

MODULE 1 My classmates

UNIT 1

Nice to meet you.

Listening and vocabulary

Preparation

- Introduce yourself to the class by saying, "Hello. I'm..., your new English teacher."
- Try to get the class to say "Hello, Ms/Mr..." back to you. Say "Hello" again. Encourage everyone to reply. Repeat your introduction and get the whole class to reply to you chorally.
- Go round the class introducing yourself to individual students and shaking hands with them. Then ask the students to listen and model their reply for pronunciation. Repeat the activity with other students as the students respond "Hello, Mr/Ms... My name's..."
- Reply by saying "Nice to meet you" and then choral drill and act out the dialogue with a few students around the class.

1. Listen and check (✓) the number of speakers.

- Explain to the students that they are going to listen to a conversation and find out how many people are speaking. Tell them to relax and not worry about the words but just listen to the voices because they will have the chance to listen to it again. This will be a new kind of exercise for them so ensure they understand what to do. You want to build confidence in being able to listen.
- Play the recording once while they listen.
- Play it again for them to work out how many speakers there are. Then discuss what they think with their desk partners.
- Play once again to check and suggest they might even hear the names.
- Elicit the answers.

Answer

c

Tapescript

Betty: Hello, my name's Betty. Are you a student in my class?

Lingling: Yes.

Betty: What's your name?

Lingling: Hi. My name's Lingling. Nice to meet you, Betty. This is my friend, Daming.

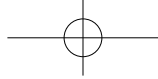
Daming: Nice to meet you, Betty.

Betty: Nice to meet you too, Daming.

Methodology tip: *Developing listening skills and confidence*

With traditional listening exercises, learners often listen to something only once and they are expected to understand detailed information. As a result, learners tend to concentrate hard to hear every word in order to understand and often miss the message. This is not natural and can cause anxiety when listening in a foreign language which is unfamiliar. Real-life listening does not work like that so it is important to develop confidence through focusing on the way we listen naturally. The first time we hear something, we hear only small amounts of information. Listening should be active with a simple task to focus learners' attention, such as listening to the number of speakers.

Setting a simple active listening task helps them relax when they listen. It builds confidence as it is achievable. To build confidence further, tell the students that they will hear it more than once. Understanding how many people are speaking is essential to understanding later what they are saying. It's also a good idea to ask questions about the context of what they're listening to: Who is speaking? Where are they? etc. If they talk about it first, they'll express what they know. You can use this technique to pre-teach key vocabulary



they may not know and teach pronunciation to help them recognise words when they hear them. Because they know something, they can guess something about the context. Predicting what they might hear makes listening easier and motivates them to listen to see if they are right.

Language point: Check

The verb “check” has two meanings, and both are frequently used in class:

- To check your work: This means to go back through one’s answers to see if they are correct, or to compare them with another person and discuss them. In this sense it can also be used in phrases such as “to check your pockets”, meaning to make sure you have something.
- To check the box/sentences/pictures: This means to put a check (✓) next to the part which you think is correct. In this sense, it is frequently used when completing a form such as an application form where you give personal information, and also in certain kinds of tests.

2. Listen again and check (✓) the words you hear.

- Ask the students to read the words in the box and discuss which words they think they will hear. Elicit the words and tell them they will listen again to see if they are right.
- Tell them to check (✓) the ones they hear. Play the recording again.
- Put them in pairs to check their answers.
- Play the recording again and ask them to listen and check again.
- Call back answers from the whole class.

Answers

class ✓ friend ✓ hello ✓ name ✓ too ✓

3. Listen and read.

- Before listening, elicit cities in China and some countries the students know. Write them up on the board in two columns. Repeat them chorally to help the students to recognise the pronunciation. This pre-listening activity aims to motivate and find out what the students know about the context.

- Tell the students that they are going to listen and read at the same time. Ask them which ones they think they will hear and check them.
- Tell them to listen and see if they are right.
- Play the second recording and ask the students to listen and read the conversation.
- Play the recording again, asking students to repeat chorally and individually.
- Ask the students to discuss which cities and countries they heard. Then elicit their answers.
- Put the students in groups of five to practise the dialogue.

Now check (✓) the true sentences.

