

Unit Overview

Introduction to the unit

The title of this unit – *Self* – summarizes the main themes: introducing oneself, spelling names, and identifying personal information.

In **Lesson 1.1**, the idea of self is reflected in the following activities: expressing where you're from and what your country is famous for, reading about international students and their countries, and identifying nationalities.

In **Lesson 1.2**, the following exercises demonstrate the theme of identity: creating questions with "be" to ask about personal information and using capital letters with proper nouns. In **Lesson 1.3**, students listen to audio about famous people from around the world, which showcases the theme of self. In **Lesson 1.4**, students watch a video and then practice greetings and introductions. Finally, in **Lesson 1.5**, the exercises summarize what students have learned about the theme of identity: giving and answering questions about personal information and spelling names.

Lessons

1.1 We're Famous For...

Grammar in Context The verb *to be*: Positive and subject pronouns

Reading Skill Recognizing nouns and pronouns

Vocabulary Development Nationalities

- Identify subjects and their forms of *be*
- Identify pronouns that refer to nouns
- Use nationalities to talk about where people are from

1.2 I'm a Rising Star!

Grammar in Context Questions with *be*

Writing Skill Checking your work: Capital letters for proper nouns

- Construct *yes/no* and *wh-* questions with *be*
- Practice the numbers 1–20
- Use capital letters with proper nouns
- Complete a form

1.3 Who's Who?

Listening Skill Understanding content words in speech

Grammar in Context *Be*: negative

- Talk about jobs (Oxford 3000)
- Listen to information and apply it to various contexts

1.4 Nice to Meet You!

Real World English Greetings and introductions

- Apply different expressions to different situations
- Analyze the way people greet each other
- Create conversations

1.5 All About Me

Pronunciation Skill Sounds of the alphabet

Speaking Giving personal information

- Brainstorm personal information questions
- Practice spelling names
- Act out a scenario

Resources

Class Audio CD 1, Tracks 2–6

Workbook Unit 1, pages 1–7

Oxford Readers Correlations

Japan (9780194655477)

Teacher's Resource Center

Assessments: Entry test, Unit test

English For Real video

Grammar focus

Grammar PPTs

Grammar Worksheets

Oxford Reference Worksheets: upper/lower

Vocabulary cards

Newslea articles

Word list

Unit Opener

Student Book page 3

The photo shows a young woman in South Africa fixing her hair before visiting some friends. The photo relates to the unit theme and subsequent exercises because it focuses on the idea of self, and how we think we see ourselves versus how others perceive us.

Photographer

Krisanne Johnson

Krisanne Johnson (b. 1976) grew up in Xenia, Ohio. She graduated with a degree in journalism from the University of Colorado and pursued postgraduate work in visual communications at Ohio University. She is currently based in Brooklyn, NY. Since 2006, Krisanne has been working on long-term personal projects about young women and HIV/AIDS in Swaziland and post-apartheid youth culture. Krisanne's work has been exhibited internationally and has appeared in various magazines and newspapers, including *The New Yorker*, *TIME*, *The New York Times*, *Fader*, *The Wall Street Journal*, *US News & World Report*, *L'Espresso*, *Vanity Fair (Italy)*, *D la Repubblica*, *Courier International*, *CNN* and *HUCK*.

Unit Snapshot

- 1 Direct students' attention to the questions. Show a picture of silver jewelry and explain that the "land of silver" is a country in South America. Ask if they can guess which one.
- 2 For question 2, explain that a *career* is a job. Ask students for an example of an exciting one. Ask how you can get that job.
- 3 For question 3, have students make guesses. Tell them they will get the answer when they study Lesson 1.3.

Discussion Questions

- 1 Direct students' attention to the questions below the picture. When you ask students to describe the image, provide words to help them as necessary. Ask specific questions about the picture, for example: *How old is she? Where is she from? Where is she going?*
- 2 Optionally, before asking students to answer the discussion questions, show the photographer video where Krisanne Johnson answers a couple of the questions from her perspective. Play it for students as many times as needed to check comprehension and discuss any vocabulary items.
- 3 For the questions about how she is the same as / different from them, encourage students to consider her age, male or female, and nationality.

Answers

Students' answers will vary. Sample answers include:

- 1 A young woman at home. She is fixing her hair.
- 2 We have black hair.
- 3 I am a boy, and she is a girl. I am older than her.

Video Script

I took this photo at a young woman's home in Cape Town, South Africa. In this photograph, she is adjusting her hair before she goes to visit friends on a Sunday afternoon. She is the same as me because it is a very natural thing to

check your hair or outfit in the mirror before leaving the house. Our lives are similar because we both like to spend time with our families on Sunday or when we have a day off. She is different from me in a way too. We each have a different style of dress and haircuts. She has short hair and I have long hair. Our lives are different because we are different ages, we come from different countries and she is also a mother.

Exercise 1

- 1 Ask students if they know the words *country*, *number*, *capital city*, *language*, and *continent*. Ask a few volunteers to share. Provide a brief explanation and examples if students are unsure.
- 2 Pronounce the words *Europe*, *French*, *Japan*, *100*, and *Ankara* for students. Direct students to match the words on the left with the words on the right. Call on students to share their answers. Write correct answers on the board.

