

1

Nice to meet you!

Introduction to the unit

As you begin *Headway* 5th edition Elementary, you are probably starting a new course with a new group of students. The main aim of this first unit is that students get to know each other and you, and that you get to know them. This is reflected in the title – ‘Nice to meet you!’ Students practise greetings and *expressions* from everyday conversations, and there is a focus on giving, and asking for, personal information.

In addition, students are presented with essential elements of grammar, including *am/is/are*, common verbs *have/go/live/like*, possessive adjectives *my/your/his/her* and possessive *'s*. Pronunciation is integrated throughout the unit, and advice is given on areas to focus on, and possible problems. Students are encouraged to make natural contractions as they speak, right from this first lesson.

The *Reading and listening* section is a text from a social media page, giving information about the writer, her language school, and the city where she’s living. There is a *Vocabulary and speaking* focus on the family which includes students listening to and completing a family tree.

The *Everyday English* section focuses on everyday conversations, including greetings, introductions, and goodbyes.

In the *Writing* section, students are able to apply what they’ve learned throughout this first unit. They receive step-by-step support to complete a blog with information about themselves, their families, and their place of study. Then, this is extended with an opportunity for them to write their own short blog entry. Students are encouraged to read their written work aloud to the class.

Language aims

Grammar

am/is/are, my/your/his/her

The verb *to be* is an essential initial building block and it is introduced and practised straight away. Students are asked to give personal information about themselves, and about other men and women, so they get a lot of practice of first and third person forms and the relevant pronouns.

Verbs – *have/go/live/like*

These very common verbs are introduced in a text about a student in London. The text is in the first person, and this is the main focus in enabling students to talk about themselves. Students practise using the verbs both in speaking and in a short writing task at the end of the lesson on p13.

Possessive *'s*

The most common difficulty with possessive *'s* at early elementary level is that it can be confused with the contracted form of *is* because they look the same. Examples: *Eve is my brother's wife.* (possessive) *My brother's married to Eve.* (*is*). There is a specific *Grammar spot* to help deal with this.

NB: The use of the apostrophe is something even native speakers sometimes make mistakes with!

Vocabulary

The family

A few family words are introduced in a reading and listening text: *mother, father, brother, sister, girlfriend, parents*. Then, this small set of vocabulary is extended in the *Vocabulary and speaking* section on p16. Students pair family words together, using them to describe relationships and to listen to and understand a family tree. They then talk about their own families.

Everyday English

Everyday conversations

This section covers everyday conversations when people greet each other, as well as simple transactions such as ordering a coffee, talking to a sales assistant in a shop, and introducing someone new. Students also practise saying *goodbye* at the end of the week and at the end of the day. There are phrases to use for different levels of formality.

Additional material

Workbook

The verb *be* (*am/are/is*) is practised in a range of text completion activities. Students answer questions, and complete sentences and a crossword to consolidate the family vocabulary. These activities include possessive *'s* and the use of pronouns and possessive adjectives. Country and nationality vocabulary is also practised.

Photocopiable activities

There are photocopiable activities to review grammar (*Who's who?*), vocabulary (*Adjectives pelmanism*), and communication (*Can I help you?*) on the Teacher's Resource Centre. There is also a worksheet to accompany the video on the Teacher's Resource Centre.

Notes on the unit

Unit opener page

Choose from these activities to engage your students with the topic and target language of this unit:

- Talk about the title
- Talk about the unit goals (*Grammar, Vocabulary ...*)
- Talk about the photo
- Watch the video
- Look at the bottom banner

Point to the title of the unit 'Nice to meet you!'.

If you don't have time to watch the video, go through the unit goals below the title: *Grammar, Vocabulary, Everyday English, Reading, Listening, Writing*. You may need to remind students of the meaning of these words. You can use translation if appropriate. If not, give an example for each from the unit. You can use the video script for ideas.

Video (2 minutes approximately): The video gives a step-by-step overview of the unit. Play the video, pausing where necessary. With a monolingual class, you could translate what the teacher says into the students' first language if you wish. Sometimes, in the videos, there are real questions for the students to answer, e.g. *How are you today?* Highlight the option of practising online.

As shown in the bottom banner, don't forget that there are many exercises to consolidate and practise the target language of the unit in the Workbook as well as online. There are links to these exercises on the relevant pages of the Student's Book and they can be done in class time or you can set them for homework.

Summary: If you're short of time, use the title and the photos to help students understand and engage with the topic.

Grammar SB p10

am/is/are, my/your

STARTER SB p10

1  **1.1** Write *alphabet* on the board. Elicit that it means A, B, C ... For this first listen and repeat exercise, give very clear instructions. Play the recording and get students to repeat. Drill pronunciation chorally and individually. Note down any problem letters of the alphabet and model them afterwards for the students to repeat. Possible problems (and these will depend on the students' L1) are correctly differentiating between and pronouncing A, E and I, and G and J. R and Y are also sometimes tricky. If necessary, play the recording again for students to repeat from A to Z or encourage them to say the alphabet one letter at a time around the class.

 **1.1** See SB p10.

2 Focus students' attention on the three speech bubbles and nominate students to read them out. Try to help them understand that *I'm ...* and *My name's ...* are just two different options for introducing yourself – there's no difference in meaning or register.

Write the names from the bubbles on the board in alphabetical order and underline the first letters to show the reason for the sequence. Tell students this is *alphabetical order*.

Introduce yourself *Hello, I'm ...* Write your name on the board and underline the first letter.

Ask if there are any students with a name beginning with A. (If you have a register of students, you can refer to this to help start the activity.) Demonstrate standing up (and use the words *stand up* as you do it so students understand the phrasal verb). Introduce yourself again: *Hello, I'm ...* and encourage the person with the first name in alphabetical order to stand up and introduce themselves. Then search for the next, and so on.

Students sometimes find alphabetical order difficult, particularly if there are several names beginning with the same letter, so you will need to help them. Writing the names on the board is useful for this, underlining the first and next letters as necessary, e.g. Adam, Anna, Ava.

When students have all stood up and introduced themselves, ask them to stand up in order one more time so the whole class can say *Hello*, followed by each name.

EXTRA IDEA Consolidate the alphabet by getting students to categorize the letters according to their sound. For example, *d* is pronounced /di:/ and *p* is pronounced /pi:/, so point out that these sounds belong in the same category /i:/. Write *the following* categories on the board and ask students to copy them into their notebooks. Go through the sounds, then put students in pairs to say the alphabet in order, one letter at a time, and write each letter next to the corresponding sound. If they find it difficult, do it together as a whole class.

