

1

Making Connections

Classroom Materials/Extra Practice



CD 1
Tracks 4–20



Transparencies 1.1–1.6
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

- Simple present: *be* + adjective, *have* + object; contractions
- *Be*: Compound sentences with *and* / *but*
- *Be*: Additions with *and . . .*, *too* / *and . . . not*, *either*
- Simple present tense of *be*: *Yes* / *No* and information questions

Pronunciation

- Word stress
- Vowel sounds in unstressed syllables
- Sentence stress

Reading

- Read an article about ways people learn
- *Reading Skill*: Finding the main idea

Writing

- Describe the way people look
- Write about your personality
- Write a list of learning tips for your learning style

Life Skills Writing

- Complete a driver's license application

Preview

- Set the context of the unit by asking questions about people (for example, *Who do you know in the U.S.? Do you spend your free time with family, friends, or co-workers?*).
- Hold up page 5 or show Transparency 1.1. Read the unit title and ask the class to repeat.
- As needed, explain: Making connections *means* getting to know people.
- Say: *Look at the picture.* Ask the Preview questions: *Where are the people?* (at a backyard party), *What are they doing?* (smiling, shaking hands, greeting each other).

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 students to repeat. Explain unfamiliar vocabulary as needed:
 - An application*: a form that you complete to get something such as a driver's license or a job
 - Personality*: how a person acts, feels, and thinks (Give examples: *friendly*, *optimistic*.)
- 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 pictures. What are some...

- Show Transparency 1.2 or hold up the book. Tell students to cover the list of words on page 7.
- Point to picture 1 and ask: *What are some words that describe Bruno?* Say: *Look at the pictures. What are some words that describe the other people?*
- Students call out answers. Help students pronounce physical descriptions if they have difficulty.
- If students call out an incorrect description, change the student's answer into a question for the class (for example, *Kwami has a mustache?*). If nobody can identify the correct description, tell students they will now listen to a CD and practice descriptions.

Presentation

10 minutes

B  Look at the pictures and listen....

- Read the directions. Play CD 1, Track 4. Pause after number 16 (*a goatee*).
- To check comprehension, say each physical description in random order and ask students to point to the appropriate picture.
- Resume playing Track 4. Students listen and repeat.
- *Optional:* Say each description and use a gesture or action to indicate its meaning. For example, adjust the height of your hand to show *short*, *average height*, and *tall*. Ask students to repeat. Use the same gestures or actions in random order and tell students to call out the description.

Controlled Practice

20 minutes

2

PRACTICE

A Choose one person in the pictures. Write a list...

- Read the directions. Tell students to point to Bruno.
- Ask: *What words describe Bruno?* As students call out answers, list them on the board (for example, *short*, *thin* (or *slim*), *short hair*, *curly hair*, *brown hair*).

- Tell students to write their lists. Walk around and check that they are using the vocabulary from the lesson. If students are making spelling mistakes, tell them to check the vocabulary list on page 7.

B **PAIRS.** Student A, read your list to your partner....

- Read the directions. Read the example with an above-level student. Play Student A and model using rising intonation to guess the person.
- Pair students and tell them to take turns playing A and B.

Language Note

Explain: *You can change a statement into a question by making your voice go up at the end.* On the board, write: *Bruno.* and *Bruno?* Say *Bruno* as a statement and as a question. Ask the class to repeat. Call on several pairs to read the example and practice rising intonation when B guesses *Bruno?*

C **WORD PLAY.** Look at the underlined words....

- Read the directions and example. Ask: *Which word describes hair length?* (*short*) On the board, write: *1. hair length.* Continue with hair type and hair color.
- Point to 3. Ask: *What words describe hair color?* Make a list on the board. Make sure students know *blond*.
- Tell students to look at the example again. Ask: *Where is the comma?* (after *short* / hair length)

D Write four other phrases to describe hair. Add...

- Read the directions. On the board, write: *She has.* Elicit a hair length, type, and color from the class. Complete the sentence without commas.
- Ask: *Where do I put the comma?* Add the comma to the sentence on the board.
- Walk around and check students' word order and use of commas.

EXPANSION: Listening and speaking practice for 2D

- Ask an above-level student to read one sentence out loud. On the board, draw a simple picture of the hair the student describes.
- Pair students and tell them to take turns reading their sentences and listening to and drawing their partner's sentences.

Lesson 1 Vocabulary

Learning Strategy: Personalize

- Read the directions.
- Model the activity. Say: *I'm thinking of my (wife / brother / friend).* If possible, show a photo. List four vocabulary words to describe that person on the board.
- Walk around as students write their words. If misspellings occur, tell students to check the list on the board or on page 7. Call on a few students to read their descriptions out loud.
- Say: *You can remember new vocabulary when you write descriptions that are important to you.* Tell students they can use this strategy to remember other new vocabulary.

EXPANSION: Vocabulary practice

- Tell students to bring in a picture of a person from a magazine, or provide magazines for students to cut pictures out of. Tell them that they will make a web diagram with their picture.
- Model the activity. Paste a photo of a person from a magazine on a sheet of paper, and draw lines radiating from the photo. Say: *Look at the vocabulary list. Which words describe this person?* Write the physical descriptions you elicit on your web diagram.
- Tell students to paste or tape their photo on a sheet of paper and write at least four physical descriptions on their web diagram.

Communicative Practice 20 minutes

Show what you know!

STEP 1. Look at the list of physical descriptions....

- Say: *Look at the vocabulary list. Which words describe you?*
- Tell students to underline all the vocabulary words that describe them.
- On the board, list the vocabulary words that describe you. Include your hair color.
- Ask: *Which words describe my hair?* Underline them. Then ask the class to put them in the correct order.

- Write this phrase on the board: *long wavy blond hair.* Ask: *Where do I put the comma? (after long)*
- Say: *Write the words that describe you on a piece of paper. Be sure to write words describing your hair.* Walk around and collect the papers.

STEP 2. CLASS. Take a piece of paper from the box....

- Read the directions and model the activity. Take a piece of paper, read the description, and try to identify the student (for example, *Ana?*).
- Pass the box to the student you correctly identify. Tell the student to take a piece of paper and read the description. Ask: *Who is it?* The student passes the box to the classmate he or she correctly identifies. Continue until all students have had a turn.
- When a student incorrectly identifies a classmate, point out something about the classmate that doesn't match the description (for example, *David has curly hair, not straight hair.*).

EXPANSION: Vocabulary and writing practice for Step 2

- Tell students to write five sentences describing classmates' hair. Model the activity by eliciting one sentence from the class and writing it on the board. Choose one student to describe and ask: *Do I write He or She?*
- Remind students to start sentences with a capital letter, end with a period, and use a comma.

Extra Practice



Interactive Practice



pages 2–3

Getting Started

10 minutes

Presentation

25 minutes

1

BEFORE YOU LISTEN

PAIRS. Read the words in the box. Then complete...

