

1

Getting to Know You

Classroom Materials/Extra Practice



CD 1
Tracks 7–26



Transparencies 1.1–1.5
Vocabulary Cards Unit 1



MCA
Unit 1



Workbook
Unit 1



Interactive Practice
Unit 1

Unit Overview

Goals

- See the list of goals on the facing page.

Grammar

- Affirmative of *be* with *I, he, and she*; contractions
- Negative of *be* with *I, he, and she*; contractions
- Affirmative of *be* with *we, you, they, and it*; contractions
- Negative of *be* with *we, you, they, and it*; contractions

Pronunciation

- Sentence rhythm: stress on important words
- Consonant sounds: *he's* vs. *she's*

Reading

- Read an article about immigrants in the U.S.

Writing

- Write sentences about your name and marital status
- Write sentences about yourself, a classmate, or your teacher

Life Skills Writing

- Complete a personal information form

Preview

- Set the context of the unit by greeting the class and introducing yourself (for example, *Good morning. My name is . . . It's nice to meet you.*).
- Hold up page 5 or show Transparency 1.1. Read the unit title and ask the class to repeat.
- Explain: Getting to know you *means that we will learn about everyone here.* Write on the board: *get to know a person = learn about a person.*
- Say: *Look at the picture.* Ask the Preview questions: *Where are the people?* (in a classroom) *Who are they?* (adult students and a teacher) Write the correct answers on the board and ask the class to repeat.

Unit Goals

- Point to the Unit Goals. Explain that this list shows what the class will be studying in this unit.
- Tell students to read the goals silently.
- Say each goal and ask the class to repeat. Explain unfamiliar vocabulary as needed:
Introduce: *When you introduce two people, you tell them their names for the first time.*
For example: Ana, this is Ken.
- Tell students to circle one goal that is very important to them. Call on several students to say the goal they circled.
- Write a checkmark (✓) on the board. Say: *We will come back to this page again. You will write a checkmark next to the goals you learned in this unit.*

Getting Started

5 minutes

1 WHAT DO YOU KNOW?

A CLASS. Look at the map. Which countries...

- Show Transparency 1.2 or hold up the book. Tell students to cover the list of words on page 7.
- Write on the board: *Number _____ is _____.*
- Point to number 3 on the map and ask: *What country is this?* Read the example with the class.
- Say: *Look at the other numbers.* Ask: *Which countries do you know?* Students call out answers as in the example. Point to the board if a student needs help forming the sentence.
- If students call out an incorrect country, change the answer into a question for the class (for example, *Number 8 is Poland?*). If nobody can identify the correct country, tell students they will now listen to a CD and practice the names of the countries.

Presentation

10 minutes

B  Listen and point to the countries....

- Read the directions. Play CD 1, Track 7. Students listen and point to the countries. Pause after number 15 (Vietnam).
- Walk around and check that students are pointing to the correct countries.
- To check comprehension, say each country in random order and ask students to point to the appropriate one.
- Resume playing Track 7. Students listen and repeat.

Expansion: Pronunciation Practice for 1B

- Say countries in random order and ask the class to repeat.
- Ask an above-level student to come to the front of the room and lead this activity. Tell the student to say the country again if the class does not repeat it clearly.

Expansion: Writing Practice for 1B

- Tell the class to close their books. Say a country and tell students to write it. Repeat for several countries.
- Students compare answers with a partner.
- Walk around and spot-check students' answers. If many students have difficulty, tell them they will practice spelling later in the unit.

Controlled Practice

10 minutes

2 PRACTICE

A PAIRS. Student A, look at the list of countries....

- Read the directions. Tell the class you are A and they are B.
- Say a country and tell the class to point to the correct country on the map. Repeat with one or two additional countries.
- Pair students and tell them to take turns playing A and B.

MULTILEVEL INSTRUCTION for 2A

Pre-level Pair students. Perform the activity with them to make sure they understand what to do.

Above-level Student A says two or three countries in a row, and Student B points to them in succession.

Community Building

Show students how to correct each other's mistakes by modeling the activity again with an above-level student. Ask the student to play A and say a new country. Play B, as follows:

A: *Mexico.*

B: (Points to Brazil.)

A: *No, point to Mexico.*

B: (Correctly points to number 3.)

A: *Yes. Good!*

Communicative Practice 30 minutes

B Look at the map. Find your country. Write...

- Write the name of your country on the board (for example, *the United States*). Say it and ask the class to repeat.
- Point to the capital letter(s) in your country and say: *Use a capital letter for countries.*
- Ask: *Where are you from?* If students say a country not listed on page 7, write it on the board.
- Students write their country on the line provided.
- Walk around and help with spelling and capitalization as needed.

C PAIRS. What country are you from? Point...

- Read the directions. Play A and model the example with an above-level student.
- Pair students. Walk around and check that students are pointing and asking/answering correctly.
- Tell students to stand, mingle, and repeat the activity with several partners.
- Ask pairs to perform for the class.

MULTILEVEL INSTRUCTION for 2C

Cross-ability The higher-level partner plays A first, and then students switch roles.

D GROUPS OF 3. Meet your classmates.

- Read the directions and the example. Ask the class to repeat the example.
- Model the activity with two other students (at least one above-level). Use real information.
- Form groups of 3 and walk around the room, joining groups as they practice.

Expansion: Vocabulary Practice for 2D

- Point to the list on page 7 and ask: *Are you from a country on this list? Are you from a different country?* Ask those students from countries not on the list: *What country are you from?*
- Write those countries, and ask the class to copy them into their notebooks.
- Hold up Transparency 1.2 and point out where these countries are. Ask students to help you identify the countries by pointing to them for you.

Learning Strategy: Write personal sentences

- Read the directions.
- On the board, rewrite the example to make it true (for example, *My teacher is from the United States*).
- Tell students to copy the sentence into their notebooks. Say: *You can remember the United States because I am from there.*
- Walk around as students write their sentences. If misspellings occur, tell students to check the list on the board or on page 7.
- Call on a few students to read their sentences out loud.
- Say: *You can remember new vocabulary when you write sentences that are important to you.* Remind students to use this strategy to remember other new vocabulary.

