

Unit Overview

Introduction to the unit

Who are we? How do we introduce ourselves to others? This unit, *Identity*, looks at the following themes: adjectives and adverbs of degree to describe ourselves and others, making formal and informal introductions, and asking questions to continue a conversation.

In **Lesson 1.1**, the idea of identity is reflected in the following activities: describing oneself and others with positive and negative adjectives, recognizing adjectives in a text, and expressing information about people with *have*. In **Lesson 1.2**, students continue the theme of identity using *be* to define traits about themselves and expand their descriptions by using linking words in a writing context. In **Lesson 1.3**, students will listen to audio about personality and preferences when looking for a roommate, as well as first-time meetings, where identity comes into focus. In **Lesson 1.4**, students will watch a video and identify formal and informal relationships followed by practicing the language of introductions in both contexts. In the *Real-World English Strategies*, teachers will help students learn further formal and informal greetings. Finally, in **Lesson 1.5**, the following exercises will summarize what students have learned about the theme of identity: introducing someone and giving details about them, and asking followup questions using proper intonation. In the *More to Say...* activity, students will practice intonation of *yes/no* and *wh-* questions.

Lessons

1.1 Your Head or Your Heart?

Reading Skill Recognizing adjectives

Grammar in Context *Have*

- Vocabulary: adjectives (Oxford 3000)
- Identify positive and negative adjectives in context
- Describe someone using adjectives
- Use "have" to describe people and things we own

1.2 Let's Meet Up!

Grammar in Context *Be*

Writing Skill Linking ideas with *and*, *also*, and *too*

- Construct descriptive sentences with "be"
- Use contracted forms of "be"
- Develop an outline
- Write an online profile using *and*, *also*, and *too*
- Practice giving feedback and rewriting

1.3 Are You an Early Riser?

Vocabulary Development Adverbs of degree

Listening Skill Understanding positive and negative contractions

Grammar in Context Questions with *be*

- Distinguish affirmative and negative contractions
- Listen to information and predict the outcome of a situation
- Ask and answer questions using *be*

1.4 How's it Going?

Real-World English Meeting People

- Identify formal and informal language
- Analyze language appropriateness in different situations
- Create a dialogue using formal and informal language

1.5 Hello!

Pronunciation Intonation with *yes/no* and *wh-* questions

Speaking Making Introductions

- Identify rising and falling intonation
- Practice asking questions with correct intonation
- Talk about yourself when making introductions

Resources

Class Audio CD 1, Tracks 2–8

Workbook Unit 1, pages 1–7

Oxford Readers Correlations

Anne of Green Gables (9780194655910)

Teacher's Resource Center

Assessments: Entry test, Unit test

Class video

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 unit opener photo shows a young man dancing as a large group of his peers look on. His face shows an expression of absolute joy; he is showing his true identity to his friends and onlookers. The image tells us a lot about this person: he is outgoing, fun to be around, and perhaps is someone who thinks with his heart. The other young man in the center of the photo, however, has a serious look. The photograph relates to the unit as their expressions evoke many descriptive adjectives, it shows a situation where informal language would be used, and the contrast between the two young men are examples of “head” versus “heart.”

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

These three questions have been written to get the students’ attention and encourage them to read on. Answers may be found on the page numbers provided, but there is no right or wrong answer.

- 1 For the first question, ask students if they make decisions based on their feelings or if they need time to think. Have students talk in pairs before sharing with the class.
- 2 For the second question, ask students if they belong to any clubs or groups, or if they have in the past. Why did they join them? What did they do in the club or group?
- 3 For the third question, put students in groups of three. Have each group make a list of good roommate qualities. Call on groups to share their best answers.

Discussion Questions

- 1 For the first question, have students use simple words and sentences to describe the boy. What do they think is happening? How many onlookers, roughly, are there? What is the expression on his face?
- 2 For the second question, have students identify what the image of the boy tells us about his identity. Then ask what images can tell us about someone’s personality, mood, or feelings.
- 3 For the third question, ask students to share their ideas of what identity means. Suggest some ideas to start the conversation, such as personality, likes and dislikes, and hobbies.
- 4 Show the photographer video where Krisanne Johnson answers these questions from her perspective. Play for students as many times as needed to check comprehension and discuss any vocabulary items.

Answers

Students’ answers will vary. Sample answers include:

- 1 The boy is dancing and showing off his dance moves.
- 2 Their personalities, how they are feeling.
- 3 To me, identity is what all the things in life that are important to me.

Video Script

I took this picture near Johannesburg, South Africa, in 2013. It shows an informal dance competition in a park. Neighborhood groups compete by showing fashion, dancing, and music. A lot of people always watch because the competitions are so exciting.

At first, this young man was quiet and shy as he and his other friends waited in the park for the other group. When it was time to compete, he quickly became energized and very competitive. He competed for his team as a dancer. And everyone love his original dance moves. I love how the young man in the photo communicated a part of himself through his dance moves.

Our identity is shaped by our environment, our family, and our friends. I believe identity is also shaped by our experiences during our life. I express my identity through the photographs I take, and how I see the world.

Exercise 1

- 1 Direct students’ attention to the questions and sample answers. For the first question, give your own example of your food identity in addition to the example given to help students start thinking. If students struggle with this question, modify to have them come up with words that describe their personalities.
- 2 For the second question, ask students what it means to be similar or different to someone in their family. Have students think about physical characteristics but also personality. Model an example from your own life.
- 3 For the third question, ask students if they know anyone from a different country. What was something new they learned from them?

Answers

- 1 Students’ answers will vary. Sample answers include: I am chocolate cake because I am sweet. I am soup because I am warm and comforting.
- 2 Students’ answers will vary. Sample answers include: We are similar because everyone in my family plays sports. I am different from my family because they did not learn English.
- 3 Students’ answers will vary. Sample answers include: We can learn about different traditions. We can learn about different foods. We can learn about different hobbies.

