

Unit 9 What's my number?

Write down a seven-digit sequence of numbers, using the numbers 1–14. Then use the code below to share your number sequence with your classmates by saying the corresponding examples of juncture for each number. Make sure you pronounce the examples as clearly as possible.

1 that's tough	2 that stuff	3 a name
4 an aim	5 ice cream	6 I scream
7 it swings	8 its wings	9 my turn
10 might earn	11 a tax on	12 attacks on
13 the sky	14 this guy	

Example sentences

that's tough

I heard you had to work overtime again last weekend. *That's tough.*

a name

Some people believe that *a name* can influence a person's destiny.

ice cream

Nothing beats the refreshing taste of *ice cream* on a hot summer day.

it swings

Whenever *it swings* in the wind, the hanging chair makes a creaking sound.

my turn

I'm so excited about this promotion. It's finally *my turn* to move up the career ladder!

a tax on

The government proposed *a tax on* sugary beverages to promote healthier eating habits.

the sky

As the sun set, *the sky* transformed into a canvas of vibrant colours.

that stuff

I can't believe he actually enjoys eating *that stuff*. It looks so unappetizing.

an aim

She pursued her career with *an aim* of making a positive impact on her community.

I scream

Whenever I see a spider, *I scream*; I'm absolutely terrified of them.

its wings

The eagle spread *its wings*, ready to take flight and soar into the sky.

might earn

You *might earn* a substantial return on your investments over time.

attacks on

These *attacks on* online accounts show the need for stronger cybersecurity.

this guy

This guy is always full of great ideas; he's the real innovator in our group.

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Activity

Individual, then whole class, then in pairs or small groups: speaking

Aim

To give students the opportunity to better understand juncture

Pronunciation

Juncture

Preparation

Make one copy of the worksheet for each student.

Time

15 minutes

Teaching notes

Procedure

- › Tell your students that they are going to practise using juncture. Each student will write down a seven-digit sequence using the numbers 1–14 and then tell the class their number using the example of juncture that corresponds to each number. The other students will try to determine what the sequence is.
- › Hand out a copy of the worksheet to each student, then do an example. Write down 2, 5, 6, 12, 14, 7, 8 but don't show the sequence to your students. Then say '*My number is... that stuff, ice cream, I scream, attacks on, this guy, it swings, its wings*' and ask your students to write down the numbers that correspond to the examples of juncture they think you said. Now ask your students what they believe the sequence is. Finish by revealing your sequence.
- › Ask each student to write down their own seven-digit sequence and not to let the other students see it. Now each student takes it in turns to say the examples of juncture that correspond to the numbers in their sequence; the other students write down the numbers that correspond to what they think they heard. Then the student reveals the numbers in their sequence, and the other students find out if what they wrote down is correct.
- › Throughout this activity, you should monitor carefully to ensure that it is being done correctly.
- › Now, to emphasise the importance of context in listening comprehension, put your students in pairs or small groups, and ask them to collaborate on writing three short sentences using one example of juncture from three different pairs (e.g. *a tax on or attacks on*). For help, they can refer to the examples on the worksheet.
- › While they are writing their sentences, circulate and provide support.
- › When they have finished, have them read their sentences to another pair or small group, who are unlikely to have trouble determining which example of juncture is in each sentence due to context.