



Theme 1

Education

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

Listening: Freshers' week

1.1 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.

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 academic English is a little different from general English, and explain that the course is designed to help students apply the English they already know to an academic context. It is up to you how much detail you want to go into here regarding the underlying rationale of the course, but you could refer to the Introduction and explain some of the theories outlined there to the class. At the very least you can tell the students that the course will also help them develop their vocabulary, grammar and general knowledge.

Introduction

Use Exercise A as the introduction for this 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. Elicit ideas but do not confirm or correct at this stage.
- 2./3. Play the audio 1.1 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>

Transcript

Presenter: Theme 1: Education

Track 1.1

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 the audio 1.2 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

Presenter: Track 1.2

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 the audio again 1.2 so that students can check their answers.

2. Elicit one or two example answers, e.g., *You can do research in the Resource Centre.*

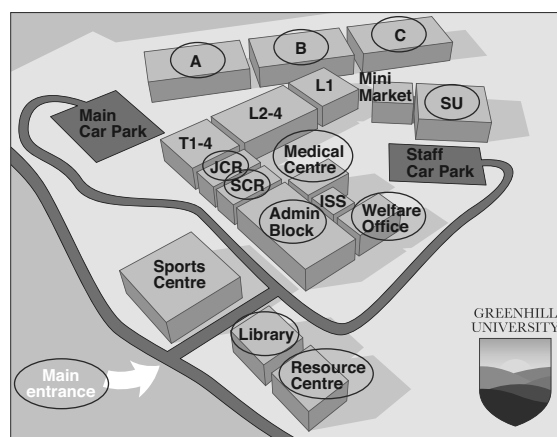
Highlight the verb forms in each sentence.

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  1.3, 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 audio. Students use the answers on the board as prompts for the questions. Monitor and give feedback.

Transcript

Presenter: Track 1.3

- 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?

1.2 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  1.2 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 Listening for stress

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

Play the rest of  1.4, 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 audio 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

Presenter: Track 1.4

- 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 Hearing plurals

1. Check students understand the task, and go over the two examples. Students complete individually then compare answers.
2. Play  1.5 so that students can check their answers.

Transcript and answers

Presenter: Track 1.5

- Voice:
- | | |
|-------------|---|
| 1. lectures | x |
| 2. nurses | ✓ |
| 3. degrees | x |
| 4. books | x |
| 5. campuses | ✓ |

- | | |
|----------------|---|
| 6. glasses | ✓ |
| 7. secretaries | ✗ |
| 8. faculties | ✗ |
| 9. boxes | ✓ |
| 10. countries | ✗ |
| 11. days | ✗ |
| 12. buses | ✓ |

C 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 1.6.

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

Transcript and answers

Presenter: Track 1.6

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

D 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 1.7 so that students can check their answers. Practise some of the words if there is time.

Answers

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

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

Transcript

Presenter: Track 1.7

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

E Making negatives with be

1. Set for individual work.

Answers

1. He isn't a professor.
2. She isn't a student.
3. They aren't lecturers.
4. I'm not at university.
5. We're not in the History department.
6. He's not in the classroom.

2. Set for pairwork checking. Students take turns to ask and answer questions using the statements in Exercise E1.

F Identifying a new skill (1)

1. Check students understand the task, and go over the example. Students complete individually then compare answers. Play 1.8 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 F1 again. Remind students that sometimes there will be no phrase to introduce the word (as in the second example in the Skills Check). Play 1.8 again. Elicit which phrase was used to introduce the definition of each word from Exercise F1.

Transcript and answers

Presenter: Track 1.8

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.

G Listening for definitions

1. Students read Skills Check 2.
2. Explain the task and go over the example. Check that the students know that they need to listen and take notes. Give them time to read the words. Play **1.9**, and students write notes individually. Students can now compare their notes in pairs. Play **1.9** again, if necessary. Elicit answers.

Transcript and answers

Presenter: Track 1.9

- 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.