Answers

1 c 2 d 3 e 4 b 5 a

Exercise 2

- 1 Pose the question to the class: *What are your country and language?* Tell students to first write down their answers. Assist students as needed and check their work for correct spelling.
- 2 Ask each student the question and have them share their answers in pairs or groups of three. At this point, students may not be able to respond in complete sentences, so accept partial sentences or two-word answers. As students share, correct any pronunciation errors as needed.

Real-World Goal

By the end of this unit, students will be able to introduce themselves to people because they will have learned the words for countries and nationalities, will have used the first person singular construction of *be* with their names, and will have had exposure to different ways of introducing through video and audio.

Lesson 1.1 We're Famous For...

Student Book pages 4 – 6

Exercise 1 ACTIVATE

- 1 First, direct students' attention to the title of the lesson, and ask if they know what *famous* means. Ask a few volunteers to share. Provide a brief explanation and examples if students are unsure. Ask students what they think the lesson will be about.
- 2 Before matching the countries to the items, ask students to look at the pictures with a partner and identify the items and/or actions shown. Ask for volunteers to share, and write their responses on the board. Then students should complete the exercise with a partner.
- 3 After completing the exercise, have students locate each country on a map. Refer students to the title of the lesson again and explain that each country is "famous for" the items in the pictures.

Answers

- | | |
|---------------------|----------------------|
| 1 the United States | 6 the United Kingdom |
| 2 Egypt | 7 Germany |
| 3 South Korea | 8 Spain |
| 4 Argentina | 9 Brazil |
| 5 Mexico | 10 Japan |

Grammar in Context

The verb to be: Positive and subject pronouns

GO ONLINE

- Go over the Grammar in Context box with students.
- Tell students to make a list in their notebooks of subject pronouns and verbs, e.g. *I am, you are, he is*, etc.
- Explain to students that the (contracted) short form of *be* is common in conversation. Write the contractions on the board one at a time, and elicit the full form of each as you do: *I'm, you're, he's, she's, it's, we're, they're*. Say each short form aloud, modeling the correct pronunciation, and have students repeat after you.
- For additional information, see the Grammar focus on page 159 in the Student Book.

Extra Practice

- Divide students into two teams and divide the board into two equal spaces. Number both spaces from 1 to 20 and fill in subject pronouns in random order on both sides.
- When you say *start*, students on both teams will take turns writing the correct form of *be* next to each subject pronoun on their numbered list.
- The team with the most correct in the shortest time is the winner. Correct any errors.

Exercise 2 IDENTIFY

- First, review the meanings of subject pronouns and what they refer to with students by using gestures, e.g. *I* refers to oneself, *she* refers to a woman, etc. Remind students that *you* can refer to one person or several people and that *they* can refer to two or more people or things.
- Before choosing the correct form of *be*, ask students to underline the subject in each sentence. Check that students underlined the correct subject in each sentence. Then instruct students to complete the exercise with a partner. Tell students to refer to the list of subject pronouns and verbs they made while reviewing the Grammar in Context box as they work.
- After completing the exercise, select students to read the sentences. Explain any incorrect answers that students give.

Answers

- | | | | |
|-------|-------|-------|------|
| 1 is | 3 am | 5 are | 7 is |
| 2 are | 4 are | 6 is | |

Exercise 3 APPLY

- Go over the sample answer. Point out the first sentence from Exercise 2: *Germany is in Europe*. Explain that it has been rewritten as *It's in Europe*. *It's* replaces *Germany* because Germany is a country, a thing.
- Instruct students to work independently. Tell students to change the subjects they underlined in Exercise 2 to pronouns if needed and then use the short form of *be*. Assist students as needed.

- After completing the exercise, select students to read the sentences. Explain any incorrect answers that students give.

Answers

- | | |
|------------------------------|-------------------------|
| 1 It's in Europe. | 5 We're teachers. |
| 2 You're in class. | 6 He's from Japan. |
| 3 I'm a student. | 7 She's from Argentina. |
| 4 They are in South America. | |

Exercise 4 WHAT'S YOUR ANGLE?

- Go over the instructions and sample answer with students. Show students that the answer to the question *Where are you from?* is *I'm from Brazil* and that the answer to the question *What is your country famous for?* is *We're famous for soccer, samba music, and coffee*. Refer to examples from Exercise 1 to remind students of the expression *famous for*.
- Instruct students to work independently to write their sentences. Encourage students to use the short form of *be* with a pronoun and to include at least three things their country is famous for. Assist students as needed.
- After completing the exercise, instruct students to form groups of 4–5 students. Tell students to ask each other the questions and respond with information from their sentences.

Answers

Students' answers may vary. Sample answers include:
I'm from Brazil. We're famous for soccer, samba music, and coffee.

Exercise 5 INTEGRATE

OXFORD REFERENCE

- Ask students to read the text silently to see what information they can learn about the people.
- Check for general understanding. Ask: *What information did you learn about these people? Country, and...?* (language, currency, capital city, job)
- Ask students if they have any questions about vocabulary. They may need help with: *official, silver, currency, musician, scientist, businesswoman, and server*.

Reading Skill

Recognizing nouns and pronouns

GO ONLINE

Direct students to read the information in the Reading Skill box. Ask them to name other pronouns.

