth form. At the end of the sixth form, teenagers take A levels. You can leave school after A levels, but 50 per cent of British teenagers go on to university.

🎧 1.21

Presenter: 1.21. Exercise B2. Listen to the second part of the talk.

Student: I didn't go to nursery school. I started primary school at five. I was good at primary school and I liked the teachers.

I didn't take the 11+ exam. I went to secondary school. I wasn't very good there and I didn't like the teachers. Well, there was one good teacher. I took GCSEs and then A levels.

Then I decided to go to university.

B Identifying a new skill (1)

Methodology note

This is an important skill for coherence in English. Each language organizes discourse in its own way. This lesson is an introduction to English spoken discourse in one situation.

1. See notes in the Introduction for different ways to exploit the Skills Checks (page 13).

You may like to ask a few extra questions to check understanding:

- *What is the best organization in English? (general facts then personal experiences)*
- *What is the best organization in each paragraph? (chronological)*
- *What does 'chronological' mean? (earliest to latest)*

2. Monitor, then elicit answers.

3. Introduce the topic of drama. Find out if students are studying it or have studied it; or perhaps they belong to a drama group of some sort. Ask students if they think it is a useful subject.

Check students understand the task and go over the example. Students complete individually then compare answers. Elicit answers. Repeat the procedure for 4 and 5.

Answers

1. General facts then personal experiences.
2. Answers depend on students.

3., 4. and 5. (other orders are possible):

G	2	Children learn a lot about themselves in Drama.
G	1	Drama is a very important subject.
G	1	I took Drama for GCSE.
P	5	I got a good pass in the examination.
P	3	I was the main person in one of the plays.
P	4	I wasn't very good, but I had a lot of fun.
G	3	Most secondary schools in Britain have Drama classes.
G	4	Some children take examinations in Drama at GCSE or A level.
P	2	We did a lot of drama games, and we put on a play every term.

Sections in order:

G	1	Drama is a very important subject.
G	1	I took Drama for GCSE.
G	2	Children learn a lot about themselves in Drama.
G	3	Most secondary schools in Britain have Drama classes.
G	4	Some children take examinations in Drama at GCSE or A level.
P	2	We did a lot of drama games, and we put on a play every term.
P	3	I was the main person in one of the plays.
P	4	I wasn't very good, but I had a lot of fun.
P	5	I got a good pass in the examination.

C Identifying a new skill (2)

1. Ask one or two students to read sections of Skills Check 2 aloud, with the rest of the class following in their books. Ask questions to check understanding:
Which tense do we use for general facts? (present simple)
Which tense do we use for events in the past? (past simple)
2. Check students understand the task. Students complete individually then compare answers in pairs. Give feedback by eliciting which verbs students have underlined and circled.

D Rehearsing a new skill

Practise some of the sentences with the class. Remind students about stressing the important words (this was covered in Lesson 1.7).

Rather than getting the students to read the talk aloud, it would be better to put prompts on the board (or prepare this as an electronic projection before the lesson) for students to refer to:

Drama / important
Children learn / themselves
Secondary schools / Drama classes

Divide the class into pairs or small groups for the activity. Each student can give the complete talk, if there is time and if they are able enough. Alternatively, students can take it in turns to give a few sentences from the talk each. Monitor and give feedback.

E Using new skills in a real-world task

Elicit a few ideas for possible school subjects. Give students a few minutes to think about their subject and make notes. Remind them about **organization** and **tenses**. Tell students they must have four sentences in each section, so eight sentences in total. If there is no time left in class, students can write the talk as a homework activity. Students give their talks at the start of the next lesson.

Once again, it is probably better not to have one student at the front of the class giving their talk to the rest of the class. Instead, divide the class into pairs or small groups. The 'listening' students should check there are eight sentences in each talk. (This gives them something to do and keeps them engaged.)

Monitor and give feedback.

Closure

Find out which subjects were mentioned in the students' talks; write them in a list on the board. Are there any surprising or unusual school subjects?

1.9 Grammar for speaking: Present simple and past simple: with *be* and other verbs

Objectives

By the end of the lesson, students should be able to:

- produce sentences to talk about general facts using the present simple;
- produce sentences to talk about past facts using the past simple.

Introduction

See if students can remember any of the general facts about drama from the last lesson.

Grammar box 3

Ask students to study Grammar box 3 for two minutes. Then ask them to close their books. Draw the table on the board without the headings and information.

Elicit the headings and write them in the correct place. Write the four subjects in the first column of the table.

A Talking about general facts

Check students understand the task, and go over the example. Students continue in pairs. Monitor, then elicit some of the answers. Check students are pronouncing and using the correct forms of the verbs. Practise the answers with the class.

For consolidation, some of the sentences can be written either in class or for homework.

Answers

Answers depend on students.

Grammar box 4

Repeat the procedure for Grammar box 3.

B Talking about past facts

Repeat the procedure for Exercise A.

Answers

Answers depend on students.

Closure

Ask students to find all the irregular verbs in the Grammar boxes. Write them in a table on the board.

infinitive	past simple
begin	began
take	took
mean	meant
leave	left

1.10 Applying new speaking skills: What is a good teacher?

Objectives

By the end of the lesson, students should be able to:

- pronounce words with the sounds /i/, /i:/, /p/, /b/;
- research and produce a short talk using target vocabulary, language and sub-skills from the theme.

Introduction

Use Exercise A for the introduction on this occasion.

A Reviewing sounds (1)

1. Students should be able to remember what sounds the phonemic symbols represent. Check students understand the task. Students complete individually then compare answers. Meanwhile, write the dialogues on the board. Ask one or two students to come to the board and mark up the dialogues correctly.
2. Drill the sentences from the dialogues. Then students can practise in pairs. Monitor and give feedback.

Answers

1. A: How do you feel?
B: I'm really ill.
2. A: Did you eat the eel?
B: No, I didn't!
3. A: Is he his brother?
B: No, but she's his sister.

B Reviewing sounds (2)

Set the task:

S1: *bit*

S2: *B*

S1: *No, it's from column A. Bit not pit.*

Students continue in pairs. Monitor and give feedback.

C Researching information

This information-gap activity is about good and bad **primary** school teachers. Ask students to study the table and go over the example notes. Ask students if they agree that the notes are in the correct columns.