Show what you know!

STEP 1. SAME GROUPS. Write the names...

- Read the directions and the example.
- Ask two students where they are from. Write the answers on the board as in the exercise (for example, *Renato is from Brazil. Hong is from China.*).
- Remind students to capitalize names and countries. Tell students to ask, *Can you write it for me, please?* if they are not sure about spelling.
- Walk around and check capitalization.

STEP 2. Tell your class about one classmate...

- Read the directions and the example. Ask the class to repeat the example.
- Call on each student to talk about where one classmate is from (for example, S: *Carlos is from Peru.*).
- Ask for confirmation from the student being talked about (for example, T: *Carlos, are you from Peru?* Carlos: *Yes.*).

Extra Practice



Interactive Practice



pages 2–3

Getting Started

5 minutes

1

BEFORE YOU LISTEN

CLASS. Look at the picture. Read the information.

- Read the directions. Read the passage, while the class reads along silently.

Culture Connection

- Demonstrate shaking hands with a student. Make eye contact and shake firmly. Say to the class: *In the United States, people shake hands when they meet.*
- Ask: *When you meet someone in your country, what do you do? Do you shake hands?*
- If possible, ask students to demonstrate acceptable greeting rituals (for example, bowing) in their countries.

Expansion: Speaking Practice for 1

- Walk around and shake hands with students. Demonstrate a firm handshake and eye contact. Tell students that these are important when shaking hands.
- Ask students to turn to the person next to them and practice shaking hands. Tell them to say *Hello* or *Hi* when they shake hands.

Presentation

25 minutes

2

LISTEN

A Look at the picture.... Guess:...

- Tell students to look at the picture of Luisa and Ilya. Ask: *What is Luisa saying? What is Ilya saying?* (Note: In Exercise B, students will be given the answer.)
- Write the headings *Luisa* and *Ilya* on the board, and under them write students' answers, correcting grammar as you write.
- Read students' answers from the board. Explain unfamiliar vocabulary as needed.

B



Listen to the conversation. Was your....

- Read the directions. Play CD 1, Track 8. If anything on the board is similar to the actual conversation, circle it.
- Give students the answer to Exercise A: *Hi, I'm Luisa. Hi, I'm Ilya.*
- Play Track 8 again, as needed for students to hear the answer to Exercise A.

Teaching Tip

Optional: If students need additional support, tell them to read the Audio Script on page 280 as they listen to the conversations.

Listen again. Choose the correct picture.

- Ask students to look at the two pictures. For each picture, ask: *What is happening?* (a. Saying goodbye. b. Saying hello.)
- Read the directions. Play Track 8 again. Students circle the letter of the correct picture.
- Ask the class to call out the correct answer.

C



Listen to the whole conversation....

- On the board, write: *Ilya is from _____.* *Luisa is from _____.*
- Read the directions. Play CD 1, Track 9. Tell students to listen for the countries that Ilya and Luisa are from.
- Call on a student to fill in the blanks on the board.

3 CONVERSATION

A  Listen and read. Look at the pictures.

- Ask students to look at the cartoon. Ask: *What is he doing?* Tell students they will listen to a student practicing an introduction.
- Read the directions. Play CD 1, Track 10. Students read along silently.
- To check that students understand the humor of the conversation, ask: *Why is Hong surprised?* (Because the mirror talks to him.)

Expansion: Learning Strategy for 3A

- Ask: *Are you like Hong Li? Do you repeat things to practice English?*
- Ask students to share other strategies they use to improve their English (for example, *I talk to my kids. I watch TV.*). Make a list on the board for students to copy into their notebooks.

B  Listen. Then listen and repeat.

- Read the directions and Pronunciation Watch note.
- Write the sentences and questions on the board.
- Say: *Nice to meet you.* Say *nice* and *meet* slowly and more loudly than the other words. Tell students these words are stressed.
- Ask: *Where are you from?* Say *where* and *from* slowly and loudly. Tell students these words are stressed.
- Play CD 1, Track 11. Students listen.
- Circle the stressed words on the board.
- Resume playing Track 11. Students listen and repeat.

Controlled Practice 5 minutes

4 PRACTICE

A **PAIRS.** Practice the conversation. Use your own...

- Read the directions.
- Practice the conversation with an above-level student. Use real information. Emphasize the stress patterns practiced in Exercise 3B.
- Pair students. Walk around and check that students are using the correct stress patterns.

MULTILEVEL INSTRUCTION for 4A

Pre-level Ask pairs to write in their information before they practice.

Above-level Tell pairs to practice without looking at the conversation.

Communicative Practice 25 minutes

B **MAKE IT PERSONAL. CLASS.** Walk around...

- Read the directions.
- Ask students to stand, mingle, and practice the conversation with several partners for five minutes.
- Walk around and participate in the activity. Model clear pronunciation.
- After five minutes, tell students to return to their seats. Call on students to say how many students they met.

Expansion: Speaking Practice for 4B

- Challenge students by asking: *Who remembers where everyone is from?* To refresh students' memories, first have all students take turns saying their names and where they are from.
- Then ask for volunteers to say each student's name and country of origin (for example, S: *Irene is from Mexico. Bao is from Vietnam. . .*).

Culture Connection

- Say: *Many people in the U.S. come from other countries or from other parts of the U.S. It is common to ask where someone is from when you are getting to know them.*
- Ask: *In your home country, when you meet people, do you ask where they are from?*

Extra Practice



Interactive Practice



pages 2–3



pages 4–5

Getting Started

5 minutes

Culture Connection

- Write your first name and last name on the board. Point and say: *My first name is _____.* *My last name is _____.* Ask a few students: *What is your first name? What is your last name?* Write them on the board under the headings *First Name* and *Last Name*.
- Say: *In the U.S., use your first name with friends and family. Use your full name when you fill out forms.* Write some situations on the board, for example: *register for school, fill out a form at the doctor's office, apply for a driver's license.* Say: *When you register for school or apply for anything, use the last name that is on your official identification, for example, residency papers, social security card, or driver's license.*
- Ask: *In your home country, when do you use your first name? Your last name?*

Presentation

10 minutes

1 SAY AND SPELL YOUR NAME


- A** Review the alphabet on page 2.
- Tell the class to turn to page 2 (Pre-Unit).
 - Say: *Look at the alphabet.*
 - Say each letter and ask the class to repeat.