/eɪ/ a h j k

/i:/ b c d e g p t v

/ɛ/ f l m n s x z

/aɪ/ i y

/əʊ/ o

/u:/ q u w

/ɑ:/ r

Hello! SB p10

Possible problems

1 Students may avoid using contracted forms and overuse full forms *I am from ...*, *she is not*, *they are not*. Try to encourage contractions in natural speech: *I'm from ...*, *she isn't*, *they aren't*. Model and drill them constantly. You may wish to introduce a gesture where you move your index finger and thumb together to indicate that you want a contracted form.

2 Having been introduced to contracted forms, students may be tempted to use them in short answers, for example, *Are you married?* * *Yes, I'm.* so you may need to correct this.

1  **1.2** Write your own first name and surname on the board. Point to each name and say the appropriate word. Elicit some first names and surnames from the class. Pre-teach/Check and drill the question *How do you spell that?* and briefly review the alphabet from the *Starter* section. Focus attention on the conversation. Play the recording so students can read and listen at the same time. Point out the two people in the photo and elicit that Ryan is the man.

Play the recording a second time. Ask students to repeat as a class and help them replicate the intonation and sentence stress on the recording.

Play the recording again, then get students to practise it in both open pairs (i.e. students ask and answer the questions across the room with the rest of the class listening) and closed pairs (i.e. the whole class working in pairs). Make sure students can accurately produce the contracted forms *name's*, *what's*, and *I'm*.

1.2 See SB p10.

Focus students on the blue box under the conversation. This helps students understand the use of apostrophes to indicate a missing letter in contractions. Make sure students notice the equals sign in each example and, if necessary, explain that *What's* is the same as *What is*. Explain that contractions occur when we speak naturally. Model the pronunciation of the contractions and get students to repeat after you. Ask them to find and circle the contractions in the conversation in exercise 1.

- 2 Focus students' attention on the conversation and ask them to read it, not worrying at this stage about the gaps. Elicit which person in the picture is Cathy and which is Dan. Point out the example. Give students time to write one word in each space. Refer them back to the conversation in exercise 1 if they have difficulty. To support weaker students, you could give them the first letter of each missing word.

1.3 Play the recording so students can check their answers. If necessary, play it a second time or invite a strong pair to act it out for a further opportunity to check. Highlight the use of *Nice to meet you!* as in the title of the unit. Drill this phrase chorally. Encourage students to stress the correct words in the phrase and avoid a flat tone because it needs to sound friendly.

Put students into pairs to practise the conversation and make sure they swap roles.

Answers and audioscript

1.3 Meeting people

C = Cathy D = Dan

- C Hello. My **name's** Cathy. What's **your** name?
D Dan.
C **Where** are you from, Dan?
D **I'm** from Cambridge. Where **are** you from?
C **I'm from** Cambridge, too!
D Oh, nice to meet you!

- 3 Focus students' attention on the speech bubbles. Demonstrate the conversation in open pairs. Ask all the students to stand up. Demonstrate the mingle activity with one student yourself. Encourage them to find another student to introduce themselves to. Monitor carefully and get them to swap partners regularly so they meet many other students in the class and maximize the practice. You may need to set a time limit if the class is very large.

Personal information SB p11

he/she, his/her

Possible problems

Lower-level students often have difficulty reading phone numbers and email addresses fluently. In British English, we give phone numbers using single figures 0–9, and 0 is pronounced 'oh' (whereas in American English 0 is pronounced 'zero'). Repeated numbers are usually expressed with *double*, e.g. 44 = *double four*, 555 = *five, double five* (or sometimes *triple five*). It's a good idea to prepare a list of fictitious phone numbers and email addresses from a range of countries before the first lesson to help students practise this.

- 1 Students know Ryan from exercise 1 on p10. Point to the photo of Ryan and ask *What's his name?* Then point to the photo of Charlotta and say *This is Charlotta, Charlotta Kotkova*. You could point to the photos of places and try to elicit the names: *Sydney Opera House* and *Charles Bridge, Prague*. Check comprehension of the key categories in the table and give students time to read about Ryan and Charlotta.

Focus attention on the information about reading email addresses. Write a number of fictitious email addresses on the board and get students to practise reading them aloud. Elicit the letters used at the end of email addresses in the students' countries and make sure they are saying them correctly, e.g. *.pl* (*dot P L*) for *Poland*.

- 2 1.4 Focus attention on the gapped questions and on the example. Play the recording through once and get students to complete the questions. Play the recording a second time, if necessary. With weaker classes, you could complete the questions orally as a class first, and then play the recording as consolidation.

Invite students to write the answers on the board to make sure they are using the short form *What's* and the full form *is* correctly. Point out that *isn't* is the negative, and that *n't* is the short form of *not*.

Make sure students have noticed the pronoun *he* and the possessive adjective *his* and understand that we use these for *male*, third person singular. Don't assume that pronouns work in the same way in all the students' first languages.

Answers and audioscript

1.4 Personal information

- 1 What's **his** surname? Thompson.
- 2 **What's** his first name? Ryan.
- 3 Where's he from? Sydney.
- 4 How old **is** he? 30.
- 5 What's **his** phone number? 312-555-0749
- 6 **What's** his email address? rythompson@gmail.com
- 7 Is **he** married? No, he isn't.

Get students to practise the questions and answers in open pairs. Questions with a question word tend to have an intonation pattern where the voice tone starts high and then falls, ending low. *Where are you from?*

Highlight the voice range and intonation on the questions, demonstrating how they fall. With weaker classes, be prepared to drill the forms and spend less time on the intonation. When students have practised across the class, put them in closed pairs to practise more.

3 **1.5** This exercise highlights the use of *she* and *her* to talk about *female*, third person singular. Focus attention on the gapped questions and on the example. Play the recording through once and get students to complete the questions. Play the recording a second time if necessary. With weaker classes, you could complete the questions orally as a class first, and then play the recording as consolidation.

Answers and audioscript

1.5 Questions about Charlotta

- 1 What's **her** surname?
- 2 What's **her** first name?
- 3 Where's she from?
- 4 How old **is she**?
- 5 What's **her** phone number?
- 6 **What's** her email **address**?
- 7 **Is she** married?