1. Set the task, making sure that the students in Group A know they are going to read about good teachers, and those in B will read about bad teachers.
2. Monitor while students are discussing new words and give any help needed.
3. Monitor and give help where necessary.
4. Go over to each group in turn and prompt with a few ideas if necessary (see Answers).
Give feedback to each group in turn, preferably using an electronic projection of the completed table (block the column not relevant to the particular group so as not to pre-empt Exercise D). If this is difficult logistically, you could have a few handouts of the correct answers so that students can compare and correct in their groups.

Answers

Table 1: *Good and bad teachers*

good	bad
keep order (= stop bad behaviour)	sarcastic (= make fun of)
explain clearly	belittle children (= make feel small)
show enthusiasm (= like subject, excited about teaching)	unfair (= reward wrong children)
treat children as individuals (know names, personal facts)	give punishments (= bad things, wrong children)
sense of humour (make jokes)	
other ideas • eye contact • patient • mark work and return it quickly	other ideas • angry, shout • don't return work • don't explain

D Giving a short factual talk

Methodology note

On this occasion students can write full sentences for their talk rather than using notes. In this way they can mark up the text for stressed words (and maybe target vowel sounds too). It will also be easier for you to assess what they are going to say. In later themes, students should be encouraged to give talks from notes.

See also notes in the Introduction for suggestions on evaluation.

1. Make sure students in Group A realize they should do the first assignment about good teachers. Those in B should do the one about bad teachers. Check students understand the assignment and that it should be in **two** sections.
2. Explain that students can use some of the ideas in the texts they read but should include ideas of their own too. Remind students to organize their talks as below:
Section 1: use present simple for general information
Section 2: use past simple for personal experience
3. Students should help each other with pronunciation and grammar, and make sure also that the talk is well organized. Monitor and give help where necessary.
4. Check students are in the correct groups. The students who are listening should make notes in Table 1 in the column they did not complete earlier. Listening students can also ask about new words. Monitor. Give feedback, focusing on:
 - organization of information;
 - correct tense for each section;
 - definitions of new words;
 - sentence stress.

Closure

If students have not already discussed the ideas from the lesson about good and bad teachers, they can spend a few minutes discussing them now.

If you feel students have spent enough time discussing this topic, then you can ask them which new words they have learnt in this lesson, from the texts and from each other's talks. Write a list on the board and tell students which ones are most useful.

Reading: Living and working at university

1.11 Vocabulary for reading: English-English dictionaries

Objectives

By the end of the lesson, students should be able to:

- show understanding of target vocabulary from the theme in written context;
- use a dictionary to find part of speech and meaning of target vocabulary.

Introduction

Use Exercise A for the introduction to this lesson.

A Developing vocabulary

Check students understand the task and go over the example. Students complete individually then compare answers in pairs. Elicit answers, giving further explanations where necessary.

Ask students to close their books or cover the exercise. Say each word, students try to remember the definition. Students can do some of the words in this way in pairs, one student with the book open, the other with it closed.

Answers

1. <i>domain</i>	a type of website, e.g., .ac = an academic website, probably a university
2. <i>search engine</i>	a program which finds websites and webpages
3. <i>the Internet</i>	the way computers in different locations are linked together to share information
4. <i>webpage</i>	one page on a website
5. <i>website</i>	a set of webpages on the world wide web
6. <i>portal</i>	an entrance on the Internet to a set of resources
7. <i>virus</i>	a program which damages computer documents or programs
8. <i>link</i>	a connection between two Internet documents
9. <i>password</i>	a way of protecting your computer or documents on your computer

B Building background knowledge

Methodology note

This text contains essential information about research. It is just as important for the students to understand the knowledge explained here as the vocabulary.

Set the task. Revise the meaning of the word *deadline* (taught in Lesson 1.1: Vocabulary for listening). Explain that the answers are not any words used in the previous exercises. Students complete individually then compare answers in pairs. Elicit answers. Check students have understood the text by asking the following:

Where can you do research for an assignment? (On the Internet or in the library.)

What do we call this research? (Secondary research.)

What do you find out about? (The research and ideas of other people.)

What is primary research? (It means doing an experiment yourself and writing about it.)

What do you do with the results of an experiment? (You analyze the data.)

Answers

At university, lecturers often give assignments with deadlines, for example: 'You must write 2,000 words on a particular *topic* by next Tuesday.' You must do research for an assignment in the library or on the Internet. This is called *secondary* research. You must find out about the research and ideas of other people. However, sometimes you must do *primary* research. This is 'first' research. It means doing an *experiment* yourself and *recording* the results. You must then analyze your *data*.

C Developing independent learning

Methodology note

Since students will probably all have different dictionaries, they may well come up with different answers for Exercise D3. You may need quickly to look at their dictionaries to check. However the main point here is that words often have multiple meanings, and therefore students need to check they have got the correct meaning for a particular context.

- 1./2. Ask students to discuss the two questions in pairs. Elicit answers. Ask:
How do you know there are two meanings for each definition? (because of the numbers)
What kind of letters (typescript) are used for meanings? (normal print)
What kind of letters are used for examples? (italics) (You may want to teach this word.)
- Point out that the pronunciation of the two forms of the word *record* is different, with the stress on the second syllable for the verb, and the first syllable when it is a noun.

3. Check students understand the task. Students complete individually then compare answers.
 Elicit answers.

Answers

- (v) = verb, (n) = noun
- Four in total, two for each part of speech.
- save* (v) (this is by far the most common and therefore useful form although it can be used as a noun or a preposition)
access (n) or (v)
mark (n) or (v)
 Number of definitions: this will depend on students' dictionaries, though all these words have many different meanings.

Closure

Use the flashcards of words from this lesson for high-speed recognition.

1.12 Real-time reading: University life

Objectives

By the end of the lesson, students should be able to:

- show understanding of common core knowledge – life at university;
- show understanding of a text containing target vocabulary, grammar and sub-skills from the theme including efficient use of co-text – headings;
- show the ability to transfer information to the real world through reaction to information in the text.

Introduction

Use flashcards to revise some of the vocabulary from the previous lesson.

A Activating ideas

1. This activity also revises vocabulary as well as generating ideas. Students can make lists in pairs; set a time limit of one minute for students to write as many as they can. If they get stuck they can quickly look back at the vocabulary lessons from the theme. Ask one or two students to read out their lists. Write the words on the board. Ask the rest of the class if they can add any more words.
2. Students discuss in pairs. Elicit answers. Ask students why they think their answers are correct.
3. Elicit answers.
4. Students discuss in pairs. Elicit ideas.