Extra activity

In pairs, and using their notes, students give the word and the definition using one of the phrases from Exercise G2. They do not have to define the word in the exact way as they heard on the audio, 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.

H Identifying a new skill (2)

1. Students should complete individually, then check in pairs.

Answers

- a. A b. An c. is d. workers
e. Resources f. are g. Fees
2. Check students understand the task. Students discuss the question in pairs. Monitor and give help where necessary, but

do not confirm or correct at this stage.

Keep the listening activity student-centred by getting students to listen and number the photographs in the correct order. Play **1.10** the whole way through without stopping. (This is in preference to playing the audio, 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 audio if necessary.

Answers

1. a sports centre 2. a librarian
3. a lecture hall 4. a degree 5. a cafeteria
6. a theatre 7. a lab 8. a field trip
9. a projector 10. a graduate

Transcript

Presenter: Track 1.10

- 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.

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.

I Identifying a new skill (3)


Set for individual work, then have the students ask and answer in pairs.

1. What is a crèche?
2. What are gyms?
3. What is a food court?
4. What is a laundrette?
5. What are fees?

J Making gerunds

1. Set for individual work, then pairwork checking.

Answers

- learning b. making c. sitting d. writing
e. revising f. beginning g. feeling
h. studying i. saying j. buying k. dying
l. listening
- Check students understand the task; they must listen and try to remember each definition and complete each definition.
Play  1.11. Then divide the class into pairs. Go over the example question and answer in speech bubbles.
- Refer students to Skills Check 3. They then ask and answer about the 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 and answers

Presenter: Track 1.11

- Students:
- Revising: It's going over something again, something you have studied before.
 - Contributing: It means taking part in something, like a tutorial. It means giving your ideas or your opinion.
 - Parting: It means saying goodbye.
 - Graduating: It means getting your degree and leaving university.
 - Advising: It is telling someone what to do.
 - Disagreeing: It is saying you don't agree.

Closure

Give students some definitions from this lesson and from Lesson 1.1 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.*

Workbook answers

Listening

Exercise A

- Answers depend on students.
- See transcript for Track 2 on page 111 of the Workbook.

Exercise B

- 1./2. a. academic, b. semester, c. faculty, d. lecturer, e. staff, f. accommodation, g. campus, h. fresher

Exercise C

- They're both subjects.
- They're 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 for students at a college or university.

Exercise D

1.

R	O	Q	T	F	V	Q	C	J	I	K	I	G	C	N
E	S	V	D	S	L	Q	W	J	B	U	R	S	A	R
P	F	A	U	T	L	O	F	R	L	U	X	I	R	B
Z	E	M	R	A	Q	C	O	U	S	L	R	J	E	L
H	V	D	N	F	T	S	E	L	L	A	J	W	U	T
P	H	A	Z	F	S	Y	R	X	R	I	A	Z	G	C
N	W	W	N	E	P	E	A	B	V	C	P	S	O	K
I	C	X	F	R	K	S	I	V	R	M	E	M	T	A
I	M	O	P	P	X	L	Y	W	E	C	Y	Q	Z	P
H	R	C	H	A	N	C	E	L	L	O	R	Q	I	Z
P	L	G	P	D	R	O	P	T	V	W	D	J	V	N
F	R	E	S	H	E	R	W	A	S	I	C	C	M	R
L	E	C	T	U	R	E	R	F	D	E	D	M	N	A
M	W	J	G	R	A	D	U	A	T	E	C	Y	K	L
K	A	L	H	Y	L	D	E	A	N	K	T	H	Y	I

- people

3.

O	Oo	Ooo	oOo
dean	bursar	graduate	professor
head	fresher	lecturer	
staff		chancellor	

The word that does not fit is *librarian*.

Exercise E

1./2.