- Explain that this activity is designed to check if they have understood the main ideas of the conversation. Tell them to read the sentences and decide in pairs if they are true or false before listening. The focus when listening is on checking if they guessed right or not. Tell them not to worry about words they don’t know.
- Ask the students to listen and decide if they were right or not.
- Check the answers with the whole class.

Answers

1. ✓ 2. × 3. × 4. × 5. ✓

4. Work in pairs. Choose the correct answer.

- Ask the students the first question and then model it for pronunciation, getting the students to repeat.
- Tell a student to ask you. Then model the answer for pronunciation.
- Use open pairs. Ask one of the students to ask another student across the room the question.
- That student answers and then asks the next question back. Do it with two other students so they know to alternate and then change around.
- Pair the students to ask each other the questions and play Ping-Pong.
- Use open pairs of students from different parts of the room for feedback to check the answers.



Answers

1. Yes, he is.
2. Yes, she is.
3. No, he isn't.
4. No, she isn't.
5. (Possible answer) Yes, I am.

5. Complete the passage with the correct form of the words from the box.

- Ask students to read the words in the box aloud to revise the correct pronunciation and word stress.
- Ask the students to complete the sentences individually, then check with a partner.
- Check answers with the whole class.

Answers

1. students 2. Grade 3. America 4. England
5. Chinese

Pronunciation and speaking

6. Listen and repeat.

- Explain that this activity is to focus on some English sounds that can be difficult to pronounce for Chinese speakers.
- Play the recording once without stopping.
- Play the recording again and stop at the end of each line. Ask the whole class to repeat.
- Play the recording again and stop at the end of each line. Ask individual students to repeat.
- Ask the students to practise the sounds in pairs.

Methodology tip: *Learning to learn*

These sections are a regular feature of this level of the course, and aim at providing the learners with information which will help them to become better learners of English. In the first example, they are presented with language they need to introduce themselves to people.

7. Work in pairs. Ask and answer.

- Pair the students with different students, behind or at the side, to introduce themselves with the language they have just practised on the recording.

Extension

- Tell the students to choose a different city to come from and change their ages.
- Tell them to imagine that they live in that city now and they are the age they chose. Demonstrate with two of the students.
- Two other students ask each other across the room. Then in groups of four and six they greet and meet each other, asking each other questions.
- Find out what cities people are from and how old they are.

UNIT 2

I'm Wang Lingling and I'm thirteen years old.

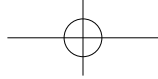
Reading and vocabulary

Preparation

- Give yourself an English name and introduce yourself to the students.
- Tell the students you would like them to choose an English name they like. Show them different boys' and girls' names on the PPT or blackboard.
- Repeat the names chorally. Give them a minute to look and decide.
- Practise with the whole class chorally and individually by asking "What's your English name?" and answering "My English name's..."
- Students ask others across the room. Ask the class to listen and check their English names.
- Students work in groups to ask each other their English names.
- Find out what some of their names are by asking "What's X's English name?" and answering "His/Her English name is Mark/Sally..."

1. Put the sentences in the correct order.

- Ask the students to read the sentences and put them in the correct order.



- Call out numbers and select students to read one sentence each in the right order.
- Alternatively, stick sentence cards on the board in the wrong order and five students come up to the board and put them in the right order.

Now work in pairs. Ask and answer.

Answers

a—3; b—1; c—5; d—2; e—4

Methodology tip: Warmers and reading skills

- **Warmers:** These are simple activities to motivate the students, encourage them to think in English, remind them of what they have learnt or introduce some new language to practise.
- **Reading:** Reading takes time. Knowing they can read more than once helps them relax. Setting simple recognition tasks such as a “True or False” activity, with realistic time limits, encourages them to read faster to find the answers. It helps to tell them they don’t need to understand every word.
- **Pre-reading:** Pre-reading tasks are important for reading in the same way as for listening because students focus on recognising key words. Having a chance to predict or guess something about what they are reading beforehand, motivates them to read to find the answers. Personalising the context relates it to the students’ lives by asking them for their ideas and what they think about it. This helps them anticipate what they are going to read. It also gives the slower readers in the class a chance to succeed.
- **Monitoring:** Walk around the room as they are doing the activities or tasks, and monitor their work.