Exercise 2

- 1 Pair students up and ask them to compare their answers.
- 2 Ask students to take notes of their partners’ answers. Regroup and have students report on their partners’ answers.

Real-World Goal

By the end of this unit, students will be able to introduce a classmate to a friend or a relative because they will have learned how to describe people using adjectives, adverbs of degree, linking words, the verb *be*, and the verb *have*.

They will also have learned language for formal and informal introductions, the use of rising or falling intonation for questions, and will have had exposure to different types of introductions through audio and video.

Lesson 1.1 Your Head or Your Heart?

Student Book pages 4 – 6

▶ Exercise 1 ACTIVATE

- 1 First, direct students' attention to the title of the lesson. Ask students to identify where their heads and hearts are physically. Ask students what they think the lesson will be about. Elicit words that are associated with heart, such as *love* and *feelings*, and head, such as *brain* or *thinking*. Give examples of feelings, such as *happiness*, *anger*, *sadness*.
- 2 Before playing the video, review the vocabulary in sentences 1-3 to ensure comprehension.
- 3 Play the video. Students mark their answers.
- 4 Have students compare their answers with a partner. Play a second time if needed.
- 5 Review answers as a whole class. Finally, refer back to the title of the lesson and explain that we will be looking at "head" and "heart" personality traits.

Answers

1 shy 2 loud 3 outgoing

Video Script

▶ What's your best friend like?

Jess What's your best friend like?
 Antonia She is very shy, but very generous.
 Interviewer What do you like about her?
 Antonia I like her personality.
 Jess My best friend is very loud, and very confident.
 Interviewer What do you like about her?
 Jess She makes me laugh.
 Antonia I am fun and outgoing.
 Interviewer How do you describe yourself?
 Jess I think I'm outgoing and cheerful.
 Interviewer What kind of people don't you like?
 Jess I don't like shy people.

Exercise 2 VOCABULARY

- 1 First, review the pronunciation of each vocabulary word. Elicit examples of synonyms from students for each word. Pre-teach *shy*. It refers to a person who is very quiet, or afraid to speak. Pre-teach *calm*. A calm person is very relaxed, and is not worried about anything.
- 2 Explain to students that they should write the complete phrase under the correct picture. It may be helpful to complete the first question as a whole class. Students can complete this individually and then compare answers with a partner.
- 3 After completing the exercise, select students to read their answers. Explain any incorrect answers that students give.

Answers

1 serious at work 4 shy around people
 2 sometimes lazy 5 a calm person
 3 fun to be around 6 always honest

Oxford 3000 words

fun serious shy
 calm honest lazy

Extra Practice

- 1 Write vocabulary words from Exercises 1 and 2 on small pieces of paper and mix them in a bowl.
- 2 Tell students they will select a paper from the bowl and they must act out the vocabulary word (for example, *shy*, *lazy*) without speaking. The rest of the class must guess the word. This can be done in teams as well.
- 3 After the game, ask students which words were easy or difficult to act out and why.

▶ Exercise 3 WHAT'S YOUR ANGLE?

- 1 Go over the instructions with students. Model the activity by writing and saying sentences about yourself and others, such as "I think I'm fun to be around" and "My best friend is shy around people." Students may need clarification on the phrase *My family says I'm*.
- 2 In pairs, students take turns telling one another about themselves and their family and friends. Students can use adjectives from the box or their own ideas.
- 3 After completing the exercise, instruct students to write three sentences describing themselves or others using the target vocabulary.

Answers

Students' answers will vary. Sample answers include:
 I think I'm very honest. My family say I'm shy. My parents are serious. My best friend is calm.

Reading Skill

Recognizing descriptions

GO ONLINE

- 1 Direct students to read the information in the Reading Skill box. Ask them to name other adjectives.
- 2 Since adjectives describe nouns, we can place them before the noun, as in the example *new neighbors*. We also place them after *be* verbs to describe how someone or something is.

Extra Practice

Write scrambled sentences on the board that use adjectives either before the noun, after the verb "be", or both. In teams, students must write out the sentences in the correct order. Add a timer and play suspenseful music to make it more fun. The first team to finish with all correct answers wins, but the game should continue until all teams have finished.

Exercise 4 IDENTIFY

- 1 Introduce the idea of finding adjectives within sentences. Instruct students to read each sentence and underline the adjectives.
- 2 Write the first sentence on the board. Have students talk to a partner to identify the adjectives. Ask the class for the answer.
- 3 Students complete the activity independently. As an extension, have students circle either the noun after the adjective or the form of *be* before the adjective.

- Call on students to share their answers. Check if there is any vocabulary students are unclear on.

Answers

- | | |
|-----------------------|-----------------|
| 1 fun, nice | 4 smart, good |
| 2 shy, true, friendly | 5 outgoing, new |
| 3 caring, happy | |

Exercise 5 ASSESS

- Have students read the instructions. Explain that adjectives can have a positive or a negative meaning. Use the example in the text, and briefly explain why *famous* is a positive adjective.
- Students scan the text for adjectives. Remind students that they will take the quiz themselves next; right now they are just looking for adjectives.
- Check answers as a whole class. As an extension, have students work in small groups to think of more positive and negative adjectives.

Answers

- | | |
|----------------------|----------------------|
| 1 famous, positive | 4 favorite; positive |
| 2 good; positive | 5 noisy; negative |
| 3 terrible; negative | 6 kind; positive |

Exercise 6 INTEGRATE

OXFORD REFERENCE

- Call on students to read the introduction (one sentence per student.) Explain *function*, meaning job, task or things to do.
- Have students make predictions of their type before taking the quiz.
- Have students work independently to take the quiz.
- Explain how to calculate the results. Ask them to share their results with a partner.

