

PREVIEW



Hobbies and interests

Unit Focus In this unit, students learn to meet and greet people.

Functions: Introducing yourself and others; asking for and giving personal information

Grammar: Using the verb *be*, and *Wh-* and *yes / no* questions

Vocabulary: Hobbies and free-time activities

Clarification language: *How do you spell (it)? Excuse me?*

When they finish this unit, students can ask and answer questions about personal information, and can introduce people.

In Brief

① & ② Students warm up by identifying hobbies and free-time activities as they look at pictures and listen.

③ With a partner, they practice saying hobby and free-time activity words.

Options: Do one of the activities on page T11 to help students learn each other's names.

• **Option:** Start with the Optional Warm-up Activity.

Lesson Plan

① 1. T: Look at page 12. Step 1: Listen. Point to the pictures.

🔊 Play AUDIO 1-1 or read the audio script.

Audio Script

Music

pop: I like pop music.

hip-hop: Hip-hop is my sister's favorite kind of music.

classical: My mother listens to classical music.

rock: My brother loves rock music.

Sports

soccer: They play soccer every weekend.

swimming: He goes swimming in his free time.

tennis: Tennis is my favorite sport.

Reading

comics: I read comics in my free time.

love stories: My sister likes love stories.

adventure stories: My brother reads adventure stories.

Other

dancing: They go dancing on weekends.

video games: We play video games after school.

singer: She is my favorite singer.

actor: Who is your favorite actor?

surfing the internet: She likes surfing the internet in her free time.

② 2. T: Step 2: Listen again. Say the words. 🔊 Play the audio again or read the words in a different order.

③ 3. 🗣️ T: Step 3: Practice with a partner. Divide the class into pairs. Gesture to show how you want students paired.

4. T: Say the words. Partner, touch the pictures quickly.

5. Demonstrate with one pair. Direct them through a few items as others watch.

6. Give students time to do the activity.

**Optional Warm-up Activity****Eight things**

Preparation: Think of eight interesting bits of information about yourself.

Procedure: Write the bits of information on the board in a random way. Write single words and letters, not sentences. Ideas include hometown, free-time activities, family members, favorites (food, actors, etc.), interesting places you've visited, important places or dates in your life, and pets. Include one or two things that are challenging to guess, such as shoe size. On the board, also write *Is that your . . . ?* and *Does _____ mean . . . ?* Students guess what the information about you means. When they are right, add one or two sentences of extra information. Then students write eight or so bits of information about themselves. They work in groups of three or four, guessing the meaning of what their partners wrote.

• This activity can be used anytime during or after this unit.

**General Notes**

The reason we suggest the partner touch the pictures quickly (Step 3) is to give the exercise a game-like feeling.

**Language Notes**

• In most of the world, soccer is known in English as "football." "Soccer" is used in the United States.

• "Adventure stories" is a very large category. It includes action stories, historical stories, and other exciting stories.

**Tips for Better Teaching****Getting started**

Good teachers embrace the opportunity to change and grow. The Tips for Better Teaching feature of this Teacher's Manual is just such an opportunity. Several times in each unit we present a quick tip designed to help students become better students and teachers become better teachers. Some tips are activity ideas for your students. Others are teaching ideas for you. We aim to accommodate even the busiest teacher by presenting the ideas in tip form. We hope you find them useful. **Note:** You may want to skim all of the tips now so that you don't get to Unit 10 or 11 and think, "Hey, that's an idea I could've used earlier!"



Tell me about yourself.

In Brief

Students hear three conversations about personal information and interests.

- 1 They identify specific personal information mentioned.
- 2 They identify the question words used.

In ABOUT YOU, students answer questions about themselves, then discuss answers with a partner.

Lesson Plan

1. T: Look at page 13. You are going to hear people talking about themselves. The target is listening for specific information: personal information.
2. T: Step 1: Listen. What do they say? Check the boxes. Play AUDIO 1-2. Stop after the first one to make sure students know the answer and understand what to do. T: Where is Kanjana from? (Bangkok) T: So you check "Bangkok."
3. Play the rest of the audio. Students do the task. If necessary, pause the audio to give students time to think and respond.
4. After you have played all the segments, have students compare answers in pairs or small groups. Check by having students say the answers while you write them on the board. (If your students find listening very challenging, try option *.)

Audio Script**Number 1**

A: Hello. Your name is ...

B: Kanjana.

A: Kanjana?

B: Yes. K-A-N-J-A-N-A.