O	Oo	oO	Ooo	oOo
fees	deadline	degree	article	assignment
	lecture		faculty	projector
	research			semester
	schedule			
	subject			

Exercise F

- 1./2. a. The first *semester* in my country begins in October.
 b. Go to the *bursar* to pay your fees.
 c. I'm doing some *research* to help me with my technology project.
 d. The *dean* is in charge of the Faculty of Education.
 e. An *assignment* is a piece of work that students do on their own.
 f. The *deadline* for the next assignment is on Tuesday.
 g. Speak to the *librarian* to order your books.
 h. A *projector* is a machine for showing PowerPoint slides.
 i. In Britain, the head of a department or faculty is usually a *professor*.

Practice

Exercise A

- 1./2. hall of residence / accommodation / campus / resource centre / welfare office / library / food court / gym / crèche / launderette
 3. Answers depend on students.
 4. a. campus
 b. launderette
 c. library
 d. crèche
 e. hall of residence

5. a. food court: You can buy your lunch here.
 b. gym: This is a place to do exercise.
 c. welfare office: You go here if you have problems.
 d. resource centre: A place with internet, magazines and printers.
 e. mini-market: You can buy many different things here.

Exercise B

1.

noun	verb
accommodation	accommodate
assignment	a. <i>assign</i>
b. <i>contribution</i>	contribute
participation	c. <i>participate</i>
projector	d. <i>project</i>

- 2./3. a. graduate
 b. staff
 c. research
 d. schedule
 e. lecture

Exercise C

1. a. He's responsible for the resource centre.
 b. I'm the head of your faculty.
 c. In other words, she's in charge of your fees.
 d. The hall of residence is accommodation for students.
 2. Answers depend on students.

Exercise D

1. A food court subject is verb a place general word
more information
 with many different restaurants.
 2. a. A dean is a person in charge of a faculty.
 b. A library is a place with many books and magazines.
 c. A hall of residence is a place with accommodation for students.
 d. A medical centre is a place with doctors and nurses.
 e. A sports centre is a place for tennis and football.
 f. A graduate is a student / person (at a university) with a degree.

3. Research *subject* *verb* means *gerund* finding

more information
information in books or on the Internet.

- Access means getting into something.
- Advising means giving help.
- Disagreeing means having a different opinion / means not agreeing.
- Participating means doing something with other people.
- Predicting means guessing the answer to something / thinking about the answer to something.
- Greeting means saying hello to someone.
- Socializing means being with other people.

Extended listening

Exercise A

Top left: social distance

Top right: eye contact

Middle left: handshakes

Middle right: greetings

Bottom left: gender equality

Bottom right: participation

Exercise B

Mr Mills is going to talk about living in the UK and British customs.

Exercise C

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.

Exercise D

Answers depend on students.

Speaking: systems of education

1.3 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 1.12 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 1.12 again, 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

Presenter: Track 1.12

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 1.13. Students complete the table individually then compare answers. Elicit answers, preferably using an electronic projection.

2. Check students understand the task. Play 1.14. 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 1.14 again and ask them to listen for the verbs, or refer them to the extract in 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

Presenter: Track 1.13

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.

Presenter: Track 1.14

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 **1.15**. 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 **1.15** 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 and possible answers

Presenter: Track 1.15

- 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

If your class is multinational, you can briefly discuss some of the differences (or similarities) between the education systems represented. If you teach a monolingual class, you can discuss the main differences (or similarities) between the British education system and the one your students come from.

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  **1.16**. Students compare answers. Elicit answers.

Transcript

Presenter: Track 1.16

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 14) 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 1.16 once more, with the students following the conversations in their books.

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

Introduction

See how much of the talk from Lesson 1.3 students can remember. If you wish, you can play 1.13 and 1.14 again.

A Saying vowels

1. Write the two phonemic symbols (/ɪ/ and /i:/) on the board and elicit the sounds. Students have done this before (Lesson 1.2) 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

Presenter: Track 1.13

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.

Presenter: Track 1.14

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 12).

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.
P	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	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	1	I took Drama for GCSE.
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 Rehearsing a new skill

Practise some of the sentences with the class. Remind students about stressing the important words.

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.

D 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.

E Making general statements

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.