Exercise 7 WHAT'S YOUR ANGLE?

- To model the activity, ask some students if they agree with their result or not. Model the language on the board ("I agree with my quiz result. I'm a thinking type because..."; "I'm a feeling type because...").
- Have students read the questions. Students share their results with a partner, and say if they agree.
- Select students to share with the class their own and their partner's quiz results. They should say if they are the same or different, and why.

Answers

Students' answers will vary. Sample answers include: I agree with my quiz result. I think a lot about my friends and family, and I want them to be happy. I'm a feeling type, and I listen to my heart. My partner is different. He says he's a thinking type, and he listens to his head.

Grammar in Context

Have

GO ONLINE

- Direct students to read the information in the *Grammar in Context* box.
- Explain the two different meanings of *have*. Students are likely familiar with "have" for possession, but *have* for description may be a new concept. Provide additional examples as needed ("She has brown hair"; "He has blue eyes.")

- Review the different present tense forms of *have*. Note that *have* is an irregular verb and becomes *has* for *he, she, it*.
- Practice pronunciation of the *have* phrases in the box.
- See the Grammar focus on page 159 for more information.

Extra Practice

- In this activity, students will practice describing classmates. Brainstorm possible attributes with the class (i.e. brown hair, blue eyes, nice personality, backpack, etc.)
- Students will secretly choose a classmate to describe (or you can assign one.) Students then make notes about the classmate they have chosen.
- Students recite their sentences to the class using *have* ("This person has a nice personality", "This person has a large backpack") and classmates must guess who the person is.

Exercise 8 APPLY

- First, direct students to the pictures of Alan and Cleo and ask them to describe the pictures. Students will find out more as they read, and see if their predictions were correct.
- Select a student to read the directions aloud. Students should read each paragraph twice: once to find the correct form of "have" and once for reading comprehension. After the second read, they need to determine if the person described is a *thinking* or *feeling* type.
- Direct students to work independently to fill in the blanks with the correct form of *have*.
- First ask the class if Alan and Cleo are thinking or feeling types. Ask for reasons why this is true. They should use examples from the text. Ask if their predictions about Alan and Cleo were correct.
- Have students come to the board and write individual sentences from the exercise. Ask the class if the forms are correct or incorrect, and have them explain why.

Answers

I have a good friend. His name is Alan. He has a fun and outgoing personality, but he also has a shoe problem! Alan says he doesn't have enough shoes, but he has more than 100 pairs! When the stores have sales, he's always the first one there! Do you have any friends like him?
Alan is a feeling type.
My best friend Cleo is a good person to be around. She has a shy, calm personality. When I have a decision to make, I often talk to Cleo. She has good ideas because she thinks about what's right and wrong. We don't have similar personalities—we're very different!—but I'm really glad I have her as a friend.
Cleo is a thinking type.

Exercise 9 IDENTIFY

- Have students read the instructions. Remind them that it can be difficult to distinguish *have* and *has* in listening, so they need to listen carefully.
- Play the audio two times as students fill in the blanks.
- Have students compare answers with a partner. Then, students listen a third time and correct any mistakes. Review answers as a whole class.

Answers

- | | | |
|--------------|----------------|----------------|
| 1 has | 3 doesn't have | 5 doesn't have |
| 2 don't have | 4 has | 6 have |

Audio Script

CD 1, Track 2

- A What do you know about Cynthia?
B Well, I know she's really good with people.
- C Do you two have class on Friday?
D No, school's closed for the holiday.
- E Where do you work, Kendra?
F Actually, I don't have a job. I'm a full-time student now.
- G Is Paul at work?
H No, he's on vacation.
- I Andy, is this a photo of your family?
J Yeah, we're not a big family, but we're happy.
- K Are you happy in your new apartment?
L Yeah, we really like it.

Exercise 10 WHAT'S YOUR ANGLE?

- Elicit the definition of a "best friend." What types of things do best friends do together?
- Put students in pairs to discuss the question. Encourage students to give examples and to use the vocabulary from the unit. Students should share their opinion and listen to their partner's; the pair should then determine if they agree or disagree with each other.
- Pairs then join another pair and see if they are in agreement. Select a few groups to share with the whole class.

Answers

Students' answers will vary. Sample answers include:
I don't think best friends are always similar. I'm really shy, but my best friend is very outgoing. We're very different.
I think best friends are similar. They usually have similar interests, like sports and movies. For example, my best friend and I both love soccer and science fiction movies.

Extra Practice

Students create a roleplay similar to the video in Exercise 1 on page 4. In the roleplay, students will greet one another and ask about one another's best friend. Students should use the descriptive adjectives from the unit, as well as the verb *have* to describe their best friend. Put prompts on the board to help (*What is your best friend like?*) Give students time to practice. Students perform their roleplay in small groups. After each roleplay, ask the whole class which vocabulary words from the lesson they heard.

Lesson 1.2 Let's Meet up!

Student Book pages 7 – 9

Exercise 1 ACTIVATE

- Have students read the questions. Elicit some examples of other online activities before having them discuss in pairs.
- Elicit answers from students. Follow up by asking who they practice English with, or where they practice English online.
- As an extension, put students into small groups and have them make a list of online activities and decide which are their favorites. Have the groups share their favorite activities with the class.

Answers

Students' answers will vary. Sample answers include:
I practice English with my classmates. I practice English online. I like to talk to my friends online. I shop online.

Exercise 2 IDENTIFY

- Ask students if they have heard of language meetup groups. Explain that they are a popular way for people with similar interests to get together and practice. People sign up online, and meet at a designated public place.
- Direct students to the reading questions. After reviewing those, direct the students to work independently to read and answer the questions.
- Students check answers with a partner.
- Check answers as a whole class.
- Ask students if they would be interested in trying an online meetup group, and ask them to explain why or why not.