2. Read the passage and check (✓) the true sentences.

- Prepare the students to read by encouraging them to think about the context by using pictures or names.
- Put three names on the board: Daming, Lingling and Tony.
- Pair the students and ask them to think about what

they know about them. For example, where they are from and how old they are.

- Ask the class what they think and put information under each name on the board.
- Ask the students to read the passage and see if they are right.
- Ask the students to read the sentences before they read the passages again and discuss what they think the answers are in pairs.
- Call out the numbers and the students call back their guesses, write a “✓” for true or a “×” for false or both “✓ / ×” next to the sentence numbers on the board if they disagree.
- Set a realistic time limit and tell them not to worry about vocabulary but to read quickly just to find the answers. Then compare their answers with a partner.
- Call back the answers from the whole class, asking one student at a time to read a statement and another to say “True” or “False”.

Answers

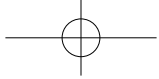
1. × 2. × 3. ✓ 4. × 5. × 6. ×

Now correct the false sentences.

- Ask the students to do this individually, then check with a partner.
- Call back the first correction.
- Model and practise correction chorally for pronunciation.
- Call back the answers using open pairs. Student A reads the statement and Student B corrects it. For example, Student A reads “Henry is Daming’s English name.” Student B corrects it and says “David is Daming’s English name.”

Answers

2. Lingling’s English name is Lucy.
4. Wang Hui is from Shanghai.
5. Tony is 13 years old.
6. Tony is from Cambridge, a small city in England.



3. Underline the correct words.

- Ask students to read the sentences. Then read the text again to find the answers. Underline the answers when they find them.
- Students complete the sentences on their own, then check with their partner.
- Check answers with the whole class.

Answers

1. last 2. first 3. Daming 4. twelve 5. friend

4. Read and complete the table.

- Ask the students to read the passages in Activity 2 again and fill in the table with the correct information.
- Check the answers with the whole class, then with individual students.

Answers

What's his/her name?	How old is he/she?	Where is he/she from?
Daming	12	Beijing
Lingling	13	Beijing
Wang Hui		Shanghai
Tony	13	Cambridge

Writing

5. Look at the pictures and write sentences.

- Look at the pictures and read through the details about Tom.
- Ask the students to repeat them chorally and individually.
- Ask them to complete the details about Zihan individually, then check with a partner.
- Call back the answers from the whole class, and write them on the board.

Answers

1. Her name is Zihan.
2. She's from China.
3. She's Chinese.
4. She's twelve years old.
5. She's in Class 1.

6. Write sentences about yourself.

- Check the first person by asking some open class questions. Teacher asks and one student answers using "My name is... I'm..."
- Elicit the questions, then nominate students to ask their classmates across the class or from back to front. Tell them to listen to each other.
- Ask the students to write about themselves individually using the sentences in Activity 5 as a model, but remembering to use "My name is... I'm..."
- When they are finished, ask them to work with a partner and check each other's answers.

Possible answers

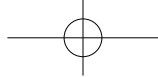
1. My name is Sarah.
2. I'm from China.
3. I'm Chinese.
4. I'm 11 years old.
5. I'm in Class 2.

7. Join the sentences in Activity 6 with *and*.

- Put two sentences on the board and show how to connect them with "and".
- Point to two sentences from Activity 5 and ask the students to put them together chorally as a group.
- Tell the students to combine their own sentences like the examples.
- Tell the students to check their answers in pairs.
- Call back the answers by asking the students questions about themselves.

Extension

- Ask the students to work in groups and make a poster of name cards for Wang Hui, Lingling, Tony and Daming.
- Write sentences using information from the text or the table in Activity 4.
- One person writes about Wang Hui and the others tell him/her what to write.
- Pass the poster to the next student and the others tell him/her what to write about Lingling.



- Continue to pass the poster round the group with each student writing about Tony and Daming, and the others telling them what to write.
- Call back the answers by having one group stand up. Each student in the group reads out one of the name cards.
- Alternatively stick the posters on the wall for the class to walk around and read.

Methodology tip: *Group writing*

Working together to write builds confidence and helps with mixed ability classes. One student writes what the others tell him/her. It is a strong link between the spoken and written language as he/she writes only what the others tell him/her what to write. This student concentrates on the writing and the others on speaking and helping with spelling.