A: OK. Where are you from, Kanjana?

B: Bangkok. Bangkok, Thailand.

A: I see. Kanjana, what are your hobbies?

B: Hobbies? I like dancing.

A: Dancing?

B: Yeah, my favorite thing is dancing.

A: OK. So do you like music?

B: Yeah. Pop. I like pop music.

Number 2

A: Hi Eric. How are you doing?

B: Good.

A: Where are you from, Eric?

B: Canada. I'm from Toronto, Canada.

A: What are your hobbies?

B: Hmm. Surfing the internet.

A: Surfing the internet.

B: Right. I spend a lot of time on the internet.

A: How about music? Who is your favorite singer?

B: Kanye West. I love hip-hop.

Number 3

A: Where are you from, Ming?

B: Taipei. Taipei, Taiwan.

A: What are your hobbies?

B: I like sports. Especially swimming.

A: You like swimming?

B: Oh, yes. I really like it.

A: Anything else?

B: I like reading. Love stories are my favorite.

A: OK, that's interesting.

Answer Key

1. Bangkok, pop, dancing
2. Kanye West, Canada, surfing the internet
3. Taipei, swimming, love stories

2 5. T: The target is listening for specific information: question words.

6. T: Step 2: Listen again. What "question words" do you hear? Check your answers. Play AUDIO 1-2 again. Continue as in lesson plan steps 2-4. **Option:** Play the audio again to allow students to check.

Answer Key

1. what, where
2. who, what, where
3. what, where

ABOUT YOU

7. T: Listen to ABOUT YOU. Answer the questions about yourself.

Play AUDIO 1-3 or read the questions from the audio script.

Note: The audio repeats each question, so students will hear each question twice.

8. Check understanding by asking a few students what they wrote for each number. T: What did you write for number one?

9. T: Now work with a partner. Say your answers. Listen to your partner's answers. Are they the same or different?

Audio Script

1. Where are you from?

2. What are your hobbies?

3. Who is your favorite singer?

Options and Variations

*** Extra preparation listening warm-up:** Students work in groups of two to four. They look at the possible answers in Step 1: Next to each answer, they write the question they think will be asked. For example, for item 1, the first possible answer is *Bangkok*. Students know Bangkok is a place name, so the question is probably *Where are you from?* or *Where do you live?*

General Notes

For extra practice, have students do the Unit 1 cloze (fill-in-the-blank) activity in the EXTRA LISTENING section.


Tips for Better Teaching: Listening**Previewing**

Before playing the audio, give students time to look over the task. In "real life" we usually know why we are listening to something. By looking over the task, students become aware of what they are trying to catch.





Where are you from?

In Brief


- 1 & 2 Students practice a conversation introducing themselves.
-  In DRAMA COACH, students get tips on how to role-play the conversation.
- 3 Then they change the conversation to include their own ideas.

Lesson Plan

- 1 **1. T:** Look at page 14. Two students are at a party. They are introducing themselves. Step 1: Listen.  Play AUDIO 1-4.
2. If any vocabulary is new, explain it or ask students to guess the meaning.
3.  Play the conversation again. Stop after each line. Have students repeat the lines. You may want to have them repeat silently, thinking about pronunciation before saying the line out loud. T: Listen again. Repeat silently. Listen to the pronunciation in your mind. Now repeat out loud.

Audio Script

- A: Nice music.
 B: Yeah, he's my favorite singer.
 A: I'm Sue.
 B: I'm Jin.
 A: So, where are you from?
 B: Seoul. Where are you from?
 A: I'm from Sydney.
 B: Nice to meet you.

- 2 **4.**  T: Step 2: Stand up. Work in pairs. Gesture to show how you want students paired. T: Practice the conversation. If possible, play music as they practice. You can find soft background music at the end of the classroom CDs.
5. As students practice, circulate and help. Encourage students to use the substitution words. T: Use the "changes" in blue and green. You can use other words too.
6. After a few minutes: T: Change parts. Change partners too.

DRAMA COACH

7. Encourage students to experiment with the conversation: T: DRAMA COACH. How do you feel meeting new people? Shy? Friendly? Let your voice show your feelings. You may want to use the video example, available for viewing or download at www.efcafe.com. Since this is students' first time with DRAMA COACH, you may want to model speaking with emotion yourself. Exaggerate a bit. You want to show students that it really is OK to "let go" and really act.