Answers

- The name is International Friends of Hong Kong. They get together to talk, share stories, and practice their English.
- Their next meeting is Friday, June 6, from 6–8 p.m. It's at The Cafe Common.
- It's good for them because they can meet people in the area who are like them, make friends, and practice their English.

Exercise 3 INTEGRATE

- Have students read the instructions. Look at the sample sentences and have students say each one aloud.
- Direct students to scan through the text and find other examples of each phrase and write them in the appropriate column.
- Review answers.

Answers

I am	I have	I like
Zaid	a part-time job	going to the movies
from Jordan	a friendly personality	meeting people
a young, busy guy	family here	to have fun
a college student	a few friends	listening to music
excited		soccer
Miranda		
22 years old		
from Spain		
here to study business		
from Tokyo		
here in Hong Kong		
kind		
also kind of funny		

Extra Practice

Students may not know of ways to practice English outside of class. Direct students to any conversation groups or extracurricular groups at their institution that aim to improve students' English. Also let them know of outside meetup groups where they can practice English with others. If students do not know about places to practice English online, compile together some of your favorite websites to practice English and share them with the class.

Grammar in Context

Be

GO ONLINE

- 1 Have students read the information in the Grammar in Context box.
- 2 Review the contracted forms of *be*: *I'm, you're, he's, she's, it's, we're, they're*.
- 3 Explain that there are two ways to form negative *be* sentences, for example, *He's not hungry / He isn't hungry*. The meaning is the same.
- 4 For Spanish speakers, note that we use *be* for age instead of *have*.
- 5 See the Grammar focus on Page 159 for more information.

Extra Practice

- 1 Write sentences using the non-contracted form of *be* on pieces of paper.
- 2 Tape them around the classroom.
- 3 Have students go around the classroom, writing corrected versions with contractions in their notebooks.
- 4 Check answers as a whole class. Sample sentences: *You are in this class. She is not hungry. She is not shy.*

Exercise 4 APPLY

- 1 Have students read the instructions.
- 2 Model the activity by discussing the first question as a whole class. First, ask students if the answer will be negative or positive. Then, ask students if the sentence is referring to Zaid or to his life. Since it is referring to his life, the correct answer would be *It isn't / It's not boring*.
- 3 Have students complete the rest of the task individually.
- 4 Check answers as a whole class.

Answers

- | | |
|-----------------------|-----------|
| 1 It isn't / It's not | 4 They're |
| 2 He's not / He isn't | 5 It's |
| 3 She's | 6 I'm not |

Exercise 5 WHAT'S YOUR ANGLE?

- 1 Ask students to recall some of the personality adjectives discussed in the previous lesson. Write them on the board.
- 2 As a whole class, make some positive and negative *be* sentences using the adjectives they list.
- 3 Students write three sentences with *be* about themselves.
- 4 Students take turns sharing what they have written in pairs.
- 5 Ask for volunteers to read their sentences aloud.

Answers

Students' answers will vary. Sample answers include:
I'm 23 years old. I'm a business student. I'm from Brazil.

Writing Skill

Linking ideas with *and, also* and *too*

GO ONLINE

- 1 On the board, write: *I like to travel. I like to eat*. Ask students if they like to do both of these things. Then ask if they know a way to connect these two ideas into one sentence. Rewrite the sentence as "I like to travel and I like to eat."
- 2 Direct students to read the information in the Writing Skill box, noting that addition words put together two or more

pieces of information, like the example "I like to travel and I like to eat." Go over each sentence and discuss the linking word and its placement. *And* goes between two ideas, *too* often goes at the end of the sentence, and also comes after the *be* verb or after the subject. Explain to students that linking ideas is an important step in improving their writing.

Extra Practice

In this activity, students will conduct a survey of their classmates likes and dislikes.

- 1 Each student should think of a hobby or activity to ask about, for example, sports, movies, swimming, playing video games. Provide the language "Do you like _____?" for students.
- 2 Students move around the classroom, asking students if they like a particular activity.
- 3 Students share their results in small groups using *and* and *too*.

Exercise 6 INTEGRATE

- 1 Direct students to the first sentence and ask the class to identify and circle the addition word (*and*). Have students scan the sentences and circle the addition words in each sentence.
- 2 Select a student to read the first sentence, and another student to read the sample answer. Then ask each student to write their own answers, replacing the underlined text. Ask a few students to share their answer.
- 3 Students then work independently to complete the exercise. Remind students that they should use the same form as the underlined words in the text.
- 4 Select some students to give responses as a check. Board answers to question 6, seeing how many people talk about similar things.

Exercise 7 PREPARE

- 1 Have students read the instructions and review what they need to write. Ask for examples of things one might do for fun (play tennis, watch movies, read books.)
- 2 Have students work independently to complete the exercise.

Exercise 8 WRITE

Have students use the information from the previous exercise to write a short paragraph about themselves for a discussion board. Have them refer back to Exercise 3 for ideas. Encourage students to use linking words when appropriate.

Exercise 9 IMPROVE

- 1 Go over the checklist with students.
- 2 Have students read their paragraphs slowly, make corrections and check off the items they included in their writing. Walk around the classroom and help as needed.

Exercise 10 INTERACT

- 1 Go over the areas where students should provide feedback. Some students may struggle with this activity; in this case focus on having them find examples of linking ideas, activities and personal information, rather than focusing on spelling and grammar.
- 2 Students exchange papers and make notes on their partner's work.
- 3 Pairs give one another feedback on their work.

Exercise 11 DEVELOP

Based on the feedback received, students rewrite their papers with the corrections or additions. As students write, encourage them to ask their partner for clarification on feedback as needed. Walk around and provide assistance to students.

Exercise 12 SHARE

Students upload their paragraphs to the class discussion board.

Exercise 13 WHAT'S YOUR ANGLE?