Language Note

Identify pairs of letters that students have difficulty distinguishing (for example, *B* and *V* for Spanish speakers). Provide a sustained pronunciation drill for these pairs.

Controlled Practice

10 minutes

- B**  Listen to two students talking. Read...
- To warm up, write your first name and last name on the board and write *first* and *last* above them. Say: *My last name is my family name.* Ask the class to spell your first and last name out loud.
 - Read the directions. Play CD 1, Track 12. Students listen and read along silently.
 - Resume playing Track 12. Students listen and repeat.

Communicative Practice

10 minutes

2 PRACTICE

CLASS. Practice the conversation again. Walk...

- Using real information, model the conversation from Exercise 1B with an above-level student. On the board, write the student's first and last names after the student spells them for you.
- Read the directions. Say: *After you write, show your partner your book to make sure the names are correct.*
- Read the Writing Watch note: *Start names with capital letters.*
- With their books, students stand, mingle, and talk to three classmates. They write first and last names in the chart.

3 USE TITLES



Listen and point to the pictures. Then listen...

- To warm up, on the board write your last name with an appropriate title (for example, *Mrs. Smith*). Read it and ask the class to repeat. Point to *Mrs.* and say: *This is a title.* Point to your last name and say: *This is my last name, or family name.*
- Explain: *Use a title to be formal.*
- Read the directions. Play CD 1, Track 13.

Expansion: Pronunciation Practice for 3

- On the board, write: *Mr., Mrs., Ms., and Miss.* Pronounce each title and ask the class to repeat.
- Point to each title in random order and ask the class to say it.

Progress Check

Can you . . . say and spell your first name and last name?

Say: *We have practiced saying and spelling first and last names. Now look at the question at the bottom of the page. Can you say and spell your first name and last name?* Tell students to write a checkmark in the box.

Controlled Practice

25 minutes

4 PRACTICE

A Look at the pictures. Check (✓) the correct title.


- Read the directions.
- To warm up, ask students who they see in the picture: a man, woman, boy, or girl.
- Read the note about titles to the class. Explain: Ms. *doesn't say if the woman is married or single.*
- To check answers, say both names and ask which one is correct (for example, T: *Mr. Lopez or Mrs. Lopez?* Ss: *Mr. Lopez.* T: *Right!*).

Culture Connection

- Say: *In the U.S., many women like to use the title Ms.* Ask: *In your first language, do you have a title like Ms.?*
- Call on students to say titles in their native language. Repeat them and ask the class to repeat.

Expansion: Writing Practice for 4A

- Tell students to think of an appropriate title for themselves and to write that title with their last name in their notebooks.
- Students then show their name and title to a partner and practice pronouncing each other's names and titles.

B  Listen. Some students are signing up...

- Ask students to look at the forms. Tell them that each one already has a first or last name.
- Read the directions. Play CD 1, Track 14.
- Play Track 14 again if students have difficulty listening for the important information.
- Students compare answers with a partner.
- Call on a few students to say answers.

Expansion: Listening Practice for 4B

- Dictate titles while students write them in their notebooks (*1. Mr. 2. Miss 3. Ms.*). Repeat each title once.

C READ AND WRITE. Read about Elsa Medina....

- Read the directions.
- Read the paragraph about Elsa and ask the class to repeat.
- Read the Writing Watch note about capitalization and punctuation. Write the paragraph on the board without capitals or periods, and with the class correct it.
- As students write, walk around and help with capitalization, spelling, and punctuation.
- Ask for volunteers to read their paragraphs to the class.

5 LIFE SKILLS WRITING

Turn to page 253 and ask students to complete the personal information form. See pages Txi–Txii for general notes about the Life Skills Writing activities.

Progress Check

Can you . . . use titles?

Say: *We have practiced using titles. Now, look at the question at the bottom of the page. Can you use titles?* Tell students to write a checkmark in the box.

Extra Practice



Interactive Practice



pages 4–5



pages 6–8

Getting Started

10 minutes

Presentation

25 minutes

1 BEFORE YOU LISTEN

A READ. Look at the pictures. Read and answer...

- On the board, write *Here*, *She's absent*, and *He's absent*. As needed, explain that *absent* means *not in class*. Then take attendance in your class. Tell students to say *Here* when you call their name and to say either *He's absent* or *She's absent* for students who are not present.
- Read the comic strip out loud while the class reads along silently. Call on students to say what is happening in each of the three frames of the comic strip. As needed, explain the action by saying: *First, the teacher calls Ana. Ana says, "Here." Then the teacher calls Jae Yong. A student says, "He's absent." The teacher calls Artur, but he is outside. He says, "Oh, no. I'm late."*
- Explain that *Oh, no* is something to say when there is a problem.
- Explain *late* by drawing two clocks, one that says 10:00 and one that says 10:10. Say: *Class starts at 10:00* and point to the first clock. Say: *Artur came to class late* and point to the second clock.
- Read the paragraph while the class reads along silently.
- Ask the two questions and call on students to answer. Tell students to write the answers. Walk around and check that students wrote the correct names. If many students have difficulty, reread the paragraph to them.

B CLASS. What about *your class*? Who is absent...

- On the board, write: _____ *is absent today*.
- Ask: *Who is absent today?* Students call out names. Point to the sentence on the board to help students say their answers in a complete sentence.

2 LISTEN

A Look at the picture.... Guess:...

- Ask students who is talking in the picture. (Luisa)
- Read the directions.
- Ask: *What is Luisa's question?* Write the answer choices on the board and read them.
- Poll the class: *Who thinks the answer is a? Who thinks it is b?*
- As needed, explain: *What is for things. Who is for people.*

B  Listen to the conversation. Was your...