F Making negative general statements

Set for individual work. Elicit answers from the class.

Answers

1. Children don't take exams at 16.
2. We don't have many types of school.
3. Children don't start school at five.
4. Secondary school doesn't last six years.
5. The school day doesn't end at 4.00 p.m.
6. Some children don't go to nursery school before primary school.

G Asking questions about general facts

Set for pairwork completion.

Answers

1. Do children take exams at 16? When do children take exams?
2. Do you have many types of school? How many types of school do you have?
3. Do children start school at five? When do children start school?
4. Does secondary school last six years? How long does secondary school last?
5. Does the school day end at 4.00 p.m.? When does the school day end?
6. Do some children go to nursery school before primary school? Where do some children go before primary school?

H Making statements about the past (1)

1. Set for individual completion, then pairwork checking.

Answers

1. was 2. was 3. were 4. was
5. were 6. were

2. Students complete individually. Elicit the answers from the class.

Answers

1. Was your father a teacher?
2. Was he head of department in a secondary school?
3. Were your parents at the same school as children?
4. Were you often late for school?
5. Were your brothers good at sports?
6. Were they good at Maths?

I Making statements about the past (2)

Repeat the procedure for Exercise E.

Answers

Answers depend on students.

J Making past tenses

Set for pairwork, then elicit from the class.

Answers

1. start	started	✓
2. like	liked	✗
3. want	wanted	✓
4. open	opened	✗
5. listen	listened	✗
6. call	called	✗
7. last	lasted	✓
8. finish	finished	✗
9. stay	stayed	✗
10. try	tried	✗
11. treat	treated	✓
12. marry	married	✗

Closure

Write this topic on the board: *Popular subjects at school in my country and my favourite subject.*

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.

Workbook answers

Speaking

Exercise A

Answers depend on students.

Exercise B

1. sit, take
2. compulsory
3. nursery
4. treated

Exercise C

1. The symbols are phonetic script. They represent how the word is pronounced.
2. it, feet, fill, give
eat, read, feel, meat/meet

Exercise D

- 1./2. behaviour, college, degree, dictionary, form, graduate, primary, pupil, reward, semester, set, sit, take, tertiary, tutorial

3./4.

O	Oo	oO	Ooo	oOo
form	college	degree	dictionary	behaviour
set	pupil	reward	graduate	semester
sit			tertiary	
take			primary	

The word that does not fit is: *tutorial*.

Exercise E

Answers depend on students.

Exercise F

1. /k/: college /s/: certificate
2. /k/: academic /s/: residence

3./4.

	/k/	/s/
accommodation	✓	
campus	✓	
centre		✓
certificate		✓
college	✓	
contribute	✓	
cram	✓	
curriculum	✓	
faculty	✓	
lecturer	✓	
participation		✓
residence		✓
secondary	✓	

Practice

Exercise A

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.

Exercise B

Answers depend on students.

Exercise C

1. is, aren't, weren't, was
2. lasts, liked, stays, kept, sat, socializes
- 3.

subject	verb	complement / object	extra information
Secondary school	<i>is</i>	compulsory	<i>in</i> most countries.
<i>Many</i> children	<i>begin</i>	school	<i>at</i> five.

Exercise D

- 1./2. a. I took eight GCSEs at secondary school.
b. I started school at five.
c. School isn't compulsory after 16.
d. Children don't take exams at nursery school.
e. The exams at 16 were difficult.
f. Classes aren't small at secondary school.
g. Many children begin school at four or five.
h. Many children like their first school.

Exercise E

Answers depend on students.

Extended speaking

Exercise A

Answers depend on students.

Exercise B

good	bad
keep order (= stop bad behaviour)	not interested in subject (= children become bored)
explain clearly	sarcastic (= make fun of)
show enthusiasm (= like subject, excited about teaching)	belittle children (= make feel small)
praise children (= tell them when their work is good)	unfair (= reward wrong children)
accept children as individuals (know names, personal information)	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

Exercise C

Answers depend on students.