Answers

1. Answers depend on students, but they could suggest: *accommodation, money, fees, exams, degrees, subjects, research, semester, tutorial, assignments, deadlines, faculty, professor, social life, Students' Union, food court.*
2. Information, advice, rules and possibly explanations.
3. Present simple, imperatives, *you must / should*
4. Answers depend on students.

B Making and checking hypotheses

Methodology note

Students may not be able to think of a piece of advice for one or more sections. This is fine. The very act of trying to think of something sets up active reading.

- 1/2. Do the two activities together. Make sure students understand they should read the heading for each section only and not the paragraph. If necessary, get them to use a piece of paper to cover the paragraph. They should move the piece of paper down each time they move to the next section. Students can discuss each heading in pairs before they write their piece of advice in the table.

Answers

S	my advice	in the text
1.	eat sensibly	✓ buy a calendar get enough sleep work hard relax – join social clubs
2.	depends on students	respect flatmates clean kitchen and bathroom
3.	depends on students	two hours' private study for every lecture
4.	depends on students	learn how to listen to lectures, etc.
5.	depends on students	research topics

C Understanding vocabulary in context

Check students understand the task, and go over the example. Students complete individually then compare answers in pairs. Elicit answers.

Ask students to close their books or cover the exercise. Say each word, students try to remember the definition. Students can do some of the words in this way in pairs, one student with the book open, the other with it closed. This activity was also done in Lesson 1.11, so students should now get the idea very quickly!

Answers

1. sensibly	8	(v) organize or control; <i>They ~ their money very well.</i>
2. extracurricular	5	(n) personal idea or view; <i>In my ~, the library is better than the Internet for most research.</i>
3. respect	6	(n) allowing someone to do something; <i>Have you got ~ to be here?</i>
4. efficiently	7	(v) make someone remember something; <i>The lecturer ~ed me to give in the assignment tomorrow.</i>
5. opinion	3	(v) show someone you have a good opinion of them; <i>You should ~ people who are older than you.</i>
6. permission	1	(adv) in a correct or practical way; <i>He does not always behave ~.</i>
7. remind	4	(adv) with no waste of time; <i>If you do this job ~, it will only take a short time.</i>
8. manage	2	(adj) after lectures; <i>There are many ~ activities at this university.</i>

D Developing critical thinking

Students discuss the questions in pairs. Elicit some of their ideas.

Closure

Write the assignment topic from the text on the board: *Schools are like prisons. Discuss.*

Ask students to think of reasons why this is true, and some reasons why it is false.

Finally, students can say if they agree or disagree with the statement.

1.13 Learning new reading skills: Reading advice leaflets

Objectives

By the end of the lesson, students should be able to:

- show understanding of collocated verbs;
- use headings and titles to predict content of texts;
- recognize imperatives used for advice.

Introduction

Give students two minutes to look at the text from the previous lesson again, *Life at university*. This will help them with the vocabulary exercise to follow.

A Reviewing vocabulary

Check students understand the task, and go over the example. Students complete individually then compare answers in pairs. Elicit answers. Ask students to cover the right-hand column. Say the verb in the left-hand column, students say the collocation.

T: *manage*

Ss: *your life*

This can also be done as a pairwork activity.

Extra activity: Elicit further examples for each verb, e.g.,
manage + a business / your money / a department / your time
eat + well / badly / too much / too little
respect + someone's opinion / your parents / your teachers / someone's property

Answers

Answers could include: *manage your life, eat healthily, respect fellow students, do research, miss deadlines, spend time studying, think critically, listen to lectures, participate in tutorials, write essays.*

B Identifying a new skill (1)

1. Give students a minute to read Skills Check 1. Check understanding, e.g.,
What should you do before you read a text? (read the title or heading)
Why is this a good idea? (it helps you predict the text)
Why should you read the introduction or first paragraph? (you can check your predictions)
2. It would be a practical idea to photocopy the texts and cut them up into sections so that students can move them around. Check students understand the task. Students work in pairs. Explain that they do not have to understand every word in order to complete the task. Monitor and give help where necessary. Elicit answers.
3. Students discuss the question in pairs. Elicit some of their ideas.

Answers

2. Staff at Greenhill University – Mr Mills ...
University Sports Club – Opening hours ...
Using the projector – Switch on ...
IT Services and Support – Using your own PC ...
Important notice – Inspection day ...
3. Answers depend on students.

C Identifying a new skill (2)

1. Students read Skills Check 2. Remind students of the form of the imperative, though this will be covered fully in the following grammar lesson.
2. Check students understand the task. Students complete individually then compare answers. Elicit answers.

Answers

Staff at Greenhill University

We are delighted to welcome you to the university. We would like to introduce you to some of the staff so you know who to go to if you have any problems.

University Sports Club

Do you want to get fit, or just have some fun with friends? Come and join the university's own sports club in the Sports Centre near the main entrance.

Using the projector

It is easy to use the projector in each tutorial room if you follow these simple instructions.

IT Services and Support

We're here to make sure you stay connected everywhere on the campus.

IMPORTANT NOTICE

Portable Electrical Equipment
In accordance with the Electricity at Work regulations 1990, we must test all electrical equipment for safety.

Using your own PC / laptop

All rooms in the halls of residence have Internet connections free of charge. Note: This is not wireless. You must buy a cable from the IT Support Office.

Inspection day

Please leave all electrical equipment on your desk on the day of the inspection. Each item costs £1.10. The inspector will put a sticker on each safe item.

Mr Mills is in charge of ISS, the International Student Support service. Go to Mr Mills if you want extra help with your English, for example.

Opening hours

7.00 a.m.–10.00 p.m. Monday to Friday
9.00 a.m.–6.00 p.m. Saturday and Sunday

- Switch on the device. (The Power On switch is on the underside.)
- Switch on your laptop.
- Go to PowerPoint on your laptop.

Closure

Ask students if they can remember any of the advice from the text in the previous lesson, *Life at university*. If necessary, students can look back if they cannot remember.

Note that *must* is used for very strong advice and for instructions in the text, and you may need to point this out. There is more work on *must* in later lessons.

1.14 Grammar for reading: Imperatives; time phrases with present and past

Objectives

By the end of the lesson, students should be able to:

- show understanding of imperative forms used for advice in information leaflets, etc.;
- predict advice using imperatives;
- predict the tense of a sentence from time phrases.

Introduction

Start with revising some of the advice from the reading text in Lesson 1.12, University life.

What advice can they remember connected with:

- living away from home?
- sharing accommodation?
- working hard?
- critical thinking?

