

Unit 1 – Talking About Yourself**Page 1 – Introduction page**

Show students the introduction page and explain what they will learn and practise in the unit.

Page 2**Part 1 – Introducing the topic****The Conversation – Part 1**

Show the video clip from the **DVD** two or three times with the subtitles off. Ask students to listen carefully to the information in the video and to the intonation and rhythm of the speakers.

There is no listening comprehension exercise for this video conversation. However, if you want to check student's comprehension, you could ask the following questions:

- | | | |
|-----|-------------------------------|---------------------------------|
| 1. | Where are the speakers? | They are at a university. |
| 2. | What is the girl eating? | (Something with) chicken. |
| 3. | Does she like the food? | No, she doesn't. |
| 4. | Have these people met before? | No, they haven't. |
| 5. | What kind of student is she? | She's an international student. |
| 6. | How long has she been there? | About six months. |
| 7. | Where does she live? | In the school dormitory. |
| 8. | Is she from Italy? | No, she isn't. |
| 9. | Where is she from? | She's from France. |
| 10. | What city is she from? | She's from Dijon. |

** Note: There is a mistake in the text here. Helena says that she is an International student in the video clip, not an exchange student as shown in the book. The correct answer is international student.*

Show the video again once or twice with the subtitles on and allow students to look at the written conversation in the textbook. Check that students understand the language and meaning of the conversation.

Optional pronunciation drills

With particularly low-level classes it may be useful to have students do the pronunciation drills on the **DVD**. Students hear each line of each speaker's dialogue, and then have a time space to repeat the line. You can pause the DVD if you want to give students time to repeat several times, or play the clips repeatedly.

Exercise 1 – Speaking practice

Have students work with a partner and practise reading the conversation with each other several times. Check for pronunciation, intonation and rhythm.

Exercise 2 – Try it out

Students now practise the conversation again with the substitute language.

Exercise 2, Item 1

There should be indefinite articles before the adjectives and 'international' should be replaced with

'exchange'. It should read:

(1) a first-year student (1) an exchange student

Page 3

Language Box 1 – Countries and nationalities

Explain the meaning of countries and nationalities. Allow students to use dictionaries if necessary and give them a few minutes to try to fill in the missing information. Explain the answers and write them on the board for spellings. It is also a good idea to practice pronunciation of the words too.

The answers are as follows:

France / <u>French</u>	<u>Portugal</u> / Portuguese	Italy / <u>Italian</u>
England / <u>English</u>	<u>Canada</u> / Canadian	Greece / <u>Greek</u>
<u>Brazil</u> / Brazilian	China / <u>Chinese</u>	Japan / <u>Japanese</u>
Russia / <u>Russian</u>	<u>Thailand</u> / Thai	<u>Germany</u> / German
<u>Holland</u> / Dutch	Korea / <u>Korean</u>	<u>India</u> / Indian
Mexico / <u>Mexican</u>	Switzerland / <u>Swiss</u>	Turkey / <u>Turkish</u>
<u>Egypt</u> / Egyptian	<u>Austria</u> / Australian	<u>Malaysia</u> / Malaysian
Peru / <u>Peruvian</u>	<u>Iran</u> / Iranian	Denmark / <u>Danish</u>

Additional activities and games:

You can extend this activity by putting students in teams and having them call out more countries and nationalities and giving a point for each correct pair.

You could also ask students where the countries are and give a point for correct answers. For example, 'in Asia', 'Europe', 'South America', etc.

You could also put the following on the board and explain that the language and things of a country are usually called by the same name as the nationality.

Country	Nationality	Language	Things
France	French	French	French bread
Switzerland	Swiss	Swiss	Swiss watches

Ask students to name famous things from different countries as above.

Page 4

Exercise 3 – Listening for information

Before doing the listening exercise, you could ask the students to think of the questions they should ask to get the information in the exercise. The questions should be:

- What is your family name?
- Where are you from? Or: What country are you from?
- Where is your hometown?
- What do you do? Or: What is your occupation?
- How long have you worked there?
- Where do you live now?

Play the audio conversation two or three times from the DVD and ask students to fill in the missing information. You can pause the conversation a couple of times midway through for lower-level classes. For very low-level learners, you could pause the conversation after each answer is heard. Check that students have the correct answers and if they have any questions about the conversation.

