

COMMUNICATION GOALS

- 1 Meet someone new.
- 2 Identify and describe people.
- 3 Provide personal information.
- 4 Introduce someone to a group.

UNIT

1

Getting Acquainted

PREVIEW

English and You!

Why are you learning English?



for business



for travel



for my studies



to get to know people who don't speak my language

other:

Did You Know?

There are 2 billion (2,000,000,000) English speakers around the world. Fewer than twenty percent (20%) are native speakers of English.

Please complete the form.

Title: Mr. Mrs. Ms. Miss

Last/Family Name First/Given Name

Nationality

Occupation

A PAIR WORK Why are you learning English? Compare reasons with a partner.

B CLASS SURVEY How many students in your class are studying English . . .

..... for business? for their studies? (other reasons)
..... for travel? to get to know people?

Getting Acquainted

PREVIEW

Before Exercise A, give students a few minutes of silent time to observe the questionnaire and personal information form.

Language and culture

FYI: Language and culture notes are provided to offer students enrichment or more information about language and/or culture. Their use is optional.

- Forms generally ask for a person's family name first and given name second because family names are used to keep records. However, we always refer to the *family name* as the *last name* and the *given name* as the *first name*.
- In many Asian countries, the family name comes first, but it is still referred to in English as the person's *last name*.

A Pair work

Suggested teaching time:	10 minutes	Your actual teaching time:	
--------------------------	------------	----------------------------	--


- To model this activity, write your full name, including a title, on the board; for example, *Ms. Susan Miller* (Here and throughout, substitute real names and information for examples provided.)
- Label and talk about each part of your name: *[Susan] is my first name. My parents chose that name. [Miller] is my family name. Everyone in my family and my father's family has the name Miller.*
- Tell the class where you are from and what you do; for example, *I am from Australia. I am a teacher.* Then write on the board:
Nationality: Australian Occupation: Teacher
- Have students fill in the chart with their own information. Tell students who don't work to write *student* as their occupation on the form.
- Point out the Did You Know? fact next to the form. Write the number 2 billion on the board (*2,000,000,000*). Then ask *How many students are there in this class?* Add the number of students to the large number on the board. For example: *2,000,000,025*.
- Read each reason for studying English aloud. For the fifth option, *other reasons*, brainstorm ideas from students and write them on the board. For example:
People speak English everywhere.
I like English music.
It's a beautiful language.
I want to visit my sister in New York City.
- Have students compare their answers in pairs.

FYI: Some students will want to give more than one reason for studying English. Let them check two or three reasons and then circle their number 1 reason for studying English.

B Class survey

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
--------------------------	---------------	----------------------------	--

- Ask *How many of you are studying English for business? How many are studying English for travel?* etc. Tell students to raise their hands when they hear the reason(s) they checked. Write the names of students under each reason.
- Circle the most popular reason and discuss; for example, ask *Where do you want to travel?* or *What do you study?* Elicit short answers. If students have difficulty, ask *yes/no* questions (*Do you want to travel to Paris? Do you study computers?*) and have students say *Yes* or *No*.

FYI: All recorded material is indicated with the following icon  0:00. CD track numbers for all recorded material appear in this icon. For example, 1:02 indicates that the recording is located on CD 1, track 2.

C  1:02 **Photo story**

Suggested teaching time:	10 minutes	Your actual teaching time:	
--------------------------	------------	----------------------------	--

- To warm up, ask:
 - How many people are in the photos?* (Four.)
 - How many are men?* (Two.)
 - How many are women?* (Two.)
- After students read and listen to the conversation, check comprehension. Ask:
 - In the first photo, what's the man's name?* (Samuel Pike.)
 - What's his first (or given) name?* (Samuel.)
 - What's his last (or family) name?* (Pike.)
 - What is Cara's friend's name?* (Susan Grant.)
 - What's her nickname?* (Suzy.)
 - What's her occupation?* (Photographer.)
 - Is Suzy married or single?* (Married.)
 - What's her husband's first name?* (Ted.)

Language and culture

- A *nickname* is a shorter form of someone's real name, usually given by friends or family.
- From the Longman Corpus:** *Good to meet you* and *Pleased to meet you* are also common ways to greet someone, but *Nice to meet you* is by far the most frequent of the three in spoken American English.

D Focus on language

Suggested teaching time:	5–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- To make sure the class understands the word *informal*, say *Ted calls Samuel Pike "Mr. Pike."* *Mr. Pike says "Please call me Sam."* *He wants to be informal.*
- Have students identify the underlined expressions in the Photo Story by taking turns reading them aloud.
- After students find the answers with a partner, review with the class. Write the answers on the board so students see a list of the key expressions in this dialogue. For example:

Introducing People	Greeting New People	Being Informal with People
<i>I'd like you to meet ____.</i> <i>This is ____.</i>	<i>It's a pleasure to meet you.</i> <i>Great to meet you.</i> <i>How nice to meet you.</i>	<i>Everyone calls me ____.</i> <i>Just call me ____.</i> <i>Please call me ____.</i>

 1:03 **Formal titles**

- Make sure students understand the difference in pronunciation between *Ms.* (/mɪz/) and *Miss* (/mɪs/).

- Write your title with your first name and your title with your last name on the board. Ask *Which is correct?* Then cross out your title with your first name. Make sure students understand that a title is used with a full name (first and last name) or with just the family (last) name, but never with just the first name.
- Ask *Are you a man or a woman? Are you married or single?* Have students determine which title to use with their family names. Female students will have a choice of titles (see the language and culture note below).

Option: (+5 minutes) Explain other titles students may come across. (*Dr.* [doctor], *Prof.* [professor], etc.)

Language and culture

- In some English-speaking countries, some women prefer the title *Ms.* because it does not draw attention to whether they are married or single. Use *Ms.* when you don't know which title she prefers.
- When meeting someone for the first time, you should use a title and last name if the person is older or if you are in a professional / formal situation.

SPEAKING

A Complete your response . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Before students complete the exercise, read the lines in the speech balloons aloud to the class.
- To review, have volunteer pairs read the completed exchanges aloud.

Option: (+5 minutes) For further practice, have all the students write their names in large print on a folded piece of paper and place it in front of them so other students can read it. On the board, refer to the phrases in the *Being Informal with People* column in the chart from Exercise D. Then walk around the classroom and introduce several students. Use the student's title and family name. Say *Class, this is Mr. / Ms. / Mrs. / Miss [family name]*. Prompt the student to reply with one of the phrases and his or her own information (*Just call me [first name or nickname]*).

B Role play

Suggested teaching time:	8–12 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Have students brainstorm the names of famous people. Write their ideas on the board.
- Have the class respond to each introduction with one of the phrases from the Photo Story. You can refer them to the phrases in the *Greeting New People* column in the chart from Exercise D.

EXTRAS

Workbook

C 1:02 PHOTO STORY Read and listen to people getting acquainted.



Susan: I'll bet this is your dad.
Cara: Yes, it is. Dad, I'd like you to meet my friend, Susan Grant.
Sam: It's a pleasure to meet you, Susan. Samuel Pike.
Susan: Great to meet you, too. But please, everyone calls me by my nickname, Suzy.



Sam: And just call me Sam. So, what do you do, Suzy?
Susan: I'm a photographer . . . Oh, I'm sorry. There's my husband . . . Ted, over here!



Ted: Sorry I'm late.
Susan: Ted, this is Cara's dad.
Ted: Oh, how nice to meet you, Mr. Pike!
Sam: Likewise. But please call me Sam.