Grammar box 5

Ask students to study one table at a time. Then ask them to cover the table and try to remember the examples. Make sure students understand that the function of the example imperatives is giving advice.

A Predicting advice with imperatives

Find out how much students already know about Internet safety and use this stage to try to pre-teach some of the vocabulary for the task: *password, credit card details, virus*.

Tell students they may not know all the vocabulary but they should be able to work out the meanings from context. (In fact, many of the words were covered in Lesson 1.11, Vocabulary for reading.) Set the task. Students complete individually then compare answers in pairs. Elicit answers. Can students think of any other advice to give when using the Internet?

Extra activity: In pairs, students cover the second half of each sentence in the table. S1 reads the first half of each sentence and tries to remember the second half. S2 checks in the Course Book to see if S1 was correct.

Answers

Answers could include:

Be careful ... with your credit card details.

Don't click ... on links in e-mails from strangers.

Don't open ... e-mail attachments if you don't know the sender.

Install ... a good antivirus program.

Never give ... your name and address in a chat room.

Protect ... your data with a password.

Turn off ... wireless and Bluetooth in public areas.

Don't believe ... everything you read.

Grammar box 6

Give students a minute or two to study the table.

Elicit the two possible sentences from the table by asking different students to read out a sentence each.

Elicit the tense of each sentence.

B Predicting time with time phrases

Check students understand the task and go over the example. Students complete individually then compare answers. Elicit answers.

Extra activity: Students write a sentence using each time phrase, in class or for homework.

Answers

	present	past
At one time,		✓
At that time,		✓
At the moment,	✓	
At the present time,	✓	
Currently,	✓	
In her childhood,		✓

	present	past
In the 20 th century,		✓
Last week,		✓
Now,	✓	
Nowadays,	✓	
Then,		✓
Yesterday,		✓

Closure

Once again, refer students back to the University life text in Lesson 1.12. Ask them to find and underline all the time phrases. Elicit answers, and elicit what tense follows each time phrase.

1.15 Applying new reading skills: Doing research

Objectives

By the end of the lesson, students should be able to:

- use co-text to predict content of a text;
- apply all the sub-skills, vocabulary and grammar learnt in the theme to understand the text;
- show understanding of a text giving advice;
- show understanding of common core knowledge regarding research and plagiarism.

Introduction

Refer students to the webpage. Ask if they know what it shows. (In fact it shows how plagiarism can be easily detected with modern computer software.) Do not confirm or correct. Say you will return to it at the end of the lesson.

A Reviewing vocabulary

All of these words appear in the text. Students discuss the questions in pairs. Monitor and give help where necessary. Elicit answers.

Answers

Answers depend on students.

B Predicting content

Methodology note

Remind students how important it is to predict the content of a text. Headings, titles and introductions help us to do this.

1. Make sure students understand that they should not read the complete text yet. If necessary, ask them to cover the main part of the text with a piece of paper. It may be several lessons before students understand the rationale of looking at the co-text first before trying to understand the whole text. Set the task. Students complete individually then discuss in pairs. Elicit the answer.

2. Elicit one or two ideas as examples, e.g.,
Use the library.
Make notes when you read.

Students discuss in pairs and write a few more notes. Elicit ideas but do not confirm or correct.

3. Set a time limit of one minute to read the section headings, then ask students to cover the text again. In this way you should keep control of the class and prevent them from reading ahead.

Elicit answers and check the meaning of the new vocabulary. However, do not spend too long on this as students will be able to further understand vocabulary from context when they finally read the text.

Answers

1. The text is about doing research.
2. Answers depend on students, but see below.
3. Go to the library; Use *academic* sources; Use more than one source; Avoid plagiarism.

C Understanding advice

1. Check students understand the task. Point out the word *site* is short for *website*. Students complete individually then compare answers in pairs. Elicit answers and check the meaning of vocabulary as you go along.
2. Go over the examples. Students can discuss the remaining answers in pairs. Elicit answers.

Answers

1.

a. Do a lot of research.	✓	
b. Always do research in a library.	✗	Go to the library if possible.
c. Never use the Internet.	✗	Use the Internet if you can't find good books for your research.
d. Don't read sites with .co.uk or .com.	✓	
e. Don't read private sites.	✓	
f. Don't read sites with .org or .gov.	✗	These are good sites after .ac or .edu.
g. Always start with Wikipedia.	✗	Never use this site.
h. Report information in your own words.	✓	
i. Cut and paste interesting parts of websites.	✗	Always take notes.

2. Possible answers
- (given)
 - Because the information is organized, books are checked and the librarian can help.
 - (given)
 - Because they are commercial, trying to sell you something.
 - Because nobody has checked these sites.
 - Because these are not commercial sites.
 - Because it is not an academic site.
 - Because you must avoid plagiarism.
 - Because you must avoid plagiarism.

D Present or past?

Explain the task, if possible using an electronic projection for the final paragraph of the text. Remind students of the work they have done on these language areas in previous lessons, the most recent of which was the grammar lesson.

Students complete individually then compare answers in pairs. Elicit answers. Discuss the verbs and the tenses used in each sentence.

Answers

GF	Plagiarism is copying someone's work. The word comes from Latin. It means to 'steal or kidnap'.
PAST	At one time, students stole paragraphs from webpages. Lecturers accepted their work. But in 2001, a lecturer at an American university checked student assignments. He had a new computer program. He found 158 cases of plagiarism. Forty-eight students had to leave the university.
PRES	Nowadays, all university lecturers use computer programs. They find plagiarism easily.
ADV	Don't cut and paste from websites.
GF	Sometimes, the lecturer gives no marks for an assignment with plagiarism. Sometimes, the university asks the student to leave.

Closure

Ask some comprehension questions to check students have learnt the information from this lesson. If you prefer, you could make these questions into a handout for students to read and answer in class or for homework.

- Why is the library a good place to do research? (organized information, checked information, librarian can help)
- How do you know if a site is commercial? (the domains will be .co.uk or .com)

- Why should you use different sources for your information? (to be accurate and complete and to avoid plagiarism)
- What does *plagiarism* mean? (copying someone else's work)

Knowledge quiz: Education

Objectives

By the end of the lesson, students will have:

- reviewed core knowledge in the area of Education;
- recycled the vocabulary and grammar from the Listening, Speaking and Reading sections.

Introduction

Write *Education* on the board. Ask students what they remember studying in this theme so far. Elicit answers:

What did you listen to? What did you discuss? What were the Reading texts about?