Extra Practice

- Write three sentences on the board about students in your class. For example:
Amir is from the UAE.
Maria is a student.
Lee and Wong are Chinese.
- Ask the class to add a follow-up statement for each sentence using a pronoun reference, for example: *He's a student. She's from Chile. They're in class.*

Exercise 6 IDENTIFY

- Direct students to look back at the first profile. Elicit the two examples of noun/pronoun reference.
- Have students complete the activity independently.
- Call on individuals for the answers.

Answers

Mariana Bianchi

Buenos Aires → It's
currency → It's ...

Kaito

My father...my mother → They're

Hanna and Emilia Fischer

Hanna and Emilia Fischer → We're
Germany → It's

Karim

the capital city / It's

Exercise 7 APPLY

- 1 Read the directions and the table categories.
- 2 Have students work independently to complete the table. Ask them to compare their answers with a partner.
- 3 Elicit the answers from the class one column at a time. Help with pronunciation.

Answers

Mariana

musician and student, Argentina, Buenos Aires, peso

Kaito

student, Japan, Tokyo, Tokyo, yen

Hanna and Emilia Fischer

businesswoman and server, Germany, Munich, Berlin, euro

Karim

teacher, Egypt, Alexandria, Cairo, Egyptian pound

Exercise 8 WHAT'S YOUR ANGLE?

- 1 Have students complete the last row of the chart with their own information.
- 2 Call on individuals to share what they wrote. Write any new words on the board and have the class repeat them.

Answers

Students' answers may vary. Sample answers include:

Student's name: Luiz

Job: student

Country: Brazil

Student's city: São Paulo

Capital city: Brasília

Currency: real

Vocabulary Development

Nationalities

GO ONLINE

Direct students to read the information in the Vocabulary Development box. Point out that nationality names are often, but not always, also used for languages.

Exercise 9 BUILD

- 1 Direct students to work independently to complete the chart.
- 2 Elicit the answers from the class. Write them on the board and practice the pronunciation. In a few cases, the word stress changes when the "nationality" ending is added, and this can make the pronunciation tricky for students. For example, *Italy* vs. *Italian* and the nationalities ending with *-ese*.

Answers

-n

Korean, Russian

-an

Chilean, Mexican

-ian

Italian, Canadian

-ish

Swedish, Spanish

-ese

Vietnamese, Japanese

Extra Practice

Show a world map. Call on a student to come to the map, point to a country and name the country and nationality, and then choose the next student to continue the activity by doing the same. Don't allow repeats.

Exercise 10 WHAT'S YOUR ANGLE?

- 1 Direct students to work in pairs to add other countries to the chart.
- 2 Have pairs share what they know about each country and then write sentences.
- 3 Call on one person from each pair to read what they wrote about one country. Elicit more information about that country from the rest of the class.

Answers

Students' answers will vary. Sample answers include:

Mexico is a country in North America. Gael García Bernal is

Mexican. Tacos are an example of Mexican food.

Extra Practice

Play a nationalities guessing game. Have students work in pairs to write a list of "clues" about a country, using blanks instead of country and nationality names. For example: _____ is in Asia. *Kimchi is an example of _____ food.* *Hyundai is a _____ car company.* Have the pairs exchange papers with another pair. Tell them to fill in the blanks. Call on individuals to read the completed sentences to the class.

Lesson 1.2 I'm a Rising Star!

Student Book pages 7 – 9

Exercise 1 ACTIVATE

- 1 Draw a star on the board and use gestures to illustrate the meaning of a "rising star." Elicit the meaning of the word *career*. If students have questions about the difference between *career* and *job*, explain that a person can have many different jobs in one career. If your students are Spanish speakers, make sure they understand that a *career* is a profession, not a course of study.
- 2 Direct students to read the items in the box and identify what they are, for example, *country* and *phone number*.
- 3 Have students work independently to complete the exercise.
- 4 Have the class call out the answers.

Answers

First name: David
Last name: Rodrigues
Phone number: (801) 976-2105
Email: d.rod.123@gmail.com
City: Asheville
Country: United States
Date of birth: 12/15/99
Age: 18

Grammar in Context

Questions with *be*

GO ONLINE

- 1 Direct students to read the information in the Grammar in Context box.
- 2 Review the relationship between statements and questions with *be*. Write a statement on the board: *He is a driver*. Ask the class to convert it into a *yes/no* question.
- 3 Elicit the possible short answers for the question on the board. (*Yes, he is. / No, he isn't.*) Point out that the positive short answer is never contracted. Ask students several questions that will have *yes* answers to emphasize the point, for example: *Is Pilar a student? Are we in class?*
- 4 Review the meaning of question words. Write answers on the board: *It's Carlos. It's at 12:00. I'm 32. They're in Peru*. Ask students to provide a question for each answer: *What's his name? When is lunch? How old are you? Where are they?*
- 5 For additional information, see the Grammar focus on page 159.

Extra Practice

- 1 Make enough copies of the following questions so that each student can have one question:

Are you a musician?	Are you a student?
Is your birthday in April?	Is your birthday in June?
Are you an artist?	Are you 21 years old?
Is your family in China?	Is your family in Mexico?
Is it 3:00?	Is today Tuesday?
Is your name Maria?	Is your brother a teenager?
Are your parents at work?	Is your notebook blue?
Is your best friend at this school?	Are you happy today?
Are all the students in class today?	Is your birthday in October?
Is our teacher from Chile?	Is our teacher from Korea?

