

# 1

*am/are/is, my/your* • This is ...

How are you? • What's this in English?

Numbers 1–10 and plurals

Hello!

## Introduction to the unit

Starting Unit 1 of *New Headway Beginner* probably marks the beginning of a new course with a new group of students. The title of Unit 1 is 'Hello!' and aims to let the students get to know each other and you, and for you to get to know them of course! The context of greetings and introductions in different settings allows students to do this and shows them how they can communicate in English in a meaningful way with even quite basic language.

Key language aims are also fulfilled with the introduction of parts of *to be*, the introduction of some basic vocabulary (including some international words), numbers 1–10, and *-s/-es* plural endings.

## Language aims

**Grammar – *am/are/is*** The verb *to be* is introduced in the singular with the subjects *I, you, this*, and *it* (*he/she/they* are introduced in Unit 2). The focus is on the positive and on questions with the question words *what* and *how*. (The question words are introduced through the functions of meeting people and greeting: *What's your name?*, *How are you?*, and talking about objects: *What's this in English?* Other question words are introduced and reviewed systematically throughout the course.)

**Possessive adjectives** *My* and *your* are introduced in the unit, with the other possessive adjectives being presented across the first four units of the course.

**Vocabulary** A set of key everyday words is introduced, some of which are international words, e.g. *camera*. There is an opportunity to extend this basic set via the classroom context.

**Everyday English** Numbers 1–10 and *-s/-es* noun plurals are introduced and practised. Students are introduced to the pronunciation of the *-s/-es* plural endings:

/s/	/z/	/ɪz/
books	cars	houses

**Workbook** *To be* and *my/your* are consolidated through further practice on greetings and introductions; key vocabulary, numbers 1–10 and *-s/-es* plurals are also practised.

## Notes on the unit

### STARTER (SB p6)

**T1.1** Smile, greet the class, and say your own name – *Hello, I'm (Liz)*.

Point to yourself to make the meaning clear. Point to the speech bubbles and play the recording.

Invite students to say their own name, including the greeting *Hello*. If you have a very large group, you could ask a few students to say their name and then get students to continue in pairs. Keep this stage brief as students will have the opportunity to introduce themselves and each other in the next section.

### WHAT'S YOUR NAME? (SB p6)

#### *am/are/is, my/your*

- T1.2** Focus attention on the photos of Sandra and Hiro. Point to the conversation on p6 and ask students to read and listen. Play the recording through once.

Play the recording twice more, first pausing at the end of each line and getting the students to repeat as a class. Students then repeat lines individually before practising the conversation in open and then in closed pairs (see Teaching Beginners Tips and Techniques, TB p6). Encourage an accurate voice range – the amount by which pitch of the voice changes. (Many languages do not use such a wide voice range as English so this needs to be actively encouraged.) Also make sure students can accurately reproduce the contracted forms *I'm* and *name's*. If necessary, model the sentences again yourself to help emphasize the pronunciation in a visual way.

### GRAMMAR SPOT

Focus attention on the contractions. Ask students to circle the contracted forms in exercise 1. Demonstrate this by writing the conversation on the board and putting a circle round the first contraction *I'm*.

- This is a mingle activity. Demonstrate the conversation with one student for the rest of the class. Then ask another two students to repeat the conversation in open pairs (see Teaching Beginners Tips and Techniques, TB p6). Demonstrate the meaning of 'stand up' and get the students to move around the class practising the conversation. You may like to encourage them to shake hands as they introduce themselves, particularly if they don't know each other. Monitor and check for pronunciation.

### This is . . .

- This section focuses on introducing people in a slightly more formal context, giving surnames as well as first names. Give your first name again: *I'm Liz*. Write it on the board: *Liz is my first name*. Then say your surname and write it on the board: *My surname is Brown*. Repeat *I'm Liz Brown – Liz is my first name, Brown is my surname*. Then ask a student whose first name you know: *Mayumi – Mayumi is your first name, what's your surname?* Elicit surnames from other students.

**T 13** Focus attention on the photo of Sandra, Hiro, and John on p7. Point to the conversation and ask students to read and listen. Play the recording through once. Play the recording again and get students to point to the correct characters as they are referred to in the conversation.

Play the recording twice more, first pausing at the end of each line and getting the students to repeat as a class. Students then repeat lines individually before practising the conversation in open and then in closed pairs.

Encourage accurate pronunciation of the short sound /ɪ/ and of the linking:

/ɪ/ɪ/  
this is John Mason

- Point to the gapped conversation. Choose two confident students to demonstrate the conversation with you for the rest of the class. Introduce the students to each other and encourage them to shake hands when they say *Hello*. Choose two more groups of three to practise the conversation in front of the class.

Divide the class into groups of three and get each student take it in turns to introduce the other two. Monitor and check for pronunciation and intonation. Depending on the class, when the activity is over, you may like to ask one or two groups to go through the conversation again while the whole class listens.

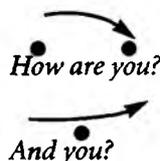
### SUGGESTION

If appropriate, you can play a memory game based on the students' names. Ask one student to go round the class saying everyone's name while the other students help if necessary. Encourage students in a multilingual group to pronounce everyone's name as accurately as possible. (You might want to do the memory game yourself, too, to make sure you have remembered all the students' names!)

