

# Speaking • Asking for help when you're studying

## Aim

Ask for help when you're studying languages.

## THINK!

Read the question with the class and elicit answers from individual students. Ask more questions to encourage students to say more, e.g. *Where can you get help? Who can you ask?* etc.

## ANSWERS

Students' own answers.

## Exercise 1 1-45

Allow students time to read through the gapped dialogue and the key phrases. Play the video or audio for students to watch or listen and complete the dialogue with the key phrases. Play the video or audio again for students to check their answers. Check answers with the class.

## ANSWERS

1 Can you help me with something, please?

2 How do you say

3 Can you say that again, please?

4 How do you spell that?

The word Zac can't remember is 'tomorrow'.

## Optional activity: Speaking

Play the audio or video again, pausing after each of the key phrases. Ask students to repeat the key phrases and encourage them to copy the intonation on the recording.

## Exercise 2 1-46

### PRONUNCIATION: The alphabet

Model the sounds in the table and read out the letters that are already added. Students complete the table with the letters from the box. Play the audio for students to listen and check. Check answers with the class.

## ANSWERS

1 J 2 E 3 G 4 V 5 N 6 X  
7 I 8 U

## Exercise 3

Say the alphabet through once as a class then ask students to stand up. Starting at the front of the class, get students to say a letter of the alphabet in turn, going round the class. If a student makes a mistake or can't think of the next letter, he/she sits down. Continue, gradually speeding up, until only one or two students remain standing.

## 4

### SPEAKING • Asking for help when you're studying

I can ask for help when I'm studying languages.

**THINK!** What can you do if you can't remember a word in English?

Jasmine Hi, Zac. What are you doing?  
Zac Oh, I'm revising. We've got a French exam tomorrow. Remember?  
Jasmine Oh yes.  
Zac You're good at French, Jasmine.  
Jasmine Yeah, sure.  
Zac 'tomorrow' in French?  
Jasmine Erm ... it's 'demain'.  
Zac Sorry? 1  
Jasmine Yes, it's 'demain'.  
Zac 2  
Jasmine D-E-M-A-I-N.  
Zac Great. Thanks, Jasmine.



3 Say the alphabet. Then work in pairs. Ask your partner to spell words from units 1-3.

How do you spell 'gorilla'?

G - O - R - I - double L - A.

## 4 PRONUNCIATION: Consonant clusters

Indicate the word whose bold part differs from the other three in pronunciation.

- 1 a. swim b. swing c. sword d. sweet
- 2 a. school b. Schilling c. scheme d. scholar
- 3 a. member b. amber c. climber d. December
- 4 a. scene b. scarf c. scan d. score
- 5 a. hunger b. finger c. anger d. singer

## SKILLS STRATEGY

Read the Key Phrases and choose which role you will take. When talking with your partner, you should take turns speaking and listening.

5 **USE IT!** Read the Skills Strategy and then work in pairs. Prepare a new dialogue using the chart below to help you. Practise the new dialogue. One of you is A, the other is B. Then change roles.

- A Can you help me with something, please? → B ...
- A How do you say ... in English? → B ...
- A Can you say that again, please? → B ...
- A How do you spell that? → B ...
- A Great. Thanks, ...

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Allow students time to prepare four or five words from units 1-3 to test their partner. Students work in pairs to test each other. See who spelled all their partner's words correctly.

## ANSWERS

Students' own answers.

## Exercise 4

Allow students time to read the introduction. Model pronunciation of sword, where the letter w is silent. Make students pay attention to the fact that in English some consonant clusters may be spelled similarly but pronounced differently.

## ANSWERS

1 c 2 b 3 c 4 a 5 d

## Exercise 5 USE IT!

Students read the skills strategy before doing exercise 5. Students work in pairs to prepare a new dialogue. Students swap roles and practise again. Ask some

students to perform their dialogues for the class.

## ANSWERS

Students' own answers.

## Optional activity: Speaking

For more speaking practice, ask students to choose a well-known city, country or celebrity. Tell students they are going to spell the name for their partner, and their partner must write it down. Students work in pairs to dictate the names. See who managed to write the names correctly.

## More practice

Student book page 61

Practice Kit