The following procedure is a suggestion. You may choose to run the quiz in a different way.

Methodology note

During the quiz, keep the focus on knowledge, rather than on grammatical accuracy. Do not stop to correct errors unless they impede communication. As the quiz runs, make a note of grammar and pronunciation errors; you can focus on these at the end of the lesson.

On this first occasion, it is probably best to do the quiz as a teacher-paced whole-class activity.

Divide the class into teams. Set each question with a time limit. Students work in teams to come up with the best possible answer in each case. Feed back, and award points based on the *knowledge content* of the answers. All students should self-check by looking back at the relevant section – see Answers below.

Do not suggest at any point that you are looking at *form* in this lesson, as it will get in the way of students focusing on knowledge.

Answers

Answers depend on the students. Knowledge can be checked as follows:

parts of a campus – 1.2 Real-time listening

customs – 1.5 Applying new listening skills

pictures – 1.4 Grammar for listening

types of school in the UK – 1.7 Real-time

speaking

good teacher / bad teacher – 1.10 Applying

new speaking skills

advice to new student – 1.12 and 1.15 reading

texts: *Life at university* and *Research at university*

Closure

Do some final high-speed work on things which students missed out or misinterpreted.

Writing: A Personal Statement

1.16 Vocabulary for writing: Getting into a university

Objectives

By the end of the lesson, students should be able to:

- understand the meaning of target vocabulary;
- write target vocabulary in isolation and in context;
- use a dictionary to find the root of words and other parts of speech.

Introduction

Write the following words on the board and elicit what they have in common: wrong, write, what, knife, night.

Elicit the fact that they all have silent letters. Underline the silent letters as shown.

A Activating ideas

Check students understand the phrase *get into* in this context. It means 'to enter'.

Students discuss in pairs. Elicit ideas.

Answers

Answers depend on students, but will probably include ideas such as:

- Get certain qualifications (school-leaving certificate at a particular level).
- Complete a form (when?).
- Complete a form and send it in by a certain date (students may need to send photos and references, copies of certificates, etc., with the form).
- Go for an interview.

B Understanding new vocabulary

Students will not only understand the target vocabulary after completing this exercise, but will also learn some information about British universities.

Set the task. Students complete individually then compare answers in pairs. Monitor and give help where necessary.

Elicit answers. Go over any words students had difficulty with.

Extra activity

Students' Course Books closed. Use the target vocabulary to elicit the sentence:

T: *apply*

Ss: *You can apply direct to the university of your choice.*

If you have enough time, this could be done as a written exercise. Write each word on the board, then students write the full sentence.

Answers

1. You can *apply* direct to the university of your choice.
2. You must complete an *application* form, in paper or online.
3. The form asks for personal *details*, such as name and address.
4. These details include information about your education and your *qualifications*.
5. You must demonstrate that your language *level* is high enough to take a tertiary course in English.
6. You must also *complete* a Personal Statement.
7. This statement tells the university your reasons for *applying* for a particular course.
8. You must also tell the university about any work *experience*, full-time or part-time.
9. Some admissions officers at university want to know about your *hobbies* and interests.
10. You must supply the name of a *referee* – a teacher in Kurdistan, for example, who can write about your suitability as a university student.

C Developing independent learning

Methodology note

You will probably need to explain the word *root*. This is a technical word in language studies. It means the basic word for a group. For example, *science* is the root word for *scientist* and *scientific*. *Happy* is the root for *unhappy* and *happiness*. It is often the shortest word in the group.

1. Set the task. Elicit the answer.
2. Set the task. Students may already know the answers to some of the questions, in which case they should use the dictionary to check their ideas. Students complete individually then compare answers in pairs. Elicit answers.

Answers

1. *apply* is the root
2. *deletion, organization, qualify, editor, hobbies*

Closure

Check the meanings of the words in Exercise C. Students may be able to remember the definitions from when they looked up the forms of the words.

1.17 Real-time writing: An application form and a Personal Statement

Objectives

By the end of the lesson, students should be able to:

- complete a simple application form for a club;
- follow instructions for university application forms;
- show understanding of the purpose and discourse structure of a Personal Statement.

Introduction

There is quite a lot of work in this lesson for the students, so only do the introduction if you have time.

Show flashcards of ten of the words from Lesson 1.16, Vocabulary for writing. Use the following technique. Show a card for a few seconds with students' pens down. Remove the card. Students write the word. Start with easy, shorter words (*edit, apply*) and build up to longer, more difficult words (*punctuation, qualification*).

A Understanding a discourse structure (1)

1. Revise the meaning of the word *application* and elicit the meaning of *application form*. Ask students:

When do we fill in (complete) application forms? (To join clubs, organizations, universities, etc., and to apply for jobs.)

Why has Ricardo completed this form? (He wants to join the university sports club.)

Check students understand the task and do one answer as an example, preferably using an electronic projection. Students complete individually then compare answers in pairs. Elicit answers, again using an electronic projection if possible. Check understanding of *membership required*.

2. Elicit an example, then students discuss in pairs. Elicit answers.

Answers

1. See table below.
2. Ricardo has (among other errors):
 - used more than one letter for each space
 - not used black ink
 - written in the last column
 - put crosses in boxes (not ticks) and used more than one box
 - not written date in correct format

University Sports Club																
Application form												Do not write in this space				
Title	Mr	Mrs	Miss	Ms	Dr	(delete as applicable)										
Sex	M	F	(circle as appropriate)													
(Please PRINT one letter only in each space) (Use BLACK ink only.)																
First name(s)	R	i	c	a	r	d	o	G	u	i	l	e	r	m	o	
Surname	M	o	r	e	n	o										
E-mail address	r	i	k	12	@	h	o	t	m	a	i	l	.	c	o	m
Membership required	Single <input checked="" type="checkbox"/> Family <input type="checkbox"/> Swim and Gym Only <input checked="" type="checkbox"/> (Tick one)															
Date of birth (DD/MM/YYYY)	20th October 85															

B Performing a real-world task

Check students understand the task. Monitor and give help where necessary, making sure students are following all the instructions, e.g., one letter for each space, the instruction 'PRINT'. Make a note of common errors. Give feedback on the errors you noted.

Answers

Answers depend on students.

C Understanding a discourse structure (2)

Methodology note

Explain to students that if you want to apply to a British university you must do two things:

- complete an application form;
- write a Personal Statement.

This is also necessary when applying for many jobs; instead of a Personal Statement, you may be asked to write about your previous work experience and why you are applying for the job.