- Tell students to look at the words in the box. Pronounce the words and ask the class to repeat.
- Say: *Look at the picture. They are both attractive. They are both good-looking.*
- Say: *Point to the woman in the picture. She's pretty. Pretty describes only women. What other word describes only women? (beautiful)*
- Explain the difference between *pretty* and *beautiful*. On the board, write: *pretty = attractive, beautiful = very attractive.*
- Say: *Point to the man in the picture. Do we describe him as pretty? (No, pretty describes only women.) What word describes only men? (handsome)*
- Pair students and tell them to complete the chart.
- To review, draw the chart on the board. Ask: *Which words describe only women? Which word describes only men? Which words describe both women and men?* Complete the chart on the board. Pronounce the words in each column and ask the class to repeat.

EXPANSION: Listening and vocabulary practice for 1

- Tape several magazine photos of attractive women and men (with a variety of features) to the board. Number the photos.
- In random order, describe each person (for example, *He is tall. He is average weight. He has short, wavy black hair.*).
- Students listen and write the number of the photo you're describing.
- Then tell students to write one of the words from the chart (for example, *pretty* or *beautiful*) next to each number.

2

LISTEN

A  Look at the picture. Listen to...


- Ask students to look at the picture. Say: *This is Tania and Eva. They're friends.*
- Read the directions and the answer choices. Ask: *What does Tania want to know more about?*
- Play CD 1, Track 5. Students listen and circle the letter of the correct answer.
- Elicit the correct answer from the class.

B  Listen again. Answer the questions.

- Tell students to read the questions and answer choices silently.
- Play Track 5 again. Students circle the letter of the correct answer.
- Students compare answers with a partner.
- Call on volunteers to ask and answer the questions.
- Say: *Tania thinks Eva's friend is good-looking. What does Eva's friend look like? (He has short black hair.)*

Teaching Tip

If students need additional support, tell them to read the Audio Script on page 297 as they listen to the conversation.

C  Listen to the whole conversation....

- Play CD 1, Track 6. Students circle the letter of the correct answer. To check the answer, ask students to raise their hands for a, b, or c.
- Ask: *What is the name of the guy Tania thinks is good-looking? (Victor) Is Victor Eva's friend? (No, he's Eva's brother.)*

EXPANSION: Vocabulary and graphic organizer practice for 2C

- On the board, draw a three-column chart like the one at the top of page 8. Label the columns *Tania*, *Eva*, and *Victor*. Tell students to copy the chart.
- Pair students and tell them to look again at the pictures, questions, and answers in Exercises 2A, 2B, and 2C. Tell pairs to complete the chart with physical descriptions of Tania, Eva, and Victor and with what they know about each person.

3 CONVERSATION


A  Listen to the words. Then listen and...

- Tell students to close their books. Write the words they will hear on the board. Pronounce each word slowly and ask students to listen for the break(s).
- Pronounce each word again and draw lines between syllables. Explain: *Each part of a word is a syllable.* Ask: *How many syllables does party have?*
- Tell students to open their books. Read the Pronunciation Watch note. Pronounce *par-ty*, stressing the first syllable. Say: *In party, par is long and strong. It is the stressed syllable.*
- Play CD 1, Track 7. Students listen to the words.
- Resume playing Track 7. Students listen and repeat.

Language Note

To help students hear stress, tell them to tap the table when repeating the stressed syllable.

Controlled Practice 10 minutes

B  Listen to the words. Mark (•)...

- Read the directions out loud. Write item 1 on the board. Pronounce *handsome*. Ask: *Which syllable is long and strong?* (the first syllable) Pronounce *handsome* as many times as needed. Mark the stressed syllable *hand-* on the board.
- Play CD 1, Track 8. Students listen and mark the syllables. Play Track 8 again if students have difficulty identifying the stressed syllables.
- Write items 2–4 on the board. Ask volunteers to mark the stressed syllables on the board. As needed, play Track 8 again.

C  Listen and repeat the conversation.

- Note: This conversation is the same one students heard in Exercise 2A on page 8.
- Tell students to find and circle the four words from the pronunciation activities that are in the conversation (*party, tonight, inviting, and handsome*). Tell them to underline the stressed syllable in each of these words.
- Play CD 1, Track 9. Students listen and repeat.
- Walk around and help with pronunciation as needed. Pay particular attention to students' pronunciation of *party, tonight, and inviting*.

Communicative Practice 15 minutes

4 PRACTICE

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

- Pair students and tell them to practice the conversation in Exercise 3C.
- Then, in Exercise 4A, tell students to look at the information in the boxes.
- Copy the conversation onto the board with blanks and read it. Fill in the first two blanks with names from the class. When you come to the next blank, ask what color it is. Point to the box that's the same color and fill in the blank with the first item.
- Point out that students may change *he's* and *he* to *she's* and *she* in Student A's last line.
- 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.
- Tell pairs to take turns playing A and B and to use the vocabulary words to fill in the blanks.
- Tell students to stand, mingle, and practice the conversation with several new partners.
- Call on pairs to practice for the class.

MULTILEVEL INSTRUCTION for 4A

Pre-level Tell pairs to fill in the blanks in their book and practice from the conversation.

Above-level After practicing each part, pairs practice without looking at the conversation.

B ROLE PLAY. PAIRS. Make your own...

- Say: *Think of someone you want to know more about. Write three words to describe that person.*
- Model the activity. Say: *I'm thinking of . . .* On the board, write three words to describe the person. Play A and practice the conversation in Exercise 4A with an above-level student. Complete A's last line with the information you listed on the board.
- Tell students to practice the conversation in Exercise A with a new partner.

Extra Practice



Interactive Practice

Getting Started

5 minutes

- Say: *We're going to study be and have in descriptions. In the conversation you listened to in Exercise 3C on page 9, Tania used this grammar.*
- Play CD 1, Track 9. Students listen. Write on the board: *He's handsome and he has short, black hair.* Underline *he's handsome* and *he has short black hair.*

Presentation

15 minutes

Simple present: *be* + adjective

- Copy the top grammar chart onto the board or show Transparency 1.3 and cover the exercise. Read the examples. Ask: *What are the adjectives?* Underline *tall* and *heavy*. Say: *Use be with adjectives.*
- Tell students to look at the vocabulary on page 7. Ask: *What are the other adjectives that describe height? (short, average height) What are the other adjectives that describe weight? (thin/slim, average weight) What's the adjective that describes a person with no hair? (bald)* Tell students to draw a line under number 7, *bald*, dividing the vocabulary box in half, and to write *be* + adjective in the top half of the vocabulary box.