Highlight the use of *he/his* to talk about Ryan and *she/her* to talk about Charlotta. Consolidate the difference by asking *What's his/her name?* and *Where's he/she from?* about the students in the class. With weaker classes, drill the questions with the whole class and correct any mistakes in the use of *he/she* and *his/her* carefully.

Get students to practise the questions and answers in open pairs before repeating in closed pairs. (Practising in open pairs first enables you to correct common mistakes, and all students benefit from the correction.) If necessary, highlight the voice range and intonation again.

GRAMMAR SPOT SB p11

- 1 This *Grammar spot* only introduces *I, you* and *he/she* forms of *be* and their respective possessive adjectives (*it, we* and *they* are dealt with on Student's Book p15). Focus attention on the positive forms in the chart. Make sure students understand that there is a long form and a short form for each part of the verb. Focus attention on the negative forms in the chart. Give some true negative examples to reinforce the meaning, e.g. *I'm not American. You aren't English.* Elicit the negative forms of *to be* for *he* and *she* and drill the pronunciation, if necessary.

Answers

Positive	Negative
I'm = I am	I'm not
you're = you are	you aren't
he's = he is	he isn't
she's = she is	she isn't

- 2 Highlight the use of the subject pronouns by pointing to yourself for *I*, and students in the class for *you, he, and she*. Give students time to write the missing possessive adjectives and then check the answers.

Answers

Pronouns	Possessive adjectives
I	my
you	your
he	his
she	her

▶▶ Refer students to Grammar reference 1.1–1.2 on p143. You could read it together in class or ask students to read it at home. Encourage them to ask you questions about it, but focus their attention on *I, you, he, and she* only at this stage.

To give them further practice, you could write some gapped questions on the board (which they are familiar with by now):

What's _____ first name?

What's _____ surname?

Is _____ married?

How old is _____?

What's _____ phone number?

(Answers: *his, his, he, he, his*)

Ask students to complete them about a man. Check together. Show students a photo of a famous man and ask them for the answers (except the phone number – though they could invent this!). Elicit answers and insist they include positive and negative. Then ask them to change their questions to be about a woman (answers: *her, her, she, she, her*). Check again and show a photo of a woman (not famous). Ask them to invent answers to the questions. Monitor and when they have finished, elicit example answers.

Talking about you

- 4 This is the students' first opportunity to personalize the language in this section, so try to make sure they work with a partner that they don't know to make the practice as realistic as possible.

SUGGESTION You can vary the interaction by making new pairs in a variety of ways.

Move one person from one end of a row or 'horseshoe' of students to the other and start pairing again from the start end.

Give students pieces of coloured paper cut in half and ask them to find the other student with the matching colour.

Ask students to line up in height order (or later in the course according to other criteria, e.g. who gets up earliest, which month their birthday is in, etc.). Then make pairs of students standing next to each other.

Ask the question *Are you married?* and elicit the answers *Yes, I am./No, I'm not.* Focus attention on the note about short answers and point out we can't say * *Yes, I'm.* With weaker classes, briefly review commonly confused letters of the alphabet for the students' L1 and how to read phone numbers. You could also elicit a range of answers to the questions across the class and drill the question forms before students do the pairwork. Remind the class that information such as a phone number and an email address do not have to be real – some students may

prefer not to give out this kind of personal data and it can be invented.

Students ask and answer the questions with a partner. Monitor and check for correct formation of questions and short answers, and for correct pronunciation.

EXTRA IDEAS You can consolidate the use of *he/she* and *his/her* by asking students to work with a new classmate and tell him/her about their partner in exercise 4.

Students can also be asked to create a new identity for themselves (first name, surname, age, home city, job). Then they can get up and interact together in a whole class roleplay as if they were at a party, asking and answering questions about each other's new details.

You can give regular practice of phone numbers (and numbers in general) and email addresses in dictation activities, either with you dictating or with the students working in pairs.

Jason's family SB p12

Verbs – *have/go/live/like*

NOTE

The purpose of this section is to introduce/review some high-frequency verbs to allow students to give everyday information about themselves. It is not intended to be a full presentation of the Present Simple and so students practise just the form. Don't include any questions in the Present Simple about this section, as a complete review/presentation of the Present Simple is given in units 2 and 3.

Possible problems

One issue you might encounter is confusion between contracted *is* and possessive *'s*. There are examples of both in this text and, as pointed out in the *Notes on the unit*, this is likely to be tricky for students because both forms look the same. The *Grammar spot* addresses this problem specifically and there is a chance to elicit further examples to help students' understanding.

About the text

This is a personal information text written in the first person. One man, called Jason Cole, introduces himself and gives information relating to himself, his family, his girlfriend, and his home. Some basic family words are included here and in the *Practice* section (*brother, sister, parents, mother, father, and grandmother* will need to be pre-taught or checked). This vocabulary is reviewed and extended in *Vocabulary and speaking* on Student's Book p16.

SUGGESTION When pre-teaching words and phrases at elementary level, it is a good idea to use visual prompts as much as possible, together with example situations that students can relate to. In this case, you could bring a photo of your own family to help teach the family words, or draw a family tree and complete it together. If there's a famous family that you think all the students will know, that could be a good way to teach the words as well.

1 **1.6** Pre-teach/Check *lawyer* and *girlfriend* and make sure students can pronounce them. Focus attention on the photo and say *This is Jason Cole /'dʒeɪsən kəʊl/*. Play the recording once and get students to follow in their

books. With weaker students, you could get students to point to the correct photo as they listen and read.

1.6 See SB p12.

2 Give students time to complete the sentences, using *go, have, live, and like*.

1.7 Play the recording and let students check their answers.

Answers and audioscript

1.7

- 1 I **go** to University College London.
- 2 I **have** a brother and a sister.
- 3 I **live** with my parents in a house in West London.
- 4 My family really **like** Amy!

3 Elicit possible endings to the sentences, feeding in necessary vocabulary, e.g. *college, language school, husband, wife*, etc. With a weaker group, model example sentences about yourself as further examples.

Give students a moment to write sentences about themselves, then put them in pairs to exchange their information. Monitor and help as necessary.

Possessive 's

GRAMMAR SPOT SB p12

4 Go through the *Grammar spot* with the class. Focus attention on the use of *'s* as the contraction of *is* and as an indicator of possession. Refer students back to the text about Jason. In pairs, students underline examples of possessive *'s* and circle examples of *'s* as the contraction of *is*.

Answers

is: he's 16 and he's at school, She's 25, she's married, She's lovely
Possession: My sister's name is Emily, her name's Amy

▶▶ Read Grammar reference 1.3 on p143 together in class and encourage students to ask you questions about it.