- Tell students they will now listen to Luisa and Sen's conversation.
- Read the directions. Play CD 1, Track 15.
- Circle the correct answer on the board. Ask: *Was your guess correct?*

Teaching Tip

Optional: If students need additional support, tell them to read the Audio Script on page 280 as they listen to the conversations.


Listen again. Complete the sentences.

- Read the directions. Play Track 15 again.
- Students compare answers with a partner.
- To check answers, call on two students to write the full sentences on the board. Correct as needed.

C  Listen to the whole conversation....

- Ask students to look at the two pictures. For each picture, ask: *What is happening?* (Possible answers: a. He is sick. He is at home. He is in bed. b. He is at school. He is late.)
- Read the directions. Play CD 1, Track 16. Students circle the letter of the correct picture.
- Students compare answers with a partner.
- Ask students to raise their hands if they checked *a*. Repeat for *b*.

3 CONVERSATION

A  Listen. Notice the different sounds...

- Hold up the book and point to the note at the top right. Elicit from students: *He is for a man. She is for a woman.* Write *He is* and *She is* on the board.
- Cross out the *i* in *He is* and in *She is* and replace each with an apostrophe. Pointing to the apostrophes, explain that in a contraction we combine two words into one with an apostrophe. Say: *He's is a contraction of he is. She's is a contraction of she is.*
- Say *he's* and *she's* and ask the class to repeat several times. Say: *People use contractions when they speak.*
- Read the example sentences. Strongly contrast *She's* vs. *He's*. Model the formation of the lips and mouth needed to pronounce each contraction.
- Play CD 1, Track 17. Students listen.
- Play Track 17 again. Students listen and repeat. Check that students are saying /z/ at the end of *he's* and *she's* and not mispronouncing it as /s/.

Expansion: Pronunciation Practice for 3A

- On the board, write sentences similar to the examples. Use several countries to reinforce the Lesson 1 vocabulary (for example, *He's from Brazil. She's from Vietnam.*).
- Say each sentence and ask the class to repeat.

B  Listen. Which word do you hear?

- Read the directions. Tell students to listen carefully for *he's* or *she's*. Play CD 1, Track 18.
- Call on students to say answers.

C  Listen and read the conversation....

- Note: This conversation is the same one students heard in Exercise 2B on page 12.
- Play CD 1, Track 19. Students listen and read along silently.
- To explain the meaning of *not*, practice the following conversation with a student: T: *Are you Ilya?* S: *No.* T: *No, you're not Ilya. You're _____!*
- Explain: *You're right means You're correct.*
- Play Track 19 again. Students listen and repeat.

Controlled Practice

10 minutes

4 PRACTICE

A PAIRS. Practice the conversation. Then make new...

- Pair students and tell them to practice the conversation in Exercise 3C.
- Then, in Exercise 4A, point to each picture, say the name, the pronoun (*he* or *she*), and the country. Ask the class to repeat.
- Copy the conversation onto the board with blanks, and read it. When you come to a blank, fill it in with information from the first row (*Jin Su, he, Korea*).
- Ask a pair of on-level students to practice the conversation on the board for the class. Erase the words in the blanks and ask two above-level students to make up a new conversation.
- Pair students and tell them to take turns playing A and B and to use the information in the boxes to fill in the blanks.
- Tell students to stand, mingle, and practice the conversation with several new partners.
- Call on pairs to perform for the class.

MULTILEVEL INSTRUCTION for 4A

Cross-ability Pre-level students should play A until they become more confident with the activity. Then students switch roles.

Communicative Practice

15 minutes

B MAKE IT PERSONAL. PAIRS. Make your own...

- Read the directions. Tell students that for B's last line they need to say their classmate's country. Pair students and tell them to create a table with names and countries using true information they learned about classmates from previous activities.
- Say: *If you don't know where a student is from, say I don't know.*
- To check comprehension, while other pairs continue to practice, sit with students and play A.

Extra Practice



Interactive Practice

Getting Started

5 minutes

- Say: *We're going to study the verb be with I, he, and she. In the conversation on page 13, Sen used this grammar.*
- Play CD 1, Track 19. Students listen. Write *He's from Russia* on the board. Underline *He's*.

Presentation

10 minutes

Affirmative of *be* with *I, he, and she*

- Copy the grammar chart onto the board or show the chart on Transparency 1.3 and cover the exercise.
- Point to yourself and say *I*. Tell students to point to themselves and repeat *I*. Point to a male student, say *he*, and ask the class to repeat. Point to a female student, say *she*, and ask the class to repeat. Explain: *These words are pronouns. Pronouns are words you use when you do not say a person's name.*
- On the board, write several sentences from the chart (for example, *I am from Russia. He is a student. Nikolai is in level 1.*). Read each sentence and ask the class to repeat.
- Ask students which pronoun to use for Nikolai and why. (*He*, because you use *he* when you talk about a man or a boy.)
- Say: *Use am with I. Use is with he, she, and the name of one person.*
- Write more sentences but leave out *be* (for example, *Juanita _____ from El Salvador.*). Call on students to fill in the correct form.
- Read the Grammar Watch note while students read along silently. Write *I am* on the board. Cross out the *a* and replace it with an apostrophe. Call on students to come to the board to transform *He is* and *She is* into *He's* and *She's*.
- If you are using the transparency, do the exercise with the class.

Controlled Practice

10 minutes

1 PRACTICE

A Change the underlined words to contractions.

- Read the directions. Read the example in item 1.
- Remind students to capitalize the beginning of a sentence. Write a sentence in lowercase (for example, *he is in my class.*). Point to the *h* and ask: *What is the problem?* (We need to change *h* to *H*.) Make the correction on the board. *Optional:* Explain that *I* is always capitalized.
- Write the first item after the example on the board (*I am from Peru.*) and ask the class to repeat. Write *I'm* above the uncontracted *I am*, read the sentence with the contraction, and ask the class to repeat.
- As you walk around helping students, ask individuals why item 3 uses *She*. (The title is *Ms.*) If students don't understand this, review titles.

B  Listen and check your answers.

- Read the directions. Play CD 1, Track 20.
- Play Track 20 again to aid comprehension.
- Call on students to write the sentences with contractions on the board. Correct as needed.

