

# 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.

# Unit 9 What's my number?

## 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

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### 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.