Audio conversation transcript

Reiko Okamoto Interview

- Interviewer: Good morning. Please sit down.
Reiko: Good morning.
Interviewer: Firstly, please tell me your full name.
Reiko: My name is Reiko Okamoto.
Interviewer: Thank you. Okamoto ... is that a Chinese name?
Reiko: No, no. It's Japanese.
Interviewer: I see. Could you spell it please?
Reiko: Yes, it's O.K.A.M.O.T.O.
Interviewer: Thanks. So, are you from Tokyo Ms Okamoto, or Osaka, perhaps?
Reiko: No, I'm not. Actually, I'm from Chiba prefecture. It's near Tokyo.
Interviewer: How long have you lived in Australia, Reiko?
Reiko: About two years now.
Interviewer: And what do you do at the moment?
Reiko: I'm a laundry assistant. I help the customers to use the washing machines.
Interviewer: How long have you worked there?
Reiko: For just six months. I studied English before that.
Interviewer: So, why do you want this job?
Reiko: Because ...

Gunther Shmaltz Interview

- Interviewer: Good morning.
Gunther: Good morning.
Interviewer: Please sit down. Please tell me your name.
Gunther: My given name is Gunther and my surname is Schmidt.
Interviewer: Where are you from Mr Schmidt?
Gunther: I am from the north of Germany. I come from a town called Hamburg.
Interviewer: I see. I visited Germany once, a long time ago. It was very nice.
Gunther: Thank you.

Interviewer: So, how long have you lived in Canada, Mr Schmidt?
 Gunther: A long time now, about five years.
 Interviewer: Do you like living here?
 Gunther: Yes, very much.
 Interviewer: Where do you work now?
 Gunther: I work in a restaurant. I'm a waiter.
 Interviewer: And why do you want this job?
 Gunther: Ah, well ...

Wei Wei Chen Interview

Interviewer: Good morning. Please sit down.
 Wei Wei: Thank you. Good morning.
 Interviewer: Please tell me your name.
 Wei Wei: My name is Wei Wei Chen.
 Interviewer: Which is your family name?
 Wei Wei: It's Chen.
 Interviewer: Where do you come from, Ms Chen?
 Wei Wei: I'm from Beijing in China.
 Interviewer: I see, and how long have you lived in London, Ms Chen?
 Wei Wei: Actually. I arrived three weeks ago.
 Interviewer: Oh ... So, I guess you don't have a job at the moment.
 Wei Wei: That's right. I don't have a job, but I need a job.
 Interviewer: I see.

The answers are as follows:

	Reiko	Gunther	Wei Wei
Family name	Okamoto	Shmaltz	Chen
From (country)	Japan	Germany	China
From (hometown)	Chiba	Hamburg	Beijing
Occupation	laundry assistant	waiter	None
Time in occupation	six months	5 years	None
Lives now	Australia	Canada	London

Page 5

Exercise 4 – With your partner

Explain the questions and vocabulary for the exercise. Students work with a partner using the questions given to find the missing information. Student B should look at page 112.

This may be a good time to show students the difference between first and third person questions.

The answers are as follows:

	Esperanza	Laurence	Jana
family name	Mendoza	Howard	Bendski
age	24	42	35
from	Madrid	England	Holland
work for	XXXXX	Rams royals	herself
do	XXXXX	engineer	yoga teacher
go to school/study	Barcelona	XXXXXXX	XXXXXXX
major	Latin Languages	XXXXXXX	XXXXXXX
live	the university dorm	XXXXXXX	Amsterdam
hobby	travelling	archery	dancing

Exercise 5 – Quiz

Show students the quiz on the **DVD**. This can be done used just for fun or as a game following the directions on the DVD.

In this quiz, students need to read the clues, which get gradually easier, and guess the name of the country being described.

You could extend this activity by having students write their own clues for other countries that they know.

The answers are as follows:

1. Mexico
2. India
3. England
4. Spain
5. Thailand
6. Canada
7. Brazil
8. Australia
9. France
10. Germany

Page 6

Part 2 – Developing the topic

The Conversation – Part 2

Ask students if they remember the first part of the conversation (or show the first part again). Remind them of what happened and what was said. You could use the comprehension questions above to check what students remember.

Show the video clip from the **DVD** two or three times with the subtitles off. Ask students to listen carefully to the information and the intonation of the speakers.