C Look at the pictures. Complete the sentences. Use...

- Ask students to look at the pictures. For pictures 2, 3, 5, and 6, ask: *Do you see a man or a woman?*
- Read the directions. Then read each example and ask the class to repeat.
- Students compare answers with a partner.
- Call on students to say answers.

Expansion: Speaking and Writing Practice for 1C

- Form groups of 3. A asks B and C: *Where are you from?* B and C respond: *I'm from _____.* A writes their response (for example, *Sen is from Vietnam. Manuel is from Mexico.*). Students switch roles and repeat.
- Pre-level students can simply write their partner's name and country.

Presentation

10 minutes

Negative of *be* with *I*, *he*, and *she*

- Copy the grammar chart onto the board or show the chart on Transparency 1.3 and cover the exercise. Say several sentences from the chart (for example, *He is from Mexico. I am not from Mexico.*) and ask the class to repeat.
- Say: Negative *means* no or not.
- To demonstrate the difference between affirmative and negative, write on the board and say: *I am the teacher.* Ask the class to repeat. Then point to a student and say: *He/She is not the teacher.* Write the sentence on the board and ask the class to repeat.
- Write the headings *Negative* and *Affirmative* on the board. Elicit other examples and write them on the board under the appropriate heading.
- Read the Grammar Watch note. On the board, show how *he is not* and *she is not* can form contractions in two different ways (*he + is + not = he's not* or *he isn't*). Say: *These contractions mean the same thing. You can use he's not or he isn't.*
- If you are using the transparency, do the exercise with the class.

Controlled Practice

5 minutes

2 PRACTICE

A Look at the identification cards. Underline...

- Read the directions and the example while students read along silently.
- Tell students to check the identification cards before they choose answers.
- Students compare answers with a partner.
- Call on students to say the correct sentences.

Expansion: Writing Practice for 2A

- Using blank index cards, students make identification cards like those in Exercise 2A.
- Form groups of 3 or 4. Students exchange cards and write two sentences as in Exercise 2A (for example, *Juanita is/isn't from Colombia. She is/isn't in Beginning-High ESL.*).
- Students exchange cards again and underline the correct words. Make sure that they do not answer items about themselves. Have one person in each group check answers.

Communicative Practice

20 minutes

B PAIRS. Look at the chart. Student A, choose....

- Read the directions. Practice the example with an above-level student.
- Go over the chart with the students by asking questions (for example, *What is Carlos's last name? Who is absent? Who is here? Who is from Korea?*).
- Pair students. Walk around and check that Student A is giving clues correctly.
- Call on students to ask the class questions.

MULTILEVEL INSTRUCTION for 2B

Pre-level Sit with pairs and do the activity with them, helping them interpret the chart.

Above-level Pairs add real information for students in the class and continue the game.

Show what you know!

GROUPS OF 3. Student A, say a true or false....

- Read the example conversation with two students.
- Students may need practice making up information. Make a couple of true and a couple of false statements about yourself. Then call on a few students to say a false sentence about themselves.
- Form groups of 3. Tell students to take turns playing A, B, and C after each conversation.
- Walk around and check that students are saying a variety of true/false statements.

Progress Check

Can you . . . talk about people in your class?

Say: *We have practiced talking about people in the class. Now, look at the question at the bottom of the page. Can you talk about people in the class? Tell students to write a checkmark in the box.*

Extra Practice



Interactive Practice



pages 6–7



pages 9–10

Getting Started

10 minutes

1

BEFORE YOU READ

A  Listen and read. Point to the pictures.

- Read the directions. Play CD 1, Track 21. Students listen, read along, and point to the pictures.
- Ask: *What does safe mean?* (not in danger; not hurt; protected) Write both the question and answer on the board for reinforcement. As needed, explain further: *We are safe in class. We are not in danger.*
- Play Track 21 again to aid comprehension.

Teaching Tip

Tell pre-level students to use their finger to follow along the text while the CD is playing.

B PAIRS. Talk about it. Why are you here?

- To warm up, brainstorm reasons why students have come to the U.S. To begin, list the reasons from Exercise 1A (to be safe, for work, to be with family) on the board.
- Call on on-level and above-level students to suggest more reasons (for travel, for freedom) if possible. Allow L1 peers to translate for pre-level students. Write all possible reasons on the board.

- Pair students. Say: *Use the reasons on the board or say other reasons. Student A, ask: Why are you here? Student B, say a reason.*
- Walk around and help students interact and indicate a clear reason they are in the U.S.

MULTILEVEL INSTRUCTION for B

Pre-level Point to the three reasons on the board (*to be safe, for work, to be with family*) and ask students to choose one. Listen in on pairs and ensure that they are able to communicate. If not, model how to do the activity with a partner and then continue to observe the pair.

Above-level If applicable, ask pairs to discuss more than one reason why they came to the U.S.

C CLASS. Some people are happy to be in the...

- Read the directions. Ask: *What are some reasons people are not happy to be in the U.S.?* As students call out answers, write them on the board. Keep reasons to short phrases or sentences (for example, *Houses are expensive. Too many cars/lots of traffic.*).
- As needed, explain any unfamiliar vocabulary through simple explanations, drawings (for example, a simple house with a dollar sign over it for *Houses are expensive*), or miming (tapping a wristwatch while pretending to be in a car to demonstrate *traffic*).

Presentation

10 minutes

2

READ



Listen. Read the article.

- Tell students they will read an article. Explain: *An article is a short piece of writing in a magazine.*
- Ask: *What is the title of the article?* Explain that the *title* is the name of the article and it usually appears in larger letters than the rest of the article.
- Ask: *What is an immigrant?* As needed, explain: *An immigrant is a person who came from another country to the United States to live.*
- Read the directions. Play CD 1, Track 22. Students listen and read along silently.
- Say: *When you are reading, pictures help you understand important ideas in the article. Look at the pie chart. Ask: Why is it called a pie chart?* (Because it looks like a pie.)
- Copy the pie chart from the article. Say: *Look at the green part of the pie chart.* On the board, write 80% in the large part of the pie. Write 20% in the small part. Point to the large piece and say: *Most people, 80%, are happy to be in the U.S.* Point to the small piece and say: *Fewer people, 20%, are not happy to be in the U.S.*
- Explain that the colors next to each line in the box match the colors in the chart. Ask: *Are most immigrants happy to be in the U.S.?* (Yes.)