Simple present: *have* + object

- Copy the bottom grammar chart onto the board or show Transparency 1.3 and cover the exercise.
- Read the examples. Ask: *What is the object?* Underline *black hair* in both boxes. Say: *Use have with objects.*
- As needed, explain that *black* is an adjective but *hair* is a noun/object. On the board, write: *The cat is black.* (*be* + *adjective*) and *The cat has black fur.* (*have* + *object*)
- Tell students to look at the vocabulary on page 7. Ask: *What types of hair do people have? (curly hair, . . .) What lengths of hair do people have? (short hair, . . .) What facial hair do some men have? (a beard, . . .)* Tell students to write *have* + *object* in the bottom half of the vocabulary box.
- Read the Grammar Watch note. Ask students to come to the board and rewrite the sentences using contractions.
- If you are using the transparency, do the exercise with the class.

Controlled Practice

20 minutes

1 PRACTICE

A Complete the sentences.

- Read the first sentence. Ask: *Why is the answer are? (Good-looking is an adjective, so the verb is be.)*
- As needed, review: *What's the subject? (My sister and brother) Which pronoun is My sister and brother the same as? (they) They is or They are? (are)* Remind students that *it* uses the same form of the verb as *he/she*. On the board, write: *It is, It has.*
- Walk around and help students complete the exercise as needed.
- Students compare answers with a partner.
- Read the paragraph with the correct answers. Students check their answers.

EXPANSION: Speaking practice for 1A

- Ask students to draw a simple picture of the sister and brother described in Exercise A.
- Above-level students can close their books, look at their drawings, and describe the sister and brother to a partner.

EXPANSION: Graphic organizer practice for 1A

- Tell students to complete a chart like the one on page 8 comparing the sister and brother described in Exercise 1A. Students add adjectives that can only be used for men and ones that can only be used for women.

B Complete the sentences. Write the correct forms...

- Write item 1 on the board. Underline *brown hair* and ask: *Is this an adjective or an object?* Write *object*. Read the completed sentence.
- Before they complete the exercise, remind students to look at the words after the blanks and decide if they are an *adjective* or *object*.
- Students compare answers with a partner.
- Call on students to read the completed sentences. For the negative items, write the contractions on the board and tell students to check their spelling.

Communicative Practice 20 minutes

2 PRACTICE

A PAIRS. Look at the picture. Describe the people...

- Tell students to look at the picture but cover the names. Say: *They are famous people. Do you know who they are?* Elicit the names students know.
- Tell students to look at the names in the book. Ask: *What do these famous people do? Where are they from?* Make statements and ask the class to identify the people (for example, *She's an actress* and elicit *Zhang Ziyi. They're from the U.S.* and elicit *Venus Williams, Jorge Garcia, and Cee-Lo Green.*). Use the following information: Yao Ming—basketball player from China, Venus Williams—tennis player from the U.S., Jorge Garcia—comedian and actor from the U.S., Shakira—singer from Colombia, Cee-Lo Green—singer from the U.S., Zhang Ziyi—actress from China.
- Read the directions and the example.
- Elicit words to describe Yao Ming and list them on the board (for example: *tall, black hair*). Point to *tall* and ask whether to use *be* or *have (be)*. Elicit *Yao Ming is tall* or *He's tall* and write it on the board.
- Pair students and tell them to take turns describing each person in the picture.
- Check student's use of *be* and *have*.

MULTILEVEL INSTRUCTION for 2A

Pre-level Tell students to write two physical characteristics next to the drawing of each person before they do the speaking activity.

Above-level Students write several physical characteristics for each person.

B WRITE. Write two sentences to describe each...

- On the board, write: *Shakira has long blond hair. Shakira has long blond wavy hair.* Point to the first sentence and ask: *How many adjectives?* Repeat for the second sentence. Write: *2 adjectives = no commas, 3 + adjectives = 1 comma.* Ask the class where to put the commas in the sentences.
- Read the directions. Remind students to start each sentence with a capital letter, end with a period, and use a comma where necessary.
- Check students' verbs and punctuation.

- Pair students and tell them to take turns reading their sentences to each other.
- Ask for volunteers to read their sentences. Tell them to use *He, She* or *This person* instead of the name. Ask the class to identify the people.

EXPANSION: Speaking practice for 2B

Students bring in magazines and take turns describing the celebrities pictured.

Show what you know!

STEP 1. WRITE. Describe someone in the class....

- Read the directions. Model the activity by asking the class to describe you. Elicit three sentences and write them on the board.
- Tell students to write three sentences about one person in the class, beginning each sentence with *This person is . . .* Tell them not to write the name of the person they're describing.

STEP 2. PAIRS. Student A, read your sentences...

- Read the directions. Play B and model the activity with an above-level student. Direct Student A to read you one sentence at a time and wait for you to guess before reading the next sentence.
- Pair students and tell them to practice the conversation.

MULTILEVEL INSTRUCTION FOR STEP 2

Pre-level Perform the activity with pairs to make sure they understand what to do.

Above-level Pairs practice the conversation again. They describe a different person but don't write sentences first.

Progress Check

Can you . . . describe the way people look?

Say: *We have practiced describing the way people look. Now, look at the question at the bottom of the page. Can you describe how people look?* Tell students to write a checkmark in the box.

Extra Practice



Interactive Practice



pages 2–3



pages 4–5

Getting Started

10 minutes

Culture Connection

- As needed, familiarize students with the U.S. system of measurement. Tell them to look at the application in Exercise A. Ask: *How tall is Robert Jones?* (5 feet 9 inches) *How much does he weigh?* (190 pounds)
- Write on the board: $5\text{ feet }9\text{ inches} = 175\text{ centimeters}$.
- Ask: *Who in the class is about 175 centimeters tall?* Ask a student to stand so the class can visualize 5 feet 9 inches.
- Write on the board: $190\text{ pounds} = 86\text{ kilograms}$. Ask: *Who in the class weighs about 86 kilos?* Ask a student to stand so the class can visualize 190 pounds.
- Ask: *Is Robert Jones short, average height, or tall?* (average height) *Is he thin, average weight, or heavy?* (average weight)

Presentation

15 minutes

1

COMPLETE AN APPLICATION

A PAIRS. Read the application for an identification...

- Ask students to look at the application and find *Suffix*. Explain *Jr.*, *Sr.*, and *III*: On the board, write: *Father: Robert William Jones, Son: Robert William Jones*. Say: *The father and son have the same name, so the son is Robert William Jones, Junior*. Add a comma and *Jr.* to the son's name. Say: *If Robert's grandfather also had the same name, Robert would be Robert William Jones the Third*. Cross out *Jr.* and write *III*.
- Tell students to find *Date of Birth* on the application. Write *mm-dd-yyyy* on the board. Label the abbreviations (*mm* = *month*, *dd* = *date*, *yyyy* = *year*). Explain that the number of letters equals the number of digits to write (for example, not 9 for September but 09, not 78 but 1978). Tell students to write today's date in this format in their notebooks. Ask a volunteer to come to the board and write the date in this format.
- Pair students. Tell them to ask and answer the questions.
- Read each question and call on volunteers to answer. Write the answers on the board and, as needed, point to where the information is found in the application.