Check students understand the headings on the form. Do not go into too much detail here, however, as the meanings will become clearer when students complete the task.

Do an example with the class, preferably using an electronic projection. Elicit the place and date of birth of the student. Show how this information is added to the Personal Statement.

Students continue individually, then compare answers in pairs. Elicit answers, once again using an electronic projection if possible.

Further check understanding of the Personal Statement, e.g., phrases such as: *BA*, *obtained*, *GCSE*, *I got a B in ...*, *local youth theatre*.

Answers

Personal Statement

My name is Olivia Amanda Martins and I am eighteen years old. I am British. I was born *in London on 15th April 1992*. I am *single*. I live in Lymington on the south coast of England.

I am applying for *the BA course in Education*. I want to *study Education* because I enjoy learning about this subject very much. I am particularly

interested in *primary education*. I hope to become a *primary teacher*.

I attended Pennington Primary School from September 1998 to July 2004. I went to Lymington Secondary School *from September 2004 to July 2009*. Then I enrolled at sixth form college.

I am studying at Brockenhurst Sixth Form College now. I *started* in September 2009. I *am taking* English, Psychology and Drama in the sixth form.

At the end of secondary school, I obtained *ten GCSEs* in a wide range of subjects, including Maths, Biology and French. Next year, I hope to get a *B in English and Psychology and a C in Drama*. I am trained in first aid, and I also have a *life-saving certificate*.

At secondary school, I was *the captain of the girls' football team*. Out of school, I go to Guides. I also participate in *a local youth theatre*.

At the moment, I *am working* part-time for a local publishing company. I *am doing* research for a series of books for primary children.

In conclusion, I am a hardworking student. I get on well with people of all kinds. I believe that primary teaching is the career for me because I like working with young children.

D Producing key patterns

Elicit ideas for some of the answers for D3, D4, D5 and D6. Show what should follow each opening and write on the board as follows:

1. Full name
2. Place and date of birth
3. Names of schools and dates
4. Place of study
5. Subjects and/or exams
6. Hobbies, part time jobs, etc.

Students complete individually. Monitor and give help where necessary. Make a note of common errors; check especially use of capital letters for names of subjects and abbreviations of exams, etc.

Closure

Ask students to find and circle all the prepositions in the first two or three paragraphs of Olivia's Personal Statement.

For homework, students could repeat the activity with the remaining paragraphs.

1.18 Learning new writing skills: Paragraphs from a Personal Statement

Objectives

By the end of the lesson, students should be able to:

- spell words with the sound /i:/;
- demonstrate understanding of organization of information into paragraphs in a Personal Statement.

Introduction

Write the word *organize* on the board and check the meaning. You could ask for examples of how a school is organized, and elicit:

*Children are organized into classes.
The day is organized into lessons.
Classrooms must be organized.
A timetable is organized.*

Ask what would happen if the children were not organized into classes (it would be *disorganized*).

Ask students if they are *organized* or *disorganized* people.

Explain that today's lesson is about *organizing* information into paragraphs. But first they are going to do some spelling.

A Developing vocabulary

Students cover the Skills Check boxes. Read the rubrics aloud, with the students following in their books. Elicit the answer to *What is the sound?* if necessary by referring to the example (/i:/).

Elicit answers to *What is the correct spelling?* Students could suggest *-ea*, *-ee*, *-y*, but do not confirm or correct at this stage.

1. Set the task. Students complete individually then compare answers in pairs. Do not elicit.
2. Students self-correct after reading Skills Check 1.
3. Students work in pairs to write a list of words. Ask some of the pairs to read out their list of words.

Answers

- | | |
|----------------|-----------|
| 1. a. increase | f. study |
| b. eighteen | g. teach |
| c. faculty | h. mean |
| d. read | i. leave |
| e. details | j. degree |

B Identifying a new skill

Methodology note

You may find it easier to do Exercise B2 as a 'jigsaw' activity. Photocopy the sentences so that each pair will end up with a set of them. Cut them into strips so that students can organize the sentences into paragraphs.

1. Ask different students to read out a section each of Skills Check 2, with the rest of the class following in their books. Ask a few questions to check understanding.
2. Check students understand the task and go over the example. Make sure students understand the information is about a different student called Pablo. Students continue in pairs. Go round and give help where necessary. Elicit answers, preferably using an electronic projection.

Answers

6	I also participate in a small music group.
2	I am applying for the BA course in Engineering.
1	I am married.
4	I am not studying at school now.
2	I am particularly interested in machines.
7	I am working full-time as a sales assistant at the moment.
6	I enjoy playing the guitar and writing music.
8	I believe that engineering is the career for me because I like working with machines.
4	I finished school in July 2009.
1	I live in Madrid.
5	I obtained the International Baccalaureate (IB) in 2009.
3	I studied at the American School of Madrid.
2	I want to become an engineer.
5	I scored 38 points in the IB.
1	My name is Pablo Juarez and I am Spanish.
8	In conclusion, I always try hard in my studies.

C Producing key patterns

Elicit ways to complete each sentence, and write the following on the board.

1. *I want to study* + course and future job
2. *I hope to get* + exam grades
3. *I am particularly interested in* + subject
4. *I hope to become* + future job

Answers

Answers depend on students.

Closure

Dictate some of the words from Exercise A.

1.19 Grammar for writing: Present simple; present continuous

Objectives

By the end of the lesson, students should be able to:

- produce sentences using the first person singular forms of the present simple and present continuous tenses;
- demonstrate understanding of the use of these tenses to give information about themselves.

Introduction

Elicit, from the previous lessons, some of the sentences in the present tense about Pablo and Olivia, e.g.,

*Olivia is studying at a sixth form college.
She is taking English, Psychology and Drama.
She is working part-time for a local publishing company.
Pablo is applying for the BA course in Engineering.
He is interested in machines.*

Do not worry if students get the tenses wrong at this stage; reassure them that they will get better by the end of this lesson!

General note: In this lesson, since the objective is writing about yourself, the grammar focus is on the first person singular only (*I*). The other forms for the present tenses are covered in Theme 2. However you could spend a few minutes, if you wish, on eliciting the other forms as you go through the lesson.

A Writing about yourself (1)

Methodology note

If you have not done the other sections in this theme, you will need to explain to students what a **complement** is. This is explained in Lesson 1.9 (Course Book page 21) and also on page 12 of the Introduction to this Teacher's Book.

