

Intro

About you

Intro

Goals: introduce yourself
ask for and give personal information
fill in a form
say what you can do

Core language:

VOCABULARY Countries and languages
Introducing yourself
Letters, numbers, addresses
Personal information



GRAMMAR Possessive adjectives
can for ability

Hi, my name's Anna

VOCABULARY Countries and languages

1 a *Listening and reading.* Play recording 1.1. Learners listen and number the speakers.

1 *Astrid* 2 *Andrew* 3 *Anna* 4 *Sameh* 5 *Anri* 6 *Claudia*

b  /  Learners find the countries in the texts.

Go through these with the class, checking that learners understand them and can say them correctly. You could build them up in a list on the board. Focus especially on the stress in *Egypt* and *Japan* and the pronunciation of *Austria*.

1 **Six countries:** *The United States, Mexico, Wales, Austria, Egypt, Japan*

Optional extra

Show a world map (either as a poster, or copied onto A4 sheets) and ask learners to find the countries. This would be a good way to check that they understand that these are countries and not languages.

Follow the same procedure with the eight languages.

2 **Eight languages:** *French, Arabic, Spanish, English, German, Japanese, Hungarian, Russian*

Ask learners which countries these languages come from, and build up two lists on the board:



French *France*
Spanish *Spain* ...

Point out that *Arabic* has no single country equivalent.

c Play recording 1.2 to check pronunciation.

Alternative: Listening with books closed

Play recording 1.2. Pause after each speaker and ask where he/she is from and what languages he/she speaks. Write these on the board and practise pronunciation. Then learners open books and read the written versions to check.

d  /  Learners think of five more countries and write them down. Then they think what languages people speak there.


Go through the answers, and write new words on the board.




You could use photocopiable activity Intro A on the Teacher's DVD-ROM at this point.

VOCABULARY Introducing yourself

2 To show what to do, introduce yourself using the sentence beginnings in 2a. You could check by asking the class: *What did I say?* (Answer: My name is ...) or: *Tell me what you know about me* (Answer: Your name is ...).

a  Learners write sentences. As they do this, go round and check, and give help if necessary.

b  Using the sentences they have written, learners introduce themselves to others in their group.

Alternatives

- *Whole class*
Learners introduce themselves in turn to the rest of the class.
- *Reporting back*
Learners introduce themselves in their group. Then one learner in each group tells the class about the other people in his/her group (*She's from ...; She speaks ...*).
- *Mingling activity*
Learners move freely around the class, introducing themselves to three or four other learners. As a round-up, ask learners to tell you one person they 'met' and to say one thing about him/her.

Note: Subject pronouns and possessive adjectives

You could do the grammar practice on p131 at this point.

What's your email address?

LISTENING

1 *Completing a form.* Look at the pictures and ask what they show (Answer: people talking on the phone; a yoga class). Establish that the woman wants to go to a yoga class.


a Play recording 1.3. Learners listen and complete the form.

b Go through the answers with the class, or let learners check their answers in the script on p148. Check that learners understand *surname* (= last name or family name), *address* (= where you live), *postcode* (give an example), *mobile*, *nationality* (give examples).

2 *Karolak* 3 *152* 4 *M20 6RU*
5 *0161 228 3434* 6 *ak97* 7 *German*

VOCABULARY Letters, numbers, addresses

2 *The alphabet.* Ask learners to say the alphabet round the class. Focus on any difficult items (e.g. the vowels A, E, I, O, U and the consonants G, J, H, R, Q).

 Learners test each other.

Alternative practice ideas

1 Abbreviations

Write common abbreviations on the board (e.g. *BBC, IBM, UN, BMW, USA, CIA*). See if learners can say them.

Or: Learners write an abbreviation on a piece of paper. They go round the class and ask other learners to try saying it.

2 Hangman

Write countries or languages on the board in the form of blanks, e.g. ' _ _ _ _ _ '. Learners guess letters: if the letter is in the word, add it in the correct place.

3 a *The alphabet and numbers.* Ask learners to say each item. Alternatively, learners can go through the items in pairs.

b Play recording 1.4 to check pronunciation.

4 a *Email and website addresses.* Use a well-known website address to introduce *dot, at* and *one word*.

Learners work out how to say the email and website addresses.

b Then go through the answers and play recording 1.5 to check.

Discuss which countries the addresses are from.

1 *United Kingdom (= Britain)* 2 *Brazil* 3 *Japan*
4 *India* 5 *England (Britain)*

5 a *Letters, numbers and addresses.* Learners write down people and other details.

To demonstrate the pair work, read out a name or number and ask learners to write it down. Then get a learner to say it back to you.

b In turn, learners read out what they have written. Their partner writes it down, checking spelling if necessary, but without looking at the words or numbers.

c They check what they have written.

VOCABULARY Personal information

6 a *Questions and answers.* Learners match questions 1–7 to answers a–g.

2 d 3 a 4 g 5 f 6 c 7 b

b Learners cover the questions and look at the answers. They practise saying the questions. (*Note:* They shouldn't give answers about themselves at this stage. They will do this in 7.)