### How are you?

- T 14** Focus attention on the photo of Sandra and John on p8. Check students can remember the names of the characters by asking *Who's this?* Point to the speech bubbles in the photo and ask students to read and listen. Play the recording through once.

Play the recording twice more, first pausing at the end of each line and getting the students to repeat as a class. Students then repeat lines individually before practising the conversation in open and then in closed pairs. Encourage accurate stress and intonation on the questions:



- T 15** Focus attention on the photo of John and Hiro on p8. Check students can remember the names of the characters. Follow the same procedure as for exercise 1.
- Ask individual students *How are you?* to elicit the answer *Fine, /Very well, thanks. And you?* Reply to each student in turn. Make sure students realize that *And you?* requires an answer *Fine, /Very well, thanks*.

Then get students to ask and answer you and each other in open pairs across the class. It may be helpful to gesture to your partner when you say *And you?* to aid comprehension.

- 8 This is another mingle activity. (You may like to develop a gesture which means 'mingle'.) Focus attention on the speech bubbles. If necessary, check comprehension of *OK*, *fine*, *very well* with simple board drawings of faces – a straight face for *OK* 😐, a half smile for *fine* 😊, and a full smile for *very well* 😄. Demonstrate the conversation with one student for the rest of the class. Then ask another two students to repeat the conversation in open pairs. Get the students to move around the class practising the conversation. Monitor and check for pronunciation and intonation.

### GRAMMAR SPOT

Focus attention on the gapped sentences. Elicit the word to complete the first sentence with the whole class as an example (*am*). Then ask students to complete the other sentences.

#### Answers

I am Sandra.  
How are you?  
This is John.

Read Grammar Reference 1.1 and 1.2 on p121 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it, in L1 if appropriate.

### PRACTICE (SB p9)

#### Introductions

- 1 Focus attention on the photos and conversations. Give students 30 seconds to read. Hold up the book so the class can see the photos. Read out the first line of the first conversation and point to the female character in the photo. Ask *Anna or Ben?* Point to the male and ask *Who's this?* Elicit the identities of Carla and David for the second photo.

It is a good idea to write the first conversation gap-fill on the board and do it with the whole class, as students may not be familiar with this kind of exercise. Write students' suggestions (right or wrong) in the gaps.

**T 1.6** Play the conversations for students to listen and check. See if they can hear and correct any mistakes themselves before you offer correction. Then check the answers with the whole class.

#### Answers and tapescript

- 1 **A** Hello. My name's Anna. What's your name?  
**B** Ben.  
2 **C** Hello. My name's Carla. What's your name?  
**D** My name's David.

Get students to practise the conversations first in open pairs and then in closed pairs. Monitor and check for accurate pronunciation. If necessary, model the conversations again, either yourself or from the tape, and get students to practise again.

- 2 If students had few problems with the gap-fills in exercise 1, you could put them in pairs to try to complete the conversations in exercise 2 together. Go round and monitor, but don't correct any mistakes yet.

**T 1.7** Play the conversations for students to listen and check before you check the answers with the whole class.

#### Answers and tapescript

- 1 **B** Hello, Anna. How are you?  
**A** Fine, thanks, Ben. And you?  
**B** Very well, thanks.  
2 **D** Hi, Carla. How are you?  
**C** Fine, thanks. And you?  
**D** OK, thanks.

Get students to practise the conversations first in open pairs and then in closed pairs. Monitor and check for accurate pronunciation. If necessary, model the conversations again, either yourself or from the tape, and get students to practise again.

- 3 **T 1.8** Focus attention on the conversation and play the recording. Make it clear that students should just listen the first few times and not try to fill in the answers. Play the recording twice more, then write the first line up on the board and elicit what the second should be. Get them to fill in the number 2 on the correct line in their books, then finish the exercise individually or in pairs. Play the recording again for them to check their answers. Elicit the whole conversation in the correct order from the class and put it on the board for the practice stage which follows.

As this is a longer conversation than the students have practised up to now, play the recording two or three times and get the students to repeat chorally and individually. Then get them to continue in groups of three. (If appropriate, get them to stand up as this often encourages a more dynamic performance!) Let students refer to the correct order on the board, but discourage them from reading it word for word, as they will lose the correct intonation and not make eye contact with the other students. Monitor and check for accurate pronunciation and intonation. If you think more practice is needed at this stage, get students to repeat the conversation using their own names.

### Answers and tapescript

- R Hello. My name's Rita. What's your name?  
T I'm Tina, and this is Mary.  
R Hello, Tina. Hello, Mary.  
M Hello, Rita. How are you?  
B I'm OK, thanks. And you?  
M Fine, thanks.

Read Grammar Reference 1.3 on p121 together.

## ADDITIONAL MATERIAL

### Workbook Unit 1

**Exercises 1–5** These provide further practice on greetings and introductions.

## VOCABULARY (SB p10)

### What's this in English?

- 1 Many of the words in the lexical set may be known to the students as they are 'international' words or may be similar in their own language. Focus on the example and then get students to work individually or in pairs or groups of three to match the rest of the words to the photos. Monitor and check for correct spelling.