Audio Script

Hi, everyone. My name is Adam. Welcome to *English Firsthand Access*. I'm your Drama Coach. I will help you practice your conversations.

In this conversation, you're at a party and you're listening to music

Do you like dancing? Dance a little. It's OK. Maybe hold a drink. Stand close together.

And how do you feel in the scene? Are you excited? Are you a

little nervous? Maybe you're shy? That's OK. Let your emotions show in your voice. All right. Let's begin.

- 3 **8. T: Step 3:** Now close your books. Make your own conversations. Use your ideas. Walk around. Have many partners. Have students continue with new partners as though it really is a party and they are meeting many people.

Options and Variations

- * Use the DRAMA COACH video, available for viewing or download at www.efcafe.com. Have students watch the video, which gives acting tips and models, and then practice on their own.
- ◆ **Read and look up.** When students speak, they look directly at their partner's eyes. They can look back at their books as many times as they need to. This means they have to remember the dialog, at least for a short time. An easy way to do this is to have students stand. They hold their books with one hand. Whenever they speak, they put the book behind their back.

General Notes

- The DRAMA COACH video features actors enacting the scene from the CONVERSATION page. Often the actors improvise, paraphrasing the characters' lines. Therefore, it's important that you encourage students to focus on the actors' gestures, vocalization, and interaction, rather than on any discrepancies in wording.
- DRAMA COACH helps add vocal and physical variety to the conversation practice. Students are encouraged to "play" with their character. This makes the practice more interesting and more memorable. Also, language is more than just words. DRAMA COACH lets students explore their tone of voice and body language.
- At parties in North America, people usually establish a relationship before they introduce themselves. They ask a question or make a comment about their surroundings—for example, *Nice music*. After the other speaker responds, introductions usually take place. Introduction speeches are not made.
- People usually give their full names in introductions, but sometimes first names only are used in informal situations among people of the same age.
- When giving your name to someone who speaks another language, it is important to say your name slowly and clearly.

Language Notes

Nice music is a short form of *This is nice music*. In daily conversation, short forms that clearly give the meaning are often used.

*She's from Seoul.***In Brief**

- Students practice *Wh-* questions.
- & 3 Then they exchange information about six people including themselves.
- In CHALLENGE! students practice introductions with another pair.

Lesson Plan

1. Divide the class into pairs. One student in each pair is A. The other is B. T: **Work with a partner. A, look at page 15. B, look at page 16. Today's goal is to find out personal information.**

Pronunciation

- T: **Step 1: Pronunciation. Look at the Pronunciation box at the top of the page. Listen.** Play AUDIO 1-5. **Option:** Read the audio script, stressing the boldfaced words and syllables.
- T: **Now listen again. Repeat the words silently. In your mind, match the stress and the rhythm.** Play the audio again.
- T: **Now listen again. Repeat out loud. Make your pronunciation the same as the audio.** Play the audio again. The boldfacing of the words in the Pronunciation box indicates the syllables and words that students should try to stress. The boldfacing does not correspond to all stressed syllables, only the most important ones. This allows students to focus on the main stress points in each sentence.

Audio Script

- A: **What** is his **last** name?
 B: It's **West**.
 A: **Where** is she **from**?
 B: **Bang**kok.
 A: **Where** are you **from**?
 B: **Seoul**.
 A: **What** are your **interests**?
 B: I like **dancing**.
 A: **What** are her **interests**?
 B: She likes to **read**.
 A: **Who** is your **favorite actor**?
 B: I like **Johnny Depp**.

Answer Keys

First name	Molly	Jack	Yuka	Jin
Last name	Hart	West	Ito	Park
From	London	Melbourne	Sapporo	Busan
Favorite singer	MIA	Diddy	Utada Hikaru	no one special
Favorite actor	Sean Penn	Leonardo DiCaprio	no one special	ChaSeung Won
Interests	dancing	playing soccer	reading	surfing the internet

Think Time

5. T: **Step 2: Think Time.** You will talk about four people, Molly, Jack, Yuka, and Jin. You will also talk about yourself and your partner. Look at the chart. Write information about yourself. Allow time for students to read and to write their own information.
6. Circulate and help. You may want to play soft background music during this time.
7. T: **Step 3: Now exchange information.** A, ask about Jack, Jin, and B. B, ask about Molly, Yuka, and A. As the class watches, direct one pair through the beginning of the task. T: (to Student B): Ask A, "What's Molly's last name?" Prompt A to answer. (Hart) When A answers, prompt B to ask, "How do you spell it?" by pointing to the clarification balloon in B's book.
8. Have students do the activity. Circulate, help, and encourage.