A personal example will aid their understanding of this point and help them remember. Ask them to write the name of one of their mum's or dad's brothers or sisters. Tell them to make a sentence: _____ (name) *is my mum's/dad's* ... Then ask *Where's he/she from?* And ask them to write a full answer: *He's from .../She's from ...* Tell them to circle the *'s*, which is the contraction of *is* (in the second sentence) and underline the possessive *'s* (*my mum's/dad's*).

5 Focus attention on the example. Get two strong students to model the example question and answer. Ask *Who's Ethan?* and elicit the answer (*He's Jason's brother*). Put students into pairs to ask and answer the questions. Monitor and check for correct use of the possessive *'s* and contracted forms of *to be*. Also make sure students are using the correct male and female pronouns, which they studied on p11.

Answers

- 1 Who's Ethan? **He's Jason's brother.**
- 2 Who's Emily? **She's Jason's sister.**
Who's Andrew? **He's Jason's father.**
Who's Megan? **She's Jason's mother.**
Who's Amy? **She's Jason's girlfriend.**
- 3 What's his father's job? **He's a lawyer.**
- 4 What's his mother's job? **She's a teacher.**

EXTRA IDEA Students will need regular reviews of the possessive 's. You can do this in a later lesson by asking ten or so students for a photo or other personal item. Put them all in the middle of the room. Students then have to point to a photo/an object and say *That's my sister; That's Maria's mobile, etc.*

Practice SB p13

be – am, is, are

- 1 This exercise consolidates a range of forms of the verb *to be*, including questions and short answers. Get students to complete the sentences, working individually. Monitor carefully and assist any weaker or struggling students.
1.8 Give students time to check their answers in pairs, then play the recording for a final check.

Answers and audioscript

1.8 The verb to be

- 1 Where **are** you from?
 - 2 **A Are** you from London?
B Yes, I am.
 - 3 **A How old are** you?
B I'm 17.
 - 4 **A Are** your sisters married?
B No, they aren't.
 - 5 I like you. You **re** my friend.
 - 6 Marta **isn't** from Italy, she's from Hungary.
 - 7 **A Is** your mother a doctor?
B No, she isn't.
 - 8 **I'm not** German, I'm French.
- 2 This exercise gives further practice in distinguishing the meaning of 's – short form of *is* or possession. Focus attention on the examples, then get students to complete the task, working individually. Elicit answers from the class. If there is disagreement, write the sentences on the board for analysis with the whole class.

Answers

- 1 My name's Juan. 's = **is**
- 2 My sister's friend isn't married. 's = **possession**
- 3 Anna's Italian. 's = **is**
- 4 She's a teacher. 's = **is**
- 5 Her brother's wife isn't English. 's = **possession**
- 6 My mother's name is Grace. 's = **possession**

Pronunciation

- 3 **1.9** This exercise tests students' ability to listen carefully and discriminate between similar words and phrases. (There are several exercises like this throughout the Student's Book.) Make sure students understand *tick*. Play number 1 as an example and elicit the correct sentence (*b*). Play the rest of the recording. Students tick the sentences they hear.

Check answers together. You could help students to produce the difference by modelling the pairs of sentences for students to repeat.

Answers

- 1 **b**
- 2 **a**
- 3 **a**
- 4 **b**
- 5 **b**
- 6 **a**

1.9 Pronunciation

- 1 She's from Italy.
- 2 What's his name?
- 3 We aren't English.
- 4 He's a teacher from England.
- 5 My sister isn't married.
- 6 Your French is good.

Spelling

- 4 Briefly review the alphabet, prioritizing letters that students have problems with, and the use of *double* for spelling (e.g. *Swiss* = *s, w, i*, double *s*). Point out that numbers 1–3 are names and that 4 and 5 are email addresses. You could elicit *at* and *dot* for the email address symbols, which students studied on p11.

Explain that students will hear the information in a short context, but they should listen for just the missing letters and parts of the email addresses.

- 1.10** Play number 1 as an example and elicit the missing letters, writing the complete name on the board. Play the rest of the recording without stopping. If necessary, play the recording again to allow students to complete any missing answers. Check the answers by getting students to write them on the board to make sure they have recorded the dots correctly in the email addresses.

Answers

- 1 VANESSA
- 2 JOSEPH BOWEN
- 3 KATIE MATTHEWS
- 4 l.hunt8@mailserve.com
- 5 zac.yates@plusmail.co.uk

1.10

Names

- 1 My name's Vanessa. That's V-A-N-E-double S-A.
- 2 My first name's Joseph. That's J-O-S-E-P-H. My surname's Bowen. That's B-O-W-E-N.
- 3 My name's Katie Matthews. That's Katie, K-A-T-I-E, and Matthews, M-A-double-T-H-E-W-S.

Email addresses

- 4 My email address is l.hunt8@mailserve.com. That's L dot H-U-N-T eight, at mailserve dot com.
- 5 My email address is zac.yates@plusmail.co.uk. That's Zac, Z-A-C, dot Yates, Y-A-T-E-S, at plusmail dot co dot uk.

Talking about you

- 5 This exercise consolidates the verb *to be* in a range of persons and using positive and negative. It allows students to make true sentences about themselves. Pre-teach/Check *at home, in class, and in a café* by using pictures or simple explanations. Suitable pictures could be found online or in magazines. They should be appropriate to the students' culture and large enough to see from the back of the room (projected onto an interactive whiteboard if one is

available). Students may also have their own real photos of these situations on their smartphones which they could show you and/or their classmates.

There can be no set answers for this exercise (likely suggestions below), but monitor and check students haven't made mistakes in the forms of *to be*. Get students to compare their answers in pairs. Encourage them to read their sentences aloud to each other (not just read their partner's sentences).

Possible answers

- 1 I'm not at home.
- 2 We're in class.
- 3 We aren't in a café.
- 4 It isn't Sunday today. It's ...
- 5 My teacher's name isn't Richard. It's ...
- 6 My mother and father aren't English.
- 7 I'm/I'm not married.
- 8 My grandmother is/isn't 75 years old.