- 2 Distribute one question to each student and model a card-exchange activity. Ask a student one of the questions and direct him or her to answer with an appropriate short answer. Have the student ask you the question from his or her card and respond with a short answer. Then exchange cards with the student and move on to a new partner.
- 3 Have the students walk around asking and answering questions and exchanging questions cards. Announce that time is up and regroup when everyone has spoken to four or five partners.

Exercise 2 IDENTIFY

Direct students to read the conversation and work individually to complete the questions.

Answers

- | | | |
|----------|----------|--------|
| 1 Are | 4 What's | 7 how |
| 2 What | 5 where | 8 When |
| 3 What's | 6 What's | |

Audio Script

CD 1, Track 2

- Amanda Rising Stars Career College, this is Amanda. Can I help you?
- David Yes, I'd like to apply for some classes.
- Amanda OK. Are you a student here?
- David No, I'm not.
- Amanda OK. What's your name?
- David My first name is David, and my last name is Rodrigues.
- Amanda Thank you. What is your phone number?
- David It's (801) 976-2105.
- Amanda What's your email address?
- David It's d dot rod dot 1-2-3 at gmail dot com.
- Amanda OK. What's your address?
- David It's 12 Pleasant Street.
- Amanda And where are you from?
- David Asheville, North Carolina.
- Amanda Great. What's your date of birth?
- David It's 12/15/99.
- Amanda So how old are you now?
- David I'm 18.
- Amanda And what's your career choice?
- David I want to be a famous chef on TV.
- Amanda You will be, David! You're a rising star!
- David I hope so! When is the first class?
- Amanda It's on 9/1.
- David Thanks!

Exercise 3 INTEGRATE

- 1 Play the audio and have students check their answers to Exercise 2.
- 2 Have students read the conversation aloud in pairs. Then have them switch roles and practice the conversation again.

CD 1, Track 2

Exercise 4 INTERACT

- 1 Elicit a few example questions from the class that they could ask a partner.
- 2 Have students work independently to write three questions to ask a classmate.
- 3 Put students in pairs and have them ask each other their questions, either taking turns after each question or switching after one partner has asked all three questions.
- 4 For more practice, have students switch partners and repeat.

Exercise 5 VOCABULARY

- 1 Direct students to work independently to complete the chart.
- 2 Play the audio and have students repeat the numbers.
- 3 Review the pronunciation of numbers that may be difficult for them. Some examples are the ending sound in *five* and *twelve*, the beginning sound in *three* and *thirteen*, and the middle sound in *twenty*.

Answers

one, 2, three, 4, five, six, seven, 8, nine, 10, eleven, twelve, 13, fourteen, fifteen, 16, seventeen, eighteen, 19, twenty

CD 1, Track 3

Exercise 6 WHAT'S YOUR ANGLE?

- 1 Direct students to read the example conversation.
- 2 As a class, brainstorm a list of possible important numbers, for example, age, phone number, date of birth, and street address number.
- 3 Model the conversation with a student. Take the Student A role and say a number that is important to you.
- 4 Have students practice with a partner and then switch roles.
- 5 Tell them to switch partners and practice again with a new number.

Writing Skill

Checking your work: Capital letters for proper nouns

GO ONLINE

Direct students to read the information in the Writing Skill box. If your students use the Roman alphabet in their native language, point out that capitalization rules are not the same in every language. For example, in English, nationalities, months, and days are capitalized.

Extra Practice

- 1 Write two lists of words on the board using all lowercase letters, one list for Team A and one list for Team B. Include common nouns like *address*, *phone number*, and *country*, and proper nouns like some of your students' names and the names of a familiar city, country, and nationality.
- 2 Divide the class into two teams. Give one marker to a person on each team. Tell them that they are going to race each other. One at a time, each team member is going to race to the board and circle a letter that should be capitalized. Then they have to pass the marker to another member of their team, who will do the same thing. Once the first letters of all of the proper nouns are circled, the team should shout, *Done!*
- 3 Check their work. Correct any mistakes as a class. A team wins if they finish first and identify all of the proper nouns.
- 4 Repeat the activity as time allows, awarding points for each round that a team wins.
- 5 As a variation of this activity, you can mix in other mistakes among the words on the board, such as capital letters on common nouns that should be lowercase. Have students mark those incorrect letters with a slash (/).

Exercise 7 IDENTIFY

- 1 Direct students to work independently to rewrite the incorrect sentences.
- 2 Have students compare their answers with a partner. Walk around and spot-check the answers. Ask the pairs to share any questions with the class.

Answers

- | | |
|------------------------------|-----------------------------|
| 1 His name is Rasheed. | 4 OK |
| 2 My teacher is Ms. Collins. | 5 My doctor is Dr. Patel. |
| 3 My friend is from Athens. | 6 Are you from South Korea? |

Exercise 8 WRITE

Have students work independently to complete the form with their own information.

Exercise 9 IMPROVE

- 1 Review the kinds of words on the form that should be capitalized (names of people and places, including streets).
- 2 Ask students to review their forms and make corrections. Spot-check while they do this work.
- 3 Ask students who chose *other* to raise their hands. If they know which career they want to train for, write the English word for it on the board.