Teaching Tip

When new information is presented through an activity, the activity helps students determine the meaning of new words through context. In most cases, students will be able to figure out the answers even though the words are new. However, don't expect students to already know this information. Tell students it's OK if they can't answer all the questions.

Controlled Practice

5 minutes

B Look at Teresa Santos's identification card. Match...

- Read the directions. Before students do the matching exercise, tell them to find and circle the abbreviations on the identification card.
- Say: *Point to F on the card. What's the word before F?* (*Sex*) *So what do you think F means?* (*female*) *What does female mean?* (*a girl or a woman*)
- Tell students to use the card to figure out the meanings of the abbreviations.
- Students compare answers with a partner.
- To check answers, write the abbreviations on the board. Call on students to say the full words.

Culture Connection

- *Optional:* You may wish to help students convert their height and weight to the U.S. system of measurement and give them the formulas to convert kilos to pounds and centimeters to feet + inches. The examples use the equivalencies from the Getting Started section.

Weight: Multiply kilograms by 2.2 to convert to pounds.

Examples: $60\text{ kilograms} \times 2.2 = 132\text{ pounds}$

$90\text{ kilograms} \times 2.2 = 198\text{ pounds}$

Height: Multiply centimeters by .3937 to convert to inches. Divide inches by 12 to change to feet; the remainder will be inches.

Examples: $163\text{ centimeters} \times .3937 = 64\text{ in.}$
 $64\text{ in.} / 12 = 5\text{ ft. }4\text{ in.}$

$183\text{ centimeters} \times .3937 = 72\text{ in.}$
 $72\text{ in.} / 12 = 6\text{ ft.}$

Communicative Practice 30 minutes

2 PRACTICE

A PAIRS. Student A, look at Joseph Smith's...

- As needed, review titles. Ask students to look at Joseph Smith's application and to point to *Title*. On the board, write the headings *Male* and *Female*. Say each title and ask: *Male or female?* Write each title under the appropriate heading. Point to the female titles on the board. Ask: *Which one is for married women? (Mrs.) For single (not married) women? (Miss) For either married or single women? (Ms.)*
- As needed, review name order on applications. Write your full name on the board. Label the parts *first*, *middle*, and *last*. Explain: *Your last name is your family name.* Ask students to point to *Name* on the application. Tell students that application forms ask for information in a certain order, so they must read them carefully. Ask them to help you write your name in the order shown on the form.
- Point to the application and ask: *What information is missing?* (title, date of birth, eye and hair color, street address) Write the words on the board. Ask: *What questions can you ask to get this information?* (*What is Joseph's title?*) If necessary, have students review the questions in Exercise 1A on page 12.
- Pair students and assign roles of A and B. Read the first paragraph of the directions. Walk around and check that Student A is looking at the application on page 13 and Student B is looking at the identification card on page 245.
- Say: *Student A, complete the missing information on Joseph Smith's application. Ask questions. Student B, look at Joseph Smith's identification card and answer your partner's questions.*

MULTILEVEL INSTRUCTION for 2A

Cross-ability The above-level student plays the role of Student A.

B SAME PAIRS. Student A. Look at Ana Martinez's...

- Say: *Now, Student B, look at Ana Martinez's identification card on page 245. Ask Student A questions and complete the missing information. Student A, look at Ana Martinez's identification card on page 13 and answer your partner's questions.*
- To check their work, tell Student A to look at Joseph Smith's identification card on page 245 and Student B to look at Ana Martinez's identification card on page 13.

EXPANSION: Writing practice for 2B

- Tell students to write sentences to describe Ana Martinez or Joseph Smith.

3 LIFE SKILLS WRITING

Turn to page 256 and ask students to complete the driver's license application. See page T-xii for general notes about the Life Skills Writing activities.

Progress Check**Can you . . . complete an application?**

Say: *We have practiced completing an application. Now, look at the question at the bottom of the page. Can you complete an application?* Tell students to write a checkmark in the box.

Extra Practice

Interactive Practice



pages 6–7

Getting Started

10 minutes

Presentation

20 minutes

1 BEFORE YOU LISTEN

A GROUPS OF 3. Look at the words to describe...

- Say: *Look at the words to describe people.* Read the words in the box. Tell students to read the definitions silently.
- Tell students to look at the example. Say: *Someone who always tells people what to do is . . . (bossy).*
- Form groups of 3. Together, students match the words and definitions.
- *Optional:* Give students a couple of minutes to study the words and definitions. While students are studying, write the words on the board. Pronounce each word and ask the class to repeat. Tell them to close their books. Read the definitions in random order and ask the class to call out the words.

EXPANSION: Graphic organizer practice for 1A

- Pair students and tell them to draw a chart like the one on page 8. Tell them to label the columns *Positive*, *Negative*, and *Positive or negative*. Explain: *Positive means good and negative means bad.*
- Partners then decide whether each personality trait is positive or negative or could be either. They write each word in the appropriate place on the chart.

Teaching Tip

When words that may be new are presented through a matching activity, teach students the following strategy: Tell students to do the items they're sure of first, cross the words off in the box, and then try to figure out the others.

B  Listen and check your answers.

- Play CD 1, Track 10. Students correct their answers.
- Read the answers and ask students to repeat.

2 LISTEN

A  Look at the picture. Listen to more...


- Point to the photo. Ask: *Who are they?* (Tania and Eva) *What do we know about Eva?* (She has a brother. His name is Victor. She's having a party tonight.) *What do we know about Tania?* (She's going to Eva's party. She says Victor is good-looking.)
- Read the directions and answers. Play CD 1, Track 11. Students circle the letter of the correct answer.
- Ask students to raise their hands if they checked a. Repeat for b and c.
- Ask: *Why are they talking about Victor?* (because Tania is interested in him)

Teaching Tip

Remember that if students need additional support, tell them to read the Audio Script on page 297 as they listen to the conversation.

B  Listen again. What is Victor like?...

- Read the directions and the words.
- Play Track 11 again. Student listen and check.
- Check answers by asking a question for each word (for example, *Is Victor laid-back? Is he outgoing?*).


C  Listen to the whole conversation....

- Read the directions and items.
- Play CD 1, Track 12. Students listen and circle.
- Read each item and call on students to say answers.
- As a class, change item 2 to make it true. On the board, write: *Tania likes talkative guys.* Cross out *talkative* and add *who* to the end of the sentence. Ask the class to finish the sentence (. . . *listen*).

EXPANSION: Vocabulary practice for 2C

- Ask students to look at the words in Exercise 1A. Say: *Tania likes guys who listen.* *Which personality traits do you like?* Students rank the words in order from 1 (best) to 8 (worst).
- Pair students. Partners compare their lists.
- Say each word and tell students to raise their hands if it's their number 1. Tally on the board.

3 CONVERSATION

A  Listen to the words. Notice...

- On the board, write: *a-bout*. Pronounce *about* and ask: *How many syllables does about have?* (two) Pronounce *about* again and ask: *Which syllable is stressed?* Underline *bout*.
- Say: *The vowel sound in a stressed syllable is long and clear.* Mark the stress over the *ou* in *about*. Pronounce *about*, drawing out the *ou* sound.
- Point to *a-bout* on the board. Say: *-bout is the stressed syllable. What is the unstressed syllable?* Circle *a-*.
- Say: *Vowels in unstressed syllables often have a very short, quiet sound.* To demonstrate this sound, say “uh” several times and ask the class to repeat. Then pronounce *about* several times, modeling the “uh” sound of the unstressed syllable.
- Tell students to open their books and read the Pronunciation Watch note silently.
- Read the directions. Point out that the vowel sounds in the unstressed syllables are blue.
- Play CD 1, Track 13. Students listen.
- Resume playing Track 13. Students listen and repeat.

Language Note

Help students articulate sounds they might find difficult to reproduce by having them practice adjusting the position of their tongue. Tell students to place their tongue low, in the middle, and then high in their mouth. Then tell them to place their tongue in the front, center, and back of their mouth. Explain: *To say the “uh” sound, place your tongue in the middle, center of your mouth. Make sure your tongue is relaxed.*

Controlled Practice 20 minutes

B  Listen and repeat the conversation.

- Note: This conversation is the same one students heard in Exercise 2A on page 14.
- Tell students to read the conversation silently and look for words that they practiced in Exercise 2B (*outgoing, quiet*). Tell them to circle the unstressed vowel in *quiet*.
- Play CD 1, Track 14. Students listen and repeat.

4 PRACTICE

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

- Pair students and tell them to practice the conversation in Exercise 3B.
- Then, in Exercise 4A, tell students to look at the information in the boxes. Say each item and 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 the first pair of words (*funny* and *tells great jokes*).
- 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.
- Tell pairs to take turns playing A and B and to use the vocabulary lists to fill in the blanks.
- Walk around and check students’ pronunciation of the unstressed syllable in *quiet*.
- Tell students to stand, mingle, and practice the conversation with several new partners.
- Call on pairs to practice for the class.

Communicative Practice 10 minutes

B MAKE IT PERSONAL. PAIRS. Talk about...

- Two students read the conversation out loud.
- Play A and practice a conversation with an above-level student (for example, *My husband’s name is Robert*). Prompt the student to ask: *What’s he like?*
- Pair students and tell them to take turns playing A and B.
- Tell students to stand, mingle, and practice the conversation with several new partners.

MULTILEVEL INSTRUCTION for 4B

Pre-level Before they practice, students list personality traits of a friend or family member.

Above-level Pairs talk about several people.

Extra Practice



Interactive Practice

Getting Started

5 minutes

- Say: *We're going to study* be in sentences with *and* and *but*. In the conversation you listened to in Exercise 3B on page 15, Eva used this grammar.
- Play CD 1, Track 14. Students listen. Write on the board: *He's outgoing and he has a lot of friends. He's sweet but he's a little quiet.* Underline *and* and *but*.

Presentation

10 minutes

Be: Compound sentences with *and* / *but*

- Students close their books. Copy the sentences from the grammar chart onto the board, omitting *and* and *but*.
- Read the first statement in the Grammar Watch note. Ask: *Which two sentences have similar ideas?* Write *and* between the first pair of sentences.
- Read the second statement in the Grammar Watch note. Ask: *Which two sentences have opposite ideas?* Write *but* between the second pair of sentences.
- Tell students to open their books and look at the grammar charts or show Transparency 1.4 and cover the exercise. Read each sentence. Tell students that two sentences joined together with *and* or *but* are *compound sentences*.
- On the board, write: *My friend is good-looking and . . . , My friend is good-looking but . . .* Elicit answers.
- If you are using the transparency, do the exercise with the class.

Controlled Practice

15 minutes

1 PRACTICE**A Complete the sentences. Write *and* or *but*.**

- Read the directions. Write item 1 on the board. Circle *He's from Brazil* and *now he lives in the U.S.* Ask: *Are these similar ideas or opposite ideas?* (opposite) Write in *but*.
- Walk around and when you spot an incorrect answer, read the two sentences that make up the compound. Ask: *Are these similar ideas or opposite ideas? Should you use *and* or *but*?*
- Call on students to read the sentences out loud.

B Write sentences. Use the words in parentheses...

- Read the directions. Write item 1 on the board. Underline *Tina / shy*. Ask: *What is the correct form of *be*?* Write: *Tina is shy*. Underline *her sister / talkative*. Ask: *What is the correct form of *be*?* Write: *her sister is talkative* a little to the right of *Tina is shy*.
- Read the two sentences. Ask: *Are these similar ideas or opposite ideas? Do I write *and* or *but*?* Write *but* to complete the compound sentence.
- Walk around and check that students start each sentence with a capital letter and end with a period.
- Call on students to read the answers out loud.

C Complete the sentences. Write adjectives to make...

- Read the directions. Write items 2 and 3 on the board with adjectives that make the sentences true for you.
- Remind students about the list of adjectives in Exercise 1A on page 14.
- *Optional:* Elicit other adjectives to describe people and write them on the board. Explain new words as needed.
- Walk around and prompt students as needed.

D PAIRS. Compare your answers.

- Students compare answers with a partner.
- Call on students to read their answers out loud.

EXPANSION: Listening and speaking practice for 1D

- Play a game. Write item 3 on the board. Say: *You have to listen and remember your classmates' sentences. Then you will complete the sentence yourself.* Procedure:
 - The first student completes the sentence (for example, *I'm nice, but I'm shy*).
 - The second student describes the first student (*[Student 1's name] is nice but she's shy*) and then says his or her own sentence.
 - The third student describes the first student and the second student and then says a new sentence.
 - Continue until a student cannot repeat everyone else's descriptions. That student then starts over.
 - Continue until everyone has had a turn.

Presentation

10 minutes

Be: Additions with *and . . . , too / and . . . not, either*

- On the board, write: *Eva is a student and I'm a student.* Underline *a student* in both parts of the sentence. Say: *The same information is repeated in the second part of the sentence.* Cross out *and I'm a student* and write *and I am, too.*
- Write: *Victor isn't a teacher and I'm not a teacher.* Underline *a teacher* in both parts of the sentence. Say: *The same information is repeated in the second part of the sentence.* Cross out *and I'm not a teacher* and write *and I'm not, either.*
- Circle *and I am, too* and *and I'm not, either.* Explain: *These are called additions.*
- Read the first sentence on the board. Say: *Eva is a student. Is this an affirmative statement or a negative statement?* On the board, write: *affirmative statements—too.*
- Read the second sentence on the board. Say: *Victor isn't a teacher. Is this an affirmative statement or a negative statement?* On the board, write: *negative statements—not, either.*
- Copy the top grammar chart onto the board or show Transparency 1.4 and cover the exercise. Read the examples. Ask: *Do the affirmative additions use contractions?* (No.) *Where is the comma in the affirmative additions?* (before *too*) Say each affirmative addition and ask the class to repeat.
- Repeat for the bottom grammar chart. Ask: *Do the negative additions use contractions?* (Yes.) *Where is the comma in the negative additions?* (before *either*) Say each negative addition and ask the class to repeat.
- Students read the Grammar Watch note silently.
- If you are using the transparency, do the exercise with the class.

