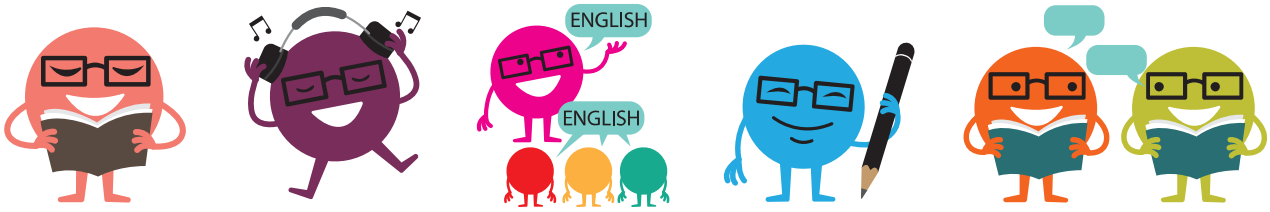
Welcome to *Connectivity*!

A VOCABULARY | DIRECTIONS | Read and listen. Then listen again and repeat.



1 read 2 listen 3 repeat 4 write 5 practice with a partner

B CLASSROOM VOCABULARY | Read and listen. Then listen again and repeat.



1 a board
2 a table
3 a chair
4 a book
5 a desk
6 a pen
7 a pencil
8 a notebook

Afaq-lc.com

Welcome to *Connectivity*!

WELCOME UNIT COMMUNICATION GOALS	Understand directions and classroom vocabulary Introduce yourself Greet people Say Good-bye

A VOCABULARY | DIRECTIONS

Suggested time: 2–3 minutes | Your time:

- Hold up your book and point to the images. Say, *Directions.* Point to your ear and say, *Listen to the directions.* Make sure Ss are looking at the correct exercise.
- Play the audio. Have Ss read and listen. Then have them listen again and repeat.
- Replay the audio if appropriate.

EXTENSION (+5 minutes) Write on the board: *read, listen, write.* Say each direction as you act it out. Ask Ss to do the same. Then call out the directions in a random order. Tell Ss to act out the direction they hear. For example, say, *Read.* Make sure that all Ss act out reading before moving on.

TEACHING TIPS

- To help Ss better understand the meaning of new words, use gestures and body language to act them out . For example, for the direction *read*, pretend to hold up a book and move your head side to side. For *listen*, point to your ear. For *repeat*, point to your mouth. For *write*, pretend to hold a pencil and write.
- To give Ss many opportunities to hear the correct pronunciation of new words, replay the audio as necessary.

B CLASSROOM VOCABULARY

Suggested time: 8 minutes | Your time:

- Write *classroom* on the board. Gesture towards the walls in your classroom. Say, *Classroom.* Hold up your book. Point to the picture. Say again, *Classroom.*
- Point to the word box. Write on the board: *Vocabulary = Words in English*. Say the words and have Ss repeat.
- Point to item 1 in the word box. Say, *A board.* Then point to the picture of item 1. Say, *A board.*
- Give Ss 1 minute to preview the picture. Walk around. Point to the words and their matching pictures in Ss' books.
- Say, *Listen.* Play the audio. Have Ss read the words in the box and listen. Then have them listen again and repeat.

OPTION (+5 minutes) Review the word meaning and usage of the classroom items. Say the vocabulary in a random order. Tell Ss to point to the object they hear in the classroom. For example, say, *A book.* Make sure that all Ss point to a book. Alternatively, have Ss complete the activity in pairs.

EXTENSION (+5 minutes) Walk around the classroom. Point to or hold up different classroom objects. Say, *This is . . .* then pause. Elicit from the class the name of each. For example, hold up a notebook. Say, *This is [a notebook.* Repeat for all the objects in Exercise B.

EXTENSION (+10 minutes) Have Ss practice spelling the vocabulary words. Give Ss 1 minute to look at the list of words in Exercise B. After 1 minute, have Ss close their books. Hold up or point to different classroom objects. Tell Ss write the name of each object on a blank card. Then have Ss open their books and check their answers.

Afaq-lc.com

A CONVERSATION MODEL | INTRODUCE YOURSELF

Suggested time: 2–3 minutes | Your time:

- Write your name on the board. If you feel uncomfortable using your first name, write the name you want Ss to call you. Point to yourself and say your name. Then leave the room. Come back in and say, *Hi, I'm [Elizabeth].* Write it on the board.
- Write on the board: *Hi, I'm Sam.* Point to *Sam* and say, *Name.*
- Add to the board: *Hi, Sam. I'm Dan.* Point to each word and ask, *Name?* Elicit the answers from Ss. (Sam, Dan) Underline the *S* in *Sam* and the *D* in *Dan.*
- Play the audio. Hold up your book and point to the characters as each speaks.
- To check comprehension, point to each person in the book and ask, *Sam or Dan?* Elicit answers.
- Ask for a volunteer to come to the front. Demonstrate a handshake as you say, *Nice to meet you.* Repeat a few times.

LANGUAGE AND CULTURE

- *Hello* is slightly more formal than *Hi.* Native speakers of English use *Hi* more frequently than *Hello.*
- In informal situations, it's common to introduce yourself with your first name.
- *It's a pleasure to meet you* is slightly more formal than *Nice to meet you* and *Glad to meet you.*
- Shaking hands is considered the accepted greeting in international business situations. It is also a common greeting in social situations. In general, when shaking hands in English speaking countries, look into the person's eyes and smile. Shake hands briefly but firmly.

TEACHING TIP Language and Culture notes provide information about the English language or English-speaking cultures that Ss are not likely to be familiar with. This information is not presented in the Student Book. To provide Ss with additional information / enrichment on the topics they are being taught, you can share these notes with your class if appropriate.

B PRONUNCIATION PRACTICE

Suggested time: 4–5 minutes | Your time:

- Play the audio. Have Ss listen and repeat.
- Make sure Ss:
  - pause slightly after *Hi.*
  - pause between sentences.
  - stress (say louder) the words *you* and *too* in *Nice to meet you, too.*
  - use falling intonation in *Nice to meet you.*
- Form pairs. Say each S's name and then point to his or her partner, saying, *Partner.* Then say to the class, *Practice with your partner.*
- Monitor as Ss role-play. Listen for correct rhythm and intonation.

EXTENSION (+5 minutes) Divide the class into two groups. Point to Group 1 and say, *Sam.* Point to Group 2 and say, *Dan.* Have the class role-play the conversation. Group 1 says Sam's lines, and Group 2 says Dan's lines. Tell Ss to repeat each line as a group. Then have groups switch roles and role-play again.

Communication Activator

C CONVERSATION PAIR WORK

Suggested time: 5–7 minutes | Your time:

- Direct Ss' attention to the **Greetings** and **Responses** notes. Play the audio. Have Ss repeat several times. Make sure Ss say the responses with falling intonation.
- To model the exchange, role-play a conversation with a higher-level S. Make sure the S stands next to you so you can shake hands more naturally. Play Speaker B. Use *too* in your response. For example: *Glad to meet you, too.*
- Form pairs. Have Ss introduce themselves. Tell Ss they can use whatever name they prefer to be called.
- Time permitting, have Ss switch roles and practice again.
- Walk around as Ss talk. Listen for correct rhythm and intonation. Correct as necessary.
- Monitor for the correct use of the expressions listed as Ss practice greeting each other.
- Have volunteers perform their conversations for the class.

TEACHING TIP To give Ss more support, always have them work in pairs or small groups before sharing with or presenting to the class.

TEACHING TIP Teacher notes show examples in brackets, as with the name *[Elizabeth]* above. In these cases, substitute the examples with real information, such as the actual names of Ss in your class.

Afaq-lc.com

WELCOME UNIT

COMMUNICATION GOALS

Understand directions and classroom vocabulary | Introduce yourself | Greet people | Say good-bye

A CONVERSATION MODEL | INTRODUCE YOURSELF | Read and listen.



B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

COMMUNICATION ACTIVATOR

Now let's introduce ourselves.

C CONVERSATION PAIR WORK | Practice the conversation. Then change roles.



Greetings
Hi.
Hello.

Responses
Nice to meet you.
Glad to meet you.
It's a pleasure to meet you.

Afaq-lc.com



A CONVERSATION MODEL | GREET PEOPLE | Read and listen.

A: Hi, John. How are you?
B: Fine, thanks. And you?
A: I'm fine.

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C VOCABULARY | More greetings | Read and listen. Then listen again and repeat.







COMMUNICATION ACTIVATOR

Now let's greet people.

D CONVERSATION PAIR WORK | Practice the conversation. Then change roles.



Afaq-lc.com

A CONVERSATION MODEL | GREET PEOPLE

Suggested time: 2–3 minutes | Your time:

- Hold up your book. Point to the man in the photo. Say, *This is John.*
- Play the audio as Ss follow along in their books.
- To check understanding, ask, *Is John A or B?* (B)

B PRONUNCIATION PRACTICE

Suggested time: 4–5 minutes | Your time:

- Have Ss listen and repeat. Make sure they stress the words *are* in *How are you?* and *you* in *And you?*
- Form pairs. Say, *Practice with your partner.*
- Monitor as Ss role-play the Conversation Model in Exercise A. Listen for falling intonation in *How are you?* and rising intonation in *And you?*

EXTENSION (+5 minutes) Divide the class into two groups. Point to Group A and say, *A.* Point to Group B and say, *B.* Have the class role-play the conversation. Group 1 says Speaker A's lines, and Group 2 says Speaker B's lines. Tell Ss to repeat each line as a group. Then have groups switch roles and role-play again.

C VOCABULARY | MORE GREETINGS

Suggested time: 2–3 minutes | Your time:

- Write on the board: *Greetings = Hi. Hello.* Hold up your book. Point to the pictures. Say, *More greetings.*
- Have Ss read and listen. Then have them listen again and repeat.
- Write *Good morning, Good afternoon,* and *Good evening* under *Greetings*.
- To clarify the meanings of *morning, afternoon,* and *evening*, write on the board: *A.M. = in the morning / P.M. = in the afternoon or evening.* Read the information on the board aloud.
- To clarify the times in the pictures, convert them to the 24-hour clock. Add to the board:
  8:00 A.M. = 08:00
  2:00 P.M. = 14:00
  6:00 P.M. = 18:00
- Write the current time on the board. Point to the time and say it. Ask, *Morning, afternoon,* or *night?*

LANGUAGE AND CULTURE

- *A.M.* means before noon. *P.M.* indicates a time between noon and midnight.
- Times can be said in different ways in English. For example, 6:00 *P.M.* can be said as *six o'clock, six P.M., six,* and *six in the evening.*

EXTENSION (+5 minutes) Write different times on the board in a random order. For example: *3:00 P.M. 8:00 P.M. 10:00 A.M.* Point to each and elicit the appropriate greeting. (Good afternoon; Good evening; Good morning.)

Communication Activator

D CONVERSATION PAIR WORK

Suggested time: 8 minutes | Your time:

- Direct Ss' attention to the **Greetings** and **Responses** notes. Play the audio. Have Ss repeat. Encourage Ss to use facial expressions and body language to demonstrate the feeling of each response.
- Tell Ss that *Fine.* and *I'm fine.* have the same meaning. Both are acceptable.
- Direct Ss' attention to the **Remember** note. Read the examples aloud. Have Ss repeat. Remind Ss they can also use these greetings in their conversations.
- To model the exchange, role-play a conversation with a higher-level S. Play Speaker A. Use more than one greeting. For example, say, *Hello. How's everything?*
- Form pairs. Have Ss role-play the conversation. Time permitting, have Ss switch roles and practice again.
- Walk around as Ss talk. Listen for correct rhythm and intonation. Make sure Ss use falling intonation for the greetings. Correct as necessary.
- Have volunteers perform their conversations for the class.

OPTION (+5 minutes) Have Ss stand up. Ask them to walk around and greet as many different classmates as they can in 5 minutes. Remind them to use different greetings and responses.

LANGUAGE AND CULTURE In the U.S., people often use *How are you?* to say *Hello*. In this context, it is not expected that you respond with details about how you are feeling. A more common response is *I'm fine / good / pretty good, thanks*. If the person wants to continue the conversation or hear more personal information about you, he or she will ask additional questions.

Afaq-lc.com

A CONVERSATION MODEL | SAY GOOD-BYE

Suggested time: 2–3 minutes | Your time:

- Write on the board: *Good-bye.* Walk away as you wave your hand and say *good-bye*. Ask Ss to repeat the gesture and word several times.
- Play the audio as Ss follow along in their books. Point out that the speakers say each other's names after *Good-bye*.

B PRONUNCIATION PRACTICE

Suggested time: 4–5 minutes | Your time:

- Have Ss listen and repeat. Make sure they stress *-bye* in *Good-bye*, and *later* in *See you later.*
- Form pairs. Say, *Practice with your partner.*
- Monitor as Ss role-play. Listen for falling intonation in all of the sentences.
- Have volunteers perform their conversations for the class.

Communication Activator

C CONVERSATION PAIR WORK

Suggested time: 5–7 minutes | Your time:

- Direct Ss' attention to the **Ways to say good-bye** note. Play the audio. Have Ss repeat.
- Ask Ss to stand up and walk around the room. Tell them to role-play the conversation with different classmates. Lower-level Ss can bring their book with them for reference.
- Remind Ss to say their classmates' names after *Good-bye.* If they do not know each other's names, tell them to introduce themselves.
- Monitor as Ss talk. Listen for correct rhythm and intonation. Correct as necessary.

LANGUAGE AND CULTURE

- *Good-bye* is slightly more formal than *Bye*. Native speakers of English use *Bye* more frequently than *Good-bye*.
- *Take care* is often used informally to express good wishes when someone is leaving.
- Although *Good Evening* means *Hello, Good night* means *Good-bye*. Many people say *Good night* when leaving places, even if it is earlier in the evening.

TEACHING TIP To help Ss recycle vocabulary, use the greetings, responses, and ways of saying good-bye with Ss in every class. For example, as Ss enter the classroom, say, *Hello! Good morning. How are you?* As Ss leave the classroom, say, *Bye. See you later!*

OPTION (+5–10 minutes) Complete these steps before moving on to the next unit:

1. Greet Ss at the beginning of class. Have Ss use different greetings and responses. Make sure their intonation and facial expression match their response.
2. Introduce yourself to each S. Make sure Ss use a greeting and an appropriate response.
3. Say good-bye as Ss leave class. Have them use different ways to say good-bye. Remind them to wave as they say *good-bye*.

OPTION: ORAL PROGRESS ASSESSMENT Use the following as a review of the Welcome Unit material.

- Introduce yourself to several Ss. For example:
  T: Hello. I'm [Mr. Rogers].
  S. Hi, I'm [Natalie].
  T: It's a pleasure to meet you.
  S: Nice to meet you, too.
- Greet several Ss. For example:
  T: Hi, [Paul]. How are you?
  S: I'm fine. And you?
  T: I'm great.
- Say good-bye to several Ss. Use different forms. Encourage Ss to use different responses. For example:
  T: Good-bye, [Paul].
  S: See you later.

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

PROGRESS SELF-CHECK

- Have Ss complete the **Now I Can** checklist individually. Encourage them to look back at each section in the unit and consider the communication goals.
- Have Ss compare checklists in pairs and talk about the things they need to study or practice more.
- Have Ss work individually to think about what might help them master these goals. Refer individual Ss to specific materials for more practice.

OPTION (+5 minutes) Complete the **Progress Self-Check** as a class. For each item, give Ss 1 minute to review the material. Walk around and ask, *Can you . . .* followed by the communication goal. If Ss respond positively, show them how to make a checkmark in their books. If not, clarify any confusing words or phrases.

TEACHING TIP To assess Ss' progress, evaluate their speaking in terms of intelligibility, fluency, and appropriate use of target structures.

Remind Ss of additional vocabulary and speaking practice in their digital resources.

Afaq-lc.com



A CONVERSATION MODEL | SAY GOOD-BYE | Read and listen.

A: Good-bye, Charlotte.
B: Good-bye, Emily.
A: See you later.
B: OK. See you!

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

COMMUNICATION ACTIVATOR

Now let's say good-bye.

C CONVERSATION PAIR WORK | Practice the conversation. Then change roles.



FOR MORE PRACTICE, GO TO YOUR DIGITAL RESOURCES

PROGRESS SELF-CHECK

NOW I CAN

- ☐ Understand directions and classroom vocabulary.
- ☐ Introduce myself.
- ☐ Greet people.
- ☐ Say good-bye.

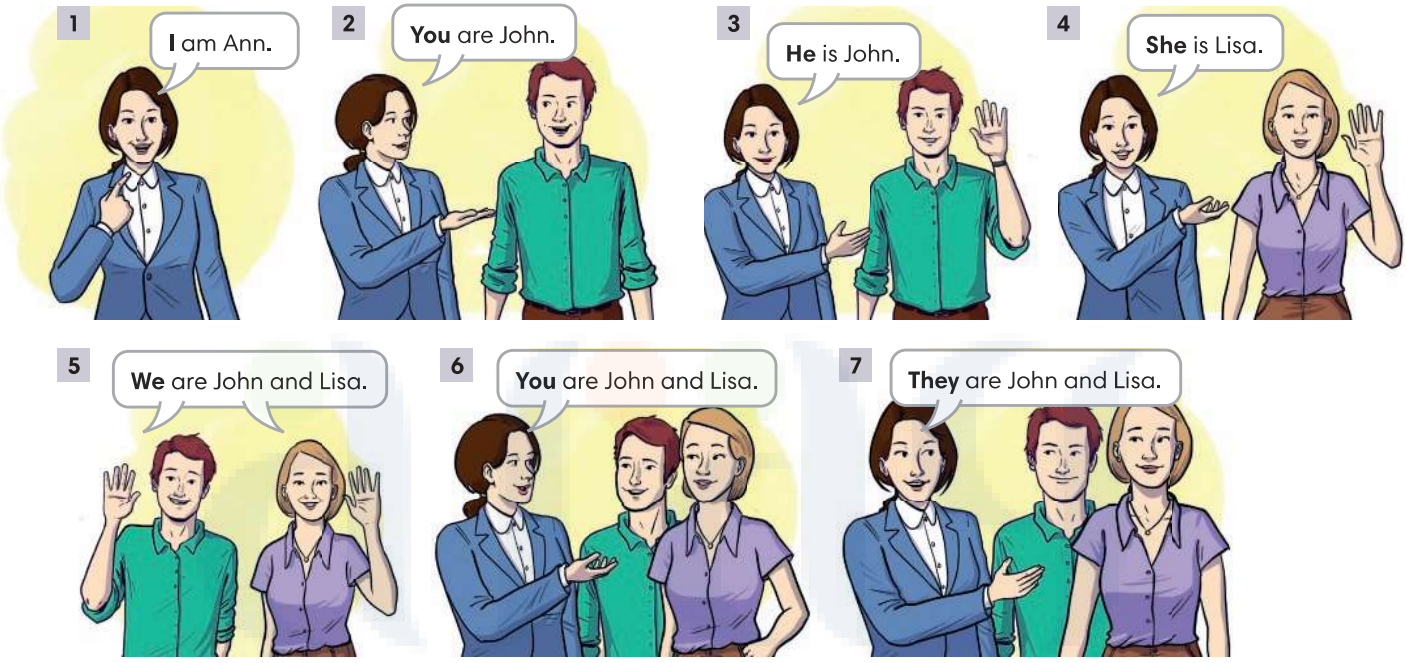
Afaq-lc.com

UNIT 1

People and Occupations

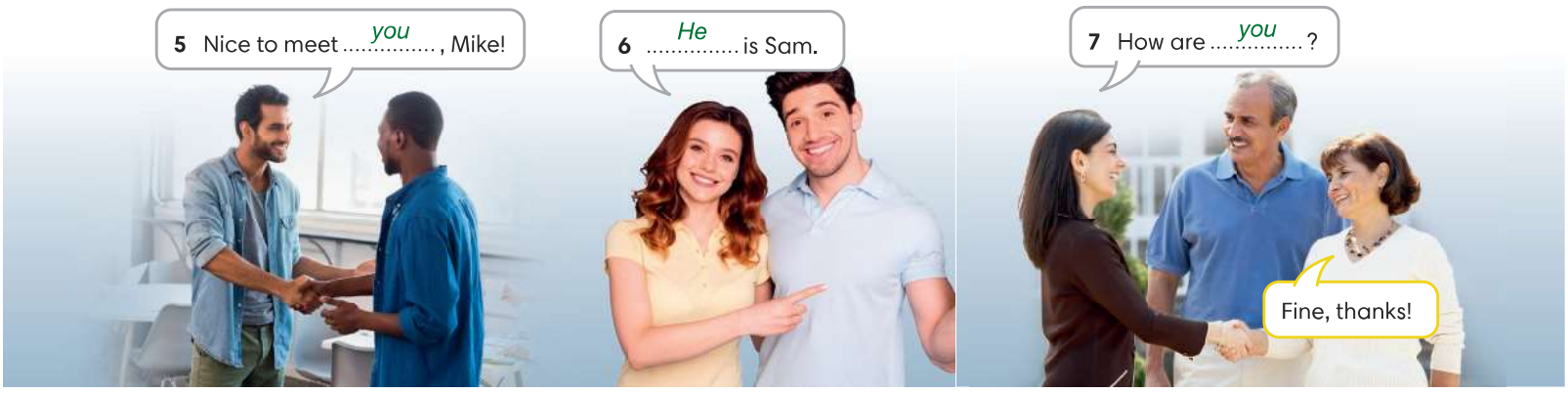
Warm-Up

A VOCABULARY | Subject pronouns I, you, he, she, we, they | Read and listen. Then listen again and repeat.



B VOCABULARY PRACTICE | Write I, you, he, she, we, or they.





Afaq-lc.com

Unit 1 People and Occupations

WARM-UP	Students learn how to talk about people using subject pronouns and occupations.	
LESSON 1 **Introduce people**	*Vocabulary*	More occupations
	Grammar	Verb *be*: singular statements / Contractions
LESSON 2 **Identify people**	*Grammar*	Verb *be*: singular *yes / no* questions and short answers
	Grammar	Verb *be*: plural statements and *yes / no* questions
LESSON 3 **Spell names**	*Vocabulary*	The alphabet
	Grammar	Proper nouns and common nouns
	Pronunciation	Syllables
LESSON 4 **Describe people**	*Reading*	Read about people
	Listening	Listen for occupation information
	Writing	Write affirmative and negative statements about people and their occupations
INTERACTIVE COOL DOWN	*Chat; The Occupation Game*	

Choose a warm-up activity from the Warm-Up Activity Bank on pages xxii-xxiii.

Warm-Up

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Read the subject pronouns in the exercise heading aloud. Ask Ss to repeat.
- Play the audio. Have Ss listen. Then have them listen again and repeat.
- Make sure Ss understand that *you* is both singular and plural. Refer to images 2 and 6. Provide additional examples. To show the singular *you*, point to one S and say, *[Carlos], you are my student.* To show the plural *you*, say, *You are my students* to the whole class.

TEACHING TIP Prepare example sentences in advance to save time during class.

B VOCABULARY PRACTICE

Suggested time: 10 minutes | Your time:

- Do item 1 as a class. Write on the board:
  I, you, he, she, we, they
  ___ *is Mary.*
- Ask, *Which subject pronoun is for* Mary? Say each pronoun as a question. For example, *You? He?* Elicit the answer from the class. (she) Circle *she* and complete the sentence.
- Hold up your book. Point to item 4 in Exercise A and say, *She is Lisa.* Then point to item 1 in Exercise B. Say, *She is Mary.* This will help Ss notice the similarities between the images and sentences in Exercises A and B.
- Have Ss complete the exercise individually and then compare answers in pairs.
- To go over the answers, call on Ss to read the complete sentences aloud. List the answers on the board.

LANGUAGE AND CULTURE Traditionally, *he* refers to males while *she* refers to females. *They* is often used in written and spoken English to refer to someone whose gender is not known, or who doesn't identify as either male or female.

EXTENSION (+15 minutes) Prepare and pass out (or have Ss create) nametags—small cards with a line for a person's name. Give Ss a few minutes to write their name and put on the nametag. Write on the board:

1. I am ___. *3. He is ___.*
2. You are ___. *4. She is ___.*

Form groups of three. Tell Ss to take turns completing the statements on the board, gesturing towards a classmate as the student says his or her name. Model the activity with two higher-level Ss. First, introduce yourself to the group. (For example: *I am [Christina].*) Second, look at Student A's nametag and say his or her name. (For example: *You are [Chen].*) Repeat with Student B. (For example: *You are [Adrian].*) Next, look back at Student A and say Student B's name. (For example: *He is [Adrian].*) Continue until both Ss have role-played the statements on the board. Monitor. Listen for the correct pronunciation of the subject pronouns.

Afaq-lc.com

C VOCABULARY

Suggested time: 5 minutes | Your time:

- Say, *Let's learn some occupations.*
- Play the audio as Ss read and listen. Play it again and have Ss listen and repeat after each phrase.
- Replay the audio if appropriate.
- For false-beginner classes, you can ask, *What's an* occupation? (the work that someone does)

OPTION (+5 minutes) Have Ss preview the pictures and captions before listening and circle the words they are unfamiliar with.

TEACHING TIP A *false beginner* is a person who already has some basic knowledge of the foreign language, but is attending a beginning class.

LANGUAGE AND CULTURE

- The word *chef* is pronounced with sound at the beginning of the word because it originally comes from French.
- The word *chef* is pronounced with a /ʃ/ ("sh") sound at the beginning of the word because it originally comes from French.
- Another word for *occupation* is *job*. There is no difference in meaning.

TEACHING TIP To help Ss master new vocabulary, suggest that they keep a vocabulary journal in which they record the unit vocabulary. They can also include definitions, sample sentences, information about pronunciation, first-language translations, and synonyms.

D PAIR WORK

Suggested time: 10 minutes | Your time:

- Model the activity. Say the name of an occupation and ask Ss to point to the corresponding photo in their books.
- Form pairs. Walk around as Ss complete the exercise and listen for correct pronunciation.
- Time permitting, have Ss switch roles and practice again.

EXTENSION (+5 minutes) If some pairs finish quickly, have them do the activity again, but with a twist: Partner A covers the words and points to a picture, and Partner B says the occupation.

TEACHING TIP Whenever Ss do pair or group work, remind them to introduce themselves to anyone they don't know in order to build a positive learning community in the classroom. This is especially helpful in larger classes.

E INTEGRATED PRACTICE

Suggested time: 10 minutes | Your time:

- Review item 1 as a class. Read the statement aloud. Hold up your book and point to picture a and then c. For each, ask, *Is she a chef?* (no) Point to picture d and repeat the question. Elicit the response from the class. Write on the board: *d 1. She is a chef.*
- Have Ss complete the exercise individually and then compare answers in pairs.
- Go over the answers as a class. Read each statement aloud and call on Ss to say the answer.

CHALLENGE Have higher-level Ss take turns reading the sentences aloud as they complete the exercise.

F LISTENING COMPREHENSION

Suggested time: 10 minutes | Your time:

- Say, *Listen for the person's occupation. Write the word you hear*. Then play the audio.
- Go over the answers as a class. Say each statement and elicit the occupation. Write the answers on the board.

TEACHING TIP Write the items on the board while Ss are doing the task. This will save the time required for answer review.

EXTENSION (+10 minutes) Write these mixed up sentences on the board:

1. is / she / a musician
2. singers / they / are
3. a doctor / he's
4. are / we / students
5. chefs / you're
6. a teacher / she / is
7. am / a student / I
8. is / a singer / he

Point to the items. Say, *Make statements.* Model item 1. Read the words aloud and then write the answer on the board: *She is a musician.* Point out the capital letter in *She* and the period at the end of the statement. Have Ss complete the activity in pairs. Bring the class together. Invite volunteers to write the answers on the board. Correct as necessary.

Remind Ss of additional vocabulary practice in their digital resources.

Afaq-lc.com

C VOCABULARY | Occupations | Read and listen. Then listen again and repeat.


1 a teacher


2 a student


3 a singer


4 a musician


5 a chef


6 a doctor

D PAIR WORK | A: Say an occupation. "a chef" B: Point (☞) to the photo.

E INTEGRATED PRACTICE | Read each statement. Write the letter.

..d.. 1 She is a chef.
..f.. 2 They are doctors.
..b.. 3 He is a student.
..c.. 4 She is a musician.
..a.. 5 She is a doctor.
..i.. 6 He is a singer.
..e.. 7 He is a teacher.
..h.. 8 She is a student.
..g.. 9 They are chefs.


a


b


c


d



e


f


g


h


i

F LISTENING COMPREHENSION | Listen and write the occupations.

1 She's a *singer*.
2 They're *musicians*.
3 We're *students*.
4 He's a *doctor*.
5 I'm a *teacher*.
6 They're *chefs*.

Afaq-lc.com

1 COMMUNICATION GOAL Introduce people

A VOCABULARY | More occupations | Read and listen. Then listen again and repeat.



1 a flight attendant



2 a writer



3 a manager



5 a photographer



6 a pilot



4 a scientist



7 an actor



8 an athlete



9 an artist



10 an engineer

Articles a / an
a pilot
an actor

VOCABULARY EXPANDER p. 128
More occupations

B GRAMMAR | Verb be: Singular statements / Contractions



Affirmative statements	Negative statements
I **am** Peter. / I**'m** Peter.	I **am not** Gary. / I**'m not** Gary.
You **are** a pilot. / You**'re** a pilot.	You **are not** a singer. / You**'re not** a singer. / You **aren't** a singer.
He **is** a student. / He**'s** a student. She **is** a teacher. / She**'s** a teacher. Pam **is** a chef. / Pam**'s** a chef.	He **is not** a chef. / He**'s not** a chef. / He **isn't** a chef. She **is not** a doctor. / She**'s not** a doctor. / She **isn't** a doctor. Pam **is** not an actor. / Pam**'s not** an actor. / Pam **isn't** an actor.

Contractions
am → **'m**
are → **'re**
is → **'s**
am not → **'m not**
are not → **'re not** or **aren't**
is not → **'s not** or **isn't**

C PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

Afaq-lc.com

LESSON 1 Introduce people

A VOCABULARY

Suggested time: 5 minutes | Your time:

- Have Ss preview the pictures and captions before listening.
- Play the audio. Have Ss read and listen. Then have them listen again and repeat.
- Direct Ss' attention to the **Articles a / an** note. Read the examples aloud.
- Write on the board: *a e i o u*. Say, *Vowels.* Then write: *b, c, d, f, g. . . .* Say, *Consonants.*
- Write *pilot* and *actor* on the board. Point to the *p* in *pilot*. Ask, *Is this a vowel or a consonant?* (consonant) Repeat for *actor*. (vowel)
- Say, *Use a with words that start with consonants. Use an with words that start with vowels.* Add *a / an* to the board: *a pilot, an actor*.
- Say the occupations with the articles one more time. Have Ss repeat.

LANGUAGE AND CULTURE In both spoken and written English, it is now common to use *actor* and *flight attendant* to refer to both males and females.

LANGUAGE NOTE The rules about when to use *a / an* are based on sound, not spelling. If the initial *h* in a word is not pronounced, we use *an*. For example: *an hour*. If the initial *u* in a word is pronounced as the consonant sound /j/ ("y"), we use *a*. For example: *a university.*

OPTION To learn additional occupations, Ss can complete the **Vocabulary Expander** activity on page 128.

EXTENSION (+10 minutes) In pairs, have Ss play the game "charades" to review word meaning and usage. Pair students. Tell Partner A to choose an occupation in Exercise C on page 7 or Exercise A on page 8. Have Partner A act it out with movements and sounds, but no words. Tell Partner B to guess the occupation. Then have Ss switch roles and repeat the activity until they have reviewed all the occupations.

B GRAMMAR

Suggested time: 10 minutes | Your time:

- Say, *I am a teacher*. Make eye contact with a S and say, *You are a student*. Hold up your book and point to item 6 in Exercise A. Say, *He is a pilot*. Point to item 9 and say, *She is an artist*.
- Write on the board: *I am, you are, he is, she is.* Have Ss say the structures as a class.
- Say, *Look at the grammar chart.* Read the example statements aloud. Make a pulling gesture with your hands to indicate a longer vowel length in *he's* and *she's*. Ask Ss to repeat.
- Say, *Look at the* ***Contractions*** *note*. Underline *I* and *am* on the board. Erase the letter *a* in *am* and replace it with an apostrophe ('). Point to the apostrophe and say, *This is an apostrophe*. Repeat with *you are* to show the contraction *you're* and with *he is* to show the contraction *he's*.
- Remind Ss that *is* can be contracted with both pronouns and names, as in *she's* and *Pam's*.
- Write on the board: *I am a singer.* Point to yourself and say, *I am a teacher. I am not a singer.* Write the negative statement on the board: *I am not a singer.*
- Direct Ss' attention to the photo of the chef and read her statement aloud as a model.
- Say, *Look at the negative statements.* Read the full form and the contractions. Make sure Ss understand that *not* is placed after the *be* verb.
- Have Ss look at the note about contractions again. Point out that *am not* has only one negative contracted form. *Are not* and *is not* both have two negative contracted forms. Write *he is not* on the board. First, erase the letter *i* in *is* and replace it with an apostrophe (') to help Ss see that *he is not = he's not*. Then write *he is not* again. Erase the *o* in *not* and replace it with an apostrophe (') to help Ss see that *he is not = he isn't*. If appropriate, repeat with *you are not*.

LANGUAGE AND CULTURE Contractions are often used in spoken English. In written English, especially in formal contexts, full forms are preferred.

C PRONOUNCE THE GRAMMAR

Suggested time: 5 minutes | Your time:

- Have Ss listen to the examples in the grammar chart and repeat.
- Monitor. Listen for a /z/ sound in the contractions *'s not* and *isn't*.

Afaq-lc.com

D VOCABULARY / GRAMMAR PRACTICE

Suggested time: 10 minutes | Your time:

- Read item 1 aloud. Write on the board: *She's not a scientist.* Point to the contraction. Ask, *Can we use* isn't *here?* (yes) Elicit the answer. Add it to the board. Say, *You can write both forms.*
- Have Ss complete the exercise individually.
- To go over answers, list numbers 1–9 on the board and invite volunteers to write the answers. For negative contracted forms with *is* or *are*, Ss can write either form.

E PAIR WORK

Suggested time: 5 minutes | Your time:

- Model the activity. Point to the photo of the flight attendant on page 8. Read the examples aloud. Remind Ss that they can also say *He's not a pilot.*
- Form pairs. Tell Ss to take turns making statements about the photos on page 8.
- Monitor. Listen for the correct use and pronunciation of contractions.

Communication Activator

A CONVERSATION MODEL

Suggested time: 5 minutes | Your time:

These conversation strategies are implicit in the model

- Introduce people with *This is . . .*
- Use *too* to reciprocate a greeting
- Repeat what someone said to confirm its meaning

- Have Ss preview the conversation before listening. Elicit examples of the target vocabulary (occupations) and grammar (statements with *be* / contractions / articles) in the conversation. (See Teaching Tip below.)
- Play the audio as Ss follow along in their books.
- To check comprehension, ask Ss questions about the people in the photo. For example: *Is this Zac? Is he an engineer?* (no) *Is this Eva? Is she a teacher?* (no)
- Call Ss' attention to the **Social language** box and Speaker A's first line. Say, *Zac, this is Eva.* Make a slight pause after *Zac*. Ask Ss to repeat.

TEACHING TIP Asking Ss to point out target vocabulary and grammar structures in model conversations helps them recycle what they've learned and see how the language is used in everyday communication.

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Play the audio. Tell Ss to listen and repeat.
- Form groups of three. Monitor as Ss role-play the model. Listen for the correct pronunciation of *This is*.

C CONVERSATION GROUP WORK

Suggested time: 10 minutes | Your time:

- Write on the board: *What's your occupation?* Say the question. Ask Ss to repeat.
- Say, *I am a teacher.* Then ask a few Ss the same question. Help them identify the words for their occupations in English. Remind them they can find more occupations in the **Vocabulary Expander** on page 128.
- To model the exchange, role-play the conversation with higher-level Ss. Play Speaker A.
- Refer Ss to the vocabulary and grammar on pages 7 and 8 if appropriate.
- Form groups of three and have Ss personalize the conversation.
- Monitor. Listen for the correct pronunciation of occupations. Correct as needed.

D CHANGE PARTNERS

Suggested time: 5 minutes | Your time:

- Have Ss work in different groups than in Exercise C. Remind them to use the conversation in Exercise C as a model.
- Time permitting, have Ss switch roles and practice again.
- Have volunteers perform their conversations for the class.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are

- ✓ using subject pronouns to introduce themselves and their classmates
- ✓ using vocabulary for occupations
- ✓ forming singular affirmative and negative statements with *be*
- ✓ forming and pronouncing contractions with singular subject pronouns and *be*
- ✓ using the conversation strategies

OPTION For all Communication Activator sections in this unit, use the ORAL PROGRESS ASSESSMENT CHARTS to provide feedback to Ss on their speaking (see Teacher Resources in the Pearson English Portal).

CLOSURE ACTIVITY (+10 minutes) Arrange Ss in a line facing you. Say, *Introduce yourself. Say your name and occupation.* Have Ss introduce themselves to the Ss to their left and right. Then say to the first S, *Introduce me to your classmate.* Point to the classmate on that student's left. Wait for the S's response and follow with a greeting such as *Nice to meet you.* Continue down the line until all Ss have had a turn. Take notes on areas for review and extra practice in later lessons.

Remind Ss of additional vocabulary, grammar, and speaking practice in their digital resources.

Afaq-lc.com

D VOCABULARY / GRAMMAR PRACTICE | Write each statement with a contraction.

1 She is not a scientist. *She's not a scientist.*
2 She is a student. *She's a student.*
3 I am an actor. *I'm an actor.*
4 He is not a manager. *He's not / He isn't a manager.*
5 You are a musician. *You're a musician.*
6 I am not a photographer. *I'm not a photographer.*
7 She is not an athlete. *She's not / She isn't an athlete.*
8 You are not a pilot. *You're not / You aren't a pilot.*
9 He is an artist. *He's an artist.*

E PAIR WORK | Point to the people in the photos on page 8. Make affirmative and negative statements with contractions.

"He's a flight attendant."

"He isn't a pilot."

COMMUNICATION ACTIVATOR

Now let's introduce people.

A CONVERSATION MODEL | Read and listen.

A: Zac, this is Eva. She's an engineer.
B: Hi, Eva. Nice to meet you.
C: Nice to meet you, too, Zac!
A: Zac's a teacher.
C: A teacher?
B: Yes.

Social language
Introduce people with "This is ___ ."

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with two partners.

C CONVERSATION GROUP WORK | Personalize the conversation. Use your own occupations.

A: ....., this is ....'s ..... .
B: Hi, ... Nice to meet you.
C: Nice to meet you, too, ... !
A: .....'s ..... .
C: ..... ?
B: Yes.

D CHANGE PARTNERS | Personalize the conversation again. Talk about other classmates' occupations.



Afaq-lc.com

2 COMMUNICATION GOAL Identify people

A GRAMMAR | Verb be: Singular yes / no questions and short answers

Yes / no questions	Short answers	
Are you a scientist?	Yes, I am.	No, I'm not.
Is he an actor?	Yes, he is.	No, he's not. / No, he isn't.
Is Ann a photographer?	Yes, she is.	No, she's not. / No, she isn't.



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

B PRONUNCIATION THE GRAMMAR | Listen and repeat the grammar examples.

C GRAMMAR PRACTICE | Complete the conversations. Use contractions when possible.

1 A: Is Rachel a flight attendant?
B: No, she's not. She's a pilot.

2 A: Is she Katherine?
B: Yes, she is.

3 A: Is he an engineer?
B: No, he's not/he isn't. He's an artist.

4 A: Are you a musician?
B: Yes, I am.

5 A: Is Lisa a doctor?
B: No, she's not/she isn't. She's a scientist.

6 A: Are you Dylan?
B: No, I'm not. I'm Evan.

D PAIR WORK | Practice the conversations in Exercise C.

E PAIR WORK | Ask and answer yes / no questions about names and occupations of students in the class.

Are you Martin? Yes, I am.

Is Tania a teacher? No, she isn't.

F GRAMMAR | Verb be: Plural statements and yes / no questions

Singular and plural nouns
an athlete → 2 athletes
a doctor → 3 doctors

Affirmative statements	Negative statements
We are doctors. / We're doctors.	We are not students. / We're not students. / We aren't students.
You are athletes. / You're athletes.	You are not artists. / You're not artists. / You aren't artists.
They are engineers. / They're engineers.	They are not doctors. / They're not doctors. / They aren't doctors.

Yes / no questions	Short answers	
Are you managers?	Yes, we are.	No, we're not. / No, we aren't.
Are they chefs?	Yes, they are.	No, they're not. / No, they aren't.

Be careful!
Yes, we are. NOT ~~Yes, we're.~~
Yes, they are. NOT ~~Yes, they're.~~

G PRONUNCIATION THE GRAMMAR | Listen and repeat the grammar examples.

H GRAMMAR PRACTICE | Complete each statement or question with a singular or plural form of be. Use contractions when possible.

1 Sue and Ron are engineers.
2 Is Hanna an athlete?
3 We 're not photographers.
4 Are you Rita and Wendy?
5 I 'm not Tom. He 's Tom.
6 They 're not musicians.

I INTEGRATED PRACTICE | Circle the correct word or phrase to complete each statement or question.

1 We are (pilot / a pilot / pilots).
2 Is she (manager / a manager / managers)?
3 Ted and Vicky are (writer / a writer / writers).
4 Are you and Mary (actor / an actor / actors)?
5 I'm not (teacher / a teacher / teachers).
6 Are they (student / a student / students)?

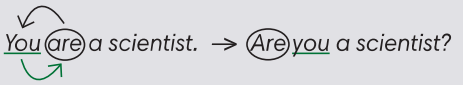
Afaq-lc.com

LESSON 2 Identify people

A GRAMMAR

Suggested time: 5 minutes | Your time:

- Write on the board: *You are a scientist.* → *Are you a scientist?*
- Say, You *is the subject*. Underline *you* [x2]. Say, Are *is the verb.* Circle *are* [x2]. Say, *Let's make a question.* You *goes after* are. Draw arrows to show the movement:



- Say, *Look at the grammar chart.* Read the *yes / no* questions, the example conversation, and the short answers aloud. Point out that we use a comma after *Yes* and *No* in short answers. Remind Ss about the two ways of contracting *is not*.
- Remind Ss that *be* must agree with the subject. Point to *Yes, I am* in the chart. Say, *The verb is* are *in the question, but* am *in the answer. Why?* (The subject changed from *you* to *I*.)
- Say, *Look at the* ***Be careful!*** *box*. Say, *We use* am *and* is *in short answers with* Yes. Read the correct examples.

LANGUAGE AND CULTURE Full answers to *yes / no* questions are much more formal than short answers.

B PRONOUNCE THE GRAMMAR

Suggested time: 2–3 minutes | Your time:

- Have Ss listen to the examples in the grammar chart and repeat. Make sure they use rising intonation at the end of *yes / no* questions and falling intonation at the end of short answers.

C GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Have Ss complete the exercise individually and then compare answers in pairs.
- To go over answers, read the conversations aloud, and elicit responses from the class.

D PAIR WORK

Suggested time: 3–4 minutes | Your time:

- Monitor as Ss practice their conversations in pairs.
- Have volunteers perform their conversations for the class.

E PAIR WORK

Suggested time: 2–3 minutes | Your time:

- Have Ss work in the same pairs as in Exercise D. Tell them to use the example conversations as models.
- Monitor. Make sure Ss use the correct word order.

F GRAMMAR

Suggested time: 5 minutes | Your time:

- Write on the board: *we are, you are, they are.* Say, *The plural form of* be *is* are.
- Say the structures on the board, pointing to yourself and others to reflect the appropriate pronoun. For *you are*, gesture towards the whole class.
- Say, *Look at the grammar chart*. Read the affirmative and negative statements aloud.
- Underline *we are* on the board. Erase the letter *a* in *are* and replace it with an apostrophe (') to help Ss see that *we are* = *we're*. Repeat for the other structures.
- Remind Ss that there are two ways to contract *are* in negative statements: *'re not* and *aren't*.
- Say, *Look at the* ***Singular and plural nouns*** *note*. Read the examples aloud. If necessary, remind Ss that *a* and *an* are used only with singular nouns.
- Read the *yes / no* questions and short answers in the chart aloud.
- Say, *Look at the* ***Be careful!*** *box*. Read the correct examples aloud. To make sure Ss understand, ask *Are you students?* (Yes, we are.) Write the answer on the board. Underline *are*.

G PRONOUNCE THE GRAMMAR

Suggested time: 2–3 minutes | Your time:

- Have Ss listen to the examples in the grammar chart and repeat.

H GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Read item 1 aloud. Elicit the answer. Ask, *Why do we use* are? (The subject is plural.) If appropriate, explain to Ss that we can't use the contraction *'re* when the subject is two nouns. We also can't use *'re* with names.
- Have Ss complete the exercise individually and compare answers in pairs.
- Go over the answers.

I INTEGRATED PRACTICE

Suggested time: 3–4 minutes | Your time:

- Do item 1 as a class. Ask, *Why is the answer* pilots? (*We* = plural subject pronoun, *are* = plural form of *be*.)
- Have Ss complete the exercise individually and then compare answers in pairs.
- To go over answers, call on Ss to read the completed sentences aloud.

Afaq-lc.com

J PAIR WORK

Suggested time: 5 minutes | Your time:

- Do item 1 as a class. Write on the board: ___ *actors?* Read the example question aloud. Complete the question on the board. Ask a volunteer to read the example answer aloud.
- Monitor. Listen for the correct forms of the pronouns, nouns, and contractions. Remind Ss to use *a* or *an* with singular occupations.
- To go over answers, invite volunteers to role-play the conversations. Make sure Ss use *a* in the questions and answers for items 2 and 5.

Communication Activator

A CONVERSATION MODEL

Suggested time: 3–4 minutes | Your time:

These conversation strategies are implicit in the model

- Introduce a question with *Excuse me.*
- Use *That's . . .* or *(Right) over there.* to identify a person from a distance

- Have Ss preview the conversation before listening. Elicit examples of the target grammar (statements and questions with *be* / short answers) in the conversation to show Ss how the grammar they've learned is used in communication.
- Play the audio as Ss follow along in their books.
- Call Ss' attention to the **Social language** box and Speaker A's first line. Say, *Excuse me.* Ask Ss to repeat.
- To check comprehension, point to the women in the photo and ask, *Is this Paula?* (no) *Is this Diane?* (yes) Elicit the answers.
- Write on the board: *This is* ___. / *That is* ___. Point to a S close to you. Say, *This is [Mika].* For contrast, point to a S far away from you and say, *That is [Hadid].* Stress *this* and *that* as you speak.
- Point to *That is* ___. on the board. Erase the letter *i* in *is* and replace it with an apostrophe (') to help Ss see that *That is* = *That's*.
- Write on the board: *Right over there.* Point to a S far away from you and say, *[Carlos] is right over there*.

B PRONUNCIATION PRACTICE

Suggested time: 3–4 minutes | Your time:

- Play the audio. Make sure Ss use rising intonation for *Are you Paula?* Remind them to stress *That's* in *That's Paula.*
- Form pairs. Monitor as Ss role-play. Listen for the correct use and pronunciation of *Excuse me*.

C CONVERSATION PAIR WORK

Suggested time: 5 minutes | Your time:

- Role-play the conversation with a higher-level S. Play Speaker B. Personalize the conversation.
- Form pairs. Have Ss personalize the conversation, using their real names. Then have them switch roles.

D CHANGE PARTNERS

Suggested time: 5 minutes | Your time:

- Have Ss work in different pairs than in Exercise C. Remind them to use the conversation in Exercise C as a model.
- Time permitting, have Ss switch roles and practice again.
- Have volunteers perform their conversations for the class.

OPTION If Ss know each other's names well, write each S's name on a card and distribute the cards randomly. As Ss practice their conversations, have them ask for the person on the card. The partner in the conversation must reply by pointing to the correct S.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are

- ✓ forming *yes / no* questions and short answers with *be*
- ✓ forming and pronouncing contractions with subject pronouns and *be*
- ✓ using the conversation strategies

CLOSURE ACTIVITY (+10 minutes) Have Ss write their names on a blank sheet of paper. Model the activity. Write *musicians* on the board. Elicit sentences that include this word. For example: *They are musicians. Are they musicians? They are not musicians. They're not musicians.* Add 5 more singular and plural occupations to the board. Have Ss write as many sentences as they can for each occupation in 5 minutes. Keep time. Collect the papers and read them to identify areas for review.

Remind Ss of additional grammar and speaking practice in their digital resources.

Afaq-lc.com

J **PAIR WORK | Complete the questions about the people. Then ask and answer the questions.**

Are they actors?

No, they aren't. They're musicians.



1 *Are they* ..... actors?



2 *Is she a* ..... flight attendant?
No, she's not / she isn't. She's a pilot.



3 *Are they* ..... doctors?
Yes, they are.



4 *Are they* ..... singers?
No, they're not / they aren't. They're athletes.



5 *Is she a* ..... musician?
No, she's not / she isn't. She's an artist.



6 *Are they* ..... chefs?
Yes, they are.

COMMUNICATION ACTIVATOR

Now let's identify people.

A **CONVERSATION MODEL | Read and listen.**

A: Excuse me. Are you Paula?
B: No, I'm not. I'm Diane. That's Paula.
A: Where?
B: Right over there.
A: Oh. Thank you.
B: You're welcome.

Social language
Introduce a question with "Excuse me."

B **PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.**

C **CONVERSATION PAIR WORK | Personalize the conversation with real names. Then change roles.**

A: Excuse me. Are you ..... ?
B: No, I'm not. I'm ..... . That's ..... .
A: Where?
B: Right over there.
A: Oh. Thank you.
B: You're welcome.

D **CHANGE PARTNERS | Personalize the conversation again.**



Afaq-lc.com

3 COMMUNICATION GOAL Spell names

A VOCABULARY | The alphabet | Read and listen. Then listen again and repeat.

A B C D E F G H I
J K L M N O P Q R
S T U V W X Y Z

B LISTENING COMPREHENSION | Listen and circle the correct letter.

1	B	(V)	4	(A)	E
2	(X)	S	5	U	(O)
3	Z	(C)	6	(G)	J

C LISTENING COMPREHENSION | Listen and write the letter.

1	*F*	4	*J*	7	*D*
2	*S*	5	*N*	8	*H*
3	*B*	6	*K*	9	*E*

D PAIR WORK | Partner A: Say a letter. Partner B: Point to the letter in the alphabet.

E LISTENING COMPREHENSION | Listen and circle the correct name. Then practice spelling all the names aloud.

1	Green	(Greene)	Grin
2	(Leigh)	Lee	Li
3	(Katharine)	Katherine	Catharine

F LISTENING COMPREHENSION | Listen to each conversation. Write the name.



1 I'm *Kellie*.



2 I'm *Geoffrey*.



3 I'm *Stephanie*.

COACH **G** GRAMMAR | Proper nouns and common nouns

Proper nouns are names of people and places. Use a capital letter to begin a proper noun.
Harry Potter New York Canada

Common nouns are nouns that are not names.
occupation musician photo

Capital letters
A B C
Lowercase letters
a b c

Afaq-lc.com

LESSON 3 Spell names

A VOCABULARY

Suggested time: 2–3 minutes | Your time:

- Hold up your book, point to the letters and say, *This is the English alphabet. Point to each letter as you hear it.*
- Have Ss read and listen, and then listen again and repeat each letter.

LANGUAGE AND CULTURE The letter z is pronounced /zi/ ("zee") in American English and /zed/ in British English.

B LISTENING COMPREHENSION

Suggested time: 2–3 minutes | Your time:

- Say, *Circle the letter you hear.* To demonstrate, write a letter on the board and draw a circle around it.
- Have Ss listen and complete the exercise. Play the audio again as Ss check their answers.
- Go over the answers. Ask Ss which letter pairs were difficult. Review and practice those pairs as a class.

C LISTENING COMPREHENSION

Suggested time: 2–3 minutes | Your time:

- Say, *Write the letter you hear.* Play the audio. Have Ss listen and complete the exercise.
- Play the audio again as Ss check their answers.
- To go over answers, call on Ss to say the letters.

D PAIR WORK

Suggested time: 3–4 minutes | Your time:

- In pairs, have Ss take turns pointing to and saying the letters in Exercise A.

E LISTENING COMPREHENSION

Suggested time: 5 minutes | Your time:

- Hold up your book and point to the box with names. For item 1, read all three names aloud. Point to the first name and say, *Spelling: G-R-E-E-N.* Then point to the second name and say, *Spelling: G-R-E-E-N-E.* Point to the third name and say, *Spelling: G-R-I-N.* Then read the names in the other two items aloud.
- Say, *Listen to three conversations. Circle three names.* Play the audio.
- Have Ss complete the exercise individually and compare answers in pairs. Have them take turns spelling all the names aloud.
- To go over answers, invite volunteers to spell the name they circled. Correct if necessary.
- Clarify new vocabulary in the listening. Write on the board: *A: Could you spell that, please? B: K-A-T-H-A-R-I-N-E.* Read it aloud. Have Ss repeat.

F LISTENING COMPREHENSION

Suggested time: 3–4 minutes | Your time:

- Read the directions aloud. Remind Ss that the first letter of a name uses a capital letter.
- Play the audio. Have Ss complete the exercise individually and compare answers in pairs.
- Elicit answers from the class.

EXTENSION (+10 minutes) Have Ss write the names of three friends on a blank card. In pairs, have them choose roles (Partner A or B). Ask group A to raise their hands. Say, *Spell the names on your card for your partner.* Ask group B to raise their hands. Say, *Write the names you hear.* Give Ss time to complete the task. Monitor and listen for letters that are difficult for Ss to pronounce. Then have Ss check answers and switch roles.

G GRAMMAR

Suggested time: 5 minutes | Your time:

- Say, *We have two types of nouns in English.* Write on the board: *proper nouns / common nouns.*
- Have Ss follow along in their books as you read the rules and examples aloud.
- Say, *Look at the note.* Hold up your book and point to the capital letters. Say, *Capital letters.* Point to the lowercase letters. Say, *Lowercase letters.*
- Point to the letters of the alphabet in Exercise A and ask, *Are they capital or lowercase letters?* (capital letters)
- To check comprehension, write on the board: *Bob, artist.* For each word, ask *Is this a proper noun or a common noun?* (Bob = proper noun, artist = common noun)

LANGUAGE NOTE A common noun describes a category or group of things, people, or places. A proper noun names a unique, individual thing in that group. Articles and prepositions in a proper name are not capitalized; for example, *the United States of America.*

EXTENSION (+10 minutes) Say different occupations and have Ss give an example of a proper name for each. Write on the board: *an actor, a singer, an athlete, a musician.* Provide an example for each. For example: *an actor: Chris Hemsworth.* Have Ss share their answers in pairs.

Afaq-lc.com

H GRAMMAR PRACTICE

Suggested time: 2–3 minutes | Your time:

- Do item 1 as a class. Write *letters* on the board. Ask, *Is* letters *a proper or a common noun*? (common noun) Underline *letters*.
- Have Ss complete the exercise individually.
- Go over the answers. Write the nouns on the board. Invite volunteers to circle or underline them.

I GRAMMAR PRACTICE

Suggested time: 2–3 minutes | Your time:

- Go over the examples. Ask, *Is* Tony *a proper noun?* (yes) *Why?* (It's the name of a person.) Ask similar questions about item 2.
- Have Ss complete the exercise individually and compare answers in pairs.
- Have volunteers write the proper nouns on the board. Make sure Ss capitalize both words in items 3 and 8.

J PRONUNCIATION

Suggested time: 2–3 minutes | Your time:

- Have Ss read and listen, then listen again and repeat.
- Clap or tap on a table once. Say, *This is a syllable.*
- Write on the board: *Leo • nard Greene.* Say the name. Clap or tap out the number of syllables.
- Ask, *How many syllables are in the first name,* Leonard? (two) *In the last name,* Greene? (one)

K PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Ask, *Are these words proper or common nouns?* (common) *Why?* (They start with lowercase letters.)
- Have Ss complete the exercise in pairs. Encourage them to clap or tap on a table as they say each word to figure out the number of syllables.
- Play the audio. Tell Ss to repeat and check their answers.

Communication Activator

A CONVERSATION MODEL

Suggested time: 3–4 minutes | Your time:

These conversation strategies are implicit in the model
- Say *Excuse me?* if you don't understand
- Say *Thanks.* to acknowledge requested information

- Have Ss preview the conversation before listening. To remind Ss how the alphabet is used for social purposes, say, *Speaker A says letters of the alphabet. Why?* (to spell a name)
- Play the audio as Ss follow along in their books.
- Call Ss' attention to the **Social language** box and Speaker B's first line.
- Write on the board: *How do you spell that?* Say, *Use this question to ask about spelling.* Read it aloud. Have Ss repeat.

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss listen and repeat.
- Walk around as Ss role-play. Listen for the correct pronunciation of *Excuse me*?

C CONVERSATION PAIR WORK

Suggested time: 5 minutes | Your time:

- To model the exchange, role-play the conversation with a higher-level S.
- Form pairs. Have Ss personalize the conversation and then switch roles.
- Monitor. Listen for the correct pronunciation of *Excuse me.*
- Encourage Ss to extend the conversation. Go over the ideas in the **Keep Talking!** box. Play the **Keep Talking!** video as appropriate.

TEACHING TIP The purpose of the **Keep Talking!** feature is to support Ss as they personalize the conversations. In Scene 1 of each KT video, the actors use new words in the gaps. In Scene 2, the actors extend the conversation. You can print the script or turn on video subtitles in the Pearson English Portal. The script can also be found on pages 175–176.

D CHANGE PARTNERS

Suggested time: 5 minutes | Your time:

- Have Ss work in different pairs than in Exercise C.
- Time permitting, have Ss switch roles and practice again.
- Have volunteers perform their conversations for the class.

LOOK FOR While Ss are doing Exercises C and D, monitor their conversations to determine if they are
- ✓ pronouncing the letters of the alphabet
- ✓ dividing names and occupations into syllables
- ✓ using the conversation strategies

CLOSURE ACTIVITY (+15 minutes) Have Ss write their names on a blank card. Say, *Write these words.* Spell four words, saying: *capital* P-E-T-E-R; C-H-E-F; *capital* K-E-L-L-Y; M-U-S-I-C-I-A-N. Say, *For each word, write* common noun *or* proper noun. *Then write the number of syllables.* (Peter: proper noun, 2; chef: common noun, 1; Kelly: proper noun, 2; musician: common noun, 3) Collect the cards. Read them to identify areas for review.

Remind Ss of additional vocabulary, grammar, pronunciation, and speaking practice in their digital resources.

Afaq-lc.com

H GRAMMAR PRACTICE | Circle the proper nouns. Underline the common nouns.

1 letters
2 China
3 alphabet
4 name
5 Suki Mason
6 Buenos Aires

I GRAMMAR PRACTICE | Check ✓ the common nouns. Capitalize the proper nouns.

- ☐ 1 tony → Tony
- ☑ 2 chef
- ☐ 3 paula keener → Paula Keener
- ☑ 4 student
- ☐ 5 mexico → Mexico
- ☑ 6 noun
- ☑ 7 conversation
- ☐ 8 san francisco → San Francisco

COACH

J PRONUNCIATION | Syllables | Read and listen. Then listen again and repeat.

1 syllable	2 syllables	3 syllables	4 syllables
chef	sing • er	en • gin • eer	pho • tog • ra • pher

K PRONUNCIATION PRACTICE | With a partner, take turns saying each word. Write the number of syllables. Then listen to check your work.

3 a alphabet
2 b students
2 c singer
5 d vocabulary
3 e musicians
4 f conversation

COMMUNICATION ACTIVATOR

Now let's spell names.

A CONVERSATION MODEL | Read and listen.

A: Hello. I'm Michael Aboud.
B: Excuse me?
A: Michael Aboud.
B: How do you spell that?
A: A-B-O-U-D.
B: Thanks.

Social language
Say "Excuse me?" if you don't understand.

B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C CONVERSATION PAIR WORK | Personalize the conversation. Use real names. Then change roles.

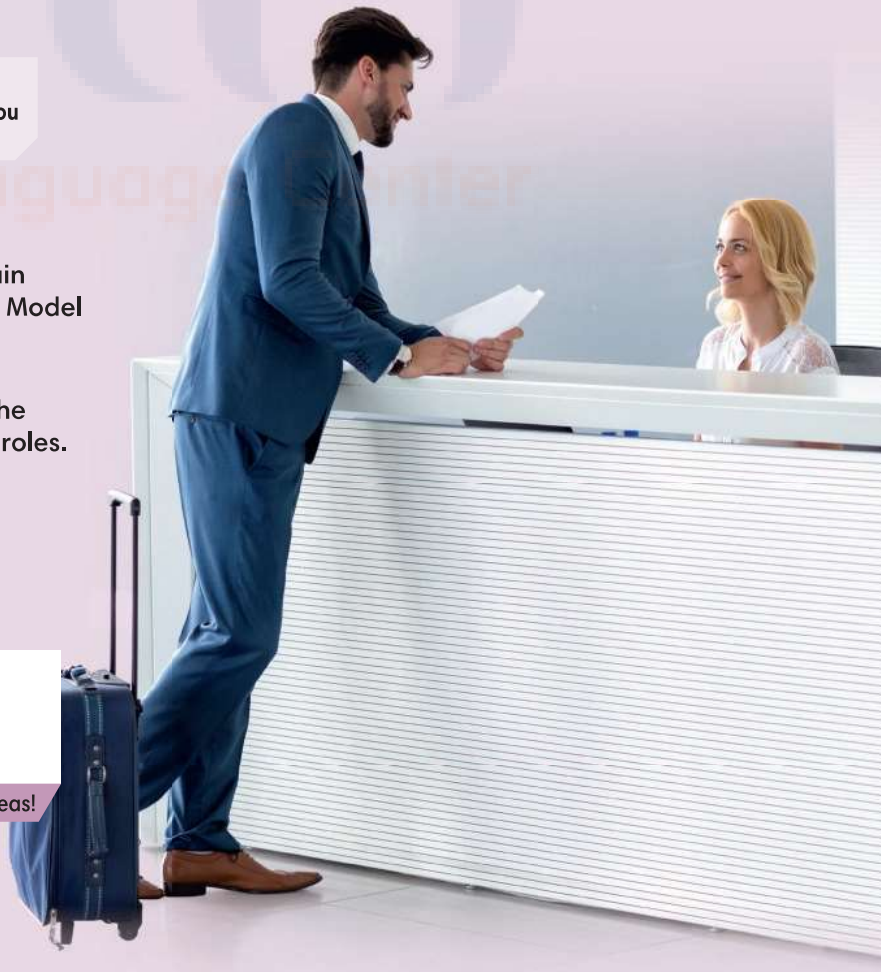
A: Hello. I'm ..... .
B: Excuse me?
A: ..... .
B: How do you spell that?
A: ..... .
B: Thanks.

KEEP TALKING! ●●●

Ask about occupations.
Are you a teacher?
Introduce people.
This is my friend, Emma.

Watch the video for ideas!

D CHANGE PARTNERS | Personalize the conversation again.



Afaq-lc.com

4 COMMUNICATION GOAL Describe people

A READING | Read about the people.



B READING COMPREHENSION | Answer the questions. Use short answers.

1 Is Pablo Pérez an athlete? *Yes, he is*.
2 Is Nadia Santini a writer? *No, she's not / she isn't*.
3 Are Ali Smith and Eunji actors? *No, they're not / they aren't*.
4 Is Eunji a chef? *No, she's not / she isn't*.
5 Is Ali Smith a writer? *Yes, she is*.
6 Are Pablo Pérez and Leonardo Jara athletes? *Yes, they are*.

C READING COMPREHENSION | Complete each sentence about the Reading. Use contractions when possible.

1 Adam Driver *isn't* a singer. He *'s* an actor.
2 Pérez and Villa *are* athletes. They *'re not / aren't* writers.
3 Smith and Jara *aren't* actors. She *'s* a writer, and he *'s* an athlete.
4 Eunji *is* a singer. Eunji *isn't* a writer.
5 Villa *isn't* an actor. Villa *is* an athlete.
6 Pérez and Santini *aren't* writers. Pérez *is* an athlete, and Santini *is* a chef.

D LISTENING COMPREHENSION | Listen to the conversations. Write the number of each conversation on the correct picture.









Afaq-lc.com

LESSON 4 Describe people

A READING

Suggested time: 5 minutes | Your time:

- Have Ss preview the photos and captions before listening.
- Play the audio. Tell Ss to listen to the descriptions and read along silently.

OPTION As Ss listen, ask them to circle proper nouns and underline common nouns.

OPTION After Ss read and listen, say a name or an occupation mentioned in the reading. Ask Ss to point to the correct person on the page.

LANGUAGE AND CULTURE

Adam Driver is the American actor best known for portraying Kylo Ren in *Star Wars*. He has won several awards for his roles in TV shows, movies, and plays.

Nadia Santini is an Italian chef. Her restaurant *Dal Pescatore* has been called one of the world's best 50 restaurants.

Leonardo Jara, Pablo Pérez, and **Sebastián Villa** are professional soccer players who played together on the Argentine team Boca Juniors.

Ali Smith is a Scottish author. Her works of fiction, like the novel *Autumn* she is holding in the photo, are highly acclaimed.

Eunji is a South Korean singer and actress best known as a member of the South Korean girl group Apink. Her birth name is Jeong Hye-rim, but she changed her name to Jeong Eunji. She has used *Eunji* as her celebrity name throughout her career.

B READING COMPREHENSION

Suggested time: 5 minutes | Your time:

- Go over item 1 and the sample answer as a class. Read the question aloud. Write the answer on the board. Point to the subject and verb and ask, *Is this singular or plural?* (singular) *Can we use a contraction?* (no)
- Refer Ss to the grammar charts on page 10 for models of short answers to *yes / no* questions. Remind Ss about the two ways to contract *is* and *are* in negative statements and that affirmative short answers cannot be contracted.
- Have Ss complete the exercise individually and then compare answers in pairs. Lower-level Ss can work in pairs and write their answers individually.
- To go over the answers, write the numbers *1–6* on the board and invite volunteers to write the short answers.

C READING COMPREHENSION

Suggested time: 5 minutes | Your time:

- Do item 1 as a class. Ask the class, *Is Adam Driver a singer?* (no) Write on the board: *Adam Driver is not a singer.* Point to *is not* in the statement and ask, *What's the contraction?* (isn't) Explain that we don't write the contractions *'s* and *'re* with proper nouns. Write: *Adam Driver isn't a singer.* Ask, *So what is Adam Driver's occupation?* (actor) Write: *He's an actor.*
- Have Ss complete the exercise in pairs but write their answers individually. Remind Ss to use contractions in short answers.
- To go over answers, invite volunteers to read the completed sentences aloud. Write them on the board.
- Give Ss a few minutes to take turns reading the sentences aloud in pairs.

LANGUAGE NOTE In written statements with *be*, it is preferred to use full forms *is / are* and *is not / are not* with proper nouns.

LANGUAGE AND CULTURE In formal situations, reporters or journalists may refer to people by their last names only when their full name has already been mentioned. However, in most social situations, people refer to others by their first name only.

EXTENSION (+5 minutes) Have Ss work individually to write three new *yes / no* questions about these famous people, using the questions in Exercise B as a model. Challenge higher-level Ss to write six questions. In pairs, have Ss take turns asking and answering their questions. Walk around as Ss work and check for correct word order, capitalization, and subject-verb agreement.

D LISTENING COMPREHENSION

Suggested time: 5 minutes | Your time:

- Have Ss preview the pictures before listening. Point to each picture. Ask, *What's this occupation?* Call on Ss to answer.
- Model the activity. Play the first conversation in the audio, pausing after *Yes, they are*. Point to each picture and ask, *Is the conversation about this picture?* Elicit the answer. Then tell Ss to write the number (1) in the box next to the second picture.
- Play the rest of the audio as Ss complete the exercise individually. Replay the audio if appropriate.

TEACHING TIP To prevent Ss from feeling overwhelmed during listening activities, tell them not to worry if they don't understand every word. Encourage them to listen for words related to the information they have.

Afaq-lc.com

E LISTENING COMPREHENSION

Suggested time: 5 minutes | Your time:

- Say, *Look at the cards.* Copy the first card on the board. Point to the empty spaces and say, *Last name, occupation.* Demonstrate writing a name into the empty space.
- Play the audio for Conversation 1, pausing after *I'm a pilot*.
- Ask, *What is Marcus's last name?* (Shepherd) Ask a volunteer to spell out the name. Write it on the board. Ask, *What's his occupation?* (pilot) Write the answer on the board.
- Play the rest of the audio as Ss complete the exercise individually and then compare answers in pairs. Replay the audio as appropriate.
- To check answers, call on Ss to say the missing information in each item. Write the answers on the board. Make sure Ss check their spelling.

F ABOUT YOU

Suggested time: 5 minutes | Your time:

- Do item 1 as a class. Read item 1 aloud and elicit responses. (For example: *Nice to meet you. My name is [Francisco].*) Remind Ss that many different responses are possible.
- Tell Ss to complete the conversations with their own information.
- In pairs, have Ss practice the conversations and then switch roles.

CHALLENGE (+5 minutes) Challenge higher-level Ss to come up with as many different responses to each prompt as possible and then share them with the class.

Communication Activator

PAIR WORK

Suggested time: 15 minutes | Your time:

- Say, *Now, let's describe the people in the pictures.* Point to Sarah. Ask the example question, *Is Sarah a photographer?* Elicit the answer from the class. Then ask, *Is Sarah an athlete?* (No, she's not. / No, she isn't.) Remind Ss that both negative contracted forms are acceptable.
- In pairs, have Ss ask *yes / no* questions about the pictures and answer with short answers. (Answers may vary, but should include this information: Ken = musician, Ellen = singer, Sarah = photographer, Mary = pilot, Betty = artist, Eric = athlete, Tina = doctor.)
- Monitor. Listen for complete sentences and correct article use.

OPTION Before Ss discuss, call on them to spell the names of the people in the pictures. For example, ask, *[Marie], how do you spell* Ellen?

CHALLENGE (+5 minutes) Ask for three volunteers to present the pictures to the class. Ask them to introduce the people, spell their names, and say their occupations.

LOOK FOR While Ss are doing the Pair Work, monitor their conversations to determine if they are

- ✓ incorporating vocabulary for occupations
- ✓ including the indefinite articles *a* and *an* with singular nouns
- ✓ using contractions in negative short answers
- ✓ using correct intonation in *yes / no* questions and short answers

WRITING

Suggested time: 15 minutes | Your time:

- Have lower-level Ss write one affirmative and one negative statement about each picture (6 total). Challenge higher-level Ss to write two statements about each person in the pictures (14 total).
- Refer Ss to the grammar charts on pages 8 and 10 if appropriate.
- Form similar-level pairs. Have Ss read their sentences aloud.
- Collect Ss' writing and compile feedback. Review the most common areas for improvement with Ss as a class.

OPTION To give Ss additional support, have them follow the directions in the **Guided Writing** practice on page 135 as they complete this task.

OPTION Ss can use the WRITING PROCESS WORKSHEETS during this activity. They offer step-by-step guides for completing the writing task (see Teacher Resources in the Pearson English Portal).

TEACHING TIP Pair Ss of similar levels together when you need to pay more attention to lower-level Ss in a multi-level class.

CLOSURE ACTIVITY (+10 minutes) Write on the board: *singer, musician, chef, writer, scientist, photographer, actor, athlete, artist.* Show a photo of someone that has one of these occupations. Model 1–2 sentences describing the person. For example: *This is Lionel Messi. He's an athlete.* Tell Ss to pull up photos of 2–3 people on their phones. In pairs, have them take turns describing the people in the photos. Give Ss time to write down ideas before sharing. As Ss discuss, walk around and take notes on areas for review and extra practice in later lessons.

Remind Ss of additional vocabulary, listening, speaking, and writing practice in their digital resources.

Afaq-lc.com

E LISTENING COMPREHENSION | Listen to the conversations. Complete the information. Then listen again to check your answers.

1

NAME

Marcus | *Shepherd*

OCCUPATION

pilot

2

The Language Institute

Josephine Brinley

English *teacher*

1 800 555-4937

3

Dr. *Jeffrey* Gross

Doctor of Internal Medicine

CARING MEDICAL GROUP

4

Amy Browne

Writer

amyb@pkl.com

F ABOUT YOU | Write your own responses with real information.

1 "Good morning! I'm Kate Portman."

YOU .....

2 "What's your occupation?"

YOU .....

3 "Are you Norman?"

YOU .....

4 "Thank you!"

YOU .....

COMMUNICATION ACTIVATOR

Now let's describe people.

PAIR WORK | Ask and answer questions about the pictures.



WRITING Write affirmative and negative statements about the people in the pictures.

Ken isn't a scientist. He's a musician.

GUIDED WRITING p. 135

Afaq-lc.com

Interactive Cool Down

1 Chat

Read the conversation. Then, with two partners, use the Chat Guides to create your own conversation. Cover your partners' Chat Guides with a sheet of paper.







Katya: Excuse me. Good evening. I'm Katya. Are you David?
Ed: Good evening. No, I'm not. I'm Ed. Are you a photographer?
Katya: Yes, I am.
Ed: Nice to meet you, Katya.
Katya: Nice to meet you, too, Ed. Are you a teacher?
Ed: No, I'm not. I'm a student.

Katya: Oh. Is that David over there?
Ed: Yes.
Katya: Is he a student, too?
Ed: Yes, he is.
Katya: Thanks. Take care!

Katya: Hello, David. I'm Katya.
David: Excuse me?
Katya: Katya.
David: Oh. Hi, Katya. How are you?
Katya: I'm great, thanks.
David: How do you spell Katya?
Katya: K- A- T- Y- A.

Partner A's Chat Guide

A Excuse me. Good ..... . I'm ..... . Are you ..... ?
B
A Yes, I am.
B
A Nice to meet you, too, ... Are you ..... ?
B
A Oh. Is that ..... over there?
B
A Is ..... , too?
B
A ..... . Take care!

Now chat with Partner C

A Hello, ... I'm ..... .
C
A ..... .
C
A I'm ..... , thanks.
C
A ..... .

Partner B's Chat Guide

A
B Good .... I'm ..... . Are you a photographer?
A
B Nice to meet you, ...
A
B ..... .
A
B Yes.
A
B ..... .
A

Partner C's Chat Guide

A
C Excuse me?
A
C Oh. Hi, ... How are you?
A
C How do you spell ..... ?
A

Interactive Cool Down

1 CHAT

Suggested time: 30 minutes | Your time:

- Say, *Look at the pictures.* Ask, *Are they at a school?* (yes) Point to each person in the picture and ask, *Is [she / he] a photographer?* (Yes, she is. / No, he isn't.)
- Read the first conversation (between Katya and Ed, in the first two columns) aloud with a higher-level S. Play the role of Katya. Ask the rest of the class to follow along in their books. Then read the second conversation between Katya and David aloud with another S.
- Form multi-level groups of three and assign Ss roles. Suggest lower-level Ss to play Partner C. Tell Ss that Partner A's role is similar to Katya's, Partner B's role is similar to Ed's, and Partner C's role is similar to David's.
- Point to Partner A's Chat Guide. Say, *Partner A, this is your Chat Guide.* Make sure Partner A students understand that they talk to both Partners B and C in the conversation. Repeat for Partners B and C.
- Make sure all Ss are looking at the correct Chat Guide. Walk around and assist as needed.
- Then say, *Complete your Chat Guide with new information.* Model the activity. Copy the first line of Partner A's Chat Guide on the board. Instead of *Good evening*, write *Good morning.* Complete the next two sentences with your name and the name of a S.
- Give Ss time to work together to fill out their Chat Guides. Encourage them to personalize the conversation with their own information. Walk around and provide help with spelling and vocabulary.
- When groups are ready, have them practice their new conversations.
- Invite groups to role-play their conversation for the class.

OPTION Alternatively, Ss can read the conversations at the top of the page aloud once they are in their groups.

OPTION If possible, make a copy of page 16 and cut out each Chat Guide. Then make copies of each Partner's Chat Guide and hand them out to the appropriate Ss before starting the exercise.

CHALLENGE Higher-level Ss can complete the activity without the Chat Guides.

TEACHING TIPS

- Have higher-level Ss work with lower-level Ss whenever possible. Peer tutoring reinforces learning for higher-level Ss and provides additional support for lower-level Ss.
- If an activity gives Ss the opportunity to review and use the social language, conversation strategies, skills, and structures they have learned in a unit, consider writing key phrases on the board to remind Ss to use the target language as they complete the activity.

Language Center

Afaq-lc.com

2 THE OCCUPATION GAME

Suggested time: 25 minutes | Your time:

- Say, *Now, let's play the occupation game.*
- Read the example conversations with higher-level Ss aloud for the class. Say, *Ask your partner questions like this.*
- Have Ss preview the pictures. If appropriate, give them a few minutes to write *yes / no* questions before the game starts.
- Form pairs. Have Ss take turns asking *yes / no* questions about the people in the pictures and responding with short answers based on what they see.
- As Ss discuss, walk around and take notes on areas for review and extra practice in later lessons.

EXTENSION (+10 minutes) Ask Ss to close their books to play another game. Explain the rules of the game. When you say *Go!*, Ss look at the pictures on page 17 for 2 minutes. They list all the occupations that they see on a blank card. Tell Ss to open their books to page 17. Start the game and keep time. Walk around as Ss play. If they seem confused, point at a picture and ask, *What's this occupation?* After 1 minute, say, *Stop!* Tell Ss to put their pens or pencils down. Check to see which S listed the most occupations.

CHALLENGE (+5 minutes) Ask the class more challenging questions about the pictures. Ask for volunteers to answer. For example: *Are Greta, Jim, and Mike artists?* (Yes, they are.) *Are Stella and Ted singers?* (No, they aren't. Stella is a singer. Ted is a flight attendant.) *Is Judy a singer?* (Yes, she is. She's a singer and an actor.)

PROGRESS SELF-CHECK

- Have Ss complete the **Now I Can** checklist individually. Encourage them to look back at each lesson in the unit and consider the speaking objectives, vocabulary, pronunciation, grammar, and listening, reading, and writing skills.
- Have Ss compare checklists in pairs and talk about the things they need to study or practice more.
- Have Ss work individually to think about what might help them master these goals. Refer individual Ss to specific materials for more practice.

FOR MORE PRACTICE . . .

To review and extend the unit content, additional materials are available in the back of the Student's Book and online. For the online content, go to Teacher Resources in the Pearson English Portal. Instructions for each resource are included in the resource's folder.

UNIT REVIEW, pp. 139–140 The Unit Review section offers two pages of workbook-style activities to review the unit content.

PRACTI-CHANT, p. 158 Practi-Chants reinforce pronunciation, rhythm, and intonation as well as increase vocabulary retention, listening comprehension, and speaking fluency.

***CONNECT TV* (online)** Video presents language from the unit through fun and engaging situational comedy episodes.

TEST-TAKING SKILLS BOOSTER (online) Practice tests featuring *Connectivity*-leveled content expose students to item types found on high-stakes tests.

ADDITIONAL PRINTABLE RESOURCES (online) Abundant supplemental materials include extra practice worksheets, Assessments, Unit Study Guides, Audio and Video Scripts, Answer Keys, and much more.

Afaq-lc.com

2 THE OCCUPATION GAME

Work with a partner. Look at the pictures. Ask your partner a yes / no question about the people and the occupations. Answer your partner's question.

Is Amy a writer?

No, she isn't.

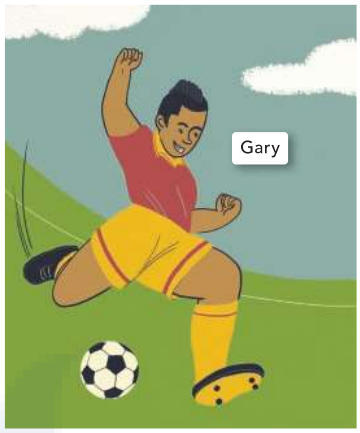
Are Sue and Bob musicians?

Yes, they are.

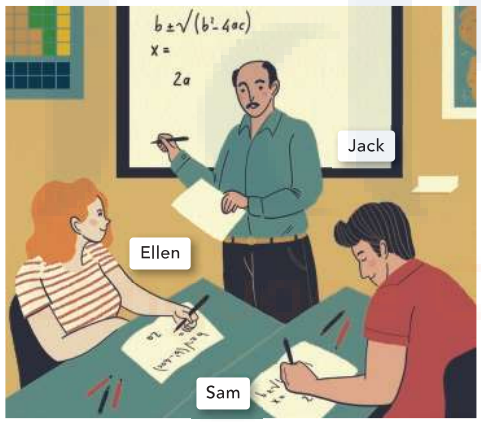






















PROGRESS SELF-CHECK

NOW I CAN

- ☐ Introduce people.
- ☐ Identify people.
- ☐ Spell names.
- ☐ Describe people.

For more practice . . .

Unit Review, p. 139 / Practi-Chant, p. 158
Connect TV / Test-Taking Skills Booster

Afaq-lc.com