1. With Course Books closed, write the words *I am (not) ...* on the board. Elicit what kind of information can follow. Students open their books and check their ideas using Grammar box 7. Point out the use of prepositions and articles which precede some of the words.
2. Set the task. Students discuss in pairs then uncover the **extra information** column to check their ideas.
3. Check students understand the task. Elicit one or two example answers and write them on the board. Students continue individually. Monitor and give help where necessary. Make a note of common errors and then give feedback on them.

Answers

1. Nationality, age, marital status (married, single, divorced, etc.), job, home town, adjectives, place

verb	extra information
live	place / town
participate	activities / sports
get on with	people
play	sports, games
have	qualifications
go	place / town

3. Answers depend on students.

Grammar box 8

Give students time to study the information in the table. Highlight the forms following each verb on the board in the following way:

like + -ing
love
enjoy
want + to do
hope

Leave this information on the board to refer to during the next exercise.

B Writing about yourself (2)

1. Check students understand the task, and go over the example. Students complete individually then compare answers. Elicit correct sentences and write them on the board. If necessary, refer students again to the highlighted grammar on the board from the previous activity.
2. Elicit an example and set the task for individual completion. Monitor and give help where necessary; refer to the board again if students are still making errors with the verb forms.

Answers

1. a. I like studying science.
b. I love teaching young children new things.
c. I enjoy learning mathematics.
d. I want to do a course in medicine.
e. I hope to become a doctor.
2. Answers depend on students.

Grammar box 9

Methodology note

Students may well have previously learnt that the present continuous is used for actions happening at this exact moment in time. This is of course correct, but it is perhaps more common for it to be used as shown here. This may be a new concept so you may have to elicit/teach more examples, e.g.,

The pound is getting weaker against the Euro.
The sea temperature is getting warmer.
I am learning Italian in my spare time.
She is staying with friends.

Give students a moment or two to study the table, then highlight the forms on the board:

<i>am</i>	+ <i>-ing</i>
<i>is</i>	
<i>are</i>	

C Writing about yourself (3)

Elicit an example and set the task for individual completion. Monitor and give help where necessary. Refer to the board again if students are still making errors with the verb forms.

Answers

Answers depend on students.

Closure

Discuss with students how they would translate some of the sentences from the Grammar boxes into their own languages. This is to focus on the fact that one of the idiosyncrasies of English is that it has two present tenses.

1.20 Applying new writing skills: A Personal Statement

Objectives

By the end of the lesson, students should be able to:

- show understanding of and use the TOWER approach for writing as a process;
- produce a written Personal Statement using target vocabulary and language from the theme.

Introduction

On this occasion, use Exercise A for the introduction. Alternatively you can ask students to read the Personal Statement in Lesson 1.17 once more.

A Reviewing vocabulary

Check students understand the task and make sure they realize that all the answers should be connected with education; *have a bath* is not acceptable, for example.

Students complete individually then compare answers in pairs.

(If you have not got much time, or you think students will struggle with the activity, write the answers on the board in the wrong order.

Students match the answer to the correct verb.) Elicit answers, checking spelling as you go along.

Answers

1. apply to a *university*
2. attend a *school / university*
3. complete a *form*
4. enrol at a *college*
5. have a *certificate*
6. lead a *group / club*
7. obtain *certificates*
8. play a *sport / musical instrument*
9. study a *subject*
10. take *exams*

B Key writing stages

Methodology note

The term 'TOWER of writing' has been devised for this course, although the idea follows precisely the well-known 'writing as a process' approach.

Refer to the TOWER box. Check that students can list and explain the five stages.

C Thinking

Students cover the writing plan, then do the brainstorming in pairs or small groups. They should make a note of their ideas. Monitor, then elicit.

D Organizing

Check students understand the task, and elicit one or two example answers. Revise some of the vocabulary if necessary, e.g., *status*.

Students complete individually. Monitor and give help where necessary.

Answers

Answers depend on students.

E Writing

Go over the four points to remember with the class and elicit an example sentence for each, e.g.,

- the present simple for general facts – *I participate in many activities.*
- the present simple for likes, wants and hopes – *I want to be a primary school teacher.*
- the present continuous for actions happening now – *I am working part-time.*
- the past simple for events in the past – *I was captain of the girls' football team.*

You can also tell students that their statement should not be too short or too long. University administrators will not accept Personal Statements that are more than a page long!

It would be a good idea for students to write their statements on a piece of paper rather than in a notebook. In this way, you can collect work in at the end of the lesson for marking.

This is especially useful if you have a large class, as you will not have time to mark everyone's work in the lesson.

Monitor while students are writing and give help where necessary. Make a note of common errors. When a reasonable number of students have finished their first draft, give feedback on the errors you noted.

F Editing

Make sure students understand they should not actually correct each other's work. They should mark it using the abbreviations given in the Course Book. If necessary, write some incorrect sentences on the board and show how they should be marked.

Monitor and give help if it is needed.

G Rewriting

This can be done in class or for homework. If you are not able to monitor all the work in class, collect it in for marking.

Answers

Answers depend on students, but should be similar to the model Personal Statement in Lesson 1.17.

Closure

Write the word TOWER on the board, vertically, and see if students can remember what each letter stands for.

Portfolio: Activities and clubs

Objectives

By the end of the lesson, students should:

- have revised target vocabulary from the theme;
- have used integrated skills to practise language and revise knowledge from the theme.

Methodology note

The Portfolio lesson brings together all the elements of the theme through integrated skills and student-centred activities. See Introduction page 16 for further guidance on using the Portfolio activities.

Introduction

Briefly discuss with students which (if any) social clubs they belong to. Assist with vocabulary, where necessary. You could also pre-teach/revise some of the words needed for the lesson:

take place

join

member

meet / meeting

A Activating ideas

1. Students discuss in pairs. Elicit ideas but do not confirm or correct at this stage.
2. Students discuss in pairs. Then elicit some of their ideas for general class discussion.

Answers

chess	public speaking / debates	computing / information technology	aerobics / keep fit
tennis	judo / martial arts	astronomy	graphic design

B Gathering information (1)

1. The questions could be put in the form of a handout (see page 61 for a photocopiable sheet). Discuss with the class what they think happens in an IT club and a debating society, but do not confirm or correct at this stage.
2. Divide the class into two groups and set the task. Monitor while students are working and give help where necessary. Make a note of common errors. If necessary, students can replay their audio extract (1.24 / 1.25), or ask for it to be replayed.