Exercise D

- 1./2. be'haviour
en'thusiasm
ex'cited
indi'vidual
'order
'praise
'punishment
'research
re'ward
sar'castic
'stressed
un'fair

Reading: Living and working at university

1.5 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 web pages
3. <i>the Internet</i>	the way computers in different locations are linked together to share information
4. <i>web page</i>	one page on a website
5. <i>website</i>	a set of web pages 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*. 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 C3. 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

1. (v) = verb, (n) = noun
2. Four in total, two for each part of speech.
3. *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.

1.6 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 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. 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 1.5, 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 some reasons why this is true, and some reasons why it is false.

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

1.7 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 and show understanding of 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 laptop...
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.

1.8 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.

A Using background knowledge

Refer students in particular to the web page. 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.

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

- a. (given)
- b. (given)
- c. Because you can access information when the library is closed or the book you want is out.

- d. Because they are commercial, trying to sell you something.
- e. Because nobody has checked these sites.
- f. Because these are not commercial sites.
- g. Because it is not an academic site.
- h. Because you must avoid plagiarism.
- i. 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 web pages. 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.

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.

Closure

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

Workbook answers

Reading

Exercise A

1.–3. Answers depend on students.

4.

Language laboratory

- a. The language laboratory is open for 12 hours every weekday. ☐ T
- b. The laboratory is open on Sundays. ☐ F
- c. You can find the right level by checking the colour tab on the cassette. ☐ T

Graded readers

- a. The library is closed at weekends. ☐ F
- b. There are only books for beginners and advanced students. ☐ F
- c. You can choose any book you like. ☐ T

Reading research cards

- a. There are reading cards for intermediate students. ☐ T
- b. The reading cards are in filing cabinets. ☐ T
- c. There are no reading cards for the *Work and business* theme. ☐ F

Writing tutor

- a. The tutor is in the library every day except Sunday. ☐ T
- b. You can see the writing tutor at any time. ☐ F
- c. You don't need to take anything with you. ☐ F

5. Language laboratory

The language laboratory is located on the first floor of C Block. It is open from 9.00 a.m. to 9.00 p.m. every day except Sunday. There are listening texts at all levels, from beginner to advanced.

There is a colour tab on the cover of each cassette or CD. Look for the correct colour for your level. Take the cassette or CD to a free booth and listen to the text. Answer the questions. Record your voice and listen to the correct answer. Correct your own answers.

Graded readers

You can find the graded readers in the library. The library is located on the ground floor next to the LRC. It is open on Monday to Saturday from 8.30 a.m. to 6.00 p.m. There are readers for all levels, from beginner to advanced. There is a colour tab on the back of each book. Look for the correct colour for your level. Find an interesting book for you. We have true stories and fiction.

Take the book to the librarian. You can keep the book for one week. There are questions at the back of each book. Write answers to the questions and take your answers to the librarian. He/she will give you a piece of paper with the correct answers.

LaReading research cards

You can find the reading research cards in the library. The library is located on the ground floor next to the LRC. It is open on Monday to Saturday from 8.30 a.m. to 6.00 p.m.

There are cards for all levels, from beginner to advanced. They are in filing cabinets on the left by the door. There is a colour tab on each filing cabinet. Look for the correct colour for your level.

Find an interesting card for you. We have research cards on all the themes in your course – *Education, Science and nature, The physical world*, etc. Take the card to the librarian and he/she will show you the reference books to use. You cannot take the card out of the library. You will need about one hour to do the research and answer the questions. Write answers to the questions and take your answers to the librarian. He/she will give you a piece of paper with the correct answers.

Writing tutor

You can talk to the writing tutor in the library. The library is located on the ground floor next to the LRC. The tutor is available at the following times:

Monday to Friday: 1.00–2.00 p.m.