Exercise 10 SHARE

- 1 Have two students model the beginning of the activity for the class.
- 2 Have students exchange books with a partner and practice asking and answering questions based on the form. For more practice, have them switch partners and practice again.
- 3 Monitor and correct any errors they make with the formation of questions with *be*. Alternatively, take notes on any mistakes you hear, and correct them as a class at the end of the activity.

Exercise 11 WHAT'S YOUR ANGLE?

- 1 Elicit the names of specific companies, hotels, schools, or other places that might have English-language forms on their websites.
- 2 Have students work independently to find and complete the forms.
- 3 Ask them to share what they found with a partner. Elicit and answer questions about words on the forms.

Lesson 1.3 Who's Who?

Student Book pages 10 – 11

Exercise 1 ACTIVATE

- 1 Say and have students repeat the job titles.
- 2 Ask students to identify the job title that goes with the first picture (doctor). Then give students time to complete the exercise.
- 3 Call on individuals for the answers. After each answer, ask the class if they agree that it's a good job.
- 4 Say and have students repeat the salary amounts. Ask them to identify the highest and lowest starting salaries and maximum salaries. Ask them to share which of these jobs they would most like to have.

Answers

- | | |
|--------------------|---------------------|
| 1 a doctor | 6 scientist |
| 2 a soccer player | 7 a race car driver |
| 3 an actor/actress | 8 an author |
| 4 a teacher | 9 musician |
| 5 a businesswoman | 10 an artist |

Oxford 3000 words

businessman	author	musician	driver
actor	doctor	scientist	artist
actress	player	teacher	

Exercise 2 WHAT'S YOUR ANGLE?

- 1 As a class, brainstorm a list of other jobs and write them on the board.
- 2 Have students work with a partner to talk about the jobs of people they know.
- 3 Have volunteers tell the class about someone they know who has a really good job.

Answers

Students' answers will vary. Sample answers include:
My friend is a nurse. My brother is a police officer. I'm a server at a restaurant.

Listening Skill

Understanding content words in speech

GO ONLINE

Direct students to read the information in the box, or have students read along silently as you read the information aloud. Demonstrate the meaning of *stress*. On the board, write: *The girls are in class*. Say it and use gestures to indicate that the words *girls* and *class* are stronger and higher pitched than the other words. Point out that content words are usually nouns and verbs.

Extra Practice

- 1 Pair students and replay the audio from Lesson 1.2 Exercise 3 (CD 1, Track 2). Pause after each line and ask the partners to discuss which of the words was stressed. (For example, in David's first line, *I'd like*, *apply*, and *classes* are stressed.) Have the pairs share their answers with the class.
- 2 Continue with six or seven lines of the audio. Point out that in some cases, for example short answers and phone numbers, every word may be stressed.

Exercise 3 APPLY

- 1 Play number 1 and draw students' attention to the sample answers.
- 2 Play the rest of the audio and have students work independently to complete the exercise.
- 3 Go over the answers by having the class call out the circled words.

Answers

- 2 actress, Kenyan, Mexican
- 3 he, scientist, United Kingdom
- 4 she, woman, driver, United States
- 5 soccer, he, Uruguay
- 6 baseball, he, Japanese
- 7 artist, Japanese
- 8 businessman, Facebook

Audio Script

CD 1 Track 4

- A She's a famous author from the United Kingdom. Her books are popular with adults and children.
- B She's an actress. She's Kenyan and Mexican.
- C He is not an actor or a sports player. He's a scientist and an author. He's from the United Kingdom.
- D Most race car drivers are men, but she isn't a man. She's a woman! She's a famous race car driver from the United States.
- E He's a great soccer player. He plays in Spain, but he isn't Spanish. He's from Uruguay.
- F He's a baseball player. He isn't from the United States, but he plays for an American team. He's Japanese.

- G She's a famous artist. She's Japanese. Her art is very interesting and popular.
- H He's a very famous businessman from the United States. He's the founder of Facebook.

Exercise 4 INTEGRATE

- 1 Replay the audio and have students write the correct letter on each picture.
- 2 As you go over the answers, elicit any other information students know about each person.

Answers

- | | | | |
|-----|-----|-----|-----|
| 1 g | 3 c | 5 a | 7 d |
| 2 f | 4 h | 6 b | 8 e |

CD 1, Track 4

Exercise 5 WHAT'S YOUR ANGLE?

- 1 Have students talk to a partner about famous people from their own country.
- 2 Call on volunteers to share some of the names and information with the class.

Answers

Students' answers will vary. Sample answers include:
Rafael Nadal is a tennis player from Spain.
Haruki Murakami is an author from Japan.

Grammar in Context

Be: Negative

GO ONLINE

- 1 Direct students to read the information in the Grammar in Context box. Point out that negative forms in the third person can be contracted in two ways, for example: *he isn't* or *he's not*, *they're not* or *they aren't*.
- 2 Write *I'm not*, *he's not*, *he isn't*, *she's not*, *she isn't*, *it's not*, *it isn't*, *they're not*, and *they aren't* on the board. Elicit their full forms. Then elicit statements about things and people in the room using the contracted forms on the board.
- 3 For additional information, see the Grammar focus on page 159.

Extra Practice

- 1 Find pictures of famous people that your students will recognize or people whose occupation is clear (a race car driver, a firefighter, etc.) Also include one picture of an item or an animal and one of two items or two animals. Bring in enough pictures so that each group of three students can have one.
- 2 Distribute a picture and a piece of paper to each group and tell them to write one positive and one negative sentence with *be* about the picture. When they finish, have them exchange pictures and papers and write new sentences about the new picture.
- 3 After each picture has been passed four times (so that eight sentences have been written about it), have the students pass them one more time. Tell the groups to check the sentences for errors but not to write any new ones. Have them hold up the picture and read the sentences to the class. Discuss any errors or incorrect information.

Exercise 6 IDENTIFY

- 1 Have students work independently to complete the exercise.
- 2 Read the subject of each sentence and have the class call out the correct form of the verb.

Answers

- | | | |
|----------|---------|-------|
| 1 isn't | 3 are | 5 is |
| 2 aren't | 4 isn't | 6 are |

Exercise 7 USE

- 1 Have students work independently to complete the exercise.
- 2 Call on individuals to read the completed sentences aloud.

Answers

- | | | |
|-------------|-----------------|---------------|
| 1 is, isn't | 3 are, aren't | 5 are, is, is |
| 2 isn't, is | 4 isn't, is, is | 6 are, aren't |

Exercise 8 WHAT'S YOUR ANGLE?

- 1 Call on students to share their dream job with the class. Write the jobs on the board.
- 2 Take a class poll. For each job on the board, ask students to raise their hands if it's one of their dream jobs.

Answers

Students' answers will vary. Sample answers include:
My dream job is a teacher. Juan's dream job is a soccer player.

Lesson 1.4 Nice to Meet You!

Student Book pages 12 – 13

Exercise 1 ACTIVATE

- 1 Direct students' attention to the video stills. Ask them what the two men (Max and Andy) are doing (shaking hands) and who the person is in the other picture (a teacher).
- 2 Have them discuss the questions with a partner.
- 3 Call on volunteers to share their ideas with the class.

Exercise 2 IDENTIFY

- 1 Direct students to read the expressions in the chart. Explain that a *greeting* is a way to say hello and an *introduction* is when you tell someone your name.
- 2 Play the video and have them work independently to complete the chart.
- 3 Go over the answers as a class.

Answers

- 1 Greeting, Friends/classmates, Teacher/student
- 2 Greeting, Friends/classmates
- 3 Introduction, Friends/classmates, Teacher/student
- 4 Introduction, Friends/classmates, Teacher/student
- 5 Greeting, Friends/classmates
- 6 Greeting, Friends/classmates
- 7 Greeting, Friends/classmates, Teacher/student
- 8 Introduction, Friends/classmates, Teacher/student

English For Real Video Unit 1

Real-World English

Greetings and introductions

Read the information in the box aloud, modeling the intonation of the friendly and more formal greetings. Ask if students have any questions.

Extra Practice

Have students greet or introduce themselves to three students sitting nearby. Tell them to say something different to each person.

Real-World English Strategies

Greetings and introductions might seem like a straightforward topic to teach, but it may be important to sensitize your students to cultural differences. Cultures differ not only in terms of the words that are selected for greetings, but also in the body language of greetings: it can be a handshake, a hug, a kiss, or simply a brief nod.

- 1 Talk with your students about what is and is not appropriate in their home cultures and have them compare it with the behavior of the characters in the video. Focus in particular on how Kevin greets the professor.
- 2 Think of other scenarios when a culturally inappropriate greeting and body language might be used and have students act them out.
- 3 Ask students how they would feel if, for instance, they were hugged in a situation when they would only expect a handshake.
- 4 In addition to talking about how people of different status greet each other, it is also a good idea to talk about gender differences (male/male, male/female, female/female).

Exercise 3 ANALYZE

Have students read the discussion questions and then play the video again. After watching, discuss their answers as a class.

Video Script

English For Real Video Unit 1

Scene 1

Max	Hello? Oh...hello! Are you Andy?
Andy	Yeah, Are you Max?
Max	Yeah. Ah...hey, roommate! Good to meet you!
Andy	Yeah, you too. Here...let me...
Max	Thanks!

Scene 2

Kevin	Hey! Uh, is this College Writing?
Max	Yep! How's it going? I'm Max. Nice to meet you.
Kevin	I'm Kevin. Yeah, you too.
Max	Oh, here's my roommate!
Kevin	Andy! Hey...what's up?
Andy	Hey! How are you doing?
Kevin	Good, yeah. So...where are you from, Max?
Max	England. What about you?
Kevin	Minnesota.
Andy	We're both from Minnesota. We're old friends.
Prof. Lopez	Good morning. My name's Karen Lopez, and I'm your professor.
Max and Andy	Good morning!
Kevin	Hey! What's up?

Exercise 4 ASSESS

- 1 Discuss the set of questions about each photo as a class.
- 2 Point out the different handshakes in the pictures and the fact that the two women are going to hug. Ask students if those greetings are used in their countries. Write the words, *shake hands*, *hug*, *bow*, *nod*, and *kiss* on the board to help students describe greetings. Students may be interested to know that formal handshaking customs vary in the English-speaking countries. For example, in the United States, both men and women greet with a firm handshake; in the UK, men and women greet with a lighter handshake; and in Australia, women initiate a handshake with a man but do not shake other women's hands. Informal greetings vary widely by area and age.

Answers

Students' answers will vary. Sample answers include:

- 1 an office, a park, a mall, outside school
- 2 co-workers, friends, father/teacher and kids
- 3 "Good morning." "Hey, what's up?" "Hi, how are you?"

Exercise 5 INTEGRATE

- 1 Go over the directions and check comprehension of the activity before students begin. For example, ask: *How many conversations do you write?* (2) *How many expressions from the box do you use in one conversation?* (4)
- 2 Have students work with a partner to write the conversations. Monitor and provide feedback.

Exercise 6 INTERACT

- 1 Have each pair meet with another pair to act out their conversations. Tell each pair to listen and guess which images the other pair has written their conversations are for. If it is culturally appropriate in the area where you are teaching, tell students to act out the physical greeting (handshake or hug) as well.
- 2 For more practice, have each pair find a new pair to work with and repeat the activity.
- 3 Remind students to go online so that they can create their own version of the video.

Lesson 1.5 All About Me

Student Book page 14

Exercise 1 ACTIVATE

Direct students' attention to the picture. Explain that the man is enrolling at a gym. Have the class brainstorm information the gym might need to know. Write their ideas on the board.

Answers

Students' answers will vary. Sample answers include: name, phone number, address, age.

Exercise 2 IDENTIFY

- 1 Give students a moment to look over the sentences before they listen. Play the audio and have them work independently to circle the correct answers.

- 2 Call on volunteers to say the answers for the class. Have the class spell the answers to 1, 2 and 4 and recite the phone number in 5. Encourage students to recite phone numbers one digit at a time.

Answers

- | | | |
|------------|----------------------|------------------|
| 1 Craig | 3 Canada | 5 (401) 769-2358 |
| 2 Mitchell | 4 116 Portnoy Street | |

Audio Script

CD 1 Track 5

- Sandra What's your name?
Craig Craig Mitchell.
Sandra Greg?
Craig No, Craig. C-R-A-I-G.
Sandra How do you spell your last name?
Craig M-I-T-C-H-E-L-L.
Sandra Thanks. Where are you from, Craig?
Craig I'm from Canada.
Sandra What's your address here?
Craig One sixteen Portnoy Street.
Sandra How do you spell that?
Craig P-O-R-T-N-O-Y.
Sandra Thank you. And what's your phone number?
Craig 4-0-1-7-6-9-2-3-5-8.
Sandra Thank you.

Pronunciation Skill

Sounds of the alphabet

GO ONLINE

Read the information in the box aloud. Draw special attention to and model mouth positions for letters that may cause problems for your students. For example, focus on *j* and *g*; *p*, *v*, and *b*, or *c* and *z*.

Exercise 3 DEVELOP

- 1 Play the audio and have students repeat the letters.
- 2 To check their pronunciation, write letters on the board. Point to them out of order and ask the class to say them.

CD 1 Track 6

More to Say...Note

When saying the letters to spell something, it is important that students also learn to chunk the letters so they will be more easily understood. It will be useful to point out to them that when we spell words that are five letters or less, we usually say all the letters in one breath. When we spell longer words, we need to say the letters in groups of two, three, or four letters, for example *China*: C-H-I-N-A and *Burundi*: B-U-R / U-N-D-I or B-U-R / U-N / D-I.

More to Say...Activity

Focus: Working with a partner, students chunk the letters while spelling longer city and country names.

Grouping Strategy: Pairs

Activity Time: 20 minutes

Ready,

- 1 Prepare a list of 15 country and city names of various letter lengths.
- 2 Write five of the country and city names on one piece of paper and make copies for half the class. This is List A.
- 3 Write five different country and city names on another piece of paper and make copies for the other half of the class. This is List B.

Set...

- 1 Model the activity. Spell out a country or city with more than five letters on the board in all capital letters with dashes between them, for example: Z-I-M-B-A-B-W-E.
- 2 Introduce chunking to the students. Say and spell the example on the board. Repeat the spelling of the word, this time asking students to listen for where you pause between the letters. Repeat the spelling a third time, this time putting slashes (/) on the board between the letters where you pause (Z-I-M / B-A-B / W-E).
- 3 Divide the students into partners. Give one partner List A and the other partner List B.

Go!

- 1 Give the students 3–5 minutes to look at their lists and chunk the letters of the longer words with “/” marks.
- 2 Have Partner A spell his or her words, taking care to chunk appropriately, while Partner B writes the letters he or she hears.
- 3 Instruct the students to switch roles when they are finished.
- 4 Monitor students’ progress by walking around and correcting pronunciation errors.

Exercise 4 WHAT’S YOUR ANGLE?

- 1 Model the activity with a student. Spell the name of a person or place that is important to you. Have the student spell it back to you and then ask you a question about it.
- 2 As students write the three names, remind them to use capital letters.
- 3 Have them practice spelling and asking questions in pairs. Tell partners not to show each other their writing but to try spelling the names back if they don’t understand.
- 4 Some letters are difficult for students of certain language backgrounds to pronounce, such as *b* and *v* for Spanish speakers. If your students are having trouble understanding each other, teach them how to use example words, such as *b* as in *boy*, *v* as in *Victor*, *s* as in *Sam*, or *f* as in *Frank*.

Answers

Students’ answers may vary. Sample answers include:
W-A-R-S-A-W (hometown)

Speaking

Giving personal information

GO ONLINE

Direct students to read the information in the box. Ask them which words they may need to spell aloud (name, street name, city name, school name, names of family members).

Extra Practice

Have students turn to a partner and spell their first name, last name, and the name of the street they live on. Model the rhythm you would like them to spell at—not too fast and not too slow.

Exercise 5 INTEGRATE

- 1 Direct students’ attention to the ID card. Elicit a question. (What’s your first name?)

- 2 Have students work independently to write the rest of the questions.
- 3 Call on individuals read a question to the class.

Answers

What is your name?
What is your member ID number?
What is your date of birth? / When is your birthday?
What is your address?

Exercise 6 INTERACT

- 1 Have students write down the information they will use for their ID card. Explain that they need to invent a member ID number, but that the rest of the information should be real.
- 2 Demonstrate the correct rhythm for saying a birthdate (with pauses between the numbers). Explain that in the United States (but not in other English-speaking countries), the month comes before the day.
- 3 Say and have students repeat the question: *How do you spell that?*
- 4 Have students read the directions. Check comprehension of the activity. For example, say: *Raise your hand if you are Student B. What questions are you going to ask your partner? What should you do if you don’t understand? Do you need to write the information? Raise your hand if you are Student A. Are you going to spell really fast? Are you going to spell really slowly?* Tell students to compare their written documents when they finish to see if they understood each other.

Unit 1 Review

Student Book page 147

Vocabulary

Exercise 1

Answers

- | | | |
|-----------|-----------------|-----------------|
| 1 teacher | 3 soccer player | 5 businesswoman |
| 2 driver | 4 musician | |

Exercise 2

Answers

- | | | |
|---------|-----------|-----------|
| 1 Peru | 3 France | 5 British |
| 2 Italy | 4 Mexican | |

Exercise 3

Answers

- | | | | | |
|-----|-----|-----|-----|------|
| 1 g | 3 e | 5 j | 7 d | 9 i |
| 2 c | 4 h | 6 b | 8 f | 10 a |

GO ONLINE Encourage students to go online to play the vocabulary game.

Grammar

Exercise 4

Answers

- | | | | |
|------|-------|-------|------|
| 1 is | 3 am | 5 are | 7 is |
| 2 is | 4 are | 6 are | |

Exercise 5

Answers

- | | |
|--------------------------|------------------------|
| 1 He's from South Korea. | 5 They're from Greece. |
| 2 It's a country. | 6 You're a teacher. |
| 3 I'm a student. | 7 She's a musician. |
| 4 We're good students. | |

Exercise 6

Answers

- | | |
|---------------------------------|---------------------------------------|
| 2 No, she isn't. | 5 No, they're not. / No, they aren't. |
| 3 No, it isn't. / No, it's not. | 6 No, they're not. / No, they aren't. |
| 4 No, I'm not. | |

Exercise 7

- Tell students to think of a famous person that they are sure their partner will know. Elicit some of the *yes/no* questions they might ask to find out who it is, for example: *Is he/she an actor? Is he/she from Mexico? Is he/she Chinese?*
- Model the activity with a student. Then have students ask and answer *yes/no* questions in pairs, trying to guess the famous person their partner has chosen.

GO ONLINE Encourage students to go online further grammar reference and information and to play the grammar game.

Discussion Point

Exercise 8

OXFORD REFERENCE

- Draw students' attention to the photograph. Explain that it's from a very famous TV show in the 1960s. Using gestures or drawings to clarify the meaning of *prisoner*, explain that the man is a prisoner and he is called Number 6.
- Put quotation marks on the board and explain that a *quote* is something somebody says.
- Read the quote aloud. Use gestures to illustrate the meaning of *free*. Ask students what it means. (For example, he is in prison, but he is still a person with a name.)
- Ask students to write a "quote" for themselves. Monitor and help with vocabulary.
- Have them share their quotes with a partner. Then call on volunteers to say their quotes for the class.

GO ONLINE Encourage students to go online to listen to the podcast and add their comments to the discussion board.

Answers

Students' answers will vary. Sample answers include:
I am not afraid.
I am a rising star!

Zoom In

Exercise 9

- Conduct Task 1 as a walk-around activity. Have students walk around the classroom talking to different partners. Tell them to greet each new partner and take turns talking about themselves. Call time after five minutes or after each student has talked to several partners.
- Have students work independently to write three sentences about someone they know. Collect and correct their work or monitor and provide feedback.
- Have students do an image search for a famous person in a career that interests them. Tell them to print out the picture or save it on their phone. Have them sit in small groups, show the image, and talk about the person. (If students can't think of a specific person with the job they're interested in, tell them to find a picture and make up information about the person in the picture, for example, name, date of birth, and what city and country he or she is from.)

Answers

Students' answers will vary. Sample answers include:

- My name is Mina. I'm from Bulgaria. I'm an artist and a student.
- My neighbor is a great person. Her name is Hend. She's Egyptian, and she's 30 years old.
- This is a photo of Marisa Monte. She's a famous singer and musician from Brazil. She plays the guitar and writes songs.

Exercise 10

- Use gestures to demonstrate the difference between *I did this well* and *I need more practice*.
- Tell students to think about how they did on each of the tasks in Exercise 9 and to check the appropriate box. Remind them that they can review the online activities for any skills they need more practice with.