Books closed. Write subject pronouns on the board, and ask learners to say the possessive adjectives. You could do this through examples, e.g. *I have a book. It's ... book (Answer: my).*

7 / Learners complete the sentences.

2 *their, they* 3 *he, his* 4 *her, she*

SPEAKING

8 a Learners look at the form on p122. In turn, they ask questions and complete the form for their partner. They should do this without their partner looking at the form.

b They look at each other's forms and check that the information is correct, and that the words are spelled correctly.



You could use photocopiable activity Intro B on the Teacher's DVD-ROM at this point.

Can you ... ?

GRAMMAR *can* for ability

1 a Ask learners to remember the conversation between Agata and Tom. Read out the sentences. Learners choose *can* or *can't*.

2 *can't* 3 *can* 4 *can*

b Use this to present the forms and practise pronunciation. Get learners to say the sentences and play recording 1.6 to check. Point out that:
– *can* is often pronounced /kən/ (it is usually unstressed).
– *can't* has a longer sound: /kɑ:nt/.

Note: Grammar practice

You could do the grammar practice on p131 at this point.

2 a *Asking and answering questions with 'Can you ...?'* Give an example to show how we change the word order to make questions with *can*:

– *You can speak English.*

– *Can you speak English?*

Ask the first question to two or three learners, and establish the possible answers:

– *Yes, I can.* – *No, I can't.*

Get learners to practise saying them, focusing on the pronunciation of /kən/ and /kɑ:nt/.

Ask the questions round the class, getting a different learner to answer each one.

Learners ask and answer the questions in pairs.



You could use photocopiable activity Intro C on the Teacher's DVD-ROM at this point.

b Learners complete the self-assessment.

Self-assessment

To help focus learners on the self-assessment, you could read it through, giving a few examples of the language they have learned in each section (or asking learners to tell you). Then ask them to circle the numbers on each line.

Intro unit Extra activities on the Teacher's DVD-ROM

Printable worksheets, activity instructions and answer keys are on your Teacher's DVD-ROM.

Intro A Language dominoes

| | | | | | |
|-------------|------------|-------------|---------|--------------|---------|
| Spain | Arabic | Australia | Spanish | China | English |
| Austria | German | Switzerland | Spanish | the USA | Swahili |
| Mexico | Turkish | Turkey | German | Iran | Chinese |
| Russia | Japanese | Jordan | English | Japan | Arabic |
| Germany | French | Canada | Russian | | English |
| Italy | English | England | German | | Arabic |
| Poland | English | Egypt | Italian | | Farsi |
| France | Portuguese | Portugal | Polish | Saudi Arabia | |
| South Korea | Portuguese | Brazil | French | Kenya | |
| Scotland | Spanish | Argentina | Korean | | |

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Intro B Evening classes

Northcliffe College

Application form

Course name: **Karate (beginners)**

Title: Mr Ms Miss Ms

First name(s): _____

Surname: _____

Address: _____

Postcode: _____

Telephone (home): _____

Telephone (mobile): _____

Email: _____

Nationality: _____

Language(s): _____

Westfield Institute

New enrolment details - OFFICE USE ONLY

Course name: **Photography (beginners)**

Applicant information:

Title: Mr Ms Miss Ms

Full name: _____

Address (including postcode): _____

Contact telephone number(s): _____

Email address: _____

Nationality: _____

Language(s) spoken: _____

Westfield Institute

Application form

Course name: **Photography (beginners)**

Title: Mr Ms Miss Ms

First name(s): _____

Surname: _____

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Telephone (mobile): _____

Email: _____

Nationality: _____

Language(s): _____

Northcliffe College

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Email address: _____





Nationality: _____

Language(s) spoken: _____

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Intro C Can you or can't you?

| Can you ... | NAME |
|-------------|------|
| A | ? |
| B | ? |
| C | ? |
| D | ? |
| E | ? |
| F | ? |
| G | ? |
| H | ? |
| | ? |
| | ? |

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Intro A Language dominoes

Activity type: Vocabulary and pronunciation – Card game – Groups

Aim: To practise pronouncing and distinguishing between nouns for countries and languages

Language: Countries and languages – Use at any point during the Intro unit.

Preparation: Make one copy of the worksheet for every three learners. Cut up each worksheet along the dotted lines to form sets of 30 dominoes.

Time: 20 minutes

Intro B Evening classes

Activity type: Speaking and writing – Form-filling – Pairs

Aim: To practise asking for and giving personal information

Language: Personal information – Use at any point from p8.

Preparation: Make one copy of the worksheet for every two learners. Cut up each worksheet along the dotted line.

Time: 20–25 minutes

Intro C Can you or can't you?

Activity type: Grammar and speaking – Find someone who ... – Pairs / Whole class

Aim: To practise using *can* and *can't* to talk about abilities

Language: *can* for ability – Use at any point from p9.

Preparation: Make one copy of the worksheet for each learner.

Time: 15 minutes