Outcome

9. As students finish, ask individual pairs about their outcome. T: **Look at your partner's page. Is the information correct?**

CHALLENGE!

10. On the board, write *Finished? Do CHALLENGE! at the bottom of the page.*
11. As pairs finish, point to the CHALLENGE! feature in the book or to your message on the board. Encourage pairs to go on to this task on their own. T: **Always go on to CHALLENGE! Don't wait for the teacher to tell you to do it. Just keep going!** Students join another pair and introduce their partners.

General Notes

Pronunciation problems are often listening problems—until you can hear your pronunciation target, it is hard to say it outside of a highly controlled drill situation. The silent step (lesson plan step 3) helps with this. The silence is explained in the following Pronunciation Map & Senses.

Language Notes

- The terms *last name* and *first name* are sometimes confusing. *Last name* in English means family name.
- Who* is used for people. *What* is usually used for things, but also can be used for people, time, and places: *What singer do you like? What time do you eat dinner? What country is he from?*

Continued on page T16.



She's from Seoul.

Pronunciation Map & Senses:

The silent approach

This section offers tips for pronunciation. Different learning styles and senses—including visual (*sight*), auditory (*listening*), and kinesthetic (also called “haptic” or touch / movement)—are addressed. At a minimum, these activities will help students notice the Pronunciation box.

Read the sentences in the *Pronunciation* box. Pause after each. Have students follow along and repeat each one silently. That is, they move their mouths as though they are saying the sentences, but they make no sound. This may seem odd to students at first. However, it allows them to focus on how they form the words—how their lips, teeth, and tongue are moving. (When students are actually speaking, they often are worried about getting the words out.) You may want to try a traditional “Listen and repeat” approach first, to provide contrast to this method. Most students will find that the “silent approach” makes them much more aware of pronunciation. **Note:** This technique is from Judy Gilbert, author of *Clear Speech* (Cambridge). Some of the other techniques in this section are based on ideas by Adrian Underhill, author of *Sound Foundations* (Macmillan), and Jane Revell and Susan Norman, authors of *In Your Hands* (Saffire).

Expansion Activity 1

Name poem

Procedure: Have students write their names vertically on a piece of paper. Tell them they will make a “name poem.” They write one thing that is important to them for each letter of their name. Show how it works with your own name. Example (with the name *Marc*):

blues Music

Art

Reading (& relaxing)

Cooking on my barbecue

In groups of two or three, students show their “name poem” and explain it. (We learned this from Steve Gershon.)

Expansion Activity 2

Where are they from?

Preparation: Think about five famous people and their hometowns (or home countries). Prepare pictures if you can.

Procedure: Ask the class where each famous person is from. The activity can proceed by students working in small groups to think of famous people and their hometowns. Then mix up the group, and students quiz each other.

- These activities can be used anytime during or after the unit.
- For more activities, use the Teacher’s CD-ROM in the back of this manual or click on the Teacher’s Resources link at www.efcafe.com.

Tips for Better Teaching: Speaking

Giving students “think time”

Allow two to three minutes of think time before students start a speaking task. Research shows that students who have this time to think about 1) what they want to say and 2) how they will say it gain fluency, language complexity, and, if combined with some language awareness work, accuracy. Some students may want to make notes during *Think Time*. Note that talking is fine, but students probably should not write what they want to say. If they do, they are locking themselves into whatever they can produce immediately. That is the opposite intent of *Think Time*. *Think Time* is one aspect of “task planning”—a methodology that is built into the *English Firsthand* series curriculum.

**In Brief**

- 1 In *Grammar Target*, students study the verb *be*, and *Wh-* and *yes / no* questions.
 - 2 In *Grammar Check*, they fill in blanks with *am*, *is*, or *are*.
 - 3 In *Vocabulary Check*, they complete a conversation using free-time activity verbs.
- In EXTRA, partners practice the Step 3 dialog. You may want students to do this page as homework, either in their books or online at www.efcafe.com.

Lesson Plan**✓ Grammar Target**

- 1 1. T: *Step 1: Grammar Target. Study the chart on page 17. The question words "Where," "What," "Are," and "Is" come first.*
2. Read the Helping Hands Coach tip out loud. T: *Remember contractions—two words that make one. "I am" equals "I'm." "He is" equals "He's." And so on.*

✓ Grammar Check

- 2 3. T: *Now look at Step 2: Grammar Check: Meeting new people. "Where (blank) you from?" "Are" goes in the blank.*
4. T: *Do the others.* You may want students to do this activity in pairs so they can help each other. As students work, circulate and help.
5. Check by having various students write the correct answers on the board or by having them call out their answers as you write them. (See the Answer Key.)