Writing

- 6 After quite a lot of oral class work, the silent, individual work in this exercise provides variety and balance. Focus attention on the sentence starters and elicit a range of possible endings. The starter *I'm a ...* requires a job or the word *student*. As students work, monitor and try to provide the words for different students' jobs so they can write about themselves realistically. Build a list of these on the board so they can be useful for everyone in the round-up at the end. In the sentences about family, point out that students can change the key word, e.g. *sister* → *brother*; *father* → *mother*. Give students time to write about themselves, using the sentence starters. Circulate and help with spelling and writing skills. Make sure that you give the quieter students attention, too – they may be struggling, but are too timid to ask for help directly. Students read their sentences to the class, or to their classmates in small groups. Don't overcorrect students if they make a lot of pronunciation mistakes; the aim is for students to show what they can do, and to say a little about themselves and their families. (If you are short of time, students can do this task for homework.)

Additional material

For teachers

Photocopiable activity – Grammar: *Who's who?* pp167–8

For students

Online Practice – *Look again*

Workbook pp7–8, exercises 1–6

Reading and listening SB p14

A student's blog

About the text

This is the first piece of extensive skills work in *Headway* 5th edition Elementary. The aim of this section is to recycle key language and expose students to new language in a relatively natural context. The choice of text type or 'genre' (a social media page) will be familiar to the majority of students and reflects communication in the real world.

There are a large number of visual cues, as on a real social media page, to help students understand the text. Students will quickly make the connection between this text and the one on p12 – Jason Cole and his family are the English family who Maria is staying with.

After a lead-in and vocabulary work, students read and listen to the social media page at the same time. This technique is used only in the early stages of the book to help build confidence. Elementary learners typically find reading easier than listening because they can recognize cognates without the interference of different pronunciation. However, if they read the text silently at their own speed, they could become distracted by unknown and unimportant vocabulary. Reading and following the recording allows them to follow the material in a more fluent way.

The places mentioned on the page are:

Notting Hill – a fashionable area of West London, famous for its annual carnival.

Covent Garden – an area of central London full of shops and places to eat, also the location of the Royal Opera House.

The National Gallery – a public art gallery, which contains a large collection of mostly European art.

The Underground – the name of the metro train system in London, also called *The Tube*.

The following words/phrases from the text might be new and you will need to pre-teach them: *speak fast, understand, in the centre (of a city), international, young, theatre, park (n), gallery, free*. Teach/Elicit from students that *a post* is a piece of writing on a website. Point out that *post* can also be a verb – the action of writing a post and uploading it. This is useful for students to be able to understand *posted on + date*. Also teach *home page* (the first page of a website which gives basic information and links to other pages). There are also a number of country names in the text which you could teach/check using a map: *Italy, Hungary, Japan, China, Egypt, and Switzerland*.

Students will also probably need your help with the adjectives in the box in exercise 2. With adjectives such as these, it can be good to get students to categorize them according to whether they are positive or negative in meaning. You can ask students to think of a person or thing they commonly associate with the adjective because this may provide a hook for them to remember the word. Another good technique is to help students learn pairs of opposite adjectives – as shown in exercise 7 on p15. Make sure you model and drill pronunciation and mark the word stress on words with more than one syllable (see pronunciation in note 2 below).

- 1 With books closed, introduce the topic by writing *London* on the board and letting students tell you anything they know. Don't expect correct English or full sentences at this initial stage – the idea is to engage their interest, so even one or two words are acceptable.

Refer them to the photos at the top of the social media page and elicit information about what's in the photos: the London Eye and a traditional red double-decker bus; the London Underground – this station is Piccadilly Circus. Elicit the names of any other places that students know in London (see notes in *About the text*).

2 With weaker students, you may want to pre-teach/check the adjectives now if you haven't already done so. Check and drill the pronunciation of the following adjectives, which can cause problems: *beautiful* /'bjʊ:tɪfl/, *friendly* /'frendli/, and *interesting* /'ɪntrəstɪŋ/ (which looks as if it should have four syllables, but is pronounced with just three).

Check students understand the idea of noun + adjective collocation. (In many languages, adjectives come after nouns. Students may also want to add plural -s to adjectives, if this happens in their own language, so point out that adjectives always keep the same form in English.) Also check students understand the use of *a/an* in sentences 1 and 4: *a* + adjective beginning with a consonant; *an* + adjective beginning with a vowel. Elicit two examples, e.g. *a beautiful city/an expensive city*.

Put students into pairs to complete the sentences. Monitor and help as necessary. Elicit a range of possible answers in a short feedback session. Ask students to justify their answers in simple English as best they can. Try not to let students give their reasons in L1!

SUGGESTION This may be a good time to talk to students about effective methods for recording and learning vocabulary. Whether it is a set of words like these adjectives, or incidental vocabulary picked up from reading or listening, students can use the following strategies to keep good records in their notebooks:

- Write the part of speech (*noun, verb, adjective*).
- Include any prepositions commonly used with the new word, or record the word in the context of the phrase where it appeared.
- Make a note of pronunciation (word stress and any difficult sounds).
- Write a translation.
- Write an example sentence relating to the student's own life so that it may be more memorable.
- Perhaps write a synonym or the opposite word if appropriate.

Possible answers

- 1 London is an **expensive** city.
- 2 The people are **nice**.
- 3 The weather isn't **sunny**.
- 4 English isn't a **difficult** language.

3 See the note about which vocabulary to check in *About the text*. Focus attention on the photo of Maria. Explain that she is a student in London and that the Coles are the English family she lives with. Remind them that they learned about Jason Cole on p12 and elicit anything they remember about him.

🔊 **1.11** Bring the focus back to Maria. Make it clear that the audio is the same as the text on the page. Play the first two lines of the text and get students to follow in their books. Focus attention on the examples. Play the rest of the recording and then get students to complete the *true/false* task. Give students time to compare their answers in pairs and correct the false sentences. Remind them to look at the text if necessary. Check answers with the class.

Answers

- 1 ✓
- 2 ✗ She isn't in Madrid. She's in London.
- 3 ✗ Andrew and Megan don't have two sons. They have two sons and a daughter.
- 4 ✗ Maria isn't in a small school. She's in a big school.
- 5 ✓
- 6 ✗ The students in her class aren't all from Europe. They're from all over the world.
- 7 ✓
- 8 ✗ The National Gallery isn't expensive – it's free.
- 9 ✗ The Underground isn't difficult to use – it's easy to use.
- 10 ✗ The food isn't bad – it's great.

🔊 **1.11** See SB p15.

4 Students often have problems with the formation of questions, so this task provides further practice. Focus attention on the example and remind students to focus on the answers to help them form the questions. They can look back in the text for further help. Give students time to complete the questions, working individually. Then put them in pairs to ask and answer. Monitor and check for accurate question formation.