There is no listening comprehension exercise for this video conversation. However, if you want to check student’s comprehension, you could ask the following questions:

- | | |
|--|-----------------------------------|
| 1. What is Helena’s major at university? | Her major is English. |
| 2. What else does she study? | She also studies British history. |
| 3. Does she enjoy all of her classes? | No, she doesn’t. |

- | | |
|--|--|
| <p>4. What does she say about some of the teachers?</p> <p>5. What kind of students does Tony teach?</p> <p>6. What does he teach?</p> <p>7. When will Helena study with Tony?</p> <p>8. Why is Tony surprised at the end?</p> | <p>They are very bad (they are boring).</p> <p>He teaches the international students.</p> <p>He teaches British history.</p> <p>Next year.</p> <p>Because his food has gone.</p> |
|--|--|

Show the video again once or twice with the subtitles on and allow students to look at the conversation in the textbook. Check that students understand the language and meaning of the conversation.

Optional pronunciation drills

With particularly low-level classes it may be useful to have students do the pronunciation drills on the **DVD**. Students hear each line of each speaker’s dialogue, and then have a time space to repeat the line. You can pause the DVD if you want to give students time to repeat several times, or play the clips repeatedly.

Exercise 1 – Speaking practice

Have students work with a partner and practise reading the conversation with each other several times. Check for pronunciation, intonation and rhythm.

Page 7

Language Box 2 – Areas of study and jobs

Explain the meaning of the jobs and subjects or allow students to use dictionaries if necessary and give them a few minutes to match the jobs and the major subjects. It is also a good idea to practise pronunciation of the words too.

The answers are as follows:

Jobs		Subjects	
<u>3</u> Journalist	<u>5</u> Teacher	1. Biology	8. Law
<u>11</u> Travel agent	<u>6</u> Fitness trainer	2. Electronics	9. Economics
<u>8</u> Lawyer	<u>13</u> Translator	3. Media studies	10. Medicine
<u>14</u> Sales manager	<u>7</u> Actor	4. Art	11. Travel & tourism
<u>9</u> Accountant	<u>10</u> Doctor	5. Education	12. Mathematics
<u>2</u> Robotics engineer	<u>12</u> Architect	6. Physical education	13. Languages
<u>4</u> Graphic designer	<u>1</u> Zoo keeper	7. Performing arts	14. Commerce

Exercise 2 – First listening

It may be a good idea to check that students understand the jobs shown in the pictures before doing this exercise. Explain that students will hear Steven and Peter talking about jobs that they have had. Then play the audio conversation on the **DVD** once or twice. In this first listening, students should write which speaker does which job in the first box.

Exercise 3 – Second listening

Play the audio conversation once or twice again. This time, students must write the name of the job and the place of work. These answers should be written in the second box.

Exercise 4 – Third listening

Play the audio conversation again. This time, students should listen to the times and days each person worked there and for how long. These answers should be written in the third box.

Audio Conversation transcript

- Steven: Hi Peter. How are you?
Peter: I'm fine, but very busy. I just got a new part-time job.
Steven: Really? What are you doing now?
Peter: I'm working for the Post Office until Christmas as a postman.
Steven: When did you start there?
Peter: I started last week, but it's only three days a week.
Steven: Why did you quit your last job in the clothes shop?
Peter: Because it was too hard. I had to work six days a week and I didn't like being a sales assistant.
Steven: I see. How long did you work there?
Peter: About six months, I guess. ... I worked delivering pizzas before that.
Steven: Which company was that for?
Peter: I worked for Pizza-You-Like. I did that for about three months.
Steven: Well, what was wrong with that job?
Peter: I didn't like the hours. I had to work from seven till midnight, so I couldn't study much.
Steven: I see.
(Pause)
Peter: You have had a lot of part-time jobs too, haven't you Steven?
Steven: Yes, I guess I have.
Peter: What are you doing now? Did you take that job as a nightshift cleaner at Maizie's department store?
Steven: No, I didn't want to work nights. Actually, I'm working as a burger cook at Mandy's. I've been there about two months. I really like it.
Peter: Why?
Steven: Because the money is good and the hours are good, too.
Peter: What hours do you work?
Steven: I work from eleven to six, four days a week.
Peter: That sounds good. You worked as a barman at a French restaurant before that, didn't you?
Steven: I was at a French restaurant, but I wasn't a barman. I worked as a waiter. I hated that job. I only stayed for two weeks.
Peter: Why?
Steven: Because many of the customers were rude.
Peter: What was your first part-time job?
Steven: Oh, that was a great job. I was a lifeguard at the beach. It was just a summer job, every day for six weeks, but it was great fun.
Peter: Yeah, that sounds like the best job of all.