Re-divide the class into pairs, checking that there is one student from Group 1 and one from Group 2. Check students understand the task; basically, they need to exchange information. Practise the questions students need to complete each section (from Exercise B1). Give feedback, preferably using an electronic projection of the completed table.

3. Students discuss in pairs. Elicit answers.

Answers

1. and 2.

	IT	Debating
for?	anyone interested in computers	1. people who like to speak in public; 2. people who like to listen to ideas
where?	IT Room – next to Room 16	school hall
day?	Wed	Thu
start time?	12.30	4.00
finish time?	1.30	5.00
do?	learn computer games; get help with Word / Excel; learn to program	lead a debate; sit in the audience + choose the best speaker

3. Students can join both clubs.

Transcripts

1.24

Presenter: 1.24. Portfolio: Activities and clubs

Presenter: Exercise B1. Group 1: the IT club.

Student: IT stands for *information technology* so the IT Club is for anyone interested in computers. Do you like playing games on your computer? Do you use Word or Excel? Do you send e-mails? Would you like to learn how computers work? Then this club is for you.

We meet at 12.30 p.m. on Wednesdays, in the IT Room of course, which is next to Room 16 on the ground floor. The meetings last for one hour so we finish at 1.30 p.m. There is something for everyone. You don't need to bring your laptop. There are 20 computers in the IT room.

What do we do in the meetings? Well, you can learn the latest computer game, get help with computer applications, like Word and Excel, or you can even learn to program in C++.

1.25

Presenter: 1.25. Exercise B1. Group 2: the Debating Society.

Student: We are looking for new members for the Debating Society. What is the Debating Society? Well, a debate – that's D-E-B-A-T-E – is like a conversation between two people. But in a debate, one person likes something, and the other person doesn't like it. There are two speeches – one from each person. Then the audience, that's the other members of the Debating Society, the audience chooses between the two people.

So who is the Debating Society for? Well, two kinds of people. Firstly, people who like to speak in public, in front of a group of people. Secondly, for people who like to listen to ideas and opinions.

We meet straight after school in the school hall on Thursdays for an hour – so that's from 4.00 p.m. to 5.00 p.m. Each week, there is a debate. You can lead a debate or just sit in the audience and choose the best speaker at the end.

C Gathering information (2)

1. The focus of this activity is reading and note-taking. Once you have divided the class into groups of three, give each student a number – 1, 2 or 3. Allocate the texts as follows:

Student 1: Drama Club
 Student 2: Volleyball Club
 Student 3: Geography Club

Make sure students understand the task, i.e., that they should read and make notes about their club. There is a blank form for you to photocopy for this activity, if you wish, on page 61. Monitor and assist each student. During this stage, refer students back to the text if they have missed key points. Use the model notes (following) and check them against the notes that are emerging from each student.

2. The focus now shifts to oral work; students must now ask questions and listen to answers in order to make further notes.

Check students understand the task, i.e., that each student must give the relevant information about his/her club and the other students take notes. Encourage listeners to ask questions if they are not sure of information. Monitor and assist each group. Once again, use the model notes to ensure that the groups are producing good notes of all activities.

Finally, give feedback in two stages: firstly, on students' performance and oral production; secondly, use an electronic projection of the model answers for feedback on the notes. As there are so many notes, you may even wish to copy the notes and distribute them as handouts.

Answers

Model notes

	Drama	Volleyball	Geography
for?	people who like acting	good players or beginners	anyone
where?	Drama Studio	netball courts	Room 24
day?	Tues	Fri	Mon
start time?	3.45	12.30	4.30
finish time?	around 6.00	1.30	5.30
do?	work towards putting on plays	good players – with team; beginners – learn game, have fun	help with assignments; games; projects

D Giving a talk

Methodology note

If you are doing this exercise in a different lesson from the preceding exercises, you need to make sure that students have brought all their notes. In case they have not, have copies of the model answers ready for them.

In theory, students can choose from the three texts in the Course Book or the texts they listened to in Exercise B. However, you may prefer to limit their choice to just two or three texts. Alternatively, students can give similar information about a real social club they attend. Students should talk for one or two minutes only. This would be a good activity to video.

Refer to the TOWER box. Check that students can list and explain the five stages.

You might like to spend a few minutes revising some of the points and Skills Checks from the Speaking lessons before you start this activity. For example, in Lesson 1.7, students practised underlining and then pronouncing key words in each sentence.

When students have chosen a club to speak about, divide the class into groups of students with the same choice. If you do not get roughly equal numbers for each club, ask some students to change group.

Students work individually to start with. Give students time to turn notes into sentences for a talk. Help individual students who are struggling.

Students should underline key words that should be stressed in each sentence when giving their talks.

Now ask students to practise their talks, one sentence at a time, with help from the others in their group. Students should help each other with pronunciation, vocabulary and grammar. Monitor and assist each group.

Re-divide the groups so that there is a mixture of topics to be presented. Students give their talks in turn. Encourage other students to ask questions. Students do not need to write anything down.

Monitor and give feedback on two or three of the following areas:

- fluency
- accuracy (especially present tenses)
- pronunciation of target vocabulary
- pronunciation of target vowel sounds /ɪ/ and /i:/
- stressing key words / phrases in sentences
- successful completion of task.

Answers

Answers depend on students.

Spend a few minutes in class discussing what clubs students already know about and any information, e.g., which day they meet, where, what time, and so on.

Elicit ideas for the design of a form – this should be very similar to the ones they have already worked with in class. Students may wish to find out further information, e.g., the cost of the club, special equipment, etc.

If the task is done in class, monitor and give help where necessary. If not, set a deadline for the work to be handed in.

Closure

Discuss why it is important to be able to add membership of social clubs to a Personal Statement. For example, membership of a drama club shows an interviewer that you are confident and speak clearly. Membership of a sports clubs shows you are good at working in a team, and are committed.

E Researching

Methodology note

This activity can be set as a homework assignment. If you would prefer to do it in class, you will have to make sure the research information is available either on computers or on leaflets, etc., given by the clubs themselves.

The design of a table, so that it is organized appropriately for the data to be collected, is an important skill in its own right and is essential for academic students to learn and practise.

Handout for Exercise B

Questions	IT Club	Debating Society
Who is the club for?		
Where do the meetings take place?		
When do they take place?		
When do they start?		
When do they finish?		
What do people do at the club?		

Handout for Exercise C

Questions	Drama	Volleyball	Geography
Who is the club for?			
Where do the meetings take place?			
When do they take place?			
When do they start?			
When do they finish?			
What do people do at the club?			