🔊 **1.12** Play the recording for students to check their answers. Students practise the questions and answers again. If necessary, drill the questions for pronunciation practice, encouraging accurate intonation.

Answers and audioscript

🔊 1.12 Questions about Maria

- 1 A **Where's** Maria from?
B Spain.
- 2 A **Where's** her school?
B In the centre of London.
- 3 A What's **her English family's** name?
B Cole.
- 4 A **Where's** their house?
B In Notting Hill, in West London.
- 5 A How **old are** the two brothers?
B Ethan is 16 and Jason is 21.
- 6 A What's Debbie's **job**?
B She's a teacher.
- 7 A **Is the weather** OK?
B Yes, it is. It's cold, but sunny.

5 You could focus attention on the phrase at the end of Maria's social media page: *Check out my photos* and elicit that it means *look at my photos*. Give students a few minutes to talk about the photos in small groups. Elicit a range of answers from the class.

Possible answer

We can see Maria with her English family at home; we see her in her first class at her English school and with Debbie, her teacher. The final photo is of Maria in a park in London.

Listening SB p15

6 This is the first listening task in *Headway 5th edition Elementary* without some written support. Reassure the students that the conversations are very short and they only have to listen for the key information to complete the chart. Tell students they are going to listen to Maria in five different situations. Focus their attention on the chart and

the two questions which form the headings. Point out that the people they need for the second column are all in the box above. Go through this vocabulary, especially the job words *gallery attendant* and *waiter*. Ask students to find which post on Maria's page includes *galleries* (the last section dated April 15). Elicit or teach that a waiter can work in a café or a restaurant and that Maria uses both words on her social media page. Also, make sure they remember that she said her teacher is called Debbie. You could ask them to guess which country the student called Carlos is from.

1.13 Play the first conversation as an example so students can hear the information already written in the chart. Play the rest of the recording, pausing after each conversation to give students time to record their answers. Check answers with the class.

Answers

	Where's Maria?	Who is she with?
1	In Notting Hill	Andrew Cole
2	At school	Debbie, her teacher
3	At school	Carlos, a student
4	At the National Gallery	a gallery attendant
5	In a restaurant/café	a waiter

1.13 Where's Maria?

A = Andrew M = Maria D = Debbie C = Carlos W = woman

- A Goodbye, Maria! Have a good day at school!
M Thank you. And you have a good day at work!
- D Good morning, Maria! Where's your homework?
M It's here, Debbie.
- M Hello, Carlos! Where are you from?
C I'm from Mexico.
- M One student ticket, please.
A The National Gallery is free.
M Oh, great! Thank you!
- M Tortilla, and a coke, please!
W Certainly. ... Here you are.
M Thank you.

If you have time, refer students to the audioscript on p129 and let them practise the conversations in pairs. Teach the meaning and pronunciation of the functional language: *certainly* and *here you are*. You may also need to drill longer/tricky words as a class before they start: *Mexico*, *ticket*, *National Gallery*, *tortilla*. Put them in closed pairs and label one student Maria (to do all the parts marked M). Monitor and note any mistakes. Correct them as a class and then get students to swap roles.

Vocabulary

- Focus attention on the example and use facial gestures/mime to make the meaning of the adjectives clear and to highlight the concept of opposites. Get students to work in pairs or small groups to pool their knowledge. With weaker students, write the missing opposites (see *Answers* below) on the board in random order for them to match. Check the answers with the class, drilling the pronunciation of the adjectives as necessary. You could ask students to mark the stress on words with two syllables or more. Word and sentence stress are very important in English. It's called a

stress-timed language, and putting emphasis on the wrong syllable of a word can lead to misunderstandings. Students should be encouraged to mark, practise, and memorize word stress as part of learning new words.

Answers

- 1 nice 2 small 3 cold 4 bad 5 expensive 6 young
7 fast 8 difficult

SUGGESTION You could give students further practice with the adjectives in this section by giving the names of countries, cities, famous people, names of cars, etc. and eliciting possible descriptions, e.g. *a Ferrari – a fast car/a expensive car*; *Brazil – a sunny country/a beautiful country*.

There may be particular local knowledge you can exploit about famous local people, towns, shops/restaurants, etc. that all the students know. (The more relevant to the students' situation, the more likely they are to relate to the examples and to remember.) You could also use images from the Internet which provide good examples to enable students to use the adjectives.

Make sure they are using the correct adjective + noun word order and that they aren't pluralizing the adjectives if using a plural noun.

GRAMMAR SPOT SB p15

This section reviews and extends the positive forms of the verb *to be* and the possessive adjectives that students first encountered in the Student's Book pp10 and 11.

- Focus attention on the example, *I am*. Then get students to complete the chart, referring to Maria's social media page, if necessary. With weaker students, you could do this on the board together first, then wipe/hide the writing and ask them to do the exercise individually. Make sure students provide the full forms, as in the examples. Check the answers.

EXTRA IDEA You could get students to tell you the contracted forms and ask them to look back in Maria's blog to find examples of some of them (*I'm*, *They're*, *It's* and *She's*).

Answers

I **am** he **is**
it **is** they **are**
you **are** she **is**
we **are**

- Focus attention on the examples. Then get students to complete the chart, again referring to Maria's social media page if necessary. Check the answers.

Answers

I, **my** we, **our**
she, **her** he, **his**
you, **your** they, **their**

▶▶ If necessary, read Grammar reference 1.1–1.2 on p143 again. For further practice, you could write some wrong sentences on the board. Tell students they all have a mistake. Put students in pairs to identify where the mistake is and how to correct it. Do a demonstration together with some sentences containing mistakes, e.g. *We is from Spain. It is they house. It aren't their bag. She name is Rachel. You isn't American. Smith is he surname. What is you phone number? Who's her?*

VIDEO In this unit students can watch a video about the city of London and find out what visitors like about it. You can play the video clip on the Classroom Presentation Tool or download it from the Teacher's Resource Centre together with the video script, video worksheet, and accompanying teacher's notes. These notes give full guidance on how to use the worksheets and include a comprehensive answer key to the exercises and activities.

Additional material

For teachers

Photocopiable activity – Video worksheet: *London*

For students

Online Practice – *Practice*

Vocabulary and speaking SB p16

The family

SUGGESTION If possible, it's a nice idea to base family descriptions on real photos. Bring in photos of your family and ask students to do the same. If you have a small enough class, sit in a circle and talk about the photos slowly but naturally, while passing them around. Encourage students to ask questions, following the models in exercise 4 on p14.