Controlled Practice

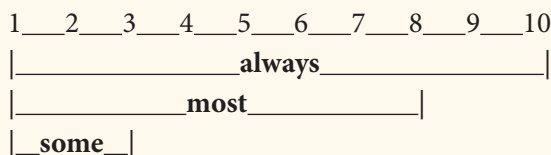
15 minutes

3

CHECK YOUR UNDERSTANDING

Read the article again. Then read the sentences....

- Read the directions. Tell students to circle *Some* in sentence 1, *always* in sentence 2, and *Most* in sentence 3. Tell students that these are the important words in the sentences.
- As needed, explain *some*, *most*, and *always* by drawing a diagram on the board, for example:



- Say: *Read the article carefully to yourself to see if these sentences are true.*
- Call on a few students to say answers.

Communicative Practice

25 minutes

Show what you know!

CLASS. Take a survey. Ask your classmates...

- Read the directions. Explain: *Your pie chart will have three pieces—yes, no, and sometimes.* Write down how many students answer *yes*, *no*, and *sometimes*. Then make a pie chart.
- On the board, model how to make a pie chart by working with made-up numbers. Show that 10 students = 100%, 6 students = 60%, 3 students = 30%, and 1 student = 10%. Create a proportional pie chart. Label each piece with the number of students and its percentage of the whole (for example, 6 = 60%).
- As needed, simplify the task by telling students to talk to ten classmates.
- Walk around and help students as they survey their classmates. Check that they are writing how many students answer *yes*, *no*, and *sometimes*. Check that their pie chart pieces represent the correct proportions based on the number of students asked.
- To wrap up, ask a few students to show their pie chart to the class.

Expansion: Math and Speaking Practice

- Ask a few students where they are from and make a list on the board (for example, *Mexico: 12, Peru: 3, Korea: 4*).
- Then draw a simple pie chart to represent the number of students from different countries. *Optional:* Write the percentages in each piece.
- Tell students to stand, mingle, and ask at least ten other students *Where are you from?* Students record their answers in their notebook and then create a pie chart like the one on the board.

Extra Practice



Interactive Practice



page 11

Getting Started

5 minutes

1

BEFORE YOU LISTEN

A Look at the words in the box. Then look...

- Read the directions. Explain: *Choose the word that matches each picture. For example, the English test says 85%, so number 1 is good. It's not great, but it's good.*
- Ask: *Can you find a test that is great? (2)*

Language Note

As needed, explain the rest of the vocabulary in the box by giving examples the students can relate to. For example, to explain *boring*, mime falling asleep at your desk or acting completely uninterested. Explain *hard* by writing a very difficult math problem on the board ($3x^2 - 6y = 56$), then pointing at it looking confused. Explain *great* by pointing to an example of student work that is flawless. Explain *interesting* by opening a textbook and being attentive and excited.

B PAIRS. Compare answers.

- Students compare answers with a partner.
- For each picture, call on students to raise their hands if they chose a certain answer, for example, *Who put great for number 2?*

MULTILEVEL INSTRUCTION for 1B

Cross-ability The higher-level partner uses the art to illustrate the meaning of the vocabulary words in the box if the lower-level partner makes mistakes.

Expansion: Vocabulary Practice 1B

- Think about the expressions you use to praise students (for example, *Great job! Wonderful!*). Write these expressions on the board. Say them and ask the class to repeat and to copy them into their notebooks.
- As needed, explain any unfamiliar expressions by illustration (for example, have a student read the directions to an exercise and then praise him or her: *Excellent reading!*).

Presentation

15 minutes

2

LISTEN

A Look at the picture.... Guess:...

- Read the directions.
- Tell students to look at the picture. Ask: *Where are the students? What are they doing?*
- Ask: *Do you see Ilya? How is Ilya's class? Guess.* Write the answer choices on the board and read them.

B  Listen to the conversation. Was...


- Read the first part of the directions. Play CD 1, Track 23.
- Ask: *Was your guess correct?* Circle the correct answer on the board.

Teaching Tip

Optional: If students need additional support, tell them to read the Audio Script on page 280 as they listen to the conversation.

Listen again. Complete the sentences.

- Play Track 23 again. Students complete the sentences again.
- They compare answers with a partner.
- Call on two students to say answers.

C  Listen to the whole conversation....

- Read the directions. Play CD 1, Track 24. Tell students to listen to the new information at the end of the conversation.
- Call on a student to read the answer.
- Ask: *The class is hard, but Ilya is smiling in the photograph. Why?* (He likes the teacher, the class, and the students.)
- Ask: *Is English hard? Why?* Write answers on the board. End the discussion with some words of encouragement for the class, such as fun ways to study English (practicing with a friend or neighbor).

Controlled Practice

25 minutes

3 CONVERSATION



Listen and read the conversation. Then...

- Note: This conversation is the same one students heard in Exercise 2B on page 18.
- Play CD 1, Track 25. Students listen and read along silently.
- Explain unfamiliar expressions as needed:
How is it? means *What do you think?*
What about the _____? is a common way to continue a conversation.
- Play Track 25 again. Students listen and repeat.

4 PRACTICE

A GROUPS OF 3. Practice the conversation. Then...

- Form groups of 3 and tell students to practice the conversation in Exercise 3.
- Then, in Exercise 4A, point to each picture, read its caption, and ask the class to repeat. Use the drawings to explain *helpful*, *smart*, and *friendly*.
- To check comprehension, ask: *Who is helpful?* *Who is friendly?* *Who is smart?* Call on students to answer using real information (for example, *The teacher is helpful.*).
- Read the directions.
- Copy the conversation onto the board with blanks. Read through the conversation. When you come to a blank, fill it in with a word from the first column (*easy* and *helpful*).
- Ask a pair of on-level students to practice the conversation on the board for the class.
- Erase the words in the blanks and ask two above-level students to make up a new conversation in front of the class.