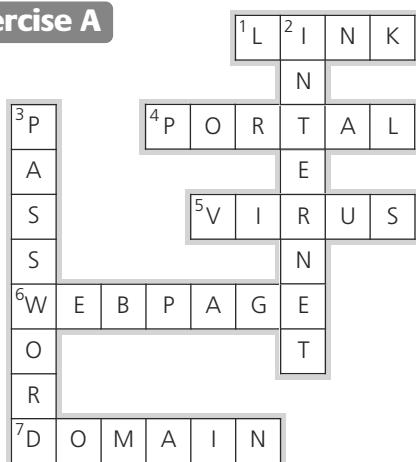
Saturday: 2.00–4.00 p.m.

Ask the librarian to book an appointment with the tutor. Take your notebook with you or a sample of your writing – at least two pages. The tutor will talk to you about your writing problems and give you writing tasks.

Practice

Exercise A

1.



2. a. research
b. website
c. program
d. wireless
e. paste
f. attachment
g. search engine
h. internet

3. To use the internet as a (1) *research* tool, you need to have a (2) *search engine*. This is a computer (3) *program* which allows you to find information on the internet by visiting different (4) *websites*. You can cut and (5) *paste* information, but of course you must never plagiarize anything you find. You can send data from the internet as an email (7) *attachment*, using a cable or (8) *wireless* connection.

Exercise B

Answers depend on students.

Writing: A Personal Statement

1.9 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.

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 your own country, 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.

1.10 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 1.9, 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 (*experience, qualification*).

A Understanding the 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 the date in the 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 95															

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 1997*. 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 2001 to July 2008. I went to Lymington Secondary School *from September 2008 to July 2013*. Then I enrolled at sixth form college.

I am studying at Brockenhurst Sixth Form College now. I *started* in September 2013. 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.

1.11 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 | e. details |
| b. eighteen | f. study |
| c. faculty | g. teach |
| d. read | h. mean |

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. Set for pairwork completion, then elicit answers.
3. 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

2. The correct sequence of the paragraphs is:
7. Personal details, 4. Course + reasons,
5. Schools in the past,
2. School now + subjects, 3. Qualifications,
8. Hobbies and interests, 1. Work,
6. Conclusion
3. Answers relate to the paragraph numbers in the list in Exercise B2.

8	I also participate in a small music group.
4	I am applying for the BA course in Engineering.
7	I am married.
2	I am not studying at school now.
4	I am particularly interested in machines.
1	I am working full-time as a sales assistant at the moment.
8	I enjoy playing the guitar and writing music.
4	I believe that engineering is the career for me because I like working with machines.
5	I finished school in July 2015.
7	I live in Madrid.
3	I obtained the International Baccalaureate (IB) in 2015.
5	I studied at the American School of Madrid.
4	I want to become an engineer.
3	I scored 38 points in the IB.
7	My name is Pablo Juarez and I am Spanish.
6	In conclusion, I always try hard in my studies.

C Writing about yourself

1. Give students time to study the information in Skills Check 3. Highlight the forms following each verb in the following way:
like / enjoy + -ing
want / hope + to + V
Leave this information on the board to refer to during the next exercise.
2. 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.
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

2. 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.
3. Answers depend on students.

D 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.

1.12 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 1.10 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

Make sure that students don't look at the writing plan on page 34, 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 continuous for actions happening now – *I am working part-time.*
- the present simple for likes, wants and hopes
– *I want to be a primary school teacher.*
- 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!

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 1.10.

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 pages 15–16 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)

- The questions could be put in the form of a handout (see page 58 for a photocopyable 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.
- 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 (1.17 / 1.18), 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.
- Students discuss in pairs. Elicit answers.

Answers

- 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	Hall
day?	Wednesday	Thursday
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

- Students can join both clubs because they meet at different times.

Transcripts

Presenter: Track 1.17 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 emails? 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++.

Presenter: Track 1.18

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 classes in the 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)

- 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 58. 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.

- 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?	Tuesday	Friday	Monday
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 1.3, 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.

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.

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.