This section reviews and extends the family words students learned on Student's Book p12. Introduce the topic by talking about your immediate family in a natural way, but using the language students have learned, e.g. *I have a ...*, *My mother's name is ...*, *She's (age)*, etc. (Students don't need to do this yet, but will be able to by the end of the lesson.)

- Focus attention on the chart and the example. Elicit another example, e.g. *husband* and *wife*, to show that the words work in male and female pairs. Students work in pairs to complete the chart using the words in the box. Monitor and help as necessary. Check the answers and drill the pronunciation of all the family words. Students may need help with the word stress, vowel sounds, and silent letters in the following: *grandmother* /'grænməʊðə(r)/, *grandfather* /'grænfɑːðə(r)/, *niece* /niːs/, *nephew* /'nefjuː/, *aunt* /ɑːnt/, *daughter* /'dɔːtə(r)/.

Answers

father and **mother**
 husband and **wife**
 son and daughter
 brother and sister
 grandfather and **grandmother**
 uncle and **aunt**
 nephew and **niece**
 boyfriend and girlfriend

- This exercise consolidates the vocabulary from exercise 1 and also introduces *cousins*, *children*, and *parents*. Focus attention on the example and then give students time to complete the sentences, working in pairs. Check the answers, drilling the pronunciation of the words as necessary, especially the stressed vowel sounds in *cousin* /'kʌzɪn/ and *parent* /'peərənt/, which are often mispronounced.

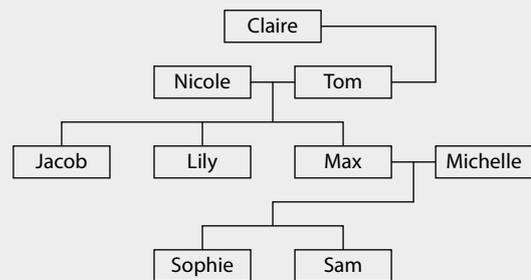
Answers

- | | |
|---------------|------------|
| 1 grandfather | 6 niece |
| 2 grandmother | 7 parents |
| 3 aunt | 8 children |
| 4 uncle | 9 cousins |
| 5 nephew | |

- Students have met all the vocabulary now and so should be able to match the names to the people in the family tree without too many difficulties. Focus attention on the family tree. Ask *Who's Max?* and get students to point to the correct person in the family tree. Explain that students are going to hear Max talking about his family. Check the pronunciation of the names in the box.

Now focus attention on Max and play the recording as far as ... *he's 25. Say Jacob?* and get students to point to the correct person in the family tree (*Max's brother*). Repeat for Lily (*Max's sister*). Play the rest of the recording to the end and give students time to check their answers in pairs. With weaker students, pause the recording after each piece of key information. Play the recording again, if necessary, to let students check/complete their answers. Then check with the class.

Answers



1.14 Max's family

Max

My family isn't very big. I have a brother, Jacob, he's 25, and a sister, Lily, she's 18. They're not married. I'm married, my wife's name is Michelle. We have two children, a daughter, Sophie, that's S-O-P-H-I-E, she's 4, and a son, Sam, he's only six months old. We live near my parents. My dad's name is Tom, and my mum's name is Nicole, that's N-I-C-O-L-E. She's French. My grandmother lives with them – her name's Claire. She's my dad's mum.

- Demonstrate the activity by writing the names of people in your family on the board and talking about them. Try to include one plural example. Give the information quite slowly but naturally, and then ask a few questions to check understanding, e.g. *Who's this?*, *How old is she?*, *Who are ... and ... ?*, etc. Students write down the names of some of their relatives on a piece of paper. Model the example questions and answers in open pairs, encouraging the correct stress patterns. Students then exchange pieces of paper with a partner and ask and answer questions about each other's families. Monitor and check for correct use of *be*, possessive *'s*, and possessive adjectives. Correct any common errors with the whole class after the pairwork, but don't over-correct during the task.

NOTE

In some families, where couples have re-married, students may wish to be able to explain the concepts of *step-* and

half- members of their families. It is appropriate to respond in this case by giving them the words they need, e.g. *step-father, half-sister*, etc.

5 Make new pairs. Demonstrate the activity with two strong students. Give students time to exchange information in pairs. Some students may try to ask follow-up questions that require the Present Simple, e.g. *Where do they live?* Just note this if it happens, but don't give any correction/explanation if students make mistakes. The Present Simple is covered in Units 2 and 3.

EXTRA ACTIVITIES Get students to draw their own family tree as a mini-project for homework (and have their family photos ready if relevant/possible). Divide the class into new pairs and get students to ask about each other's family. Then ask a few students to choose someone in a family tree or in a photo and give a brief description of him/her. The person can be from their own or their partner's family.

Give students further practice on families and possessive 's by referring to famous people. Draw the family tree of a famous family, e.g. the British or Spanish royal family, and get students to ask and answer questions with *Who?* Alternatively, you can prepare *true/false* statements about the family relationships. You could also try a quiz based on famous people. Prepare questions based on relationships that you expect your students will know, e.g. *Who's Brooklyn Beckham?* (He's David Beckham's son.). Be prepared to modify the questions to suit the age and experience of individual groups.

Additional material

For teachers

Photocopiable activity – Vocabulary: *Adjectives pelmanism* pp169–70

For students

Online Practice – *Look again*

Workbook p6, pp9–10, exercises 1–5

Online Practice – *Practice*

Everyday English SB p17

Everyday conversations

This section introduces and practises phrases for short conversations in everyday situations.

1 This exercise revises the language used in greetings, both in informal and slightly more formal situations. Write on the board *Hi, Pete!* and *Good morning, Mr Simpson.* Ask *Which conversation is with a friend?* and elicit *Hi, Pete!* Explain that some of the phrases in the boxes are for talking to friends (informal) and some are for talking to people you don't know very well (more formal). Give students time to read all the phrases in the boxes.

Choose a confident student and elicit the following model: **T** *Hi, (name of student). How are you?* **S** *I'm fine, thanks. And you?* **T** *All right, thanks.* Elicit a more formal model, using two confident students.

Put students in closed pairs. They continue building conversations using the lines in the boxes. Monitor and check for appropriate use of the greetings and for pronunciation, particularly voice range. If students

seem to be using the phrases rather randomly, give some further examples yourself of formal and informal conversations, or move on to the listening in exercise 2.