Answer Key

1. A: Where are you from?
B: I am from Canada.
2. A: Is Marco from Spain?
B: No, he is from Mexico.
3. A: What is Marco's last name?
B: It is Gonzales.
4. A: Where are SunAe and AnJin from?
B: They are from Korea. Seoul is their hometown.

✓ Vocabulary Check

- 3 6. T: *Look at Step 3: Vocabulary Check: Free-time activities. Write the verbs for free-time activities. Look at number one. "Hey, Manee. Do you like music?" "Sure. I (blank) to rock music every day." What word goes in the blank? (listen) Do the others the same way.*
7. Allow time for students to do the activity. Circulate and help.
8. Check as you did with *Grammar Check*.

Answer Key

1. A: Hey, Manee. Do you like music?
B: Sure. I listen to rock music every day.
2. A: What about sports?
B: I go swimming in my free time. How about you?
3. A: I play soccer.
B: Do you like comic books?
4. A: Yeah! I read comic books. I surf the internet a lot too.
B: Me too. What's your e-mail address?

 EXTRA

9. T: **EXTRA: Work with a partner. Note:** You may want to write on the board *Finished? Do the EXTRA task with a partner.* As students finish the main task, point to this note. Have them do it on their own.

 Tips for Better Teaching: Grammar**Teaching grammar in the middle**

You might be curious about the placement of LANGUAGE CHECK, in the middle of the unit. The location is consistent with Task-Based Learning (TBL). You start out by providing input (LISTENING), then let students work with the meaning in context (CONVERSATION and PAIRWORK). Now that they are in the middle of a meaningful context, it is useful to pull back and focus on language (grammar and vocabulary) to let them consolidate and clarify what they are doing. Then students go back into fluency work (INTERACTION) ready to practice and apply what they are learning.

Grammar & Usage**The verb *be*, *Wh-* questions, and *yes / no* questions****1. The verb *be***

Remember: Subjects and verbs must match! Don't forget *be*!

I am a student.
You are my friend.
She is from Thailand.
He is from Australia.
We are students.
They are teachers.
NOT: *He student.*

2. Contractions

I am = I'm
You are = You're
He is = He's
She is = She's
It is = It's
We are = We're
They are = They're

3. *Wh-* questions

Wh- word + *be* + subject

Remember: Subjects and verbs must match!

Where are you from? / Where is Hiro from?
NOT: *Where is you from? / Where you from?*

4. *Yes / No* questions

be + subject

Remember: Subjects and verbs must match!

Are you from Seoul?
Is Naomi from Tokyo?
Are Mana and Mali from Thailand?

5. Meaning: You need some information: *Where ... What ... ?*

You want a *yes* or *no* answer: *Are ... Is ... ?*



What do you like?

In Brief

- 1 Students practice language models for interviewing someone.
- 2 Then they plan interview questions.
- 3 Then they interview four or more partners.

Lesson Plan

1. T: *Look at page 18. Today's goal: Interview four or more people.*

↔ Language Models

- 1 2. T: **Step 1: Language Models. Try to write the missing words.** Allow a few minutes. Students may want to do this in pairs.
3. T: **Now listen to check.** Play AUDIO 1-6. **Note:** If you are not using the audio, just read the audio script. Read it twice at a natural speed. Pause as necessary. If students are unsure of meaning or spelling, encourage them to ask, *How do you spell that? I'm sorry?* or other clarification phrases.
4. Check by asking students what they wrote. Write the words on the board.

Audio Script / Answer Key

- A: Hi. How's it going? I'm John.
 B: Nice to meet you. I'm Ann.
 A: Can I interview you, please?
 B: Sure.
 A: Do you like sports?
 B: Yes, I do.
 A: What type of sports?
 B: Swimming.
 A: Do you like listening to music?
 B: Yes. I love pop music.



Think Time

- 2 5. T: **Step 2: Think Time. You will interview people. Plan your interview. Write questions. Use the Idea Box to help you.** Read the words from the Idea Box out loud. Explain any that are unknown.
6. Allow time for students to write their ideas. Circulate, help, and encourage.

🌟 Action!