- 1 Direct students to read their classmates' profiles on the class discussion board. As they read, they should look for profiles that are similar to theirs.
- 2 Have students choose one profile to respond to. They should write two to three sentences using *too* and *also*. Model the activity by writing a response as a whole class.

Lesson 1.3 Are You an Early Riser?

Student Book pages 10 – 11

Exercise 1 ACTIVATE

- 1 Tell students that you are looking for a new roommate and would like their help. Explain that a roommate is a person that you share an apartment or house with. Usually a roommate is not a family member.
- 2 Tell students they will discuss the qualities of a good roommate. Pre-teach vocabulary: *schedule*, *routines*, *housework*, *taste*.
- 3 Students complete the chart individually.
- 4 Call on individuals for the answers. After each answer, ask the class who agrees and who disagrees. Ask students for more information.
- 5 Ask students if there are other criteria that are important for a good roommate. Direct them to the title of the lesson, "Are You an Early Riser?" and explain the meaning. Would they want a roommate that always wakes up early? Why or why not?

Exercise 2 IDENTIFY

- 1 Have students read the instructions, then ask them to read Jason's post silently. To check understanding, ask students to describe Jason's personality and the kind of roommate he is looking for. Have students scan the text elicit one-word vocabulary answers from students.
- 2 Have students work with a partner to talk about the similarities and differences between Jason and Eric and Jason and Sergio based on the pictures. If students have difficulty with this, point out details in the pictures to help them get a sense of Eric and Sergio's personalities.
- 3 Select students to give their answers.

Answers

Students' answers will vary. Sample answers include:
Eric is different. He's noisy, and he has a lot of friends.
Sergio is similar and different. He's clean, but he isn't quiet.

Vocabulary Development

Adverbs of degree

GO ONLINE

Direct students to read the information in the Vocabulary Development box. Have students practice saying the vocabulary and the example sentences aloud. Note the connected speech aspect of *kind of* /kainəv/ and *sort of* /sɔrtəv/.

Extra Practice

- 1 Hand out cards or slips of paper with the adverbs listed in the Vocabulary Development box, enough for multiple teams.
- 2 Each team must line up in the correct order from weaker to stronger adverbs.
- 3 Say "go" and the team that lines up in the correct order first wins.

Exercise 3 INTERACT

- 1 Write the sentence on the board: "Sergio is young." Then ask the class which adverb of degree is most appropriate. (Any of the weaker forms as well as the adverb *fairly* are acceptable. Note that the adverbs *very* and *really* would not be appropriate.)
- 2 Individually, students write sentences about Sergio and Jason using adverbs of degree. Encourage students to try to write as many as they can, including both positive and negative sentences.
- 3 Put students into groups. Have students share their answers with each other and then decide which roommate would be best for Jason.
- 4 Call on each group to give their vote and reasons why they chose that person.

Sample answers

	Positive	Negative
Eric is	pretty fun	kind of noisy
Sergio is	fairly young	sort of loud

Exercise 4 WHAT'S YOUR ANGLE?

- 1 Have students read the instructions. Ask a volunteer to read the sample sentences aloud.
- 2 Have students first write sentences in their own notebook answering the questions. Then place students in groups of five or six to discuss their answers to the question.
- 3 After everyone has shared, students need to find the classmate in their group who would be the best roommate for them.
- 4 The matched students share their results with the class and explain why they would be good roommates.

Listening Skill

Understanding positive and negative contractions

GO ONLINE

- 1 Direct students to read the information in the box.
- 2 Explain the importance of being able to differentiate between affirmative and negative contractions; not being able to can cause misunderstandings.
- 3 Have students underline the stressed words.

- 4 Say each affirmative and negative sentence in the box and have students repeat. Practice multiple times.

Extra Practice

Play a game of memory with contractions. On index cards, write a positive contraction on one card (e.g., *It's*), and the negative counterpart contraction on another card (e.g., *It isn't*.) Make several cards. Mix them up and lay them face down. Students must match the positive contracted card with the negative contracted card (i.e. matching *It's* with *It isn't*). Students take turns picking up two cards at a time with hopes of a match. Have students say the contraction on each card aloud, focusing on pronunciation. If there is no match, the cards go back face down in their original location. If there is a match, the student collects the cards. The student with the most cards at the end is the winner.

Exercise 5 IDENTIFY

- 1 Have students read the instructions.
- 2 Play the audio. As students listen, they check the sentence they hear.
- 3 Check answers as a whole class.
- 4 In pairs, students take turns reading sentences randomly from 1 and 2. The partner must guess if the sentence is from 1 or 2.
- 3 Conduct feedback with the class. What was easy and what was difficult about this exercise?

Answers

- | | |
|-------------------------|-------------------|
| 1 They're not cheap. | 4 He's a student. |
| 2 We aren't busy. | 5 She's not tall. |
| 3 I'm excited about it. | |

CD 1, Track 3

Exercise 6 INTEGRATE

- 1 Have students review the questions before listening. Encourage students to take notes as they listen. Note that both Rasheed and Jason are male.
- 2 Play the audio two times.
- 3 Have students discuss their answers in pairs. If extra support is needed, have them listen a third time.
- 4 Review answers as a whole class.

Answers

- Sample answers
- 1 He's interesting and nice, but he's not an early riser.
 - 2 He's hardly ever home. Jason likes him.
 - 3 They have different schedules. Rasheed isn't an early riser, and Jason is.

Audio Script

CD 1, Track 4

- Jason Yes ...
- Rasheed I'm Rasheed. I'm here about the roommate ad.
- Jason Oh, Rasheed, yes, hello. Come in, come in.
- Rasheed Wow, your place is nice!
- Jason Thanks! So, uh, here's the room. It's a bit small, but there's space for a bed and a desk.
- Rasheed Hmm ... that's pretty much all I have. I'm not home much. I work as a journalist ...
- Jason Wow! That's cool.
- Rasheed Thanks, I like it, but I'm pretty busy. Sometimes I work late at night.
- Jason Really? ... So, you're not an early riser?
- Rasheed No, I'm not. But I'm very quiet. I don't have parties late at night.

- Jason Oh, that's good to know. I go to bed early.
- Rasheed Oh, so it looks like we have different schedules.
- Jason Very different.
- Rasheed Right ... Well, uh, what about the rent? How much is the rent?
- Jason It's kind of expensive.
- Rasheed How expensive?
- Jason \$1,200 a month.
- Rasheed Wow, that's a lot!
- Jason I know. It's the neighborhood. This neighborhood is—
- Rasheed ... not cheap! I know.
- Jason Well, think about it and let me know.
- Rasheed Sure thing. When do you need an answer?
- Jason Is tomorrow OK?
- Rasheed Sure, I'll call you.
- Jason Great!
- Rasheed OK, take care.
- Jason Bye!

Exercise 7 EXPAND

- 1 Have students review the sentences. Note that the A column has all sentences in the affirmative; B the negative.
- 2 Students make predictions about Jason's response to Rasheed by circling the appropriate boxes.
- 3 Play the audio twice. Students listen and check the answers they hear.
- 4 Check answers as a whole class. Ask students to share if their predictions were correct or not.

Answers

- | | | | | |
|-----|-----|-----|-----|-----|
| 1 A | 2 A | 3 A | 4 B | 5 B |
|-----|-----|-----|-----|-----|

Audio Script

CD 1, Track 5

- Sarah So, Jason, what do you think about Rasheed?
- Jason I don't know. I mean, He's a nice guy and all. We're both pretty busy, which is fine. And he's interesting. He has an interesting job anyway. But I'm not sure about his schedule.
- Sarah Really?
- Jason Yeah. He works at night, and I'm an early riser. So we're not on the same schedule. It isn't easy for me to be quiet in the morning, so ...
- Sarah Yeah, that's hard.
- Jason But he's not home a lot, so that's good.
- Sarah A difficult decision!
- Jason He's going to call me tomorrow, so I have some time to think about it.

Grammar in Context

Questions with *be*

GO ONLINE

- 1 Have students read the information in the Grammar in Context box. Explain that yes/no questions usually have a *yes* or *no* answer. Explain that contractions can be used with *wh*-words ("Where's the library?"). Do not use contractions in short answers with *yes*.
- 2 See the Grammar focus on Page 159 for more information.

Extra Practice

- 1 Tell students to imagine they are going to an English language meetup group for the first time to meet new people.
- 2 Students prepare two *yes/no* questions and two *wh*-questions to ask someone they would meet for the first time.
- 3 Everyone stands up and circulates around the classroom, asking one *yes/no* and one *wh*-question to their classmates.

Exercise 8 IDENTIFY

- 1 Direct students' attention to the questions in this section. Have them identify which are *yes/no* questions, and which are *wh-* questions.
- 2 Have students independently match the questions with the answers.
- 3 Check as a whole class.
- 4 In pairs, students ask and answer the questions with their own answers.
- 5 Ask for volunteers to share with the class why they are learning English.

Answers

1 a 2 e 3 b 4 d 5 c

Exercise 9 INTERACT

- 1 Have students discuss in pairs what they remember about Jason and Rasheed. Refer back to Jason's roommate ad. Replay their audio conversation (CD1, Track 4) to help them recall the scenario.
- 2 Have students go into two lines facing each other. Each student will share their opinion with the student across from them about whether Jason and Rasheed would be good roommates or not. After one minute, the teacher will call "switch!" and one line moves down one person, and students speak again to a new partner. Repeat this three times.
- 4 Have students write on a small piece of paper "Yes" if they believe Jason and Rasheed should be roommates; "No" if they do not. Tally the votes and declare the result.

Answers

Students' answers will vary. Sample answers include: I think they are a good match because they are both hard-working. Also, Rasheed really likes the apartment.

Lesson 1.4 How's it Going?

Student Book pages 12 – 13

Exercise 1 ACTIVATE

- 1 Direct students' attention to the video stills. Ask them to discuss with a partner which greeting is appropriate for each still.
- 2 Call on volunteers to share their ideas with the class. Ask students why they think each greeting is appropriate for the situation.

Answers

- 1 Hey, how's it going?
- 2 It's nice to meet you all.

Exercise 2 IDENTIFY

- 1 Have students read the instructions. Elicit from students the meaning of *formal* and *informal* language. Formal language is the type of speech one uses with co-workers, supervisors, professors and parents. Informal language is more casual language that we use with friends.
- 2 Optionally, model the expressions and then have students practice saying each expression aloud.

- 3 Play the video and have them work independently to complete the chart.
- 4 Go over the answers as a class. Some students may not understand why *My name's...* is informal. Explain that contractions in general are viewed as informal language.

Answers

	Formal	Informal
1 How are you?	✓	
2 My name's ...		✓
3 Nice to meet you.	✓	
4 Good morning, everyone.	✓	
5 It's nice to meet you all.	✓	
6 Hey, I'm ...		✓
7 How do you do?	✓	

Video Script

English For Real Video Unit 1

Scene 1

Sam Hey, how's it going?
 Andy Fine, thanks. How are you? Oh...hey, we have a Sociology class together, right?
 Sam Yeah! My name's Sam!
 Andy Nice to meet you. I'm Andy.
 Sam Hey Sue! She's on the debate team *and* a future lawyer, too!
 Andy Great! Another person to argue with!
 Prof. Jackson Good morning everyone. My name is Nancy Jackson and this is Political Science 101. It's nice to meet you all.

Scene 2

Max Andy! What's up?
 Andy Hi Max. I'm just waiting for class.
 Max What? Are you in *this* class?
 Andy Yeh. American History.
 Dave Tsk. American History is in room 506.
 Andy Oh! Ok! Thanks. Hey, I'm Andy.
 Dave Dave.
 Andy This is Max. My roommate. Oh, so this is Art History!
 Max Hi, nice to meet...
 Prof. Armstrong Excuse me.
 Dave Hey, are you in this class?
 Andy Oh! You must be the professor!
 Prof. Armstrong I am! How do you do?
 Andy Fine, thanks!
 Max Hi, Professor Armstrong. I'm Max!
 Andy Hi. I'm Andy. I'm not in this class, but... your art work is great! It's nice to meet you.
 See ya, Max.
 Max Andy is studying to be a lawyer. And he remembers everything about everyone!

Exercise 3 ANALYZE

- 1 Put students in small groups. First, have them analyze the situations listed and determine which ones are formal or informal and why.
- 2 Have them look at the expressions in Exercise 2 and decide which ones they would use in each situation. Students may struggle with the words *colleague* (a co-worker) and *server* (modern term for waiter or waitress, a person who serves food at a restaurant.)
- 3 Share responses as a whole class.

Real-World English

Meeting People

Read the information in the box aloud. Ask students to think of situations in their country where they use formal or informal language. Ask if students need clarification on whether any particular language item is formal or informal.

Real-World English Strategies

Your students may benefit from additional activities to practice using formal and informal greetings. After they have watched the video, help them generate more expressions that can be used for greetings. Then, provide opportunities so they can practice using these expressions.

- 1 As the students are completing Exercise 3, ask them to think of some other greetings that can be used in each situation and add them to their lists (examples include: Hey man, What's up?, What's new?, How's life?, Long time no see, Pleased to meet you, How have you been?).
- 2 Next, ask students to work with a partner. Each pair receives a picture of different people greeting each other in various settings (e.g., two students at a bus stop, two businessmen in an office, a teacher and a student in front of a classroom).
- 3 Provide a bank of expressions for greetings and responses, and instruct the students to write a short greetings dialog, like those in Exercise 4, to match their picture, but to leave 1-2 lines blank. The blank lines should be greetings or responses to greetings.
- 4 Make several copies of each ready dialogue and distribute to the other pairs. Ask the students to fill in the blank lines. Have a few volunteers share a complete dialog with the whole class.

▶ Exercise 4 INTEGRATE

- 1 Have students look at the first dialogue. Ask where it takes place and who the speakers are. Ask students if it is a formal or informal situation (it is formal.) Then choose two students to read the dialogue aloud. Ask the class if they believe the response of the second speaker (in this case, the student) is appropriate.
- 2 Put students in pairs to practice reading the subsequent dialogues aloud and discuss whether the situation calls for formal or informal language, and if the second speaker's response is appropriate or not.
- 3 Call on volunteers to share their opinions on the appropriateness of the second speaker with the class.
- 4 Students may be unfamiliar with the word *Uh*. Note that the word *Uh* is a common utterance when a speaker is surprised by something that is said. Throughout the dialogues, when a person uses formal or informal language incorrectly, the receiver is surprised and responds with *Uh*.

Answers

Students' answers will vary. Sample answers include:

- 1 He's too informal. He should say, "Good morning, my name is..."
- 2 Teenager 2's choices are too formal for someone the same age. He should say something like, "Pretty good. I'm Eric."
- 3 The colleague is not polite. They do not greet or introduce themselves in a formal or informal way. They should say something like "Hello, Alex. It's nice to meet you. I'm Mary."
- 4 The colleague makes a joke about the presenter's appearance. This is too informal for the situation. (It's also not polite.) He should be formal. He might say, "Hello, my name is Frank" and then introduce other colleagues.
- 5 The customer is too formal. They should say "Hi" and order their food or wait for the server to ask if they are ready to order.

Exercise 5 INTERACT

- 1 Put students in pairs.
- 2 Have pairs select one of the five situations and characters from Exercise 4 and write a new conversation. Have them refer to the Real-World English box and use appropriate expressions in their conversation.
- 3 When students finish writing, have them practice roleplaying the conversation.

Exercise 6 EXPAND

- 1 Have each pair meet with another pair to act out their roleplays.
- 2 The pairs discuss what expressions they heard to determine whether the roleplay was formal or informal.
- 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 Hello!

Student Book page 14

Exercise 1 ACTIVATE

- 1 Have students read the instructions. Emphasize that students should think about good and bad topics to discuss with a new friend; someone they do not know well.
- 2 In groups of three, decide on three good topics and three bad topics for meeting someone new.
- 3 Select groups to share with the class. Ask if anyone disagrees with a group's choice. Ask students to explain why they disagree.

Answers

Students' answers will vary. Sample answers include:

Good topics	Bad topics
your neighborhood	your problems
your classes/job	politics
weather	your friends
traffic	your family
TV shows	money
sports	

🎧 Pronunciation Skill

Intonation with *yes/no* and *wh-* questions

GO ONLINE

- 1 Have students read the information in the box. Explain that intonation is like the melody of a language, and that intonation is important in making sure what we say is understood. If intonation is not used correctly, an English speaker might think the student has not finished speaking.
- 2 Play the audio and pause after each phrase so students can repeat. Play more than once if needed.

🎧 CD 1, Track 6

Extra Practice

- 1 Close books. Have students take out their notebook and prepare for a dictation practice.
- 2 Read out a series of *yes/no* and *wh-* questions without any intonation. Students must then write next to each sentence an up arrow if it should have rising intonation and a down arrow (as shown on page 14) if it should be falling intonation.
- 3 As you review answers, have students try saying the questions with the correct intonation.

More to Say...

Focus: Working with a partner, students practice intonation with *yes/no* and *wh-* questions.