D FOCUS ON LANGUAGE Look at the underlined expressions in the Photo Story. With a partner, find:

- two ways to introduce people. I'd like you to meet / This is
- three ways to greet new people. It's a pleasure to meet you / Great to meet you / How nice to meet you
- three ways to tell others they can be informal. Everyone calls me / Just call me / Please call me

1:03 Formal titles

Men	Women
Mr.	Ms. (married or single)
	Mrs. (married)
	Miss (single)

Use titles with family names, not given names.

Ms. Grant NOT ~~Ms. Suzy~~

Marital status

married = single =

SPEAKING

A Complete your response to each person. Write the correct formal titles.

Nice to meet you.



GIVEN NAME Marc
 FAMILY NAME Anthony
 OCCUPATION singer

1 Good to meet you, too, ... Mr. Anthony ... !
 (Mr. Marc / Mr. Anthony / Ms. Anthony)

Good to meet you.



GIVEN NAME Jennifer
 FAMILY NAME Lawrence
 OCCUPATION actor

2 Nice to meet you, too, ... Ms. Lawrence ... !
 (Ms. Lawrence / Ms. Jennifer / Mr. Lawrence)

B ROLE PLAY Imagine your partner is a famous person. Introduce your partner to the class. Use formal titles.

“ I'd like you to meet Bradley Cooper. Mr. Cooper is an actor. ”

CONVERSATION MODEL

A ▶ 1:04 Read and listen to people meeting someone new.

A: Who's that?

B: Over there? I think she's new.

A: Well, let's say hello.

...

B: Good morning. I'm Alex, and this is Lauren.

C: Hi. My name's Kathryn Gao. But everyone calls me Kate.

A: Great to meet you, Kate. Where are you from?

C: New York.

B ▶ 1:05 **RHYTHM AND INTONATION**

Listen again and repeat. Then practice the Conversation Model with a partner.

**GRAMMAR** Information questions with be: Review

Who's Ms. Nieto?

Who are they?

Where's she from?

What city are you from?

What's your occupation?

What's his e-mail address?

What are their names?

How old is your brother?

How old are they?

She's my teacher.

They're my classmates.

She's from Seoul, Korea.

We're from Los Angeles.

I'm an engineer.

It's ted@kr.com [say "ted at k-r-dot-com"].

Andrea and Steven.

He's twenty-six.

She's twelve, and her little sister is eight.

Who's = Who is
Where's = Where is
What's = What is

Contractions

I'm = I am

he's = he is

she's = she is

it's = it is

you're = you are

we're = we are

they're = they are

GRAMMAR BOOSTER p. 123

- Information questions with be: usage and form
- Possessive nouns and adjectives

A GRAMMAR PRACTICE Complete the conversations. Use contractions of the verb be when possible.

1 A: **Who's** that over there?

B: Oh, that's Hasna. **She's** from Lebanon.

A: **How old is** she? She looks very young.

B: I think **she's** twenty-five.

2 A: Your new neighbor's good-looking!

..... **What's** his name?

B: His name's Francisco.

A: **Where's** he from?

B: El Salvador.

CONVERSATION MODEL

A ▶ 1:04 Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

These conversation strategies are implicit in the model:

- Begin responses with a question to confirm.
 - Use **Let's** to suggest a course of action.
 - Ask personal questions to indicate friendliness.
- To make sure students understand *that* and *over there*, indicate different students who are sitting far away from you. Ask the class *Who's that?* To clarify, gesture toward a student and say *Over there*.
 - Point out that Alex and Kathryn introduce themselves. They say "I'm Alex" and "My name's Kathryn Gao." To introduce a third person, Alex says "This is Lauren."
 - After students read and listen, ask them to underline the names. (Alex, Lauren, Kate) Then have students read again and label the people in the photo.
 - For comprehension, ask *yes / no* questions:
Is she Lauren? [point to the woman in the red shirt] (No.)
Is he Alex? [point to the man standing] (Yes.)
Is Lauren from New York? (No.)
Is Kate from New York? (Yes.)

B ▶ 1:05 Rhythm and intonation

Suggested teaching time:	2 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Have students repeat each line chorally. Make sure students:
 - use falling intonation in *Who's that?* and rising intonation in *Over there?*
 - pause after *Well*.

GRAMMAR

Suggested teaching time:	7–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Review the examples. Practice the meanings of *Who*, *What*, *Where*, and *How old*. Call out a person, thing, place, or age. The class responds with the appropriate question word; for example, call out *Kate* and the class responds *Who*. For *What*, you can call out a name, title, nationality, or occupation.

Option: (+5 minutes) To contrast 's in these contractions with those used in possessives, review possessive nouns and possessive adjectives. (A review of possessive nouns and adjectives can be found in the Grammar Booster on p. 123.)

- Pick up a student's book and say *[Jenna]'s book*. Then write on the board: *[Jenna]'s book*.
- Walk around the room, picking up items from different students' desks. Have the class use the possessive to tell you whom the item belongs to.
- Have students look at where you wrote *[Jenna]'s book* on the board. Cross out the possessive noun and write *his* or *her* in its place.
- Repeat some of the possessive nouns used previously to identify students' belongings. Elicit possessive adjectives in their place; for example, say *[Michael]'s book* and elicit *his book* from the class.
- Pick up an item belonging to you. Say *the teacher's [book]*. Elicit *your book* from the class. Say *the students' classroom* and elicit *our classroom*.
- Point out that for separate possessions, add 's to each name; for example, *Those are John's and Tina's cars*. When there is only one possession belonging to two or more people, the 's only goes with the second or last person. *This is Marie and Robert's house*.

Language and culture

- There is a special vocabulary for saying e-mail addresses: @ is *at*; the period is called *dot*. For example, for the e-mail address *Mary21@skyline.com*, you say "Mary twenty-one at skyline dot com."
- **From the Longman Corpus:** In spoken American English, the contractions *who's*, *what's*, *where's*, and *that's* are used more than seven times as often as *who is*, *what is*, *where is*, and *that is*.

Option: **GRAMMAR BOOSTER** (Teaching notes p. T123)



Inductive Grammar Charts

A Grammar practice

Suggested teaching time:	4–6 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students check their answers with a partner. Then review as a class. For each item, have different students read the roles of A and B.



Extra Grammar Exercises

Grammar practice

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Review question words from page 4 with students.
- Remind students that they can begin their questions with words from the “Ideas” box.

Language and culture

- In some cultures, asking a person’s age is considered impolite. It’s typically OK to ask a child or young person *How old are you?*

Pair work

Suggested teaching time:	3–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- To model the activity, have volunteers ask you information questions with *be*. Write a few of the questions on the board and then answer with complete sentences. Your students might ask:

Who are your friends?

What’s your e-mail address?

Where are you from?

How old are you?

Option: (+5 minutes) To help students ask more questions with *Who*, introduce or review the word *favorite*. Students can ask *Who’s your favorite teacher / singer / actor / athlete / artist?*

NOW YOU CAN Meet someone new

Conversation activator

Suggested teaching time:	12–15 minutes	Your actual teaching time:	
--------------------------	---------------	----------------------------	--

Conversation Activator Video

- Note: You can print the script or you can show a running transcript on the video player on the ActiveTeach. The script also appears on page 179 of this Teacher’s Edition.
- Model the conversation with a student. Play the role of B. Act out the conversation. Take the student playing the role of A over to meet the classmate he or she indicates.
- Be sure to reinforce the use of the conversation strategies; for example, have students ask personal questions to indicate friendliness. Ask the class for ideas about how to continue the conversation; for example, students can ask *What city are you from? What’s your occupation?*

- Have students practice the conversation, switching roles so that students have the chance to play A, B, and C.
- To enable students to move around the room more easily, you may want to have the class stand to introduce themselves to someone new.
- Give students a few minutes to skim the *word posts* (language in the Recycle box). For more information on wordposting, see the Actively Developing Free Expression section of the Introduction. Encourage students to use all the language in the Recycle box. Have them check off each question or phrase as they use it. Point out that students can also use the language for self-introductions: *I’m [Tania]* and *My name is [Tania]*.

DON’T STOP! Extend the conversation. Encourage students to ask their partners at least one of the questions from the Don’t Stop! box.

- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students to say how the model has been changed by the actors.

 **Conversation Activator Video Script; Conversation Activator Pair Work Cards; Learning Strategies**


Change partners

Suggested teaching time:	12–15 minutes	Your actual teaching time:	
--------------------------	---------------	----------------------------	--

- Make sure students switch roles when they change partners so they practice all parts of the conversation.

EXTRAS

Workbook or MyEnglishLab

 **Speaking Activities: Unit 1, Activity 1**

3 A: **Who are** they?
 B: I think **they're** new students.
 A: **What are** their names?
 B: Evan and Kim.

4 A: It was nice to meet your brothers.
How old are they?
 B: Greg's only fourteen. But my older brother, David, is twenty-eight.
 A: **What's** David's occupation?
 B: **He's** a lawyer.

5 A: I'll call you sometime. **What's** your phone number?
 B: **It's** 555-0296. **What's** yours?
 A: 555-8747.

6 A: **What's** your e-mail address?
 I'll send you a note.
 B: **It's** choi23@kr.com.
 A: K - r - dot - com? That's interesting.
Where are you from?
 B: Busan, Korea. I'm here on business.

DIGITAL
MORE
EXERCISES

B GRAMMAR PRACTICE Write at least four information questions for your partner. Begin each question with a capital letter and end with a question mark.

Answers will vary, but may include the following:

What's your phone number?

Where are you from?

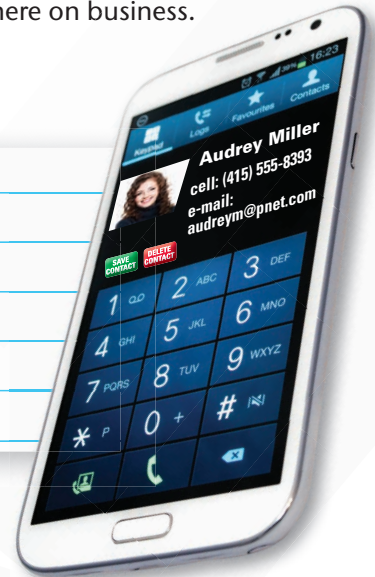
How old are you?

What's your last name?

What's your occupation?

Ideas

Who . . . ?
 What . . . ?
 Where . . . ?
 How old . . . ?



C PAIR WORK Now ask your questions, and answer your partner's questions.

NOW YOU CAN Meet someone new

DIGITAL
VIDEO

A CONVERSATION ACTIVATOR With two partners, personalize the Conversation Model. Imagine one of you is new to your school, office, or neighborhood. Meet that person. Then change roles.

A: Who ?
 B: Over there? I think new.
 A: Well, let's say hello.
 ...
 B: I'm, and this is
 C: My name's
 A: Where are you from?
 C:

DON'T STOP!

Ask more questions.
 What city are you from?
 What's your occupation?
 Who's your teacher?



RECYCLE THIS LANGUAGE.

Introduce people

This is ____.
 I'd like you to meet ____.

Greet new people

Great to meet you.
 How nice to meet you!
 It's a pleasure to meet you.

Shift to informality

Everyone calls me ____.
 Please call me ____.
 Just call me ____.

B CHANGE PARTNERS Practice the conversation again. Meet other people.

GRAMMAR Modification with adjectives: Review

Adjectives describe nouns and pronouns. They can go after the verb **be** or before a noun.

Usain Bolt is **terrific**. He's a **terrific athlete** from Jamaica.

Tony Leung and Gong Li are **famous**. They're **famous actors** from China. They're **wonderful**.

Use an article before an adjective that modifies a singular noun.

He's **a** great musician. NOT ~~He's great musician.~~

▶ 1:06 Positive adjectives

beautiful
famous
fantastic
great

handsome
terrific
wonderful

A GRAMMAR PRACTICE Combine each pair of sentences.

- Chris Pine is an actor from the U.S. He's handsome.
~~Chris Pine is a handsome actor from the U.S.~~
- Emeli Sandé is a singer from the U.K. She's fantastic.
~~Emeli Sandé is a fantastic singer from the U.K.~~
- Cheng Fei and Yao Jinnan are athletes from China.
They're terrific.
~~Cheng Fei and Yao Jinnan are terrific athletes from China.~~
- Sebastião Salgado is a photographer from Brazil.
He's great.
~~Sebastião Salgado is a great photographer from Brazil.~~
- Alice Munro is a writer from Canada. She's famous.
~~Alice Munro is a famous writer from Canada.~~

Chris Pine is a handsome actor from the U.S.

B Now write three sentences about other famous people. Use an adjective before a noun.

CONVERSATION MODEL

A ▶ 1:07 Read and listen to someone identify and describe a person.

- A: Hey. Who's Lucia Micarelli?
B: You don't know? For real?
A: No. Is she famous?
B: She sure is. She's a great musician.
A: Where's she from?
B: The United States.

B ▶ 1:08 RHYTHM AND INTONATION Listen again and repeat. Then practice the Conversation Model with a partner.

GRAMMAR Yes / no questions and short answers with **be**: Review

Are you our teacher?	Yes, I am .	No, I'm not .
Is she Chinese?	Yes, she is .	No, she isn't . [No, she's not .]
Is your nickname Josh?	Yes, it is .	No, it isn't . [No, it's not .]
Are you and Tom students?	Yes, we are .	No, we aren't . [No, we're not .]
Are they famous?	Yes, they are .	No, they aren't . [No, they're not .]

Be careful!

Yes, I am. NOT ~~Yes, I'm.~~
Yes, she is. NOT ~~Yes, she's.~~

GRAMMAR BOOSTER p. 124

- Verb **be**: usage and form
- Short answers with **be**: common errors

GRAMMAR

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Go over the grammar rules and examples in the chart.
- Write sentences on the board about one of the famous people on page 3; for example, *Jennifer Lawrence is famous. She's a famous actor.*
- Underline the adjective in each sentence. Ask the class *What other adjectives describe Jennifer Lawrence? Is she handsome? (No.) Is she beautiful? (Yes.)* Erase *famous* and write *beautiful* in the sentence.
- Write an example on the board: *Marc Anthony is a singer.* Underline *a* and tell students that it is an article. Then write: *Marc Anthony is a terrific singer.* and underline *a* again. Say *The article stays when I add an adjective.*

▶ 1:06 Positive Adjectives

- Have students listen and repeat the adjectives.
- Explain that students can use most of the adjectives to describe both men and women, but *beautiful* is usually used for good-looking women and *handsome* is usually used for good-looking men.

 Inductive Grammar Charts

A Grammar practice

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- After students complete the exercise, have them check their answers with a partner.
- Option: (+5 minutes)* To extend this practice, ask students *Who are other famous people?* Write the names on the board with their occupations and appropriate adjectives. For example:
- Robert Pattinson: actor / handsome*
Haruki Murakami: writer / excellent
Taylor Swift: singer / wonderful
- Have students take turns saying complete sentences with *be*; for example, *Robert Pattinson is a handsome actor.*

B Now write three sentences . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Before students write, brainstorm the names and occupations of famous people. Write the list on the board.
 - Have students read their sentences to a partner.
- Option: (+10 minutes)* Challenge students by having them write three sentences about one famous person. Students then read their sentences to the class and the class guesses who the famous person is. For example:
- She is a beautiful actress.*
She is from Spain.
Her husband is Javier Bardem.
(Penélope Cruz)

  Extra Grammar Exercises

CONVERSATION MODEL

A ▶ 1:07 Read and listen . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

This conversation strategy is implicit in the model:

- Intensify an informal answer with sure.

- Before listening to the conversation, have students look at the main photo. Point to the photo of Lucia Micarelli and say *They are talking about that woman.*

B ▶ 1:08 Rhythm and intonation

Suggested teaching time:	2 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Have students repeat each line chorally. Make sure students:
 - use falling intonation in *Who's Lucia Micarelli?* and *Where's she from?*
 - use rising intonation in *You don't know? For real?* and *Is she famous?*
 - stress *sure* in *She sure is.*

GRAMMAR

Suggested teaching time:	6–8 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- On the board, write affirmative simple present tense statements with *be* about the famous people in Exercise A; for example, for Chris Pine: *He is an actor.*
- Demonstrate how to make the statements into questions. *Is he an actor?*
- Tell students that *yes / no* questions are usually answered with short answers. (*Yes, I am.* or *No, I'm not.*) Ask a few students *Are you [Name]? Are you married / single? Are you a/an [occupation]? Are you from [city / neighborhood]?*
- Then indicate a classmate and ask students a few third-person *yes / no* questions with *be*. (*Is she [Helga]? Is [Helga] a teacher?*)
- Direct students' attention to the examples in the Be careful! box.
- Remind students that there are two ways to contract *is* and *are* in negative sentences (*isn't* or *'s not*, *aren't* or *'re not*). Both ways are equally acceptable.

Option: (+10 minutes) Bring in photos of famous people. Ask *yes / no* questions with *be* about the people.

Is she married / single?
Is she a/an [artist]?
Is she [Japanese]? or Is she from [Japan]?

Prompt students to answer with the appropriate short answers (*Yes, he / she is. No, he / she isn't*).

Option: **GRAMMAR BOOSTER** (Teaching notes p. T124)

 Inductive Grammar Charts

Find the grammar

Suggested teaching time:	1–2 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have two students read the Conversation Model on page 6 aloud as the rest of the class listens along and underlines the two information questions and the one *yes / no* question.

Grammar practice

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Remind students to capitalize the first letter of the first word when the answer comes at the beginning of a sentence, as in items 1A, 2A, 2B, 3A, 4A, 5A, 6A, and 6B.



Extra Grammar Exercises

PRONUNCIATION

1:09 Use rising intonation . . .

Suggested teaching time:	2 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--



Pronunciation Coach Video

- Before students listen, read the four items aloud. Model rising and falling intonation between the *yes / no* questions and the information questions. Write some examples on the board, using arrows to indicate rising and falling intonation.

Option: (+5 minutes) For more practice, read the questions in the Grammar box on page 4 with falling intonation. Then read the questions in the Grammar box on page 6 with rising intonation. Have students repeat.

Pair work

Suggested teaching time:	3 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Brainstorm some questions with the class aloud. Then have students work in pairs to write their questions and ask them with correct intonation.

Option: (+15 minutes) For additional practice, divide the class into two teams, an X team and an O team. Draw a tic-tac-toe grid on the board and write in the answers to *yes / no* and information questions. In teams, have students ask questions for the answers in the tic-tac-toe grid. Every time they ask a correct question, the team can draw their mark (X or O) in the box. The team to get three of their marks in a row horizontally, vertically, or diagonally, wins. For example:

Yes, she is.	I am from China.	No, he's not.
They are students.	Yes, he is.	My name is Hong.
He is a teacher.	I'm 21 years old.	No, she's not.

Team 1: *Is Frank from Canada?* (No, he's not.)

Team 2: *What's your name?* (My name is Hong.)



Pronunciation Activities

NOW YOU CAN Identify and describe people

Look at the famous people . . .

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Read the names and information about the famous people aloud. Then ask *Who is another famous person? Where is [he] from? What is [his] occupation?* Get several ideas from students to illustrate how many choices they have. Then point to the box and say *Write about one famous person.*

Conversation activator

Suggested teaching time:	8–12 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--



Conversation Activator Video

- Note: You can print the script or you can view a running transcript on the video player on the ActiveTeach. The script also appears on page 179 of this Teacher's Edition.
- Model the conversation with a student. Play the role of A.
- Ask the class for ideas about how the conversation can continue. Write the ideas on the board. For example:
What's [her] occupation?
How old is [she]?
Is [she] a good [singer]?
Is [she] married?
- Be sure to reinforce the use of the conversation strategy; for example, have students use emphatic stress on *sure* and *is*.
- For more support, play the Conversation Activator Video before students do this activity themselves. In Scene 1, the actors use different words in the gaps from the ones in the Conversation Model. In Scene 2, the actors extend the conversation. After each scene, ask students to say how the model has been changed by the actors.



Conversation Activator Video Script; Conversation Activator Pair Work Cards

Change partners

Suggested teaching time:	8–12 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Have all students play both roles so they can both ask and answer questions.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 1, Activity 2; "Find Someone Who . . ." Activity

A FIND THE GRAMMAR Find and underline two information questions and one yes / no question with be in the Conversation Model on page 6.

Who's Lucia Micarelli? Where's she from? Is she famous?

B GRAMMAR PRACTICE Complete the questions and answers. Use contractions when possible.

1 A: is your father a teacher?

B: Yes, he is

2 A: is your son an athlete?

B: No, he isn't He's an artist.

3 A: is this your new address?

B: Yes, it is

4 A: Who are those new students?

..... Are they from Canada?

B: No, they aren't I think they're from the U.K.

5 A: That's a nice hat! is it new?

B: No, it isn't

6 A: Are you a musician?

B: Yes, I am I'm a violinist.

DIGITAL MORE EXERCISES

PRONUNCIATION *Intonation of questions*

A ▶ 1:09 Use rising intonation in yes / no questions. Use falling intonation in information questions. Read and listen. Then listen again and repeat.

Yes / no questions

Is she an architect?

Are they from Canada?

Information questions

What's her occupation?

Where are they from?

B PAIR WORK Write three yes / no questions and three information questions with be. Begin each question with a capital letter and end with a question mark. Then take turns practicing question intonation.

DIGITAL VIDEO COACH

NOW YOU CAN Identify and describe people

A Look at the famous people. Add information about a famous person you know.

B CONVERSATION ACTIVATOR With a partner, change the Conversation Model. Practice identifying and describing famous people. Use an adjective from the Grammar on page 6. Then change roles.

A: Hey. Who's ?

B: You don't know? For real?

A: No. Is famous?

B: sure is. 's a

A: Where from?

B:

C CHANGE PARTNERS Practice the conversation again. Talk about other famous people. Use other adjectives.

DIGITAL VIDEO



Javier Bardem
actor (Spain)



Jeanne Gang
architect (U.S.)



Angélique Kidjo
singer (Benin)

Your own famous person

first name

last name

occupation

country

adjective to describe the person

.....

BEFORE YOU LISTEN

DIGITAL FLASH CARDS

A ▶ 1:10 **VOCABULARY • Personal information**
Read and listen. Then listen again and repeat.

nationality He's originally from India, but his **nationality** is Canadian. He has a Canadian passport.

birthplace I'm from Mexico City, but it isn't my **birthplace**. I was born in a beautiful small town called Patzcuaro.

hometown She was born in Seoul, but her **hometown** is Busan. She grew up there.

B PAIR WORK Ask your partner questions, using the Vocabulary.

“ What's your birthplace? ”

▶ 1:11 **Countries and nationalities**

Country	Nationality
I'm from Japan .	I'm Japanese .
She's from China .	She's Chinese .
She's from Canada .	She's Canadian .
They're from Argentina .	They're Argentinean .
He's from the U.K.	He's British .
We're from Turkey .	We're Turkish .

See page 122 for a more complete list.

LISTENING COMPREHENSION

A ▶ 1:12 **LISTEN FOR DETAILS** Listen to each conversation and write each person's nationality and occupation. Then check yes or no to indicate whether the person has a nickname.

	Nationality	Occupation	Nickname?	
1	Turkish	computer programmer	<input type="checkbox"/> yes	<input checked="" type="checkbox"/> no
2	Japanese	graphic designer	<input checked="" type="checkbox"/> yes	<input type="checkbox"/> no
3	Argentinean	interpreter	<input type="checkbox"/> yes	<input checked="" type="checkbox"/> no
4	Canadian	salesperson	<input checked="" type="checkbox"/> yes	<input type="checkbox"/> no



a computer programmer



an interpreter



a graphic designer



a salesperson

B ▶ 1:13 **LISTEN TO INFER** Now listen to each conversation again and complete each statement.

- | | |
|---|--|
| 1 He grew up in
a Ankara b London c Izmir | 3 She's originally from
a Buenos Aires b Montevideo c Santiago |
| 2 Her birthplace is
a Osaka b Tokyo c Seoul | 4 His hometown is
a Chicago b Toronto c New York |

BEFORE YOU LISTEN

A ▶ 1:10 **Vocabulary**

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

V **Vocabulary Flash Card Player**

- If possible, show students a world map. Call out the countries mentioned in this section and have students locate them on the map.
- Model the Vocabulary before listening by talking about yourself. Say *I was born in ___ is my **birthplace**. I grew up in ___ is my **hometown**. I am from ___ My **nationality** is ___.*

▶ 1:11 **Countries and nationalities**

- After students listen to the audio, have them use a world map to look up countries and nationalities in their region of the world, if possible. Model the pronunciation of the new words and have students listen and repeat.

Language and culture

- A *hometown*, where a person grew up, can also mean *the place a person chooses as “home.”*
- *The U.K.* stands for the *United Kingdom*. It includes England, Northern Ireland, Scotland, and Wales. People from any part of the U.K. are *British*. Citizens of the U.K. can also be referred to as *English* (England), *Irish* (Northern Ireland), *Scottish* (Scotland), and *Welsh* (Wales).

B **Pair work**

Suggested teaching time:	2–3 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- On the board, write questions students can ask each other; for example, *What’s your [birthplace]?*

Option: (+10 minutes) To create a survey activity, you can draw the following chart on the board or print out a copy for each student. Have students complete the chart.

Name (first and last)	Birthplace	Hometown	Other information:

 **Graphic Organizers**

LISTENING COMPREHENSION

A ▶ 1:12 **Listen for details**

Suggested teaching time:	10–14 minutes	Your actual teaching time:	
--------------------------	---------------	----------------------------	--

- Before listening to the conversations, read the occupations aloud. Have students repeat.

FYI: Each item in this exercise corresponds to a conversation; for example, item 1 is for Conversation 1.

AUDIOSCRIPT

CONVERSATION 1 [M = Turkish]

- F:** Mr. Yilmaz.
M: Please call me Serhat.
F: OK, Serhat . . . Is that your nickname?
M: No, it’s my first name. I don’t have a nickname.
F: Tell me, what’s your nationality?
M: I’m Turkish, actually. I live in the capital, Ankara. But my hometown is Izmir. That’s a really beautiful city on the Mediterranean coast.
F: And what do you do?
M: I’m a computer programmer.

CONVERSATION 2 [F = Japanese]

- M:** Good evening.
F: Good evening.
M: It’s . . . Keiko Nakamura?
F: That’s right. But all my friends call me KK.
M: So tell me, Ms. Nakamura, what do you do?
F: I’m a graphic designer, actually.
M: How interesting. And where are you from?
F: Well I’m from Japan. I live in Tokyo, but I’m originally from Osaka. I was born there.

CONVERSATION 3 [F = Spanish]

- M:** We’re talking with . . . Pilar . . . Rodríguez.
F: That’s right. Pilar.
M: Pilar Rodríguez. No nickname, Pilar?
F: No. Just Pilar.
M: OK. So, you live in Uruguay, right?
F: Well, I live there now, in Montevideo. But I’m actually from Buenos Aires . . . in Argentina.
M: And what do you do, Ms. Rodríguez?
F: I’m an interpreter. I work for the Uruguayan government, actually.
M: Do you travel for your job?
F: I do. A lot. I often go to Buenos Aires . . . Brasilia . . . Santiago, Chile . . .

CONVERSATION 4 [M = Canadian]

- F:** So your name is Anthony Harris.
M: That’s right. But most people call me by my nickname, Tony. So it’s Tony Harris.
F: Mr. Harris, tell me what you do for a living.
M: I’m a salesperson. I work at a large electronics store in Chicago, in the United States.
F: So you’re American?
M: Actually, no. I’m from Toronto, Canada. But I’ve been in Chicago for over ten years.
F: So Canada is really home for you?
M: That’s right.

B ▶ 1:13 **Listen to infer**

Suggested teaching time:	8–10 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Make sure students understand the meaning of *originally*. Say *Originally means in the beginning; for example, John’s birthplace is Albany, New York. Now he lives in Florida. John is originally from New York.*

NOW YOU CAN Provide personal information

Information Gap

Suggested teaching time:	20–28 minutes	Your actual teaching time:	
--------------------------	---------------	----------------------------	--

- Partner B in each pair should turn his or her book upside down. Have students cover the bottom of the page with a sheet of paper so that they are looking only at their half.
- To identify whom they are talking about, students first use a name or possessive noun; for example, *Where is Gordon Graham from? What's Claire's occupation?*
- When it's clear whom they are asking about, students use a personal pronoun or possessive adjective; for example, *How old is he? What's his e-mail address?*
- The partner who can't see the person's name can ask, for example, *What's the architect's name?* or *Who's from Sydney?*
- To check their answers, partners take turns talking about the people; for example, Partner A talks about Gordon Graham. He or she says, "His name is Gordon Graham. He's an architect. He's Australian." (or, "He's from Australia.") "He's twenty-four. His e-mail address is gordyg@uemail.com.au."

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 1, Activity 3

NOW YOU CAN Provide personal information

INFORMATION GAP

Partner A: Look at the top of the page.

Partner B: Turn your book and look at the bottom of the page.

Ask information questions with be and write the missing personal information.

PARTNER A

If you don't understand, ask:
Could you repeat that?
How do you spell that?



Name: Gordon Graham
 Nickname: Gordy
 Occupation: architect
 Nationality: Australian
 Hometown: Canberra
 Birthplace: Sydney
 Age: 24
 E-mail: gordyg@umail.com.au




Name: Alberto Wilson
 Nickname: Beto
 Occupation: salesperson
 Nationality: Chilean
 Age: 36
 Hometown: Santiago
 E-mail: beto.wilson@vmail.com.cl




Name: Miya Kato
 Occupation: scientist
 Age: 30
 Nationality: Japanese
 Hometown: Osaka
 E-mail: mkato@unet.com.jp




Name: Claire Beti
 Occupation: writer
 Age: 24
 Nationality: French
 Hometown: Paris
 Birthplace: Cameroon
 E-mail: claire.pokou@inet.com.fr



Name: Claire Beti
 Occupation: writer
 Age: 24
 Nationality: French
 Hometown: Paris
 Birthplace: Cameroon
 E-mail: claire.pokou@inet.com.fr



Name: Miya Kato
 Occupation: scientist
 Age: 30
 Nationality: Japanese
 Hometown: Osaka
 E-mail: mkato@unet.com.jp



Name: Alberto Wilson
 Nickname: Beto
 Occupation: salesperson
 Nationality: Chilean
 Age: 36
 Hometown: Santiago
 E-mail: beto.wilson@vmail.com.cl



Name: Gordon Graham
 Nickname: Gordy
 Occupation: architect
 Nationality: Australian
 Hometown: Canberra
 Birthplace: Sydney
 Age: 24
 E-mail: gordyg@unmail.com.au

If you don't understand, ask:
Could you repeat that?
How do you spell that?

PARTNER B

BEFORE YOU READ

- A WARM-UP** In your life, where do you see or hear English?
- B PREVIEW** Before you read, search for the word English in the article. Then answer this question: How does each person use English?

READING ▶ 1:14**Who Uses English?**

THIS IS MITSUHIRO TANAKA, a computer programmer at an international publishing company in Japan. He is originally from Sendai, but he works at his company's offices in Tokyo now, where he lives with his wife, Tomiko, and their young son, Hiro. "English is very important in our work. We use it to communicate with colleagues who speak many different languages at our offices all over the world," says Mr. Tanaka. "We also get visitors several times each year, so we use English for our meetings." At home, Mr. Tanaka gets new ideas about computing from websites in English on the Internet. He also uses his English in social media to keep in touch with friends all over the world.



MEET LETICIA MARQUES. She works as a financial manager for a Swedish automotive company in Curitiba, Brazil, where she was born and raised. She is single and lives with her parents. "I use English every day," Ms. Marques says. "We use it in most of our e-mails and meetings and for calls to Sweden, the U.S., and France." In her free time, she likes to watch movies in English. "It's good for my pronunciation," she says.



THIS IS HAMZA ITANI, an executive assistant at a four-star hotel in Dubai, in the United Arab Emirates. Mr. Itani lives in Dubai now, but his hometown is the city of Beirut, in Lebanon. At his job in Dubai, he uses English every day. Business travelers and tourists from many different countries stay at the hotel, and English is the most common language they communicate in. "Sometimes our guests need a tour guide, and, if I'm not too busy, I use the opportunity to practice my English." When he's not at work, Mr. Itani enjoys watching English-language TV. "It helps me a lot!" he says. Mr. Itani is married and has a one-year-old son.

Source: Authentic interviews of real people

BEFORE YOU READ

A Warm-up

Suggested teaching time:	1–2 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Have students answer the question in small groups. Students should be expected to provide the places they see and hear English; for example, *the Internet, the airport, the radio, movies*.

B Preview

Suggested teaching time:	2 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Give students a 30-second limit to do this search activity to make sure they don't slow down and read every word.
- Have students circle the word *English* every time they see it as they scan the text.
- Ask the class *How many times did you see English in the reading?* (10)
- Have volunteers share their answers with the class.

▶ 1:14 READING

Suggested teaching time:	12–15 minutes	Your actual teaching time:	
--------------------------	---------------	----------------------------	--

- After students read the interviews silently, have them close their books. On the board, write *Mr. Tanaka, Ms. Marques, and Mr. Itani*.

- Then read the following sentences. Ask students to identify who the person is.

This person is from Beirut. (Mr. Itani.)

This person isn't married. (Ms. Marques.)

This person is a computer programmer. (Mr. Tanaka.)

This person's birthplace is Curitiba. (Ms. Marques.)

This person's nationality is Japanese. (Mr. Tanaka.)

This person's son is one year old. (Mr. Itani.)

Option: (+5 minutes) To challenge students, have them close their books and listen to audio of the interviews before reading them. After each interview, ask students what they remember about each person. Say *Who's Hamza Itani?* Write what the class remembers about him under his name; for example, *He's Lebanese. He lives in Dubai. He is an executive assistant.* Then have students open their books and check the information in the Reading.

A Infer information

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- After students read the text on page 10 silently, have them close their books. Ask *Where do Mr. Tanaka, Ms. Marques, and Mr. Itani use English? (At work.) Do they also use English at home? (Yes.)*
- To extend the activity, ask *Where does Mr. Tanaka see English at home? (Websites. Social media.) Where does Ms. Marques hear English at home? (Movies.) Where does Mr. Itani hear English at home? (TV.)*

B Scan for facts

Suggested teaching time:	5–7 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- To prepare, go over the information students need to look for. Have students look at the chart. Say *What's the person's occupation? What city does the person live in now? Where's the person from? / What's his or her hometown? Is this person married?* Students should not say the answers to these questions at this point.
- Have students underline this information as they read. After students read, have them use the underlined information to fill in the chart.
- To review, have students read their answers aloud in complete sentences; for example, *Ms. Marques is a financial manager. She lives in Curitiba, Brazil. Her hometown is Curitiba. She isn't married. She's single.*



Extra Reading Comprehension Exercises

NOW YOU CAN Introduce someone to a group

A Read the information . . .

Suggested teaching time:	5–6 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- After students read the information silently, ask:
*What's Ms. Wang's occupation? (Photographer.)
How old is she? (22)
What's her favorite sport? (Tennis.)
What's her hometown? (Wuhan, China.)
What's Mr. Cruz's occupation? (Pilot.)
What's his birthplace? (Granada, Spain.)
What's his nickname? (Kiki.)
Where does he live? (Monterrey, Mexico.)*
- After students compare their answers in pairs, have two student volunteers read their completed paragraphs.

B Notepadting

Suggested teaching time:	6–8 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- To model the activity, have the class interview you. Write the notepad list from page 11 on the board. Have different volunteers ask you questions; for example, *What's your name? What's your nickname? What's your occupation? What's your hometown? What's your birthplace? How old are you? (You can say I'd rather not say.) Who's your favorite actor? What's your favorite sport?* Another student writes the information on the board. Leave this information on the board to use in Exercise C.
- To extend the activity, ask other questions. Possible questions include:
*Are you married?
What is your husband's / wife's name?
What is your husband's / wife's occupation?*

C Group work

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
--------------------------	---------------	----------------------------	--

- To model the activity, have students look at the information you wrote on the board. Ask volunteers to use this information to introduce you to the class.
- To encourage students to use the language in the Recycle box, write the phrases on the board. Before each student introduces his or her partner to the class, indicate which phrases you would like him or her to use in the introduction. Vary phrases for each student.

Option: (+5 minutes) To challenge students, tell them to listen carefully during the introductions and take notes. When all the introductions are over, ask them questions about their classmates; for example:

- Who's from [name of town]?*
- Who's a / an [occupation]?*
- Who was born in [name of town]?*
- How old is [name of student]?*
- What is [name of student]'s favorite sport?*
- Who is originally from [name of town]?*
- Is [name of student] married?*
- Is [name of student] from [name of town]?*

Text-mining: Have students write their Text-mining examples on the board. *For example:

- Meet [____].
- He / She works as [____].
- He / She is originally from [____].
- He / She was born and raised in [____].
- He / She lives with [____].
- He / She enjoys [____].

*Follow the same procedure with students' text-mining examples in other units.

EXTRAS

Workbook or MyEnglishLab



Speaking Activities: Unit 1, Activity 4

A INFER INFORMATION Check all possible answers, according to the article.

- 1 Mr. Tanaka uses English . . .
- to teach classes.
 - to watch TV.
 - with colleagues.
 - to use the Internet.
- 2 Ms. Marques uses English at work . . .
- in e-mails.
 - in international phone calls.
 - in meetings.
 - in phone calls to other cities in Brazil.
- 3 Mr. Itani probably uses English with hotel guests from . . .
- Canada.
 - Lebanon.
 - Brazil.
 - China.

B SCAN FOR FACTS Complete the information about the people.

	Mr. Tanaka	Ms. Marques	Mr. Itani
Occupation	computer programmer	financial manager	executive assistant
Lives in . . .	Tokyo, Japan	Curitiba, Brazil	Dubai, United Arab Emirates
Hometown	Sendai	Curitiba	Beirut, Lebanon
Married?	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no	<input checked="" type="checkbox"/> yes <input type="checkbox"/> no

NOW YOU CAN Introduce someone to a group

A Read the information about each person. Then complete the two introductions.



Name: Victoria Wang
Nickname: Vicky
Occupation: photographer
Hometown: Wuhan, China
Birthplace: (same)
Age: 22
Favorite actor: Will Smith
Favorite sport: tennis
Other: lives in Shanghai

This is **Victoria Wang**, but everyone calls her **Vicky**. She's **22** years old, and she's a **photographer**. Ms. **Wang** lives in **Shanghai**, but she is originally from a city called **Wuhan**. Her favorite actor is **Will Smith**, and her favorite sport is **tennis**.



Name: Enrique Cruz
Nickname: Kiki
Occupation: pilot
Hometown: Veracruz, Mexico
Birthplace: Granada, Spain
Age: 41
Favorite actor: Matt Damon
Favorite sport: soccer
Other: lives in Monterrey, Mexico

Meet **Enrique Cruz**. He's a **pilot**, and he lives in **Monterrey, Mexico**. Everyone calls him **Kiki**. His hometown is **Veracruz, Mexico**, but actually he was born in **Granada, Spain**. His favorite actor is **Matt Damon**, and his favorite sport is **soccer**. Mr. Cruz is **41** years old.

B NOTEPADDING Interview a classmate. Write his or her personal information on the notepad.

Name: _____

Nickname: _____

Occupation: _____

Hometown: _____

Birthplace: _____

Age: _____

Favorite actor: _____

Favorite sport: _____

Other: _____

C GROUP WORK Introduce your partner to your classmates. Use the introductions in Exercise A for support.

RECYCLE THIS LANGUAGE.

This is ____.
 I'd like you to meet ____.
 Everyone calls [him / her] ____.
 [His / Her] nickname is ____.
 [His / Her] hometown is ____.
 [His / Her] favorite ____ is ____.

Text-mining (optional)

Find and underline three words or phrases in the Reading that were new to you. Use them in your Group Work. For example: "is originally from."

REVIEW

A ▶ 1:15 Listen to the conversations. Then listen again and write each person's occupation and nationality.

Australian
Brazilian
French
Polish

Name	Occupation	Nationality
1 George Detcheverry	manager	French
2 Sonia Pereira	artist	Brazilian
3 Mark Zaleski	interpreter	Polish
4 Marjorie Baxter	office assistant	Australian

B Complete each statement. Circle the correct word.

- 1 We're from (China / Chinese).
- 2 He's (Australia / Australian).
- 3 She's from (Italy / Italian).
- 4 My friend is (Uruguay / Uruguayan).
- 5 We're from (Japan / Japanese).
- 6 They're (Chile / Chilean).
- 7 My neighbors are from (Korea / Korean).
- 8 We're (Mexico / Mexican).

C Complete each conversation in your own way. (You don't need to give real information.)

- 1 "What city are you from?"
YOU
- 2 "What's your e-mail address?"
YOU
- 3 "Are you a teacher?"
YOU
- 4 YOU ?
"I'm from Canada."
- 5 YOU ?
"I'm a graphic designer."
- 6 YOU
"Great to meet you, too."



WRITING

Write a short description of the classmate you interviewed on page 11. Include the following information.

- first and last name
- age
- occupation
- hometown
- birthplace
- favorite actor / sport

My partner's first name is Peter. His last name is Hughes. He is twenty...

WRITING BOOSTER p. 142

- Capitalization
- Guidance for this writing exercise

For additional language practice ...

TOP NOTCH POP • Lyrics p. 149
"It's Nice to Meet You"

DIGITAL SONG DIGITAL KARAOKE

A 1:15 Listen to the conversations.

Suggested teaching time:	4–5 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- Review answers as a class. Have students give answers in complete sentences. (George Detcheverry is a manager. He is French.)

Option: (+ 3 minutes) Challenge your students by asking questions such as *Where's Marseilles?* (In France.) *Where's São Paulo?* (In Brazil.) *Who lives in Miami?* (Mark Zaleski.)

Language and culture

- Asking *What do you do?* is more common than *What's your occupation?*

AUDIOSCRIPT

CONVERSATION 1

- F:** Is that man over there David Egan?
M: No, that's George Detcheverry. David's not here today.
F: Who's George Detcheverry?
M: He's the new manager.
F: Really? Where's he from?
M: He's from Marseilles—in France.

CONVERSATION 2

- M1:** Who's that over there?
M2: Her name's Sonia Pereira.
M1: What does she do?
M2: They say she's an artist.
M1: Is she from around here?
M2: No. She's from São Paulo.
M1: Oh, so she's from Brazil.

CONVERSATION 3 [M = Polish]

- F:** Are you from around here?
M: No. I live in Miami, actually. The name's Mark. Mark Zaleski.
F: Hi, Mark. I'm Lyla. What do you do?
M: I'm an interpreter. I work for SBT.
F: You're not from Miami originally, though, are you?
M: As a matter of fact, I was born and raised in Warsaw, the capital of Poland.

CONVERSATION 4

- M:** Is that Marjorie Baxter?
F: Yes, it is.
M: I heard she's the new office assistant.
F: That's right.
M: Is it true she's from Australia?
F: That's what I hear.

B Complete each statement.

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- Have students complete the exercise independently. Review answers as a class.

C Complete each conversation . . .

Suggested teaching time:	5 minutes	Your actual teaching time:	
--------------------------	-----------	----------------------------	--

- To check their work, have students practice the conversations with a partner. Have them practice the conversations twice so that both partners can read their answers.

WRITING

Suggested teaching time:	10–15 minutes	Your actual teaching time:	
--------------------------	---------------	----------------------------	--

- Tell students to use the notes they took in Exercise B Notepadding on page 11.

Option: (+10 minutes) Have students write about themselves instead.

Option: **WRITING BOOSTER** (Teaching notes p. T142)



Writing Process Worksheets



Top Notch Pop Song Video and Karaoke Video

ORAL REVIEW

Before the first activity, give students a few minutes of silent time to explore the pictures and become familiar with them.

Contest

Suggested teaching time:	8–12 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- Have students read the web page. Ask:
What's Will Smith's real name? (Willard Christopher Smith, Jr.)
What's his occupation? (He's a singer and actor.)
Is he married? (Yes, he is.)
Where is he from? (The U.S.)
What's his favorite food? (Sweets.)
Who's his favorite actor? (Harrison Ford.)

Pair work 1

Suggested teaching time:	5–6 minutes	Your actual teaching time:	
--------------------------	-------------	----------------------------	--

- As a class, create names for the people in the picture who are engaged in conversation.

Option: (+5 minutes) Writing activity. Have students write their conversations in dialogue form.

Possible responses . . . *

(The pair at the top)

A: Who's that? **B:** You don't know? For real? **A:** No. Is he famous?
B: Yes. He's Will Smith. He's a great singer and actor. **A:** Where's he from? **B:** He's from the U.S. **A:** How old is he? **B:** He's ___ years old.
A: Is he married? **B:** Yes, he is.

*Here and throughout this Teacher's Edition, possible responses provide a sample of the quantity and quality of response students have been prepared for. *Actual* responses will vary.

Pair work 2

Suggested teaching time:	8–12 minutes	Your actual teaching time:	
--------------------------	--------------	----------------------------	--

- To provide support for students, write language for introducing people on the board. For example:
This is ___ . I'd like you to meet ___ .
Everyone calls [him/her] ___ .
Great to meet you!
- Point to one person in the picture and ask questions about the person. For example:
What's her [last name]?
Where's she from?
What's her [hometown]?
What's her occupation?

Possible responses . . .

A: Hi. My name's ____. This is ____ **B:** Nice to meet you. My name is ____ Everyone calls me ____ **C:** Great to meet you, too. **A:** Where are you from? **B:** I'm from ____ Where are you from? **A:** I'm from ____ and ____ is from ____

Option: Oral Progress Assessment

Use the web page on page 13 for an oral test. Ask the following questions about Will Smith. Tell students to answer in complete sentences.

- What's his last name?*
- What's his occupation?*
- Is he single?*
- Where's he from?*
- How old is he?*
- What's his favorite food?*
- Who's his favorite actor?*

Evaluate students on intelligibility, fluency, correct use of target grammar, and appropriate use of vocabulary.

Oral Progress Assessment Charts

Option: Top Notch Project

Create a class newsletter with photos to introduce classmates to each other.

Idea: Students can change the first sentence of the description of their classmates (from Writing, page 12) for inclusion in a class newsletter. Have students change *My partner's first name is ___ to This is ___ or Meet ___*

EXTRAS

On the Internet:

- Online Teacher Resources: pearsonelt.com/topnotch3e/

Additional printable resources on the ActiveTeach:

- Assessment
- Just for Fun
- Top Notch Pop Song Activities
- Top Notch TV Video Program and Activity Worksheets
- Supplementary Pronunciation Lessons
- Conversation Activator Video Scripts
- Audioscripts and Answer keys
- Unit Study Guides

ORAL REVIEW

CONTEST Form teams. Create questions for another team about Will Smith, using the verb *be*. (A team gets one point for each correct question and one point for each correct answer.) For example:

What's his nickname?

PAIR WORK


1 Create a conversation for the people in Picture 1. Start like this:

Who's Will Smith?

2 With a partner, invent personal information for the people in Picture 2. Then create a conversation.

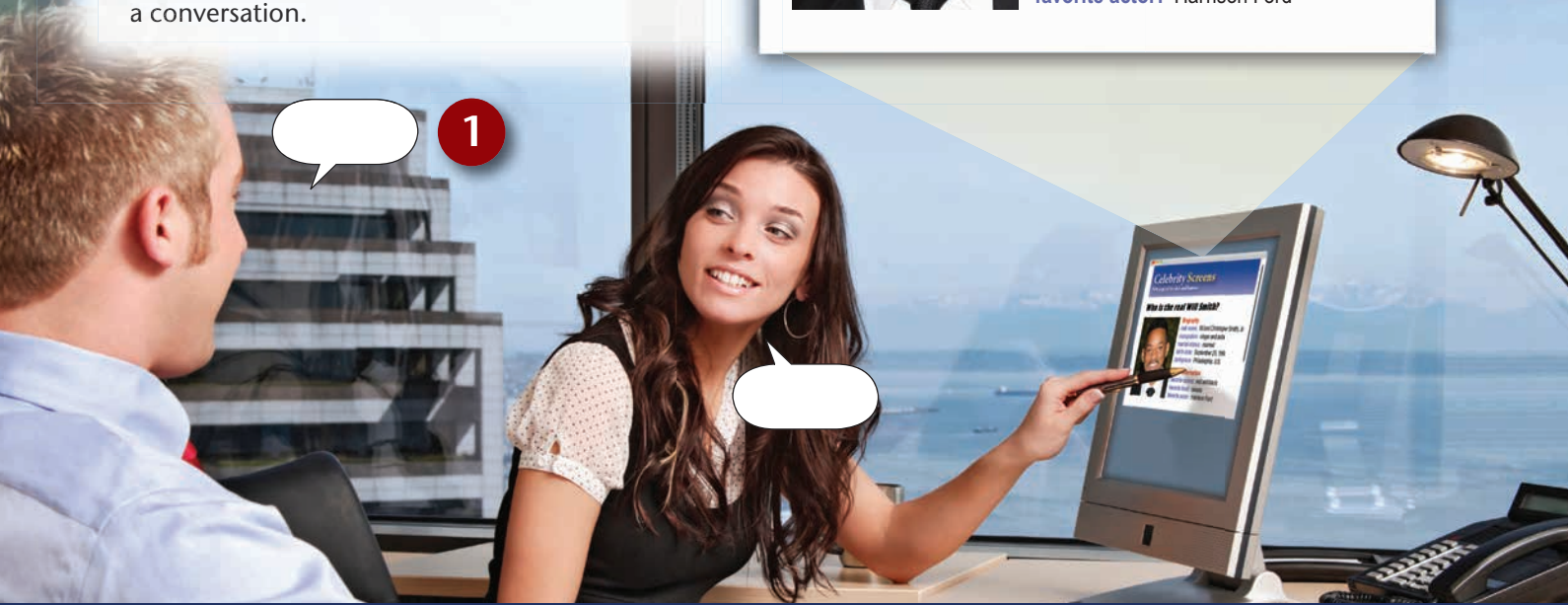
Celebrity Screens
Web page of the rich and famous

Who is the real Will Smith?



Biography
real name: Willard Christopher Smith, Jr.
occupation: singer and actor
marital status: married
birth date: September 25, 1968
birthplace: Philadelphia, U.S.

Other information
favorite colors: red and black
favorite food: sweets
favorite actor: Harrison Ford



NOW I CAN

- Meet someone new.
- Identify and describe people.
- Provide personal information.
- Introduce someone to a group.