Workbook answers

Writing

Exercise A

1.

verb	noun	adjective
organize	application	interesting
apply	applicant	applicable
delete	organization	appropriate
punctuate	punctuation	extracurricula
rewrite	surname	secondary

2. a. deletion
b. interesting
c. organized

3./4.

ending	noun	adjective	examples (Possible answers)
...ion	✓		qualification
...ate		✓	accurate
...ary		✓	primary
...able		✓	portable
...ant	✓		attendant
...ment	✓		assignment
...ing		✓	hard working

Exercise B

At the age of 21, a native speaker of English knows / know about 90,000 words. This is / are the average number for university graduates. So if you are learning / learn English, vocabulary is more important than grammar.

There are / is many different ways you can improve your vocabulary. However only you can decide / to decide the best way for you. Here is / are some useful advice from teachers and learners.

One important part of remembering / remember new words is repetition. This means / mean that you say the word again and again. That is quite useful, but it is more important that you do / is doing different things with the word. For example say / you say the new word in sentences. You should also read / to read it in sentences or a text. Finally write / writing the word in sentences. A good course book gives / give you lots of repetition in different exercises. You should / remember also test yourself regularly.

Here is a great idea for repetition and testing / is testing of new words. Buy / is a set of index cards. Write the new word in English on one side and a translation on the other side. When you practise / practises the words, put them in two groups. One group will be / to be the words you understand. Put the words you don't / doesn't understand into the second group. You should practise the second group many times.

Finally, remember that your teachers can / could only help and advise but you are responsible for learning / learn.

Extended writing

Exercise A

1. Part-time job: scientific researcher.

2.

Dear ~~Sir/Madam~~

My name is Petros Andreou and at the moment I'm ^{living} ~~live~~ in Nicosia, Cyprus. I'm ^{single} ~~singel~~. I ^{was} born on 10 September 1991 in Paphos, in the west of Cyprus. My cell phone number is 849752, and my email adress is petrosand@cyprustele.net.

I attended Paphos ^{Primary} ~~primery~~ School from September 1997 to July 2003, and then I moved to Nicosia and attended Kaimakli ^{Secondary} ~~Seconderly~~ School until 2008. I got six IGCSEs in English, Arabic, Maths, Biology, Physics and Geography in 2006, and I ^{graduated in} ~~graduated at~~ 2008 with three 'A' levels: English, Biology and Geography.

Now I'm ^{studying H B} ~~studing~~ human biology ^{at} the University of Cyprus, and I'm very keen to ^{apply} ~~applying~~ my new ^{knowledge} ~~knowledge~~ in a more practical way. I want to work for your company because I want to learn more about research.

I enjoy keeping busy in my free time. I ^{playing} ~~like~~ play football and tennis, and I'm also interested in the birdlife in Cyprus.

I ^{look} ~~looking~~ forward to hearing from you.

Yours faithfully

Petros Andreou

3.

CAPITAL RESEARCH APPLICATION FORM	
Please complete the form in BLOCK CAPITALS.	
Personal details	
Title	Mr Mrs Miss Ms Dr (delete as applicable)
First name(s)	P E T R O S
Surname	A N D R E O U
Status	SINGLE
Place of birth	PAPHOS, CYPRUS
Date of birth (DD/MM/YYYY)	10/09/1991
Nationality	CYPRLOT
Phone	849752
Email	petrosand@cyprustele.net
Education	
Schools	PAPHOS PRIMARY SCHOOL SEPT 1997 – JULY 2003; KAIMAKLI SECONDARY SCHOOL SEPT 2003 – JULY 2008
Current education	UNIVERSITY OF CYPRUS, BSC IN HUMAN BIOLOGY
Qualifications	6 IGCSES: ENGLISH, ARABIC, MATHS, BIOLOGY, PHYSICS AND GEOGRAPHY (2006); 3 A LEVELS: ENGLISH, BIOLOGY AND GEOGRAPHY (2008)
Interests	PLAYING FOOTBALL AND TENNIS, BIRDLIFE

4. Answers depend on students

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?			