- 3 7. T: **Step 3: Action! Stand up. Interview someone.** Decide if you want students to take notes about what their partners say. *See General Notes.*
8. T: **When you finish, check a box. Then change partners. Interview your new partner.**
9. T: **Keep going. Remember the goal. You need to interview four or more partners.**

😊 How Did I Do?

10. T: **How did you do on this? Rate yourself: "I did very well." "I did well." "I did OK." "I had trouble." Or "I had BIG trouble." Think about why.**
11. Have students record this self-rating on the progress chart on page 116.



General Notes

- Decide if you want interviewers to take notes about what their partners say. It isn't necessary for the activity, but some students like to do so since it gives them more of a sense of task.
- *How Did I Do?* is designed to encourage students to reflect on their own learning, to look at what is (and what isn't) working for them, and to think about the strategies they are using to learn English. It is meant to encourage, not to be an evaluative "mini-test."
- **Classroom Hint:** The *Think Time* (Step 2) here and on the PAIRWORK pages is very important. Giving students time to think about what they will say and how they will say it is an important way to build language fluency and accuracy. When we don't allow "thinking / planning time," we lock students into saying only what they can come up with instantly. You may want to play soft background music during Think Time.



Language Notes

How's it going? = How are you? In the context of a party, this may also mean "Are you having a good time?"



Nice to meet you!

In Brief

- ① Students read three short self-introductions by people from Korea, Mexico, and Ireland. They fill in missing vocabulary. Then they listen to check.
 - ② They write about themselves.
- ☆ In ON YOUR OWN, students get tips for practicing English outside of class. You may want students to do this page as homework, either in their books or online at www.efcafe.com.

Lesson Plan

- ① 1. T: *Look at page 19. You will read about three people from different countries.*
2. T: *Step 1: Read about ChungMin, Luis, and Kate. Complete the sentences. Use the words from the box. There are two extra.*
3. Allow time for students to work. **Note:** They should try to fill in all or most of the blanks before they listen. Their answers are based on what they read.
4. T: *Listen and check your answers.* Play AUDIO 1-7. Pause to give students time to check and write.
5. Check by asking students what they wrote. Write the words on the board.

Audio Script / Answer Key

This is ChungMin.

My name is ChungMin. I'm from Korea. I'm studying business at the University of Queensland in Australia.

This is Luis.

Hi, I'm Luis. I'm from Mexico. I'm a university student. I like playing soccer. We call it football.

This is Kate.

I'm Kate. I'm from Dublin. I teach in Taiwan. I love the country and culture. My students are great!

Your Story

- ② 6. T: *Step 2: Your Story. Write about yourself. What's interesting about you?*
7. As students finish, have them exchange papers. They can read what their partner wrote and ask questions. **Option:** As students finish, collect papers. Students should not write their names on the papers. Redistribute the papers. Students read the new paper. They stand and circulate. They ask questions about what they read. They try to find the person who wrote the paragraph. When they do, they ask two or three more questions. Then they return the paper to you and get a new one.

☆ ON YOUR OWN

8. When you finish the unit, write *ON YOUR OWN* on the board. Remind students of the skills they've worked on in the unit. T: *Now you can introduce yourself in English. Keep practicing on your own!* Go over the English practice options and encourage students to try one (or more) before the next class.

General Notes

- The stories in REAL STORIES are based on stories from actual people, most from news articles and documentaries. Most were found on the internet. We hope that the experiences of the people in REAL STORIES will resonate with your students, reflecting their own experiences, and will encourage them to want to tell their own stories.
- It is very difficult for writers to focus on fluency (meaning) and accuracy (correct forms, spelling, etc.) at the same time. It is generally a good idea for students doing Step 2 to focus on meaning as they write. They think about what they want to say. Once they finish, they should go back and check their grammar, spelling, etc., as a separate step. This "focus on form" step can be done in pairs. Students help each other find mistakes or better ways to say things.

Fluency Frame Topics

Introduce yourself or Something interesting about you.

- See Unit 0 in this manual for activity instructions.

Tips for Better Teaching: Reading and writing

Guessing from context

When doing a cloze (fill-in-the-blank) activity, it is a good idea if students try to fill in the blanks before they listen to the audio. When they do so, they have to think about overall meaning. They are guessing from context. They will not always correctly guess the words that go in the blanks, but there is more thinking involved. When they simply "listen and write the word," they are "word-spotting," which doesn't require paying attention to or understanding content.