Check the answers with the whole class.

#### Answers

- 2 a camera  
3 a television  
4 a sandwich  
5 a hamburger  
6 a book  
7 a computer  
8 a bag  
9 a house  
10 a car

- 2  Play the recording and get students to listen and repeat the words. Check for accurate word stress and, if necessary, explain the system of stress marks used in *New Headway* by writing the words with more than one syllable on the board and highlighting the stress:

 photograph

 sandwich

 television

 hamburger

 computer

 camera

- 3  Focus attention on the speech bubbles. Demonstrate the conversation by pointing to the example in 1 and asking *What's this in English?* Elicit the reply *It's a photograph*. Play the recording and get students to repeat. Point to different pictures on p10 and get students to ask and answer in open pairs. Check for accurate pronunciation of *It's a* and if students produce \**Is a*, repeat the drill.

Students then continue asking and answering about the objects in exercise 1, working in closed pairs.

## GRAMMAR SPOT

Focus attention on the contracted form. Ask students to circle the same form in the conversation.

- 4 Pick up a book and ask *What's this in English?* Elicit the reply *It's a book*. Pick up another object that students don't know how to say in English and elicit the question *What's this in English?* Give the answer *It's a (dictionary)*. Students then continue picking up or going to objects in the classroom and asking and answering. Write up the words on the board and highlight the word stress if necessary. (Try to avoid words beginning with a vowel and the need for students to use *an*. Also, try to limit students' questions to vocabulary that will be useful to them at this stage in their learning, e.g. *pen, dictionary, and try not to let the activity go on too long!*)

## SUGGESTION

You can ask students for more examples of 'international' words or cognates with the students' own language (e.g. *supermarket, cinema, hospital, telephone, video, cassette, radio, tennis, golf, football*). Put the words on the board and practise the pronunciation.

## ADDITIONAL MATERIAL

### Workbook Unit 1

**Exercises 6 and 7** These provide further practice on vocabulary and pronunciation.

**Exercise 8** In this exercise students translate sentences containing the main grammar points presented in the unit.

## Numbers 1–10 and plurals

**SUGGESTION**

Students need a lot of practice with numbers, so from now on, use numbers as much as possible when referring to pages and exercises. Continue to do quick number revisions in future lessons, especially as more numbers are introduced. This can include number dictations, either with you dictating or with the students working in pairs:

**Teacher dictation:** Say numbers at random, writing them down yourself so that you have a means of checking. Students write the figures, not the words, as you say them. Have one student read their list of numbers out to check.

**Pairs dictation:** Students prepare a list of random figures to dictate to their partner. They take it in turns to dictate their list. The student who is taking down the dictated numbers writes the figures, not the words, and then reads the list back to their partner to check the answers.

Make sure you limit the range of numbers to those covered at any stage in the course, e.g. Unit 1: numbers 1–10.

- 1 **T 1.11** Play the recording once and get students to read and listen to the numbers. Write *two* and *eight* on the board and put a stroke through the *w* and the *gh* to show that they are silent. Play the recording again and get students to repeat. Get students to say the numbers round the class, starting again at *one* once they reach *ten*. You can also get students to say the numbers in reverse order if appropriate. If students need more practice, write figures at random on the board and get students to say the numbers as you write.

**ADDITIONAL MATERIAL****Workbook Unit 1**

**Exercises 9–11** These provide further practice on numbers.

- 2 This exercise presents and practises formation of plurals with *-s/-es*, and reviews the vocabulary from this unit and numbers 1–10. Focus attention on the pictures and get students to count the objects/people and say the correct number, e.g. 1 *ten*.

Look at the example with the whole class. Then get students to complete the rest of the exercise, referring back to the list of numerals and words at the top of the page. Monitor and check for correct spelling.

**T 1.12** Play the recording and get students to check their answers. Get students to write the words on the board as a final check.

**Answers and tapescript**

- 1 ten sandwiches
- 2 two books
- 3 six bags
- 4 five computers
- 5 four houses
- 6 seven hamburgers
- 7 eight cameras
- 8 nine photographs
- 9 three cars
- 10 ten students

**GRAMMAR SPOT**

Focus attention on the singular nouns and the plural noun endings. Ask students to underline the plural endings in exercise 1.

Refer students to Grammar Reference 1.4 on p121.

- 3 **T 1.13** Play the recording through once and let students just listen. Play the recording again and get the students to repeat chorally and individually.

Refer students to Grammar Reference 1.4 on p121 and highlight the use of the *-ies* plural, e.g. *city – cities*.

**ADDITIONAL MATERIAL****Workbook Unit 1**

**Exercises 12 and 13** These exercises provide further practice on plurals. Exercise 13 recycles numbers.

**Don't forget!****Word list**

Ask the students to turn to p128 and look at the word list for Unit 1. Explain that this contains important words from the unit. Go through the words in class and then ask students to learn the words for homework. Test them on a few of the words in the following lesson.