The answers are as follows:

Peter

Postman/Post office

3 days a week/Last week

Peter

Sales assistant/Clothes shop

6 days a week/6 months

Peter

Pizza delivery/Pizza-You-Like

7 till midnight/3 months

Steven

Burger cook/Mandy's

11 to 6, four days a week/2 months

Steven

Waiter/French restaurant

Don't know/2 weeks

Steven

Lifeguard/At the beach

Every day for six weeks/In the summer

Check all of the answers with the students and check if they have any questions about the conversation.

Page 8

Exercise 5 – The Interview

Part 1

This is an interview in which the speaker answers ten questions about himself. Firstly, play the interview on the **DVD** twice. Students should focus on the questions asked and fill in the missing words from the questions.

Check student's answers before moving on to the answers section in part 2.

Part 2

Play the interview on the **DVD** another couple of times. This time, students should be focusing on the answers given and circle the correct answer.

Audio Conversation transcript

Interviewer: Hi Kenny. Thanks for talking to us today. Can you tell us about yourself, please?

Kenny: Sure. What would you like to know?

Interviewer: Well, first of all, where do you come from?

Kenny: I'm from Scotland, in the UK.

Interviewer: Where is your hometown?

Kenny: I come from Dundee. It's a city in the South East of Scotland.

Interviewer: Where do you live now?

Kenny: I live in Seoul in South Korea. I've been there for a couple of years.

Interviewer: I see. What do you do there?

Kenny: I'm studying at Seoul University.

Interviewer: Really? That's interesting. What is your major?

Kenny: Well, I studied Korean in the UK, so I went to Korea to do Asian studies.

Interviewer: That's great. Do you have a part-time job?

Kenny: Yes, I have to work to pay for my studies.

- Interviewer: Where do you work?
 Kenny: I work in a Western-style bar downtown. It's fun and easy work.
 Interviewer: So, what do you do in your free time?
 Kenny: Well, I do a lot of different things, but my biggest hobby is playing football. I play for a local team.
 Interviewer: How often do you do that?
 Kenny: Well, with the training and the games, three or four times a week.
 Interviewer: I see. How old are you?
 Kenny: I'm twenty-six, nearly twenty-seven.
 Interviewer: Nearly? Oh ... When is your birthday?
 Kenny: Next week. March twentieth.
 Interviewer: Well, have a great birthday. Thanks for talking to us today?
 Kenny: You're welcome.

The answers are as follows:

Part 1

1. Are you American? Where do you come from?
2. Are you from London? Where is your hometown?
3. Where do you live now?
4. What do you do there?
5. What is your major?
6. Do you have a part-time job?
7. Where do you work?
8. What is your hobby?
9. How often do you do that?
10. How old are you? When is your birthday?

Part 2

1. b) Scotland
2. c) Dundee
3. a) South Korea
4. b) student
5. a) Asian studies
6. a) yes, I have to work
7. b) a bar
8. b) playing football
9. c) 3 or 4 times a week
10. a) March twentieth

Optional pronunciation drills

With particularly low-level classes it may be useful to have students do the pronunciation drills on the **DVD**. Students hear each line of each speaker's dialogue, and then have a time space to repeat the line. You can pause the DVD if you want to give students time to repeat several times, or play the clips repeatedly.

Page 9

Exercise 6 – Pair work

Have students work in pairs to practise asking and answering the same questions as in the interview. Students should write in their own and their partner's answers. You could circulate at this time and check that the spelling and grammar is correct.

You could extend this exercise by having students close their books and try to do the questions and answers again from memory.

Finale – Quiz

The finale exercise is on the **DVD**. Students should watch the activity and answer the questions. This is designed to be a game in which students work in teams to answer the questions first.

Page 10

Take it away

1. This is an optional writing exercise, which can be as a homework assignment to reinforce the language practiced in the classroom. It could also be given a week or two after the class to check if students still remember and can use the language. Students should be able to write several sentences about themselves within ten to fifteen minutes.
2. Having completed unit 1, students should now go to the web site and complete the exercises for unit 1. When students have completed the web site work for Unit 1, they should be ready to take the test for Unit 1. This can be done online or downloaded as a paper test from this area of the web site.

To avoid login and enrolment problems and mistakes, it is a good idea to take students to a computer room and complete the initial enrolment process together the first time. This will also give you the chance to monitor students while they attempt the unit 1 exercises. You will be able to explain each exercise and what is expected.