2 **1.15** Tell students that there are four short conversations on the recording, each in a different situation. Play the recording, pausing after each conversation to ask *Friends or not?* (conversations 1 and 2 are friends; 3 and 4 aren't friends and are slightly more formal). Play the recording again as a model and get students to repeat chorally and individually, copying the intonation patterns to avoid sounding flat.

1.15 Everyday conversations

- 1 **A** Hello, John! How are you?
B I'm OK, thank you. And you?
A Good, thanks.
- 2 **A** Hi, Jill! How are you?
B I'm all right, thanks. And you?
A Not bad, thanks.
- 3 **A** Good morning, Mr Jones. How are you today?
B I'm very well, thank you. And you?
A I'm fine, thank you.
- 4 **A** Hello, Mrs Fox. How are you?
B Fine, thank you. And you?
A Not bad, thanks.

3 Focus attention on the photos. Ask *Who are the people? Where are they?* about each one. Elicit the missing words in conversation 1 with the whole class (see *Answers* below). Students work in pairs and complete conversations 2–6 with the phrases given. Monitor and help as necessary.

1.16 Play the recording and let students check their answers. If students query any of the grammar in the phrases, e.g. *Can I...?*, refer the students back to the context and explain the use in relation to the situation. There's no need to go into a grammatical explanation of *can* at this stage.

Answers and audioscript

1.16 Everyday conversations

- 1 **A** It's time for school. **Bye, Mum!**
B Goodbye, darling! **Have a good day!**
A Thanks. See you **later!**
- 2 **C** Morning! **How** are you today?
D I'm fine, thanks. **Can** I have an espresso, please?
C Yes, **of course.** Anything else?
D No, thanks.
- 3 **E** **Good afternoon!** Can I **help** you?
F No, thank you. We're **just** looking.
E That's fine.
- 4 **G** Bob, **this is** Jane. She's from our New York office.
H Hello, Jane. **Pleased** to meet you.
I Hello, Bob. Nice **to meet** you, too.
- 5 **J** Thank goodness it's Friday! **Bye, Simon!**
K Bye, Jeff. **Have a good weekend!**
J Thanks. **Same to you.**
K See you on Monday.
- 6 **L** **Good night!** Sleep **well!**
M Nigh' night! **See you** in the morning!

4 Students practise the conversations with a partner. Then ask them to choose one of the conversations to remember and act out for the rest of the class. Give them plenty of rehearsal time. Encourage them to cover the conversations and practise remembering. Acting out conversations can improve students' pronunciation considerably. Remind them of the importance of voice range. If students have problems, play relevant

conversations from exercise 3 again and get students to repeat chorally and individually.

SUGGESTION Encourage students to use the phrases in exercise 3 in class whenever appropriate, e.g. saying hello and goodbye at the start and end of class, introducing someone, asking for something with *Can I have ... ?* You could put key phrases on a classroom poster to refer to.

As an extension activity, strong students could think of other situations when these phrases would be useful, and write or act out parallel conversations.

Additional material

For teachers

Photocopiable activity – Communication: *Can I help you?* pp171–2

For students

Online Practice – *Look again*

Workbook p11, exercises 1–2

Online Practice – *Practice*

Writing SB p18

A blog

Writing an online journal

NOTE

This is the first main writing activity in *Headway* 5th edition Elementary. Students are provided with a clear framework for each section of their writing. This blog activity builds upon the format they saw in Maria's social media page, Student's Book pp14 and 15. This is also an integrated skills activity as there's a speaking stage in which students talk about their blog and read a section aloud to the class. You could get students to do the main writing task (exercise 4) for homework, but it's worth spending some class time preparing students for the writing, particularly with weaker classes.

On this page, a partly completed template has been provided to make this first writing lesson less daunting and more fun than writing on an empty page. Students can gain confidence through this step-by-step approach and finally produce some sentences by themselves at the end.

- 1 Ask the questions to the whole class. If any students write a blog in their own language, ask what they write about. Check they understand that the *blog* is the writing itself and the *blogger* is the person who writes.
- 2 Remind students that they read part of an online journal earlier in this unit – Maria's social media page. Check/ Elicit the meaning of *post* (both noun and verb) in the context of writing a blog. Ask them if they can remember any topics that Maria wrote about in her posts (*a welcome section with personal information, the first day at English school, information about London*).

Focus attention on the three sections in the blog on this page. Give students a few moments to read through the sections and think about possible information they can include. Elicit a range of possible answers from the class. Feed in any necessary vocabulary, checking both

spelling and pronunciation. Students complete the blog individually.

- 3 Ask two confident students to demonstrate the activity. Remind the student who is talking not to read all of the text aloud, but to use the notes to help him/her remember key information. The student who is listening should show interest and ask a few simple questions if possible. Divide the students into pairs to talk about their blog. Monitor and note down any pronunciation problems. Correct these with the class later.

- 4 Brainstorm possible topics for the last part of the blog, e.g. *a favourite sport/music/food/city/possession*. Remind students that they should choose topics that they can write about in the Present Simple, using *be* and other verbs they know: *have/go/live/like ...*

Weaker students need a lot of guidance – the easiest topic may be to write about another student in the class, as they have already shared personal information with some of their classmates. Another option would be to refer students back to Maria's social media page section about London on p15 and ask them to write a similar entry about a place they know well.

As a guideline, ask them to write three sentences, with the understanding that stronger students can attempt more. They can make notes about the topic in class time. Feed in any necessary vocabulary, checking both spelling and pronunciation. If you set the writing task for homework, remind students to check their work when they have finished. If you do the writing task during class time, monitor students carefully and help as necessary. You could put students in pairs to read and check each other's work if you think it's appropriate.

Students can now try reading aloud to the class. Give students a few moments to read their blog to themselves and prepare to read it aloud. Monitor and help, checking for potential pronunciation problems. There might not be time to hear every student in a single lesson, so make a note of today's speakers and set up a timetable of who will read their blog in the next day's lesson or spread this over a few lessons. Don't make the less confident students wait until the end! An alternative is to split the class in half so that each student reads aloud to a group. In this case, monitor carefully.

You can assess how well students have done from this oral stage, but you could also collect the written work for marking to find out what kinds of spelling errors are occurring and deal with them in a subsequent lesson.

Additional material

For students

Online Practice – *Practice*

Workbook p11, *Review*, Grammar 1–2, Vocabulary 1–3

Online Practice – *Check your progress*