Walk around and monitor their work. If you notice a problem, highlight it for the group to work on. Checking the answers can involve more students by having each student in the group say something.

UNIT 3

Language in use

Language practice

Preparation

- Introduce two new students to the class using pictures or puppets by saying “This is X and this is Y.”
- Ask students to name them and then introduce them one at a time.
- Remind students of the language they have learnt by asking them to imagine and tell you the information. (e.g. This is... His English name is... He’s Chinese. He’s from... He’s... years old. This is his friend. His name’s...)
- Students turn around and introduce their partners to two other students.

- Put language examples on the board with contractions for the verb “be” and ask students to tell you the full form.
- Go through the sentences in the box with the students.

1. Look at the pictures and introduce the three people to your class.

- Ask the students to work in groups of three or four. Ask about the pictures.
- Each student introduces a boy or girl in the pictures to the others in the group, holding up the picture and pointing to it.

Possible answers

This is Emma. She’s thirteen. She’s from America. She’s in Class 4.

This is Xu Kexin. She’s thirteen. She’s from China. She’s in Class 3.

Extension

- Give pictures to the students. In groups, they decide information about their pictures. They then introduce them to the class.

2. Look at the pictures in Activity 1 and complete the sentences.

- Ask the students to complete the sentences individually, then check with a partner.
- Ask the class to call back the answers as complete sentences.

Answers

1. Sam; is; twelve; is; England; is
2. is; is; not; is; is; in
3. Is; isn’t; is; China
4. Is; she; is

3. Complete the conversation.

- Ask the students to read the first two lines of the conversation aloud with you.
- Complete the first sentence with the whole class. Ask the students to spell the missing words.
- Tell the students to read the conversation



individually and complete the sentences in the dialogue, then check with a partner.

- Ask the students in pairs to read out the conversation to the whole class.
- Write the answers on the board as they do, asking them to spell or using the PPT to reveal the correct answers afterwards.

Answers

1. I'm 2. from 3. Where; are; you; from
4. How; old 5. thirteen 6. 4

4. Complete the table.

- Ask the students to read the words, work in pairs and fill in the table.
- Call back the answers from the whole class.
- Students repeat chorally and individually for pronunciation and stress.

Answers

China	America	England
Chinese	American	English

Around the world: Family name and given name

- Ask the students to look at the names and the pictures.
- Talk about how the names work in both cultures.
- Have the students repeat “family name” and “given name”.

Culture box: Family names in the UK

Many common English names come from four main language areas.

1. Occupations

e.g. Baker, Butcher, Cook, Farmer, Carpenter

2. Places (probably where the person lived)

e.g. Hill, Rivers, Lake, Field, Bridges

3. Colours

e.g. Black, Brown, White, Green, Grey

4. Specifically named places

From the names of towns, for example: London, York, or counties: Kent

In Scotland people often have names which start with “Mc” or “Mac” (e.g. McDonald) which means “family of...”

In Ireland people often have names which start with “O” (e.g. O’Sullivan) which also means “son of...”

Module task: Introducing yourself to your new friends

5. Work in pairs. Ask and answer questions about a friend.

- Tell the students to think of a friend who they know well. Tell them they are going to tell each other about their friends.
- Go through what questions they want to ask about their partner’s friend. You can use prompts to elicit questions (e.g. name / from / age).
- Look at the model questions and answers to check accuracy.
- Have students ask each other in pairs. Alternatively, have students go around the classroom asking and answering about each other’s friends.
- Ask a few pairs to report back. (e.g. Yang’s friend is Sami. She’s from Beijing. She’s 12 years old.)

6. Work in pairs. Introduce yourself. Ask and answer.

- Ask the students about themselves and tell them to listen to the questions.
- Model the questions and have the students ask each other in open pairs.
- Put them in pairs to ask each other.
- Monitor as they work. Then tell them to be someone else. Demonstrate by nominating a student to ask you. Change your name, age and nationality. (e.g. Hello, my name’s Lizzie Smith. I’m 14 years old. I’m from America.)
- Call back the answers by having the students ask each other across the room.