- Pair students and tell them to take turns playing A and B and to use the words in the boxes to fill in the blanks.
- Walk around and check that students are using falling intonation.
- Tell students to stand, mingle, and practice the conversation with several new partners.
- Call on pairs to perform for the class.

MULTILEVEL INSTRUCTION for 4A

Pre-level Provide extended modeling and repeating practice by saying each line of the conversation and having pairs repeat after you before they take roles and practice together.

Above-level After practicing a few times, students cover the conversation in Exercises 3 and 4A and practice only by looking at the information in the boxes.

Communicative Practice

10 minutes

B MAKE IT PERSONAL. GROUPS OF 3. Make...

- On the board, erase *level 1* from the conversation and replace it with the name of your class.
- Ask students to think of additional words to describe the class (for example, *fun*, *nice*). Write them on the board.
- Form groups of 3 and ask them to create original conversations using words on the board.
- To check comprehension, sit with individual groups and encourage students to create original conversations, using a wide range of vocabulary.

Extra Practice



Interactive Practice

Getting Started

5 minutes

- Say: *We're going to study the verb be with we, you, they, and it. In the conversation on page 19, Ilya and Kamaria used this grammar.*
- Play CD 1, Track 25. Students listen. On the board write: *We're in level 1.* Underline *We're*.

Presentation

10 minutes

Affirmative of *be* with *we, you, they, and it*

- Copy the grammar charts onto the board or show the charts on Transparency 1.4 and cover the exercise.
- Demonstrate the meaning of each pronoun by pointing to students (for example, motion with your hands to include yourself and two other students, look to the class and say *We*).
- Read sentences from the left chart and ask the class to repeat.
- Read sentences from the right chart and ask the class to repeat.
- Write a few new sentences on the board to review and contrast when to use *is/are*. Leave the verb space blank and call on students to tell you the correct answer (for example, *He _____ in English 1. Ruben and Osvaldo _____ in English 1.*).
- Read the Grammar Watch note. Ask: *What are the contractions from Lesson 5? (I'm, he's, she's)* Ask: *What are the contractions in this Grammar Watch note? (we're, you're, they're, it's)*
- Ask students to look at the pictures below the note. Say: *You say you when you talk to one person or a lot of people.* Point to one student and say *you*. Then point to the whole class and say *you*.
- If you are using the transparency, do the exercise with the class.

Controlled Practice

15 minutes

1 PRACTICE

A Look at the pictures of some new students...

- Read the directions. Say: *Look at the pictures before you write the answers.*
- Tell the students to look at picture 1. Then read the example with the class.
- Tell students to do item 2. Say: *First, look carefully at picture 2. Who is talking? (Mr. Salas and two students) What are they talking about? (the students' classes) Next, read the whole conversation and then write in the answer.*
- Students complete items 3 and 4 by themselves and then compare answers with a partner.
- To check answers, call on pairs or groups to perform the completed conversations for the class.

B ROLE PLAY. GROUPS OF 5. Practice the...

- Role-play the completed conversation with four students. Play Mr. Salas and assign roles to the four students.
- Form groups of 5. Students choose their own roles and practice.
- Walk around and ask students to switch roles and continue practicing. If students aren't pronouncing their lines clearly, model correct pronunciation and ask them to repeat.

MULTILEVEL INSTRUCTION for 1B

Pre-level Groups say each line together before taking roles.

Above-level Groups practice the conversation by using contractions instead of full forms.

Expansion: Speaking Practice for 1B

- Ask the same groups to create new conversations. Students can recycle expressions from Exercise 1A. Groups can first write out a script that they practice, or they can improvise. Call on each group to perform for the class.

Presentation

10 minutes

Negative of *be* with *we*, *you*, *they*, and *it*

- Copy the grammar charts onto the board or show the charts on Transparency 1.4 and cover the exercise.
- Read the sentences in the left chart and ask the class to repeat.
- Do the same for the right chart.
- Write a few new sentences on the board to help students understand when to use the negative forms of *is/are*. Leave the verb space blank and call on students to tell you the correct answer (for example, *Evelia and I _____ not late. He _____ not in English 1. Ruben and Osvaldo _____ not in English 1.*).
- Read the Grammar Watch note. Remind the class that they already know how to contract *is + not* two different ways and ask for a sample sentence. Write it on the board (for example, *She isn't from Peru. She's not from Peru.*). Tell them we can also contract *are + not* in two ways. Write *we are not* and make the contraction both ways on the board.
- If you are using the transparency, do the exercise with the class.

Controlled Practice

10 minutes

2 PRACTICE

A Read the conversations. Underline the correct...

- Read the example in item 1 with the class.
- Say: *Read the conversation before you answer.*
- Students complete items 2–4.

Expansion: Listening Practice for 2A

- Tell the class to close their books. Dictate some sentences from the conversations while students copy them into their notebooks (for example, *I. We're late.*).
- Students compare answers with a partner. Walk around and check spelling and punctuation. Look for missing periods and apostrophes and point to places that need a period or an apostrophe.
- Say: *Open your books and check your answers. Look at the conversations in Exercise A.*

B PAIRS. Practice the conversations.

- Read the directions. Practice the conversation in item 1 with an above-level student.
- Pair students. Tell them to practice each conversation and to switch roles.
- Walk around and, as needed, model pronunciation and ask students to repeat.

Communicative Practice

10 minutes

Show what you know!

PAIRS. Look at the picture of Jin-Hee and Antonio...

- Call on a student to describe the problem in the picture. (Antonio is not happy about his class.)
- Create two headings on the board: *Positive* and *Negative* (or *+ and -*). Call on students to say adjectives from the word box that fit each category (for example, *friendly* goes under *Positive*).
- Pair students and ask them to create a conversation. Model the example and call on students to finish it.
- Walk around and check students' pronunciation. Encourage use of vocabulary by asking students to use specific words in the box.
- Call on pairs to role-play for the class.

MULTILEVEL INSTRUCTION

Pre-level Form groups of 4 and tell students to prepare B's answer together before they take turns practicing the conversation.

Above-level Ask pairs to practice without a script. Encourage them to use other vocabulary they know to complete B's answer.

Progress Check

Can you . . . talk about school?

Say: *We have practiced talking about school. Now, look at the question at the bottom of the page. Can you talk about school?* Tell students to write a checkmark in the box.

Extra Practice



Interactive Practice



pages 10–11

1 GRAMMAR

A Some students are talking about their classes....

- Read the directions and the example.
- Tell students to refer back to the grammar charts on pages 14 (affirmative of *be* with *I, he, and she*), 15 (negative of *be* with *I, he, and she*), 20 (affirmative of *be* with *we, you, they, and it*), and 21 (negative of *be* with *we, you, they, and it*) as needed.
- Walk around and check students' word choice and spelling.
- Students compare answers with a partner.
- Call on students to say answers. Correct as needed.

B PAIRS. Look at the pictures. Complete...

- Read the directions. Copy the speech bubbles from picture 1 on the board. Read the bubbles and ask the class to call out an answer (it doesn't have to be the same as in the example). Write it in the blank, say it, and ask the class to repeat.
- Pair students and say: *First, practice each conversation. Make up answers. Then write a sentence in each blank.*
- Walk around and check that students are using language learned in the unit or other language appropriate for the cartoons. Also, check that they are using capital letters and periods correctly.

C SAME PAIRS. Practice the conversations.

- Pair students and tell them to practice the conversations. Walk around and check pronunciation.
- Encourage students to use a wide range of vocabulary.
- Call on pairs to perform for the class. Write any new and interesting vocabulary you hear on the board for students to copy into their notebooks.

MULTILEVEL INSTRUCTION for 1A

Pre-level Monitor pairs (or assign an above-level student to monitor them) and model the conversations for them so they can repeat before they practice together.

Above-level Tell pairs to continue the conversations so each person has at least three things to say, for example:

A: *Hi. I'm Bill.*

B: *Hi, I'm Pia. Nice to meet you.*

A: *Nice to meet you, too.*

B: *Where are you from?*

A: *I'm from the United States. And you?*

B: *I'm from Brazil.*


DICTATION. Listen. Complete...

- Tell students they will listen to a conversation twice. The first time they will just listen. The second time they will listen and fill in the blanks.
- Play CD 1, Track 26. Students listen.
- Play Track 26 again. Students listen and fill in the blanks. If students cannot keep up, pause the CD to allow more time.
- Now tell students they will listen to the conversation again and check their answers. Play Track 26 again.


Expansion: Speaking Practice for 1D

- Pair students and ask them to practice the completed conversation.

2 WRITING
STEP 1. Complete the sentences. Choose the correct...

- Read the directions and the example. Call on a student to finish item 1.
- Look at item 2 with the class. Ask why the first answer is *She*. (Because *she* is the pronoun to use when you talk about *Luisa*, who is a woman.) Ask similar questions about the other two answers in item 2.
- Complete the exercise with the students.

STEP 2. Write two or three sentences about yourself...

- Read the directions. Say: *Remember to capitalize your sentences.* Point to the capital letters at the beginning of the sentences in Step 1.
- Say: *Remember to use a period at the end of your sentence.* Point to several periods in Step 1.
- Walk around and check capitalization and use of periods.
- Call on students to read their sentences to the class.

CD-ROM Practice


Go to the CD-ROM for more practice.

If your students need more practice with the vocabulary, grammar, and competencies in Unit 1, encourage them to review the activities on the CD-ROM. This review can also help students prepare for the final role play on the following Expand page.

Extra Practice


pages 10–11

3 ACT IT OUT**STEP 1. Review the Lesson 2 conversation...**

- Play CD 1, Track 9. Students listen.
- As needed, play Track 9 again to aid comprehension.

STEP 2. PAIRS. You are at a party. Say hello and...

- Form like-ability pairs. Say: *Practice introducing yourself as if you are meeting for the first time. When you introduce yourself, look at the eyes of your partner.*
- Walk around and observe students interacting. Check that students are introducing themselves, shaking hands, and stating where they're from.
- Call on pairs to perform for the class. While pairs are performing, use the scoring rubric on page Txiv to evaluate each student's vocabulary, grammar, fluency, and how well they complete the task.
- *Optional:* After each pair finishes, discuss the strengths and weaknesses of each performance either in front of the class or privately.

Teaching Tip

The “Show what you know!” role play allows students to demonstrate what they've learned in the unit. Therefore, when you discuss students' performances with them, it is important to evaluate carefully and provide specific feedback (for example, *I think you need to use more vocabulary words from the unit.*).

4 READ AND REACT**STEP 1. Read about Roberto's problem.**

- Say: *We are going to read about a student's problem, and then we need to think about a solution.*
- Read the directions.
- Read the story while students follow along silently. Pause after each sentence to allow time for students to comprehend. Periodically stop and ask simple *Wh-* questions to check comprehension (for example, *Who is the new student? What level is the class?*).

STEP 2. PAIRS. Talk about it. What is Roberto's....

- Read the directions and the question.
- Read the list of ideas. Ask: *Which ideas are good?* Call on students to say their opinion about the ideas in the box (for example, S: *I think Roberto can talk to the teacher.*).
- Pair students. Tell them to think of one new idea not in the box (for example, *He can read the book for level 2.*) and to write it in the blank. Encourage students to think of more than one idea and to write them in their notebooks.
- Call on pairs to say their additional solutions. Write any particularly good ones on the board and ask: *Do you think this is a good idea? Why or why not?*

MULTILEVEL INSTRUCTION for STEP 2

Pre-level Students work in groups of 3 to come up with an idea.

Above-level Ask pairs to write at least two new solutions.

5 CONNECT

Turn to page 245 for the Community-building Activity and page 265 for the Team Project. See pages Txi–Txii for general notes about teaching these activities.

Progress Check

Which goals can you check off? Go back to page 5. Ask students to turn to page 5 and check off the goals they have reached. Call on students to say which goals they will practice outside of class.