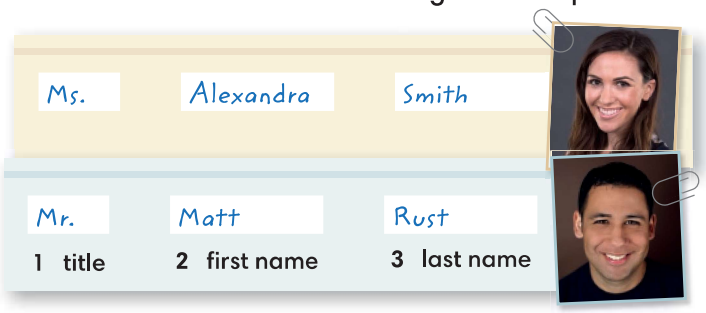
UNIT 2

Personal Information

Warm-Up

A VOCABULARY | First and last names | Read and listen. Then listen again and repeat.



B LISTENING COMPREHENSION | Listen. Follow the instructions. Circle and underline. Then listen again to check your answers.



1 Ms. Abby Lane 2 Mr. Richard Li 3 Ms. Olivia Baker

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

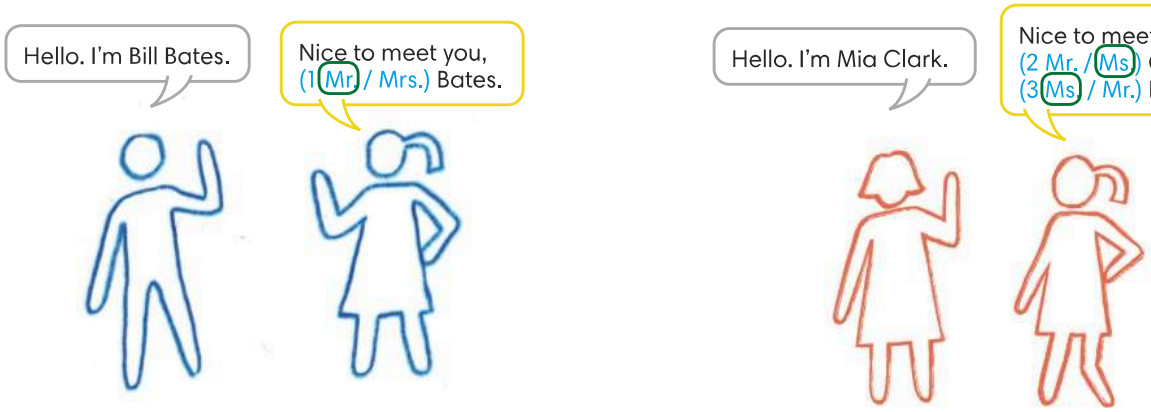
Title				
1 Mr.	✓		✓	
2 Mrs.				✓
3 Miss		✓		
4 Ms.		✓		✓

Be careful!
Mr. James Jackson OR Mr. Jackson NOT ~~Mr. James~~
Mrs. Anna Jackson OR Mrs. Jackson / Ms. Anna Jackson / Ms. Jackson NOT ~~Ms. Anna~~



VOCABULARY EXPANDER p. 129
More titles

D VOCABULARY PRACTICE | Complete the greetings. Circle the correct title. Then practice the conversations with a partner.



Afaq-lc.com

Unit 2 Personal Information

WARM-UP	Students learn how to use first names, last names, titles, and contact information.	
LESSON 1 Describe relationships	*Vocabulary*	Relationships
	Grammar	Possessive adjectives
	Grammar	Possessive nouns
LESSON 2 Ask for someone's contact information	*Vocabulary*	Numbers 0–20
	Grammar	*Be*: information questions with *What*
	Pronunciation	Stress in two-word pairs
LESSON 3 Find out where people are from	*Grammar*	*Be from* / Questions with *Where*
	Vocabulary	Countries and nationalities
LESSON 4 Get to know people	*Reading*	Read about famous people
	Listening	Listen for names, places, relationships, nationalities, and titles
	Writing	Write about yourself
INTERACTIVE COOL DOWN	*Chat*; *Make a business card*; *Personal Info Game*	

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

Warm-Up

A VOCABULARY

Suggested time: 2–3 minutes | Your time:

- Have Ss read and listen, then listen again and repeat.
- To check comprehension, point to the first photo and ask, *What is her first name?* (Alexandra) Repeat for the other items.

B LISTENING COMPREHENSION

Suggested time: 2–3 minutes | Your time:

- Say, *Listen. Circle and underline the titles and names.*
- Do item 1 as a class. Write on the board: *Ms. Abby Lane.* Play the first item and pause. Ask, *Do I circle or underline?* (circle) *Do I circle the title, first name, or last name?* (last name) Circle *Lane*.
- Play the rest of the audio. Have Ss complete the exercise individually.
- Go over the answers. Write items 2 and 3 on the board. Have volunteers circle and underline the answers.

C VOCABULARY

Suggested time: 5 minutes | Your time:

- Add *single* and *married* to the board. Point to each icon and say, *a single man, a single woman, a married man, a married woman.*
- Play the audio. Replay the audio as appropriate.
- Say, *Single and married men use* Mr. *Single women use* Miss *or* Ms. *Married women use* Mrs. *or* Ms.
- Direct Ss' attention to the **Be careful!** box. Say, *We do not use a title with a person's first name.* Review the examples.

OPTION To learn additional titles, Ss can complete the **Vocabulary Expander** activity on page 129.

LANGUAGE AND CULTURE

- A *first name* is also called a *given name*, and a *last name* is also called a *family name* or *surname*.
- In most western cultures, the family name comes after the given name. In many eastern cultures, the family name (or last name) comes first.
- Married women use *Mrs.* + a husband's family name or *Ms.* + their own family name. They can also use *Mrs.* + double family name (e.g. *Anna Smith-Jackson*).

D VOCABULARY PRACTICE

Suggested time: 5–7 minutes | Your time:

- Have Ss circle the correct titles individually. Go over the answers.
- Form pairs. Have Ss practice the conversations.
- Have volunteers perform their conversations for the class.

Remind Ss of additional vocabulary practice in their digital resources.

Afaq-lc.com

E LISTENING COMPREHENSION

Suggested time: 2–3 minutes | Your time:

- Say, *Listen to three conversations. Write the titles you hear.* Review the titles in Exercise C on page 18 if appropriate.
- Have Ss preview the items before listening. Then play the audio.
- Go over the answers as a class. Say each statement and elicit the titles. Write the answers on the board.
- Replay the audio if appropriate.

LANGUAGE AND CULTURE Some English names are used by both men and women; for example, the name *Robin*.

EXTENSION (+10 minutes)
STEP 1: Write on the board: *Is her title Mrs. Greeley?* Tell Ss to work individually to write three more *yes / no* questions about the people in the conversations. Challenge higher-level Ss to write six questions. If possible, print out the audio script and pass it out to Ss for reference. Refer Ss to the grammar charts on page 10 for *yes / no* questions and short answers.
STEP 2: In pairs, have Ss take turns asking and answering their questions. Model the exchange with a higher-level S. Model both affirmative and negative short answers. For example: *Is her title Mrs.?* (No, it isn't. It's *Ms.*) *Is his name Noah Harris?* (No, it's not. His last name is Tate.) Monitor. Check for correct word order and subject-verb agreement.

F VOCABULARY

Suggested time: 2–3 minutes | Your time:

- Play the audio. Have Ss read and listen.
- To check understanding, ask volunteers to point to the address, the phone number, and the email address in the three photos.
- Point to *an* in items 1 and 3. Ask, *Why do we use* an *with these words?* (They start with vowels.) Point to item 2. Ask, *Why do we use* a *with* phone number? (It starts with a consonant.)

G VOCABULARY PRACTICE

Suggested time: 2–3 minutes | Your time:

- Do item 1 as a class. Hold up your book and point to an email address in the image. Ask, *Is this a phone number? An email address? An address?* Elicit the answer. Write *1. b* on the board.
- Have Ss complete the exercise individually.
- Go over the answers as a class.

H ABOUT YOU

Suggested time: 5 minutes | Your time:

- Copy the form on the board. Model the activity with your own or made up information. Talk about your information in complete sentences as you write it down. For example, say, *My title is [Ms.].* and then write the title in the form.
- Have Ss complete the exercise individually.
- Monitor. Make sure Ss write the appropriate information in each blank.

TEACHING TIPS
- Many cultures use more than one given or family name. In this case, suggest Ss write only the first given and family name in the form.
- Tell Ss that they do not have to use their own information when they complete exercises. They can use different information, if they prefer.

SPEAKING | PAIR WORK

Suggested time: 5–7 minutes | Your time:

- Read the conversation aloud. Then model the activity. Introduce yourself using a title. For example, *Hi! I'm [Ms.] [Turner].*
- Walk around as Ss greet each other in pairs. Listen for the correct pronunciation of titles.

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 a title and their last name.

EXTENSION (+10 minutes) Divide Ss into groups of 5-6, and ask them to stand in a circle facing each other. Have Ss complete a chain activity. Write this model on the board and reference it as you explain the activity:

Student A: *I'm Janet Carlson. It's a pleasure to meet you!*
Student B: *My first name is Tom. My last name is Williams. And she's Janet Carlson.*
Student C: *Hi! I'm Mr. Brown. He is Tom Williams, and she's Janet Carlson.*

Student A introduces himself or herself (first name only, first and last name, with or without a title, etc.) Then Student B introduces himself or herself as well as Student A. Then Student C introduces himself or herself as well as Students A and B. Encourage Ss to use different ways to introduce themselves. If a S forgets a classmate's name, the group must start over with Student A.

Remind Ss of additional vocabulary practice in their digital resources.

Afaq-lc.com

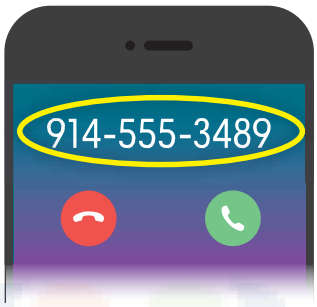
E LISTENING COMPREHENSION | Listen and write the correct title.

1 She's *Ms.* Ellen Greeley.
2 They're *Mr.* Noah Tate and *Mrs.* Rita Harris.
3 The teacher is *Mr.* Robin Smith.

F VOCABULARY | Contact information | Read and listen. Then listen again and repeat.



1 an address



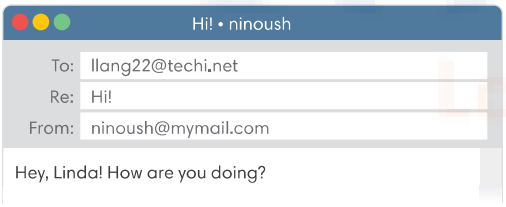
2 a phone number



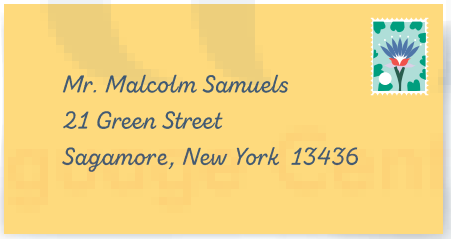
3 an email address

G VOCABULARY PRACTICE | Match the picture with the kind of contact information. Write the letter on the line.

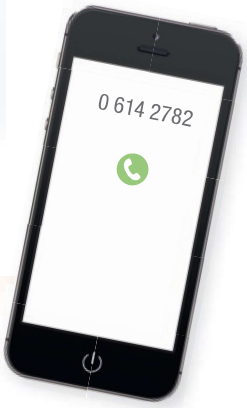
a a phone number
b an email address
c an address



1 ...*b*...

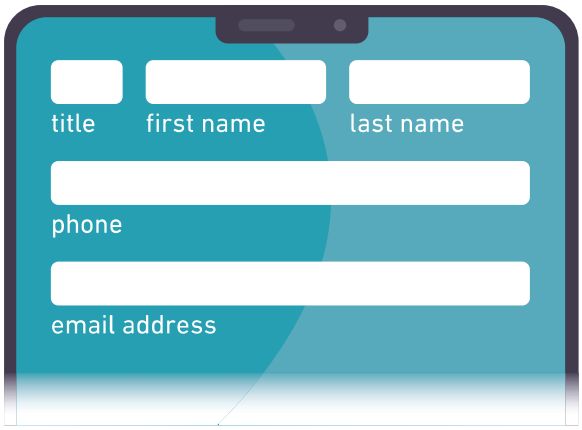


2 ...*c*...



3 ...*a*...

H ABOUT YOU | Write your contact information.



SPEAKING PAIR WORK | Greet a classmate. Use your title and your last name.

Hello. I'm Mr. Pitt.

Good morning, Mr. Pitt.

Afaq-lc.com

1 COMMUNICATION GOAL Describe relationships

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



1 a classmate



2 a friend



3 a neighbor



4 a teammate



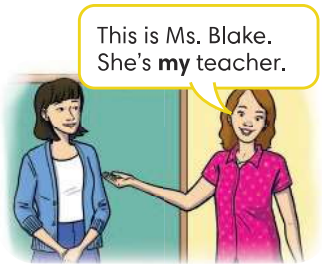
5 a boss



6 a colleague

COACH

B GRAMMAR | Possessive adjectives



Melanie is **my** friend.
She's **your** neighbor.
Ms. Boyce is **his** colleague.
Ann Blake is **her** teacher.
He's **our** classmate.
We're **their** teammates.

Subject pronouns		Possessive adjectives
I	→	**my**
you	→	**your**
he	→	**his**
she	→	**her**
we	→	**our**
they	→	**their**

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

D GRAMMAR PRACTICE | Circle the correct word to complete each sentence.

1 Ms. Sands is (my / I) colleague.
2 Is Elaine (you / your) friend?
3 Is Dr. Selden (she / her) doctor?
4 Are (they / their) Andrew and Carla?
5 Mr. Ellis is (we / our) neighbor.
6 I'm (his / he) classmate.

E LISTENING COMPREHENSION | Listen to the conversations. Complete the chart with the relationships.

Name	Relationship	Name	Relationship
1 Len	*neighbor*	4 Mr. Grant	*boss*
2 Bruce	*classmate*	5 Rob	*colleague*
3 Shahana	*neighbor*	6 Carlos	*friend*

Afaq-lc.com

LESSON 1 Describe relationships

A VOCABULARY

Suggested time: 2–3 minutes | Your time:

- Have Ss preview the pictures and captions before listening. Point to the circled man in the first photo and say, *He is a classmate.*
- Have Ss read and listen, then listen again and repeat.
- To check comprehension, ask, *Is [Sakeena] your classmate? Is she your neighbor? Are [Jennie and Francisco] your colleagues? Am I your boss?*

LANGUAGE NOTE The letters *gh* in the word *neighbor* are silent.

LANGUAGE AND CULTURE

- *Neighbor* is spelled *neighbour* in British English.
- We usually use *teammate* to refer to a person who is on the same sports team and *classmate* to refer to a person who is in the same class.

B GRAMMAR

Suggested time: 5–7 minutes | Your time:

- Direct Ss' attention to the picture. Read the woman's statement aloud.
- Write on the board: *You are my students*. Read it aloud. Point to the whole class while saying *you*. Point to yourself while saying *my*. Circle *my*. Say, *The word* my *is a possessive adjective. We use possessive adjectives to describe relationships.* Underline *You*. Ask, *Is this pronoun singular or plural?* (plural) Then underline *students* and ask, *Is this noun singular or plural?* (plural) Draw a curved line to show the connection between *You* and *students*: *You are my students*.
- Say, *Look at the examples.* Read the examples aloud.
- Direct Ss' attention to the note on **Subject pronouns** and **Possessive adjectives**. Say, *Each subject pronoun has a possessive adjective.* Read the pronouns and adjectives aloud and have Ss repeat.

LANGUAGE NOTE The contraction *they're* and the possessive adjective *their* have the same pronunciation. Likewise, *you're* and *your* have the same pronunciation. Because of this, Ss often write one when they mean the other.

C PRONOUNCE THE GRAMMAR

Suggested time: 2–3 minutes | Your time:

- Have Ss listen to the examples in the grammar chart and repeat.
- Monitor. Listen for the correct pronunciation of the possessive adjectives.

D GRAMMAR PRACTICE

Suggested time: 5 minutes | Your time:

- Do item 1 as a class. Read the sentence aloud and elicit the answer. Then ask, *Why is* my *the correct answer?* (*My* is a possessive adjective.)
- Have Ss complete the exercise individually and then compare answers in pairs.
- To go over answers, invite volunteers to read the completed sentences aloud. Write the answers on the board.
- For item 4, ask, *Why is* they *the correct answer?* (There are no relationship words in the question.)

TEACHING TIP Prepare answer cards (flashcards) before the lesson. Use them as an engaging way to check answers in class. One side of each card should include the item, for example, *Ms. Sands is (my / I) colleague*. The other side should provide the correct answer; for example, *Ms. Sands is* ***my*** *colleague*. Using flashcards will save time during answer review and will improve Ss' retention of the language learned.

EXTENSION (+10 minutes) Write on the board: ___ *is my* ___. Model the activity. Say, *[Mr. Peters] is my colleague. [Ms. Rodriguez] is my boss.* Ask Ss to write 3–5 statements using the structure on the board to describe their own relationships. Have Ss take turns reading their sentences aloud in pairs.

E LISTENING COMPREHENSION

Suggested time: 5 minutes | Your time:

- Go over the sample answer as a class. Play the audio and pause after the first conversation. Ask, *Is Len his friend?* (no) *Is Len his neighbor?* (yes)
- Say, *In each conversation, listen for the relationship word. Write it in the chart.*
- Play the rest of the audio. Have Ss complete the exercise individually and then compare answers in pairs. Refer Ss to the vocabulary in Exercise A to check their spelling.
- Go over the answers. Copy the chart on the board and invite Ss to write the answers.

TEACHING TIPS

- If you have lower-level Ss who write more slowly, pause after each conversation to give them more time to complete the task.
- If Ss need additional support, make copies of the audio script for this exercise on pages 164–179. Pass it out to Ss. Tell them to read it as they listen.

Afaq-lc.com

F GRAMMAR

Suggested time: 5–7 minutes | Your time:

- Write on the board:
  1. teammates *3. boss*
  2. Melanie *4. neighbors*
- Read each item aloud. Ask, *Is this a name, a singular noun, or a plural noun?* Write the answers. (1. plural noun; 2. name; 3. singular noun; 4. plural noun)
- Point to the picture. Read the caption aloud, stressing *Joe's*. Say, *We can also use possessive nouns to describe relationships.*
- Read the rules and examples in the grammar chart aloud.
- Invite volunteers to write the possessive forms of the words on the board. (1. teammates'; 2. Melanie's; 3. boss's; 4. neighbors')
- Say, *Look at the **Be careful!** box.* Read the example aloud.
- To make sure Ss do not confuse contractions with possessive nouns, write on the board: *She's John's friend.* Point to each word with an *'s* and ask, *Is this a contraction or a possessive noun?* (*She's* = a contraction; *John's* = a possessive noun)

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:

- Go over item 1. Ask, *Why do we add an apostrophe -s ('s) and <u>not</u> -s apostrophe (s')?* (*Don* is singular.)
- Have Ss complete the exercise individually. Refer them to the **Be careful!** box for item 6.
- Go over the answers.

Communication Activator

A CONVERSATION MODEL

Suggested time: 5 minutes | Your time:

These conversation strategies are implicit in the model
- When introducing people, describe relationships
- Greet the person you are being introduced to

- Have Ss preview the conversation before listening. Elicit examples of possessive nouns, possessive adjectives, and relationship words.
- Play the audio and have Ss follow along in their books.
- Call Ss' attention to the **Social language** box. Read the information aloud and have Ss repeat.

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Form groups of three. Play the audio. Monitor as Ss role-play.

C CONVERSATION GROUP WORK

Suggested time: 5–7 minutes | Your time:

- To model the exchange, role-play the conversation with higher-level Ss. Play Speaker A.
- Form groups of three. Have Ss personalize the conversation. Suggest they use their real names but other relationships.
- Encourage Ss to use the structures in the **Recycle This Language** box to extend their conversations.

OPTION Play the **Keep Talking!** video as Ss refer to the **Recycle This Language** box. Have Ss raise their hands if the characters in the video say any of the expressions in the box.

TEACHING TIP To ensure Ss practice new language they have learned, encourage them to use the language in the **Recycle This Language** boxes in their speaking practice.

D CHANGE PARTNERS

Suggested time: 5 minutes | Your time:

- Have Ss work in different groups than in Exercise C.
- Have them 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 vocabulary for relationships
- ✓ using possessive adjectives to describe relationships
- ✓ forming possessives with names, singular nouns, and plural nouns to describe relationships
- ✓ 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) Have Ss write their names on a blank sheet of paper. Say, *Write three sentences about the people in your life. Use possessive adjectives and nouns.* Model the activity. Write on the board: *My colleague's name is Lynn. Lynn's neighbors are Mr. and Mrs. Romano.* Collect the papers. Read them to identify areas for review.

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

Afaq-lc.com

COACH

F GRAMMAR | Possessive nouns



This is **Joe's** teacher, Ms. Brown.

Add 's with names and singular nouns.
Joe is **Ms. Brown's** student.
Sally is **Ellen's** neighbor.
He is my **friend's** boss.

Add ' with plural nouns.
My **classmates'** names are Mark and Gillian.
Our **neighbors'** last name is Jones.

Be careful!
Luke and Laura's friend NOT ~~Luke's and Laura's~~ friend

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

H GRAMMAR PRACTICE | Write the possessive noun.

1 Are they ...*Don's*..... (Don) neighbors?
2 He is ...*Isabel's*..... (Isabel) classmate.
3 Nina is ...*Mr. Martin's*..... (Mr. Martin) boss.
4 I'm your ...*neighbor's*..... (neighbor) boss.
5 They're our ...*friends'*..... (friends) teammates.
6 Peter is ...*Liz and Julie's*..... (Liz and Julie) teacher.

COMMUNICATION ACTIVATOR

Now let's describe relationships.



A CONVERSATION MODEL | Read and listen.

A: Eric, this is Sophia. Sophia's my classmate.
B: Hi, Sophia.
A: Eric's my neighbor's boss.
C: Hello, Eric. Nice to meet you.
B: Nice to meet you, too.

Social language
When you meet someone new, say...
- Hi. / Hello.
- Good [morning / afternoon /evening].
- How are you?

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

C CONVERSATION GROUP WORK | Role-play the conversation with two classmates. Use other relationships. Then change roles.

A: ....., this is ....'s my ..... .
B: ..... .
A: .....'s ..... .
C: ..... . Nice to meet you.
B: ....., too.

KEEP TALKING! ●●●
Introduce your partners to other classmates.
Watch the video for ideas!

RECYCLE THIS LANGUAGE
I'm ___ .
Are you ___ ?
[Glad to / It's a pleasure to] meet you.
How's it going?
How do you spell ___ ?

D CHANGE PARTNERS | Introduce other classmates.

Afaq-lc.com

2 COMMUNICATION GOAL — Ask for someone's contact information

A VOCABULARY | Numbers 0–20 | Read and listen. Then listen again and repeat.

0 zero	1 one	2 two	3 three	4 four	5 five	6 six
7 seven	8 eight	9 nine	10 ten	11 eleven	12 twelve	13 thirteen
14 fourteen	15 fifteen	16 sixteen	17 seventeen	18 eighteen	19 nineteen	20 twenty

B PAIR WORK | Partner A: Say the numbers in your chart.
Partner B: Listen and write the numbers. Then change roles.

Partner A

2 14 10
4 6 19 8
17 3 1 13

Partner B

11 10 18 5
15 7 6 12
12 0 20

C COACH GRAMMAR | Be: Information questions with What

What's her name?	(Maria Sanders. OR It's Maria Sanders.)
What's her last name?	(Sanders. OR It's Sanders.)
What's Ethan's address?	(15 Atlantic Street. OR It's 15 Atlantic Street.)
What's his email address?	(ecooper@bmail.com. OR It's ecooper@bmail.com.)
What's your occupation?	(I'm a teacher.)
What's their phone number?	(914-555-0034. OR It's 914 555-0034.)
What are their first names?	(Nina and Claire.)

What is → **What's**

How to say email addresses and phone numbers:
Say "e cooper **at** b mail **dot** com."
Say "oh" for zero:
0034 = "**oh-oh**-three-four."

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

E GRAMMAR / VOCABULARY PRACTICE | Complete the questions. Begin each question with a capital letter.



1 **A:** What's ..... her address ..... ?
B: 12 Pacific Street.



2 **A:** What's ..... his phone number ..... ?
B: 32-75-0456.



3 **A:** What's ..... her email address ..... ?
B: It's lulu@slipnet.com.



4 **A:** What's ..... their address ..... ?
B: It's 18 Mason Lane.

Afaq-lc.com

LESSON 2 Ask for someone's contact information

A VOCABULARY

Suggested time: 2–3 minutes | Your time:

- Point to the numbers. Say, *Point to each number as you hear it.*
- Play the audio. Have Ss read and listen. Then have them listen again and repeat after each number.

LANGUAGE NOTE English speakers often drop the second /t/ sound in the word *twenty* and say /ˈtwɛni/.

B PAIR WORK

Suggested time: 5–7 minutes | Your time:

- In pairs, have Ss sit facing each other with one book open to page 22. Each partner will be able to see only his or her own numbers right side up.
- Read the directions. Tell Ss to write the numbers on a blank card.
- Give Ss time to take turns saying and writing down the numbers in front of them. Monitor.

CHALLENGE (+5 minutes) Have Ss review numbers 0–20 in pairs. Write on the board: *page* ___. Partner A says a page number, and Partner B turns to that page. Say, *Only use pages 1 through 20 for this activity.* Model an example with the class. Say, *Page 4.* Check that Ss turn to page 4. Walk around while Ss complete the activity. Listen for the correct pronunciation of the numbers.

C GRAMMAR

Suggested time: 5–7 minutes | Your time:

- Ask a higher-level S, *Are you an English teacher?* (no) Write the question on the board. Say, *This is a* yes / no *question. You can only answer* yes *or* no.
- Then ask the same S, *What's your occupation?* Wait for the answer. Then write the question on the board. Say, *This is an information question. The answer needs more information than just* yes *or* no.
- Direct Ss' attention to the note. Say, What's *is a contraction of* What *and the verb* is. Underline *What's* in the information question on the board.
- Write the first example question and both answers on the board. Read the question aloud. Point to each answer and say, *You can answer* Maria Sanders. *OR* It's Maria Sanders.
- Point to *It's* in the second answer. Say, It *is a subject pronoun. We use* it *for things or ideas.* Underline *her name* in the question and *It* in the answer. Then draw a curved line to connect the two to show that *it* means *her name.*
- Write on the board: *It's = It is.* Say, It's *is a contraction of* it *and the verb* is.
- Tell Ss to follow along in their books as you read the rest of the examples aloud.
- Point out that *what is* can be contracted but *what are* cannot.
- Direct Ss' attention to the note on email addresses and phone numbers. Write on the board: *ecooper@bmail.com* and *914-555-0034*. Read the rules aloud.

CHALLENGE Tell Ss to underline the contact information and circle the possessive forms as you read the examples in the grammar chart aloud.

LANGUAGE AND CULTURE

- Sometimes people leave out the *dot* or *dot com* when saying email addresses. For example: *It's e cooper at b mail.* or *It's e cooper at b mail com.*
- People often say *email* to mean *email address* and *number* to mean *phone number*. For example: *What's your email? What's your number?*
- Zero can be pronounced as *oh* or *zero* in a sequence of numbers, such as phone numbers.

D PRONOUNCE THE GRAMMAR

Suggested time: 2–3 minutes | Your time:

- Have Ss listen to the examples in the grammar chart and repeat. Monitor for the correct pronunciation of the numbers and email addresses.

EXTENSION (+5 minutes) Write on the board more examples of email addresses and phone numbers, and have Ss practice saying them in pairs.

E GRAMMAR / VOCABULARY PRACTICE

Suggested time: 5 minutes | Your time:

- Go over the sample answer in item 1. Point out the capital letter *W* in *What's*.
- Have Ss complete the exercise individually. Refer them to the vocabulary on page 19 if necessary.
- To go over answers, invite volunteers to write the information questions on the board. Correct as needed.

Afaq-lc.com

F PAIR WORK

Suggested time: 5 minutes | Your time:

- Have Ss practice the conversations in pairs.
- Monitor to ensure that Ss say the information correctly.
- Have volunteers perform their conversations for the class.

G LISTENING COMPREHENSION

Suggested time: 5 minutes | Your time:

- Say, *Write each person's phone number and email address next to their name in the chart.*
- Play the audio. Have Ss listen and complete the exercise.
- Have Ss check their answers. Replay the audio.
- Copy the chart on the board. To go over answers, invite volunteers to complete it. Correct as necessary.

H PRONUNCIATION

Suggested time: 2–3 minutes | Your time:

- Say, *Each item has two words.*
- Copy *first name* on the board, with a large dot above *first* and a small dot above *name.* Point to the large dot and say, *Say this word or syllable louder.*
- Play the audio. Have Ss listen and repeat.

LANGUAGE NOTE Stressing a syllable or word means saying it higher, louder, and longer.

Communication Activator

A CONVERSATION MODEL

Suggested time: 5 minutes | Your time:

These conversation strategies are implicit in the model

- Make a question more polite with *please*
- Repeat part of a question to clarify
- Repeat information to confirm understanding
- Confirm information with *That's right.*

- Have Ss preview the conversation before listening. Elicit examples of information questions with *What* + *be* and numbers in the conversation.
- Play the audio as Ss follow along in their books.
- Direct Ss' attention to the **Social language** box and Speaker B's last line. Say, *That's right.* Ask Ss to repeat.
- To check comprehension, ask, *What's the first name of the woman in the photo?* (Lucy) *What's her last name?* (Davis) *What's her phone number?* (287-4502)

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Play the audio. Make sure Ss use rising intonation when repeating information to confirm understanding.
- Form pairs. Monitor as Ss role-play. Listen for the correct pronunciation of numbers and stress in two-word pairs.

C CONVERSATION PAIR WORK

Suggested time: 5–7 minutes | Your time:

- Form pairs. Have Ss personalize the conversation and then switch roles. Tell Ss they can make up names and contact information if they prefer.
- Monitor. Make sure Ss are writing down information and repeating it to confirm they've understood.
- Read the phrases in the **Keep Talking!** and **Recycle This Language** boxes aloud and have Ss repeat. Encourage Ss to use these phrases to extend their conversations.

D CHANGE PARTNERS

Suggested time: 5 minutes | Your time:

OPTION Instead of Exercise D, have Ss do the Closure Activity below.

- 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 numbers 0–20
✓ forming information questions with *what* and *be*
✓ forming answers to information questions with *It's*
✓ stressing the first word or syllable in two-word pairs
✓ using the conversation strategies

CLOSURE ACTIVITY (+10 minutes) Form groups of three. Have Ss take turns asking and answering questions about contact information. First, Student A asks Student B for some contact information: *What's your [phone number]?* Student B answers. Then Student C asks Student A about Student B: *What's his / her [phone number]?* Student A repeats the information: *His / her [phone number] is. . . .* Take notes on areas for review and extra practice in later lessons.

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

Afaq-lc.com

F PAIR WORK | Practice the conversations from Exercise E.

G LISTENING COMPREHENSION | Listen to the conversations. In the chart, write the contact information you hear. Then listen again to check your answers.

Name	Phone number	Email address
1 Mimi Brinker	*238-5803*	*mimi@dmail.net*
2 Delia Potter	*011-98-43-00*	*(no email address)*
3 Conrad Schmitt	*643-2157*	*conrad20@dmail.com*
4 Elaine Ferris	*(no phone number)*	*elaine10@dmail.com*

COACH

H PRONUNCIATION | Stress in two-word pairs | Read and listen. Then listen again and repeat.

first name phone number email address

COMMUNICATION ACTIVATOR

Now let's ask for someone's contact information.



A CONVERSATION MODEL | Read and listen.

A: What's your last name, please?
B: Davis.
A: And your first name?
B: My first name? Lucy.
A: And what's your phone number?
B: 287-4502.
A: 287-4502?
B: That's right.

Social language
Confirm information with "That's right."

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

C CONVERSATION PAIR WORK | Personalize the conversation. Write your partner's answers on a separate sheet of paper. Then change roles.

A: What's your last name, please?
B: ..... .
A: And your first name?
B: My first name? ..... .
A: And what's your phone number?
B: ..... .
A: ..... ?
B: That's right.

KEEP TALKING! ●●●

Talk about another classmate.
That's my classmate, Tom.

Ask about contact information.
What's [his / her last name / phone number]?

D CHANGE PARTNERS | Get other classmates' contact information.

RECYCLE THIS LANGUAGE
Is [he / she] ___ ?
Thank you. / You're welcome.
Nice to meet you.
Good [morning / evening].
Good-bye. / Good night.

Afaq-lc.com

3 COMMUNICATION GOAL Find out where people are from

A GRAMMAR | Be from / Questions with Where

Where **are** you **from**?	(We**'re from** Manila.)
Where **is** he **from**?	(He**'s from** Canada.)
Are you **from** Korea?	(Yes, I am. / No, I'm not.)
Is she **from** São Paulo?	(Yes, she is. / No, she's not. OR No, she isn't.)

Contractions
Where is → **Where's**
Where are NOT ~~Where're~~

Be careful!
Are you from Japan?
Yes, I am. NOT Yes, ~~I am from.~~



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

C GRAMMAR PRACTICE | Complete the conversations with Where and be from. Use contractions when possible. Begin new sentences with a capital letter.

1 **A:** ...*Where are*... Silvia's colleagues ...*from*...?
B: They ...*'re from*... Italy.

2 **A:** ...*Where's*... your neighbor ...*from*...?
B: She ...*'s from*... Mexico City.

3 **A:** ...*Where's*... Mr. Solomon ...*from*...?
B: He ...*'s from*... Johannesburg.

4 **A:** ...*Where are*... you and your boss ...*from*...?
B: ...*We're*... from Seoul.

5 **A:** ...*Where are*... your colleagues ...*from*...?
B: ...*They're from* Saint Petersburg.

6 **A:** ...*Are*... you and your teammates ...*from*... Santo Domingo?
B: Yes, ...*we are*... .

7 **A:** ...*Are*... you ...*from*... the U. S.?
B: No, ...*I'm not*... . I ...*'m from*... Canada.

8 **A:** ...*Is*... your friend ...*from*... Chile?
B: No, she ...*'s not*... . She ...*'s from* Colombia.

D PAIR WORK | Practice the conversations from Exercise C.

E PAIR WORK | Point to the pictures. Ask and answer questions about the people.

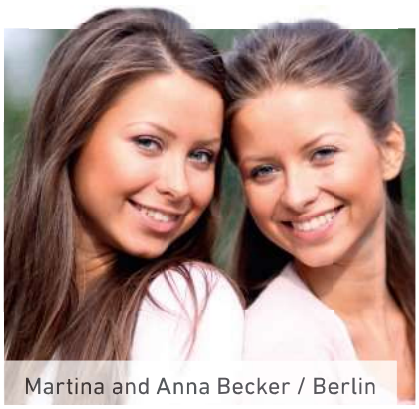
"Where is ___ from?"

"Is ___ from Montreal?"

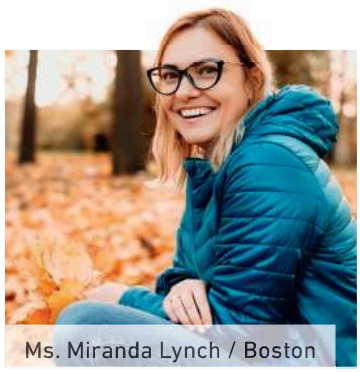
"What's ___'s last name?"


Daniela Mercado / San Juan


Jack Yu / Chicago


Martina and Anna Becker / Berlin


Mr. Kenneth Wong / Shanghai


Ms. Miranda Lynch / Boston

Afaq-lc.com

LESSON 3 Find out where people are from

A GRAMMAR

Suggested time: 5–7 minutes | Your time:

- Write the example conversation on the board. Role-play the conversation with a higher-level S.
- Say, *We use* be *with* from *to ask people the name of their home country or city.*
- Add to the board the first question and answer in the grammar box. Read the conversation aloud. Circle the subject pronouns. Underline the forms of *be*.
- Point to both conversations. Say, *The question is the same, but the answers are different.* Ask, *Why?* (*You* is both singular and plural.)
- Tell Ss to follow along in their books as you read the examples aloud.
- Remind Ss that *am not* has only one contracted form while *are not* and *is not* have two.
- Direct Ss' attention to the note about contractions. Say, Where's *is a contraction of* Where *and the verb* is. Point out that *where are* cannot be contracted.
- Say, *Look at the* ***Be careful!*** *box.* Read the example. Say, *We do not repeat* from *in short answers.*

LANGUAGE NOTE We use questions with *where* to ask for the names of places. We use *yes / no* questions to confirm the names of the places.

B PRONOUNCE THE GRAMMAR

Suggested time: 2–3 minutes | Your time:

- Have Ss listen to the examples in the grammar chart and repeat.
- Listen for rising intonation in the *yes / no* questions.

C GRAMMAR PRACTICE

Suggested time: 5–7 minutes | Your time:

- Read the sample answer in item 1 aloud. Ask, *Why do we use* are*?* (because the subject is plural) Point out that Ss should use the contracted form of *are* with pronouns.
- Monitor as Ss complete the exercise. Remind them that *be* must agree with the subject. Make sure they use contractions when possible.
- Have lower-level Ss complete the exercise in pairs. Have higher-level Ss complete the exercise individually and then compare answers in pairs.
- To go over answers, invite volunteers to read the conversations aloud. Write the answers on the board.

D PAIR WORK

Suggested time: 5 minutes | Your time:

- Monitor. Listen for rising intonation in the *yes / no* questions.
- Time permitting, have Ss switch roles.
- Have volunteers perform their conversations for the class.

E PAIR WORK

Suggested time: 5–7 minutes | Your time:

- Model the activity. Hold up your book and point to the first example question. Ask, *Where is Jack Yu from?* (Chicago) Remind Ss to use the question prompts as they talk.
- Form similar-level pairs. If appropriate, refer Ss to the contact information vocabulary on page 19.
- Monitor. Make sure Ss use the correct word order and verb forms in their information and *yes / no* questions.

OPTION (+5 minutes) Give Ss time to use the question prompts to prepare their questions before doing the exercise.

EXTENSION (+5 minutes) Show or project a world map. Invite volunteers to point to the different cities and countries mentioned in Exercises C and E.

CHALLENGE (+10 minutes) In pairs, have Ss choose a photo in Exercise E and write a short description of the person. Tell Ss to include the person's contact information, occupation, and relationships to other people. Provide an example description. Point to the first picture. Say, *This is Daniela. She's from San Juan, and she's a chef. Her address is 14 North Street. Jack Yu is her neighbor.* Invite volunteers to read their descriptions aloud.

Afaq-lc.com

F INTEGRATED PRACTICE

Suggested time: 10 minutes | Your time:

- Point to Form 1. Say, *Write your personal information here.* Give Ss a few minutes to complete the task.
- Say, *Now fill out Form 2. What questions do you ask your classmate?* (What's your title? What's your first name? What's your last name? Where are you from?) Write them on the board. Then write: *How do you spell that?* Remind Ss to use this question to ask about spelling.
- Form pairs. Tell Ss to take turns asking information questions and writing down their partner's answers in Form 2.
- Monitor. Make sure Ss are not copying the information from their partner's Form 1.
- Invite volunteers to ask you questions about the information in the form. Tell Ss to write your answers in Form 3.

Communication Activator

A CONVERSATION MODEL

Suggested time: 3–4 minutes | Your time:

These conversation strategies are implicit in the model
- Use . . . , *please?* to request information
- Say *Sure.* to provide requested information
- Use *Oh.* to show that you remembered something
- Show appreciation with *Thanks*.
- Respond with *You're welcome*.

- Say, *Look at the people in the pictures.* Ask, *Are they friends? Are they colleagues?* Elicit ideas.
- Have Ss preview the conversation before listening. Elicit examples of *be from* and questions with *where* + *be* 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 the end of the conversation. Say, *You can use* You're welcome. *to respond to* Thanks.

CHALLENGE (+5 minutes) Have Ss brainstorm examples of situations where they can use *Thanks.* and *You're welcome.*

B PRONUNCIATION PRACTICE

Suggested time: 5 minutes | Your time:

- Play the audio. Have Ss listen and repeat. Make sure they use rising intonation for . . . , *please?*
- Monitor as Ss role-play. Listen for the correct use and pronunciation of . . . , *please?*

C CONVERSATION PAIR WORK

Suggested time: 5–7 minutes | Your time:

- Hold up your book and point to the list of names in the chart. Say, *Choose one of these people. Complete the conversation with information about them. You can also choose a person you know.*
- Point out that the last name is listed before the first name in the chart. Say the cities. Have Ss repeat.
- To model the exchange, role-play the conversation with a higher-level S.
- Form pairs. Have Ss role-play the conversation and then switch roles.
- Encourage Ss to use the questions in the **Keep Talking!** box to extend the conversation.

OPTION Have Ss copy the conversation into a new sheet of paper, completing the blanks with their own information and use it as a reference as they talk.

D CHANGE PARTNERS

Suggested time: 5 minutes | Your time:

- Form different pairs than in Exercise C. Encourage Ss to talk about a friend or colleague.
- 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
- ✓ forming questions with *where* and *be from*
- ✓ using contractions with *where* and *be* correctly
- ✓ using the conversation strategies

CLOSURE ACTIVITY (+10 minutes) On a blank card, have Ss write down the names and relationships of three people. For example: *1. Lucia, classmate; 2. Mr. and Mrs. Wilson, neighbors; 3. Miss Miller, boss.* On a separate card, Ss write where each person is from. For example: *1. My classmate Lucia is from San José, Costa Rica.* If Ss do not know, they can make up the information. Then form pairs. Tell Ss to show their list of names to their partner. Have Ss take turns asking and answering questions about where the people on their partner's list are from. For example:

A: Is your classmate Lucia from Bolivia?

B: No, she's from Costa Rica.

As Ss discuss, walk around and take notes on areas for review and extra practice in later lessons.

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

Afaq-lc.com

F INTEGRATED PRACTICE | Fill out the forms. Write the correct titles. Write the name of the city.

1 About you

Title

First name

Last name

City

2 About a classmate

Title

First name

Last name

City

3 About your teacher

TITLE

FIRST NAME

LAST NAME

CITY

COMMUNICATION ACTIVATOR

Now let's find out where people are from.

A CONVERSATION MODEL | Read and listen.





A: Your name, please?
B: Sure. It's Richard Fisher.
A: And where are you from, Mr. Fisher?
B: I'm from Dallas. . . .

B: Oh. And that's my colleague, Tom Morgan. Right over there.
A: Is Mr. Morgan from Dallas, too?
B: No, he isn't. He's from Boston.
A: Thanks.
B: You're welcome.

Social language
Show appreciation with "Thanks."
Respond with "You're welcome."

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

C CONVERSATION PAIR WORK | Role-play the conversation. Choose one of the people from the list, or use *your* relationships. Then change roles.

A: Your name, please?
B: Sure. It's ..... .
A: And where are you from, ... ?
B: I'm from .... Oh. And that's my ..... , ... Right over there.
A: Is ..... from ..... , too?
B: ..... .
A: Thanks.
B: You're welcome.

LAST NAME, FIRST NAME	TITLE	CITY	RELATIONSHIP TO YOU
Purdy, David	Mr.	New York	colleague
Clinton, Sally	Mrs.	Austin	classmate
Kendall, Amy	Ms.	Miami	teammate
Roth, Luis	Mr.	Santiago	friend

KEEP TALKING! ●●●

Ask more questions.
How do you spell that?
What's your occupation?
Is she [a student]?
What's his [phone number]?

D CHANGE PARTNERS | Role-play the conversation again.

Afaq-lc.com

4 COMMUNICATION GOAL Get to know people

A VOCABULARY | Countries and nationalities | Read and listen. Then listen again and repeat.

COUNTRY	NATIONALITY
Ana is from **Brazil**.	She's **Brazilian**.
He's from **Canada**.	He's **Canadian**.
She's from **China**.	She's **Chinese**.
They're from **Japan**.	They're **Japanese**.
We're from **Mexico**.	We're **Mexican**.
Pete is from **the U.K.**	He's **British**.
I'm from **the U.S.**	I'm **American**.

See page 127 for a more complete list.

B READING | Read about famous people. What are their nationalities?

WHERE ARE THEY FROM?



Aída Román is an Olympic athlete. Where's she from? She's from Mexico City. Ms. Román is Mexican.

Aída Román is Mexican.



This is **Roger Mooking**. What's his nationality? He's Canadian, and he's Trinidadian, too! He's originally from Trinidad.

Mr. Mooking is a famous chef. But that's not all. He's also a writer and a singer!

Roger Mooking is Canadian.



Meet Brazilian-American **Perla Haney-Jardine**. What's her occupation? She's an actor.

Ms. Haney-Jardine is originally from Brazil. Where in Brazil is she from? She's from Niteroi.

Perla Haney-Jardine is Brazilian-American.



Meet **BTS**, a famous pop band. Where are they from? The singers in BTS are from Seoul. They are South Korean. They are K-pop musicians.

BTS are South Korean.

C PAIR WORK | Ask and answer questions about people in the Reading. Use the verb <u>be</u>.

"What's Ms. Román's nationality?"

"Where are the BTS singers from?"

"Is Mr. Mooking from Canada?"

Afaq-lc.com

LESSON 4 Get to know people

A VOCABULARY

Suggested time: 4–5 minutes | Your time:

- Write on the board: *get to know.* Say, *When you* get to know *someone, you learn more about them. For example, you learn their name or occupation.*
- Direct Ss' attention to the chart. Say, *Listen to different countries and nationalities.*
- Have Ss read and listen. Then have them listen again and repeat.
- Write on the board: *Where are you from? = What's your nationality?* Tell Ss the questions have the same meaning.
- Tell Ss they can find more countries and nationalities on page 127.

EXTENSION (+5 minutes) To review syllables, have Ss write the number of syllables in each country and nationality in the chart. To go over answers, say the countries and nationalities and elicit the number of syllables in each. (For example: CA-na-da and Ca-NA-di-an)

LANGUAGE AND CULTURE

- *U.K.* is an abbreviation for the *United Kingdom. U.S.* is an abbreviation for the *United States.* We can also say *U.S.A.*, which is an abbreviation for the full form, the *United States of America.*
- This book uses *American* as the name for the nationality of people from the U.S. because it is the most common term. An alternative, formal term is *U.S. citizen*.

LANGUAGE NOTE We use *the* before countries with plural names (e.g., *the Philippines, the Netherlands*) and with names containing a common noun describing the kind of state (e.g., *the People's Republic of China, the Dominican Republic, the United Arab Emirates*).

B READING

Suggested time: 10 minutes | Your time:

- Direct Ss' attention to the photos. Take a class poll on how well Ss know the famous people. Hold up your book and point to each photo. Ask *yes / no* and information questions. For example: *Is she an athlete? Who are they? What's his occupation?*
- Before listening, give Ss time to read the descriptions silently. Tell them to underline any new or confusing vocabulary. Take notes on vocabulary to review with the class after the listening.
- Play the audio. Tell Ss to listen to the descriptions and read along silently.
- Ask, *Where are they from?* Elicit answers from the class.
- Say, *Look at Perla Haney-Jardine.* Write *Brazilian-American* on the board. Ask Ss to point to the term *Brazilian-American* in the Reading. Say, *When people have two nationalities, we write them as one word with a hyphen.* Point to the hyphen in the word on the board.
- Write on the board: *Where in Brazil is she from?* Say, *This question asks about a city or town in Brazil.*
- To check comprehension, ask, *Where in Mexico is Aida Román from?* (Mexico City) *Where in South Korea is the group BTS from?* (Seoul)
- Go over any new vocabulary. For example, explain that to *be originally from* a place means to have been born there. *But that's not all* means there is more information to add.

OPTION As Ss listen, ask them to underline the names of places, such as cities or countries, and to circle nationalities.

LANGUAGE AND CULTURE An *Olympic athlete* is an athlete who competed in the Olympics, a series of international athletic contests held in a different country every four years.

C PAIR WORK

Suggested time: 10 minutes | Your time:

- Model the activity. Point to the photo of Aida Román in Exercise B. Ask the class the first example question. Write the answer on the board for reference. (She's Mexican.) Ask the other two questions. (The BTS singers are from South Korea; No, he isn't. But Mr. Mooking is Canadian now. He is originally from Trinidad.)
- Form pairs. Tell Ss to take turns asking and answering more questions about the photos in Exercise B.
- Walk around as Ss complete the exercise. Listen for subject-verb agreement with *be*.

CHALLENGE (+5 minutes) Form pairs. Tell Ss to cover up the descriptions of the people. Have them take turns saying as much information as they can remember about each person.

Afaq-lc.com

D LISTENING COMPREHENSION

Suggested time: 10 minutes | Your time:

- Say, *Listen and circle the correct answer in each sentence.*
- Do items 1 and 2 as a class. Play the Conversation 1 audio. Have Ss discuss the answers in pairs.
- Ask, *What is the teacher's name?* (Robert Judd) *Is Joseph Madison his student?* (Yes, he is.) *How do you know?* (He says, *You're our teacher. Our* refers to Joseph Madison and his classmates.)
- Say, *In the conversations, the people sometimes give information about other people.* Play the rest of the audio.
- Have Ss complete the exercise individually and then compare answers in pairs. Replay the audio if appropriate.
- To go over answers, call on Ss to read the completed sentences aloud. Address any questions. For example, in item 4, *Philadelphia* is the name of a city, so it cannot be a nationality.

EXTENSION (+5 minutes) Write additional comprehension questions on the board. For example: *Is Joseph Madison from Los Angeles?* (No, Robert Judd is from Los Angeles.) *What's Ms. Biss's occupation?* (She's an engineer.) Replay the audio. Have Ss discuss the answers in pairs or small groups.

Communication Activator

ROLE PLAY

Suggested time: 10–15 minutes | Your time:

- Point to the man in the photo. Say, *He is Speaker A.* Point to the woman. Say, *She is Speaker B.*
- Direct Ss' attention to the **Ideas** and **Recycle This Language** boxes. Ask, *What is the conversation about? What questions does Speaker A ask?* Elicit ideas from the class. Use Ss' ideas to write the beginning of a conversation on the board. For example: *A: Hello! What's your name? B: My first name is Nancy.*
- Form mixed-ability pairs. Say, *Finish this conversation.* Suggest that higher-level Ss play Speaker A and write down the conversation.
- Tell Ss to refer to the **Ideas** and **Recycle This Language** boxes as they work. Suggest they use the Conversation Models on pages 23 and 25.
- Monitor as Ss practice their conversations.
- Have volunteers perform their conversations for the class.

LOOK FOR While Ss are doing the Role Play, monitor their conversations to determine if they are

- ✓ incorporating vocabulary for countries and nationalities
- ✓ using contractions with *be*
- ✓ using correct intonation in information and *yes / no* questions

WRITING

Suggested time: 10 minutes | Your time:

- Ask Ss to fill out the form individually. Remind them they can make up information if they prefer.
- Have Ss write sentences in a paragraph. Tell them they can use the sample answer and the descriptions in the Reading on page 26 as models.
- Collect Ss' writing and compile feedback. Review the most common areas for improvement with Ss as a class.

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).

OPTION Form similar-level pairs. Hold up your book and point to the questions in the **Guided Writing** on page 135. Say, *Read your partner's sentences. Find an answer to each of these questions.* Tell Ss to open their books to page 135. Give them time to read their partner's writing silently. Ask them to show their partners the questions that do not have an answer.

TEACHING TIP List the requirements of the writing task on the board so Ss know the expectations. Read the checklist aloud. Tell Ss to reference the requirements as do the task. For example:

1. *Write 6–8 sentences.*
2. *Begin sentences with a capital letter.*
3. *End sentences with a period.*
4. *Use* my *and* I'm *to answer questions.*

CLOSURE ACTIVITY (+10 minutes) Form similar-level pairs. Tell Ss to look at the photos of famous people on pages 14 and 26. Say, *Partner A says information about one of these people. Partner B says the name of that person.* Model the activity with a higher-level S. Say, *He is a chef.* Wait for the S to answer. (Roger Mooking) Tell Partner A to say information about the person until Partner B guesses correctly. As Ss talk, walk around and take notes on areas for review and extra practice in later lessons.

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

Afaq-lc.com

D LISTENING COMPREHENSION | Listen to the conversations. Complete each statement with the correct word or phrase.

Conversation 1

1 The teacher's name is (Robert Judd / Joseph Madison).
2 Joseph Madison is Robert Judd's (student / colleague).

Conversation 2

3 The doctor's first name is (Thomas / Jack).
4 His nationality is (Philadelphia / American).

Conversation 3

5 Irene Biss's (title / occupation) is Ms.
6 She's (Canadian / American).

Conversation 4

7 Mr. Solis is from (New York City / Riverside Drive).
8 He's (American / Mexican).

Conversation 5

9 Glenn and Amanda are (neighbors / friends).
10 Glenn's nationality is (American / British).

Conversation 6

11 David Harrison is from (Miami / Chicago).
12 Emily Caro is David Harrison's (colleague / boss).

COMMUNICATION ACTIVATOR

Now let's get to know people.

ROLE PLAY | Create a conversation for the people in the picture.

Ideas
name / first name / last name
title
nationality
occupation
contact information

RECYCLE THIS LANGUAGE

Excuse me.
Where ___ ?
What's ___ ?
And your ___ ?
I'm from ___ .
Nice to meet you.
How do you spell that?
That's right.



WRITING

Complete the form about yourself. Then, on a separate sheet of paper, use the information to write sentences about yourself. Begin each sentence with a capital letter. End with a period (.). For example:

My first name is Ana, and my last name is Crane. I'm from . . .

GUIDED WRITING p. 135

PERSONAL INFORMATION

First Name		Last Name	
Nationality			
Occupation			
Address			
Phone Number			
Email Address			

Afaq-lc.com

Interactive Cool Down

1 Chat

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



Silvia: Hello. I'm Silvia. Nice to meet you.

Louise: Nice to meet you, too! I'm Louise.

Silvia: So where are you from, Louise?

Louise: Me? I'm from New York. And you?

Silvia: I'm from Puebla.

Louise: Excuse me?

Silvia: Puebla. I'm Mexican.

Louise: What's your last name?

Silvia: It's Soto.

Louise: Soto? How do you spell that?

Silvia: S-O-T-O. And what's your last name?

Louise: Moore. That's M-O-O-R-E.

Partner A's Chat Guide

A Hello. I'm ___ . Nice to meet you.

B

A: So where are you from, ___ ?

B

A I'm from ___ .

B

A ___ . I'm ___ .

B

A It's ___ .

B

A ___ . What's your last name?

B

Partner B's Chat Guide

A

B Nice to meet you, too! I'm ___ .

A

B Me? I'm from ___ . And you?

A

B Excuse me?

A

B What's your last name?

A

B ___ ? How do you spell that?

A

B ___ . That's ___ .

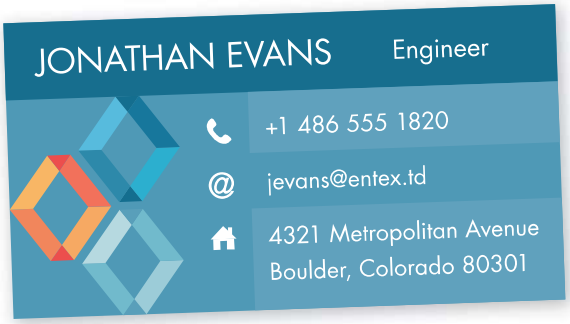
2 Make a BUSINESS CARD

"What's your last name?"

"How do you spell that?"

Look at the business card. Then make a business card for your partner.

Ask your partner questions to get information for the card.





Afaq-lc.com

Interactive Cool Down

1 CHAT

Suggested time: 20 minutes | Your time:

- Say, *Look at the people in the pictures.* Ask, *What is their conversation about?* Elicit ideas.
- Read the conversation aloud with a higher-level S. Play Speaker A. At the end of the conversation, say the underlined word *your* extra loudly. Ask the rest of the class to follow along in their books as they listen.
- Form pairs. Ask Ss to choose roles. Tell Ss that Partner A's role is similar to Silvia's and Partner B's role is similar to Louise's.
- Ask Partner As to stand up so that you can see who is playing which role. Walk around and make sure all Ss are looking at the correct Chat Guide. Assist as needed.
- Say, *Complete your Chat Guide with new information.* Model the activity. Copy the first line of Partner A's Chat Guide on the board. Complete the introduction with your name. Say it.
- 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 pairs are ready, have them practice their new conversations.
- Invite pairs to role-play their conversation for the class.

OPTION Rather than reading the conversation at the top of the page as a class, Ss can read it aloud once they are in pairs.

OPTION If possible, make a copy of page 28 and cut out each Chat Guide. Then make copies of each Partner Chat Guide and hand them out to the appropriate Ss before starting the exercise.

CHALLENGE Ask higher-level Ss to extend the conversation with additional information and *yes / no* questions. Refer them to the **Keep Talking!** and **Recycle This Language** boxes in the unit, and suggest they use the language from these boxes in their conversations.

TEACHING TIP When Ss preview a picture and try to guess what people shown in the picture are talking about, tell them to pay attention to non-verbal communication. Body language can show what people are saying. For example, people usually shake hands when they say, *Nice to meet you.* Facial expressions and hand gestures can show how the people are feeling.

2 MAKE A BUSINESS CARD

Suggested time: 15 minutes | Your time:

- Point to the example business card. Say, *This is a business card. Do you have a business card?* Ask Ss to hold up their business card if they have one.
- Ask questions about the information on the example card and elicit answers. For example: *What's this person's first name?* (Jonathan)
- