

Please call me Beth.

Cycle 1, Exercises 1–5

1 CONVERSATION

Learning objectives: practice a conversation between two people who just met; see statements with *be* and possessive adjectives in context

TIP To learn your Ss' names, have them make name cards. Each S folds a piece of paper in thirds and writes his or her name on one side. Then they place the name cards on their desks.


David

[CD 1, Track 1]

- Focus Ss' attention on the picture. Ask: "Where are the people? Who are they? How old are they?" Encourage Ss to make guesses.
- Set the scene. David is a new member of a club for international students. He's meeting Beth for the first time.
- Books closed. Write these questions on the board:
 - Where is Beth from?
 - Where is David from?
- Play the first part of the audio program. Elicit Ss' answers. (Answers: 1. Brazil 2. Mexico)

In Unit 1, students discuss personal information. In Cycle 1, they introduce themselves and others using *be* and possessive adjectives. In Cycle 2, they talk about themselves using *yes/no* questions and short answers with *be*.

- Write this on the board for the next task:
 First name Last name
 Beth
 David
- Play the first part of the audio program again. Ss listen to find out Beth's and David's last names. Then elicit the answers and write them on the board. (Answers: Silva, Garza)
- Books open. Play the first part of the audio program again. Ss listen and read silently.
- Ss stand up and practice the conversation in pairs. Go around the class and give help as needed.
- Option:** Ss use their own information to practice the first part of the conversation. Before they start, ask Ss to underline the names and countries so they know what information to substitute.
- Ask: "Where is Sun Hee from?" Play the rest of the audio program and elicit the answer. (Answer: Korea)
- Ss practice the conversation in pairs.

 For another way to practice this Conversation, try **Musical Introductions** on page T-156.

2 SPEAKING

Learning objectives: introduce oneself; check information about other people

A [CD 1, Track 2]

- Explain that sometimes people misunderstand information, so it's important to ask polite questions to check information.
- Have Ss match the questions and responses individually or in pairs. Then play the audio program. Ss listen and check their answers.

Answers

1. b 2. c 3. a

- Play the audio program again. Focus Ss' attention on the intonation of the questions.
- Tell Ss to ask you the questions. Respond with information about yourself. Then Ss use their own information to ask and answer the questions in pairs.
- Option:** Review the letters of the alphabet.

B Group work

- Model the task with a few Ss. Ask them their names. Then check the information before writing it on the board.
- Ss complete the task in small groups.

3 CONVERSATION

Learning objectives: practice a conversation between three people who just met; see statements with *be* in context

A [CD 1, Track 3]

- Books closed. Set the scene. Beth is introducing Sun Hee to David. Ask: "What is Sun Hee's last name?" Play the audio program and elicit the answer. (Answer: Park)
- Books open. Focus Ss' attention on the Conversation title. Elicit or explain the meaning of *What's . . . like?* Ask the class: "Where is David from? What's it like?" Ss check answers in the Conversation on page 2. (Answers: Mexico, beautiful)
- Play the audio program again. Ss listen and read the conversation silently. Then they practice it.

! For a new way to practice this Conversation, try **Look Up and Speak!** on page T-150.

4 PRONUNCIATION

Learning objective: learn to sound natural by linking words

[CD 1, Track 4]

- Explain that some English words sound unnatural when pronounced separately. Therefore, native speakers usually link these words.

5 GRAMMAR FOCUS

Learning objectives: practice statements with *be*, contractions of *be*, and possessive adjectives; ask and answer questions with *be*

[CD 1, Track 5]

Statements with *be* and contractions of *be*

- Introduce yourself ("I'm . . ."). Explain that it's common to use contractions (e.g., *I'm*) when speaking. Tell Ss to go around the room and introduce themselves.
- Go over the contractions in the Grammar Focus box. Close your thumb and first finger to show how the pronouns + *be* become contractions. For example, your thumb (*you*) and first finger (*are*) contract to become *you're*.

Possessive adjectives

- Explain the difference between subject pronouns and possessive adjectives by writing this on the board:
I am David. My name is David.
You are Beth. Your name is Beth.

B

- Elicit names of cities in Mexico (e.g., *Mexico City*, *Acapulco*). Then read the two focus questions.
- Play the audio program. Ss listen to find the answers to the questions. Elicit the answers.

Audio script

SUN HEE: So David, where are you from?
 DAVID: I'm from Mexico.
 SUN HEE: Really? What city?
 DAVID: Mexico City.
 SUN HEE: Wow! What's it like there?
 DAVID: Oh, it's a very interesting city.
 SUN HEE: Is it big?
 DAVID: Oh yes. It's big. But I like it a lot.

Answers

David is from Mexico City. It's very interesting and big.

- Play the audio program. Point out the linked sounds. Ask Ss to practice the sentences.
- Option:** Play the audio program for the Conversation on page 3 again. Then tell Ss to practice linking sounds in selected sentences (e.g., *This is David.*).

- Play the audio program for the first Grammar Focus box.

! For more practice with possessive adjectives, try the **Chain Game** on page T-145.

A

- Ss complete the sentences individually or in pairs. Go over answers with the class.

Answers

- My name **is** David Garza. I'm from Mexico. **My** family is in Mexico City. My brother **is** a university student. **His** name is Carlos.
- My** name is Sun Hee Park. I'm 20 years old. My sister **is** a student here, too. **Our** parents are in Korea right now.
- I'm Elizabeth, but everyone calls me Beth. **My** last name is Silva. **I'm** a student at City College. My parents **are** on vacation this week. **They're** in Los Angeles.

Wh-questions with be

- Write these questions and answers on the board:

<u>Questions</u>	<u>Answers</u>
What's your name?	She's my classmate.
Who's Sun Hee?	My name's Beth.
Where are you and Luisa from?	They're very nice.
What are your classmates like?	We're from Brazil.
- Books closed. Ask Ss to match the questions and answers on the board.
- Books open. Ss check answers with the Grammar Focus box. Answer any questions.
- Play the audio program.
- Option:** Divide the class into two groups. Group A asks the questions and Group B answers. Then change roles.

B

- Ss complete the questions individually. Go over answers with the class.

Answers

- Who is that?/Who's that?**
- Where is she from?/Where's she from?**
- What is her first name?/What's her first name?**
- Who are the two students over there?**
- Where are they from?**
- What are they like?**

- Explain the task. Ss practice the conversations in pairs. Model the task with a strong S and then with another S.
- Ss complete the task individually or in pairs.

Cycle 2, Exercises 6–12**6 SNAPSHOT**

Learning objective: learn about greetings used around the world

- Go around the class, shake Ss' hands, and say "hello" or "hi."
- Focus Ss' attention on the pictures. Point out that a handshake is a common way to greet people in the U.S. and Canada. Read the first question: "Which greetings are typical in your country?" If Ss are from different countries, ask them to demonstrate how they greet people.
- Go over the second and third questions. Ss answer them in pairs or small groups.

C Group work

- Explain the task. Elicit possible Wh-questions.
- Option:** Ss look at the Conversations on pages 2 and 3 for examples of Wh-questions with *be*. (Answers: Where are you from? Who's Sun Hee? Where's she from? What's your last name again? What's Seoul like?)
- Ss write five Wh-questions individually. Go around the class and give help as needed.
- Ss work in small groups. They take turns asking and answering their questions.
- Go around the class and write down any errors. Then write the questions or answers with errors on the board. Ss correct the errors as a class.

End of Cycle 1

Do your students need more practice?

Assign . . .	for more practice in . . .
Workbook Exercises 1–7 on pages 1–4	Grammar, Vocabulary, Reading, and Writing

Possible answers

a handshake (the United States, Canada, Peru)
 a bow (South Korea, Japan, Indonesia)
 a kiss on the cheek (Brazil, France, Venezuela)
 a hug (the United States, Denmark, Egypt)
 a pat on the back (Greece, Russia, Mexico)

TIP To encourage Ss to use the Classroom Language on page v of the Student's Book, write the expressions on cards. Then put the cards on the walls.

7 CONVERSATION

Learning objectives: practice a conversation between two people who know each other; see yes/no questions and short answers with *be* in context

[CD 1, Track 6]

- Introduce the Conversation title. Ask: “How’s it going?” Help Ss with responses (e.g., *fine, not bad*).
- Set the scene. A few days after the International Club party, Sun Hee sees David and starts a conversation.
- Write these questions on the board:
 1. *Are David’s classes interesting this semester?*
 2. *Are David and Beth in the same chemistry class?*
 3. *Is Sun Hee on her way to class?*
 4. *Is Sun Hee free?*

Elicit or explain any new vocabulary.

Vocabulary

semester: 15–18 week part of a school year

on . . . way to (a place): going to (a place)

free: not busy

- Books closed. Play the audio program twice. Elicit answers to the questions on the board. (Answers: 1. yes 2. no 3. no 4. yes)
- Books open. Play the audio program again. Ss look at the pictures and read the conversation silently.
- Ss stand up and practice the conversation in pairs.

8 GRAMMAR FOCUS

Learning objective: practice yes/no questions and short answers with *be*

[CD 1, Track 7]

Yes/No questions

- Write several statements with *be* about David and Sun Hee or your own Ss on the board. For example:
David is a student.
Julia and Elena are sisters.
- Focus Ss’ attention on the statements. Point out that statements begin with a subject + verb.
David is a student.
S V
Julia and Elena are sisters.
S V
- **Option:** If you don’t want to teach the terms *subject* and *verb*, use the numbers 1 and 2 instead.
- Explain that yes/no questions begin with a verb + subject. For example:
Is David a student?
V S
Are Julia and Elena sisters?
V S
- Ask Ss to change any remaining statements on the board to yes/no questions. Give help as needed.
- Ss study the Grammar Focus box questions.

Short answers with *be*

- Present the short answers in the Grammar Focus box. Point out that there are two ways of saying “no” for each pronoun, except for *I*.

- Ask yes/no questions with *be* about Ss in the class. Ss respond with short answers.
- Play the audio program. Focus Ss’ attention on the stress in short answers (e.g., *Yes, I **am**. No, I’m **not***).

A

- Ss complete the conversations individually. Go over answers with the class.

Answers

1. A: **Is** Ms. Gray from the United States?
B: Yes, she **is**. **She’s** from Chicago.
2. A: **Is** English class at 10:00?
B: No, it **isn’t**. **It’s** at 11:00.
3. A: **Are** you and Monique from France?
B: Yes, we **are**. **We’re** from Paris.
4. A: **Are** Mr. and Mrs. Tavares American?
B: No, they **aren’t**. **They’re** Brazilian.

- Model the first conversation with a strong S and the second conversation with a different S. Then Ss practice the conversations in pairs.

B

- Explain the task. Ss write answers to the questions individually. Then they ask and answer the questions in pairs.

C Group work

- Model the task with the first question. Ss write questions individually. Then they ask their questions.
- **Option:** Ss write questions in small groups. Collect the questions and give them to different groups. Ss take turns asking and answering the questions.

9 WORD POWER

Learning objective: learn different ways to say hello and good-bye

TIP To show Ss the purpose of an activity, write the learning objective on the board. At the end of the activity, point out what Ss have achieved.

A

- Explain the task. Ss write the expressions they know in the chart.
- Copy the chart from the Student's Book on the board.
- Go over each expression. Then elicit more expressions and have Ss write them in the chart on the board.

Answers

Hello	Good-bye
Hey.	Bye.
Good morning.	Good night.
Hello.	Good-bye.
Hi.	Have a good day.

How are you?	See you later.
How's it going?	See you tomorrow
<i>Good afternoon.</i>	<i>See you.</i>
<i>Good evening.</i>	<i>Talk to you later.</i>

(Note: Additional expressions are italicized.)

B

- Model the first greeting and response with a few Ss.
- Ss match the greetings and responses. Go over answers with the class.

Answers

1. b 2. d 3. c 4. a

C Pair work

- Model the conversation with a S.
- Ss practice using expressions from the *Hello* column in part A and responding in pairs. Then they practice using expressions from the *Good-bye* column.

10 LISTENING

Learning objective: develop skills in listening for detail

[CD 1, Track 8]

- Explain the task and the information in the chart. Ask the class: "Where is Joe from? What else do we need to find out about him?"
- Play the first conversation in the audio program. Ss listen to find out Joe's last name.
- Play the rest of the audio program. As Ss listen and complete the chart, draw the chart on the board.
- Elicit answers and have Ss write them in the chart on the board. Do not correct wrong answers.
- Play the audio program again. Stop after each conversation and discuss the answers on the board.

Audio script

1.
 MAN: Joe, this is my friend Linda Tanaka. We're in the same English class.
 JOE: Hi, Linda. I'm Joseph Miller. Everyone calls me Joe.
 LINDA: Nice to meet you, Joe. And what's your last name again?
 JOE: It's Miller. M-I-L-L-E-R.
 LINDA: Where are you from, Joe?

JOE: I'm from here, the United States – originally from Chicago.

LINDA: Wow! How do you like Chicago?

JOE: Oh, I love it. It's my favorite city.

2.

CLERK: OK, Ms. Vera. Let me just check this information. Is your first name spelled E-L-L-E-N?

ELENA: No, it's not. My first name is Elena. It's spelled E-L-E-N-A.

CLERK: OK. Thanks. And you're from Chile, right?

ELENA: No, I'm not from Chile. I'm from Mexico.

CLERK: Oh, sorry. Mexico. But you are studying English.

ELENA: Actually, I'm not. I'm an engineering student.

CLERK: Engineering. OK. Got it.

3.

MAN: Say, are you In Sook Kim?

IN SOOK: Yes, that's right.

MAN: Is your brother Min Ho Kim?

IN SOOK: Yes, he is!

MAN: Tell me, is Min Ho still here at the university?

IN SOOK: No, he's not. He's at home in Korea.

MAN: Oh, he's in Korea. Is he in school there?

IN SOOK: Yes. He's at Seoul University this semester.

Answers

First name	Last name	Where from?
Joe	Miller	the United States
Elena	Vera	Mexico
Min Ho	Kim	Korea

11 INTERCHANGE 1

See page T-114 for teaching notes.

12 READING

Learning objectives: read and discuss an article about names; develop skills in scanning and reading for detail

TIP Explain that in real life people read in different ways for different purposes. For example, they read manuals or recipes slowly and in detail, but they skim magazines or scan telephone books more quickly.

- Ask: “What English names do you like? Why?” Elicit answers.
- Focus Ss’ attention on the title of the reading. Ask: “What do you think this article is about?” Elicit ideas.
- Ss scan the text quickly to find examples of names. Ask: “Do you know any people with these names? What are they like?”
- Point out that in the last paragraph *Georges* and *Bettys* are simply plurals of *George* and *Betty*. This refers to all people with those names.

A

- Explain the task. Read the statements.
- Ss read the article individually. Then they complete the task. Go over answers with the class.

Answers

True statements: 1, 2, 4, and 5.

B

- Elicit or explain any adjectives from the reading.

Vocabulary

average: like everybody else
creative: making or using new or unusual ideas
athletic: good at sports
nerdy: smart, but without good social skills
old-fashioned: having old ideas; not modern
independent: able to do things without help
adventurous: liking excitement and new things
plain: not very good-looking
ordinary: not special
intelligent: smart


- Explain the task. Give one or two examples.
- Ss complete the task individually. As Ss work, draw the chart on the board.
- Ask Ss who finish first to write their answers in the chart on the board. Then check answers as a class.

Answers

Positive names		Negative names	
Jacob	Michael	George	Stanley
Emily	Nicole	Betty	Jane

C Pair work

- Ss discuss the questions in pairs.
- **Option:** Each pair joins another pair to compare ideas.

 For more practice with introductions and the alphabet, play **Line Up!** on page T-144. Have Ss line up alphabetically according to first names.

End of Cycle 2

Do your students need more practice?

Assign . . .	for more practice in . . .
<i>Workbook</i> Exercises 8–12 on pages 5–6	Grammar, Vocabulary, Reading, and Writing
<i>Video Activity Book</i> Unit 1	Listening, Speaking, and Cultural Awareness
<i>CD-ROM</i> Unit 1	Grammar, Vocabulary, Reading, Listening, and Speaking