Controlled Practice

5 minutes

2

PRACTICE

Complete the sentences. Write the correct forms...

- Read the directions. Write item 1 on the board. Underline *He isn't tall* and ask if it's affirmative or negative. Write the answer without the comma and ask: *Where do I put the comma?* (before *either*)

- Read completed item 1. To check that students understand the meaning of *not either*, ask: *Is he tall?* (No.) *Is his wife tall?* (No.)
- Students compare answers with a partner.
- Call on students to write the answers on the board.

Communicative Practice

15 minutes

Show what you know!

STEP 1. WRITE. Think about your own personality...

- Read the directions. On the board, write: *My personality.* Then write two sentences with *I am* and two sentences with *I'm not.* Use adjectives from page 14. Circle the sentences with *I am* and label them *affirmative.* Circle the sentences with *I'm not* and label them *negative.*
- Tell students to use the adjectives from page 14 or their own adjectives. Check that students write two affirmative sentences and two negative sentences.

STEP 2. GROUPS OF 5. Tell your partners about...

- Read the directions. Tell students to look at your sentences on the board. Ask an above-level student to read his or her sentences out loud. Write the student's name next to any of your sentences that are the same. Repeat with other students.
- Point to the affirmative sentences and names on the board. Make sentences with *too.* Point to the negative sentences on the board. Make sentences with *either.*
- Form groups of 5. Tell students to take turns reading their sentences out loud, listening for sentences that are the same as theirs and writing students' names.

Progress Check

Can you . . . describe personalities?

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

Extra Practice



Interactive Practice



pages 4–5



pages 8–9

Getting Started

10 minutes

1 BEFORE YOU READ

PAIRS. What is your learning style? For example...

- Read the directions.
- Say: *Think about who you study with, where you study, when you study, and how you study.*
- On the board, draw a web diagram. Write *study* in the circle. On the lines radiating out from the circle, write: *Who, Where, When, and How.* Point to *Who* and ask: *Do you like to study alone or with other people?* Point to *Where* and ask: *Do you like to study in a quiet room or in a noisy place?* Point to *When* and ask: *Do you like to study early in the morning or late at night?* Point to *How* and ask: *Do you like to read, talk about, or write new information?*
- Tell students to copy the diagram and note their study habits.
- To model the activity, tell the class about your study habits: who you study with and where, when, and how you study. Pair students and tell them to talk about their web diagrams.

Presentation

10 minutes

2 READ

 **Listen. Read the article.**

- Tell students to look at the article. Say: *Look at the photo. What are the people doing? (studying) Do they like to study alone or with other people? (with other people)*
- Ask: *What is the title of the article? (What Is a Learning Style?)* Tell students to look at the icons, or small pictures, in the article. Ask: *What are three learning styles? (visual learners, auditory learners, kinesthetic learners)* Say each learning style and ask the class to repeat. Ask: *How do you think visual learners learn? (by seeing / they look) How do you think auditory learners learn? (by listening / they listen) How do you think kinesthetic learners learn? (by touching / they touch)*

- Play CD 1, Track 15. Students listen and read along silently.
- Tell students to read the article again silently. Tell them to circle how each type of learner remembers new information best.
- Tell students to underline what each type of learner is good at.

EXPANSION: Graphic organizer practice for 2

- On the board, draw a chart with three columns and three rows. Label the columns: *Visual, Auditory, Kinesthetic.* Label the rows: *learn by . . . , remember information best when . . . , good at . . .*
- Pair students and tell them to complete the chart with the information they underlined in the article.

Controlled Practice

20 minutes

3 CHECK YOUR UNDERSTANDING

A Read the article again. What is the main idea...

- Read the Reading Skill note. Tell students to circle the first paragraph of the article. Tell students to read the first paragraph silently and underline the sentence that tells the main idea, or most important idea, of the article.
- Read the first paragraph. Ask: *What sentence did you underline?* Elicit the answer and write it on the board: *There are many ways to learn new information.* Label the sentence: *Main Idea.*
- Read the directions and answer choices.
- To check the answer, ask students to raise their hands for a, b, or c.

B How do you learn best? Take the quiz.

- Tell students to read and take the quiz silently. Walk around and help with unfamiliar vocabulary as needed.
- Read the quiz. Say each answer choice and ask students to raise their hands for the answer they chose.
- Tell students to look at item 4 in the quiz. Read the question. Ask: *What does a visual learner do? (draw a picture) What does an auditory learner do? (say the word) What does a kinesthetic learner do? (write the word)* Elicit answers.
- Say: *Now try the three learning styles.* Write a new word on the board. It should be a difficult word that's easy to draw. Read item 4 again. Say each answer choice and tell students to do what it says with the new word. Ask: *Which way worked best for you? Is it the same as the answer you checked when you took the quiz?*

C Look at the quiz. How many responses do...

- Ask: *What do you think your learning style is?* Tell students to read the article again and circle their learning style.
- Read the directions. Students count their responses for each symbol.
- Ask: *What is your learning style? Is it the same as the one you circled in the article? Or is it different?* Ask for a show of hands.
- Read the note. Say: *Raise your hand again if the learning style you circled in the article is different from your quiz result.* Ask: *Do you think you use more than one learning style?*

Communicative Practice 20 minutes**D PAIRS. Compare your quiz results.**

- Model the activity. Ask an above-level student to ask you the questions from the directions. Talk about the learning style you circled in the article and your learning style according to the quiz. Say whether or not the quiz results surprise you (for example, *I thought I was an auditory learner, but my quiz result is visual learner.*).
- Pair students. Tell them to ask each other the questions in the directions.

Show what you know!**PRE-WRITING. NETWORK. Find classmates...**

- Tell students to look back at the article and the quiz. Tell them to note some ways to learn English that are good for their learning style (for example, visual learners can draw pictures to remember information).
- Tell students to stand, mingle, and ask classmates: *What is your learning style?* Tell students to form small groups with classmates who have the same learning style.
- Model the activity. Talk about your learning style and how you learn English best.
- Tell groups to share their notes.

WRITING. Write a list of learning tips for your...

- Ask students to turn to page 268 and write a list of learning tips for their own learning style. See page T-xii for general notes about the Writing activities.

EXPANSION: Vocabulary practice

- Group students with the same learning style. Tell them to identify ways to learn new information that are good for their learning style. Tell them to use these ways to practice the vocabulary on page 7. Suggest that students look at the article and quiz for ideas.
- Visual learners can draw pictures of vocabulary words and make vocabulary cards. Auditory learners can talk about their classmates' physical descriptions and close their eyes and say the words over and over again. Kinesthetic learners can play charades and say the words as they write them over and over again.

Extra Practice

Interactive Practice



pages 6–7



pages 10–11

Getting Started

10 minutes

1 BEFORE YOU LISTEN

CLASS. Imagine that you are meeting someone...

- Read the directions. Students read and check the questions silently.
- Read each question. Ask: *Is it OK to ask this here?*
- Introduce yourself to several students. Ask each student one or two of the appropriate questions (for example, *Hi, I'm _____. What's your name? Nice to meet you, _____. Where are you from?*).

Culture Connection

- On the board, write: *How old are you?* Reinforce that in the U.S. it's not polite to ask a person's age.
- Ask: *What other questions are not OK to ask when you are meeting someone for the first time in the U.S.? (How much money do you make? How much is your rent? How much did you pay for your car?)* Write the questions on the board under the heading *Not OK*. For emphasis, cross them out.
- Ask: *What questions are not OK to ask in your home country?* Add students' questions to the list on the board.

Presentation

25 minutes

2 LISTEN

A CLASS. Look at the picture. Who are the people?...

- Ask students to look at the picture. Ask: *Who are the people?* Tell students to label Eva, Victor, and Tania. Write their names on the board. Ask: *Who are Eva and Tania?* (friends) *Who is Victor?* (Eva's brother)
- Ask: *Where are they?* (at Eva's party) *Who's meeting for the first time?* (Victor and Tania)

B  Listen to the conversation. Answer...

- Read the directions and answer choices.
- Say: *Look at the picture. What do you think is happening? Which questions do you think Victor asks Tania? Now listen and see if you're right.*
- Play CD 1, Track 16. Students mark the answers.


- For item 1, ask students to raise their hands if they circled a. Repeat for b and c.
- For item 2, say: *Victor and Tania are meeting for the first time. What does Victor ask Tania?*

Teaching Tip

Remember that if students need additional support, tell them to read the Audio Script on page 297 as they listen to the conversation.

C  Listen again. Read the sentences....

- Read the directions and the sentences. Play Track 16 again. Students listen and circle.
- Call on students to read the sentences and say answers.
- On the board, write: *Tania is a student, and Eva _____. Ask the class to complete the sentence. (is, too)*
- Write item 3 on the board. Say: *Rewrite the sentence to make it true. (Tania is from Ecuador.)*

D  Listen to the whole conversation....

- Read the directions and the question. Play CD 1, Track 17. Students listen and write the answer.
- Ask: *Is Victor a student?* (No, he's not.) *What is his job?* (He's a cook.) *Where does he work?* (at a restaurant)


EXPANSION: Speaking practice for 2D

- Pair students and tell them to role-play a conversation between Victor and Tania. The student playing Victor reads the checked questions in Exercise 2B. The student playing Tania answers.

EXPANSION: Speaking practice for 2D


- Ask: *What will happen next with Tania and Victor?* Play Track 17 again. On the board, write:
Victor: No, I'm not. I work at a restaurant. I'm a cook.
Tania:
Victor:
Tania:
Victor:
- Elicit students' ideas to continue the conversation. Write the new lines on the board.
- Ask two above-level students to read the conversation on the board.
- Pair students and tell them to practice the practice the new conversation.

3 CONVERSATION

A  Listen to the sentences. Then listen...

- Read the directions. On the board, write: *Are you a student, too?* without the stress marks. Read the Pronunciation Watch note. Ask: *What are the important words?* Underline *you, student, and too.* Ask: *Which words are not stressed? (Are, a)*
- Tell students to close their books. Say: *I'm going to read only the stressed words in the sentence. See if you can still understand the basic meaning.* Say: *you, student, too.*
- Point to the sentence on the board. Pronounce each underlined word and ask: *How many syllables?* Draw a line separating the two syllables in *stu/dent.* Say: *In words with more than one syllable, only one syllable is stressed.* Pronounce *student* and ask: *Which syllable is stressed?* Double underline *stu.*
- Read the sentence on the board. Exaggerate the stress on *you, stu-*, and *too.*
- Tell students to open their books and look at the stressed words in the sentences. Pronounce each stressed word and ask: *How many syllables?* On the board, write: *I work at a restaurant.* Draw lines separating the three syllables in *res/tau/rant.* Pronounce *restaurant* and ask: *Which syllable is stressed?* Double-underline *res.*
- Play CD 1, Track 18. Students listen.
- Resume playing Track 18. Students listen and repeat.

Controlled Practice 15 minutes

B  Listen to the sentences. Mark (•)...

- Ask students to look at items 1–3. Ask: *What are the important words?*
- Read the directions and play CD 1, Track 19.
- Write items 1–3 on the board. Call on students to mark the stressed words on the board. Correct as needed.

C  Listen and repeat the conversation.

- Note: This conversation is the same one students heard in Exercise 2D on page 20.
- Say: *Underline the sentences in the conversation that you practiced in Exercises 3A and 3B (Nice to meet you. So, are you a student? Where are you from?). Now mark the stressed words or syllables.*

- On the board, write: *I want to introduce you to my friend.* Ask: *What are the important words in this sentence?* Underline *want, introduce, and friend.* Pronounce each underlined word and ask: *How many syllables?* Draw a line separating the three syllables in *in/tro/duce.* Pronounce *introduce* and ask: *Which syllable is stressed?* Double-underline *tro.* Tell students to underline the first sentence in the conversation and then mark the stress.
- Play CD 1, Track 20. Students listen and repeat.

4 PRACTICE

A GROUPS OF 3. Practice the conversation.

- Form groups of 3. Tell students to practice the conversation in Exercise 3C, taking turns playing each person.
- Walk around and model the correct sentence stress as needed.

Communicative Practice 10 minutes

B ROLE PLAY. GROUPS OF 3. Student A,...

- Read the directions. Play A and model the activity with two above-level students. Prompt B to continue the conversation by asking a question from Exercise 1 on page 20. Prompt C to answer and ask another question.
- Form groups of 3. Tell students take turns playing each person. Walk around and help as needed.

MULTILEVEL INSTRUCTION for 4B

Pre-level Students playing the roles of B and C ask one question each from Exercise 1 on page 20. Before students role-play the conversation, tell them to write answers to each question in Exercise 1 on page 20.

Above-level Students playing the roles of B and C ask several questions and ask partners to elaborate on their answers. They can ask, for example, *What's it like? What's your wife's name? How old are your children?*

Extra Practice



Interactive Practice

Getting Started

5 minutes

- Say: *We're going to study questions with the verb be. In the conversation you listened to in Exercise 3C on page 21, Victor used this grammar.*
- Play CD 1, Track 20. Students listen. Write on the board: *Are you a student? Where are you from?* Underline *are* in each question.

Presentation

10 minutes

Simple present tense of *be*: *Yes / No* and *information questions*

- Copy the grammar charts onto the board or show Transparency 1.5 and cover the exercise.

Yes/No questions with be

- Read the *Yes / No* question and short answers from the top chart. Ask a few students: *Are you a student?* Elicit: *Yes, I am.* Ask a few students: *Are you a cook?* Elicit: *No, I'm not.*
- On the board, write: *Tania is from Ecuador.* With the class, change the statement to a *Yes / No* question. Draw arrows to indicate changing the order of the subject and verb. Write: *Is Tania from Ecuador?* Ask the question and elicit the short answer. Write: *Yes, she is.*

Information questions with be

- Read the information question and short answer from the bottom chart. Ask a few students: *Where are you from?* Elicit a short answer.
- On the board, write: *Is Tania from Ecuador?* With the class change the *Yes / No* question to an information question. Cross out *Ecuador* and draw a blank at the beginning of the question. Ask: *What question word do I use?* Write *Where* in the blank and change *Is* to *is*. Read the question and elicit the answer.
- If you are using the transparency, do the exercise with the class.

Controlled Practice

15 minutes

PRACTICE

A Match the questions and answers.

- Read the directions. Tell students to cross out the letter of the answers as they use them.
- Read each question and call on a student to answer.

B Read the answers. Write questions about...

- Tell students they will write information questions for A from B's answers. Help them understand the changes they need to make when they write questions from the answers, as follows:
 - Write item 1 on the board and read B's answer. Point to A's question and ask: *Is this a Yes / No question or an information question?* (information question) Read the answer again. Ask: *What is the question word?* Write *What* on the line. Circle *My last name* and *is* in the answer and draw arrows to indicate students should change the order of the subject and verb.
 - Ask students to look at item 3. Read the answer. Ask: *What's the verb?* On the board, write: *They are from Cuba.* Draw arrows to indicate that students should change the order of the subject and verb.
- Read each question and call on a student to answer.

Communicative Practice

10 minutes

C PAIRS. Ask your partner three questions...

- Pair students and tell them to take turns asking and answering questions from Exercises A and B. Each partner should ask three different questions.

MULTILEVEL INSTRUCTION for C

Cross-ability Lower-level students ask questions first. Before switching roles, higher-level students can help lower-level students write answers to three questions.

Extra Practice



Interactive Practice



pages 8–9



pages 12–13

1 GRAMMAR

A Complete the conversations. Write the correct...

- Tell students to review the grammar charts on pages 10 (*have* + object) and 22 (*be*: *Yes / No* and information questions).
- Read the directions.
- Ask students to look at item 1. Ask: *Why is Are you the answer? What form of be goes with you?* On the board, write: *you are*. Ask: *Is item 1 a question or a statement?* Draw arrows to indicate that students should change the order of *you* and *are*. Write the answer without the capital letter (*are you Anthony Jenkins?*) and ask: *Is this correct?* (No.) Capitalize *are*.
- Walk around and, as needed, ask students what the subject is or whether the item is a question or a statement.
- Call on a pair of above-levels students to read each conversation. Write the answers on the board as the students say them.
- *Optional:* Pair students and ask them to practice the conversations. Call on pairs to perform the completed conversations for the class.

B Complete the information. Underline the correct...

- Tell students to look at the photo. Hold up your book, point to the girl on the left, and ask: *What does she look like?* (She has long, straight, brown hair) Point to the girl on the right and repeat. Ask: *Do they look alike?* (Yes.) *Why?* (They're twins.)
- Complete the first sentence with the class. Ask: *Why is is the answer?* (We use *be* when we talk about someone's name.)

- Tell students to refer back to the grammar charts on pages 10 (*be* + adjective, *have* + object), 16 (compound sentences with *and / but*), and 17 (*be* + additions) as needed as they do the rest of the exercise.
- Students compare answers with a partner.
- Read the paragraphs with the correct answers and tell students to check their work.

EXPANSION: Graphic organizer and speaking practice for 1B

- Tell students to use the information from Exercise 1B to complete a chart, like the one on page 8, comparing Ellen and Isabel.
- Pair students. Tell them to close their books, look at their charts, and talk about how Ellen and Isabel are alike and how they're different.

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

2 ACT IT OUT

STEP 1. CLASS. Review the Lesson 8 conversation...

- Tell students to review the conversation in Exercise 3C on page 21.
- Tell them to read the conversation silently and then practice it with a partner.
- Play CD 1, Track 16. Students listen.
- As needed, play Track 16 again to aid comprehension.

STEP 2. ROLE PLAY. GROUPS OF 3. Imagine you...

- Read the directions. Model the activity with two above-level students. Introduce the two students to each other. After the students say *Nice to meet you / Nice to meet you, too*, prompt them to make small talk. Remind them that they can ask any of the checked questions from Exercise 1 on page 20.
- Form groups of three and assign roles.
- Walk around and observe students interacting. Check that one student is introducing the other two. Then check that the two who were introduced continue to talk, for example, about what they do and where they are from.
- Tell groups to switch roles so that the student who played A can now play B or C.
- Call on all groups to perform for the class. Each group should perform twice, switching roles as above.
- While groups are performing, use the scoring rubric on page T-xiii to evaluate each student's vocabulary, grammar, fluency, and how well he or she completes the task.
- *Optional:* After each group finishes, discuss the strengths and weakness of each performance either in front of the class or privately.

3 READ AND REACT

STEP 1. Read about Victor's problem.

- Say: *We are going to read about a student's problem, and then we need to think about a solution.*

- 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, *Where is Victor? Who is Jim? What do Victor and Jim talk about first? What does Jim ask Victor? What is Victor's problem?*).

STEP 2. PAIRS. What is Victor's problem? What...

- Ask: *What is Victor's problem?* (A new co-worker asked him a personal question / a question about money / "How much money do you make?")
- Pair students. Read the list of ideas. Give pairs a couple of minutes to discuss possible solutions for Victor.
- Ask: *Which ideas are good?* Call on students to say their opinion about the ideas (for example, S: *I think he can say, "I'd rather not say" because Jim's question is not polite.*)
- Now tell pairs to think of one new idea not in the box (for example, *He can make a joke and say, "Not enough."*) and to write it in the space. 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 students if they think it is a good idea too (*Do you think this is a good idea? Why or why not?*).

MULTILEVEL INSTRUCTION for STEP 2

Cross-ability If possible, pair students with the same first language. The higher-level partner helps the lower-level student to say his/her idea in English.

4 CONNECT

Turn to page 248 for the Community-building Activity and page 274 for the Team Project. See page T-xi for general notes about 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.