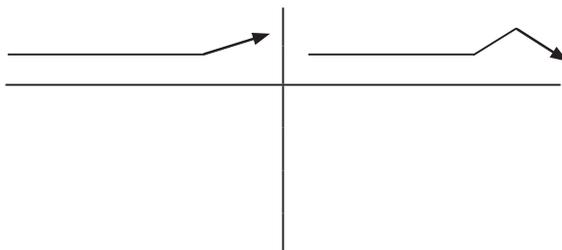
Grouping Strategy: Groups of 2 students.

Activity Time: 15 minutes

Student Book Connection: Lesson 1

Ready,

- 1 Prepare a list of 10 *yes/no* questions and 10 *wh-* questions to distribute to students.
- 2 Write each question on a different index card or slip of paper.
- 3 Make enough copies of each set of cards so that each pair of students has 1 set of 20 cards.
- 4 Prepare category papers for each student. Draw a T-graph on a large piece of paper. Write the 2 different intonation patterns on either side of the T-graph, like this:



- 5 Make enough copies of each category paper so each pair of students has one.
- 6 Prepare a set of model question cards for yourself, such as:
Are you a student?
What do you study?
- 7 Write the intonation patterns on the board.

Set...

- 1 Put students into partners.
- 2 Model intonation of *yes/no* questions using the model question. Have students chorally repeat the question.
- 3 Have the students identify the intonation pattern from what is on the board. Write the question or stick the card in the correct category.
- 4 Repeat with the *wh-* model question.
- 5 Hand out the cards and category papers to the students.

Go!

- 1 Instruct the students to read the questions on each card aloud and put the card in the right intonation category.
- 2 Monitor the students by walking around and correcting them as necessary.
- 3 Check the answers as a class, having the students chorally repeat each question.

Keep Going!

- 1 For homework, have students write 1 *yes/no* and 1 *wh-* question.
- 2 The next class, have them read their questions aloud in small groups and have students identify which intonation pattern they hear.

🎧 Exercise 2 INTERACT

- 1 Have students review the sentences before listening.
- 2 Play the audio as students listen and write a checkmark in either the rising or falling column.
- 3 Call on students to answer each question, and have the whole class practice saying the question with the correct intonation.
- 4 Ask students what a potential answer to *Are you busy?* might be (*Yes I am, No I'm not.*) Remind students of the contractions that were covered earlier in the unit.
- 5 Have students select a partner and practice asking and answering the questions.

Answers

Students' answers will vary. Sample answers include:

	Rising	Falling
1 Are you busy?	✓	
2 Do you have everything you need?	✓	
3 Where is your office?		✓
4 Is she upstairs?	✓	
5 How is it going so far?		✓
6 Do you work together?	✓	

🎧 CD 1, Track 7

🎧 Exercise 3 IDENTIFY

- 1 Read the instructions to the students and have them review the statements.
- 2 Play the audio and have students work independently to circle the correct answer.

Unit 1 Review

Student Book page 147

Vocabulary

Exercise 1

Answers

- | | | |
|--------|-----------|---------|
| 1 calm | 3 fun | 5 shy |
| 2 busy | 4 serious | 6 noisy |

Exercise 2

Answers

- | | |
|-----------------------------------|------------------------|
| 1 I'm kind of quiet. | 4 She's a bit early. |
| 2 It's pretty cold today. | 5 He's sort of boring. |
| 3 My best friend is a little shy. | 6 They're fairly busy. |

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

Grammar

Exercise 3

Answers

- Takeshi Excuse me. Are you here for the meetup group?
Zaid Yes, I am. You too?
Takeshi Yeah. I guess we're (are) a little early, huh?
Zaid Yeah. I'm (am) Zaid, by the way. What's (is) your name?
Takeshi I'm (am) Takeshi. Nice to meet you.
Zaid It's (is) nice to meet you too.
Takeshi So, where are you from?
Zaid I'm (am) from Jordan, but I'm (am) a student here. Are you here for school too?
Takeshi I work for a computer company. They have new offices here in Hong Kong.
Zaid So, you're (are) not from Hong Kong?
Takeshi No, I'm (am) from Tokyo. But I like it here. The people are nice.
Zaid Yeah, I really like the people too. Do you have friends here?
Takeshi Yeah, but I want to meet more people.
Zaid Me too. That's (is) why I'm here.

Exercise 4

Answers

- 1 Is your sister have a fun personality? Does
- 2 I do have a lot of games on my phone. don't
- 3 When you have time to study? do you
- 4 Richard doesn't has an online profile. have
- 5 What you have for lunch? do you

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

Discussion Point

Exercise 5

OXFORD REFERENCE

- 1 Read the quote aloud. Ask the class to think about how they speak and what they do with friends compared to family members, their boss, and their teachers.
 - 2 Have students discuss the question in groups of three.
- GO ONLINE** Encourage students to go online to listen to the podcast and add their comments to the discussion board.

Zoom In

Exercise 6

- 1 Write the task on the board. Give students time to think of a person to describe. Then have students talk in pairs.
- 2 Have students work independently to write their sentences. Collect and correct their work or monitor and provide feedback.
- 3 Have students search their phone for a photo of a friend or family member. Have them sit with a partner, show the image, and talk about the personality of the person.

Answers

Students' answers will vary. Sample answers include:

- 1 My friend is very different from me. He likes to stay at home and be on his computer. I like to go out and have fun.
- 2 My mother Lynda has an outgoing personality. She likes to talk to everyone and ask them questions. She has lots of friends.
- 3 Answers will vary depending on the photograph that students select.

Exercise 7

- 1 Ask students to explain the difference between *I did this well* and *I need more practice*.
- 2 Tell students to think about how they did on each of the previous tasks and to check the appropriate box.
- 3 Remind them that they can review the online activities for any skills they need more practice with.

Answers

Students' answers will vary.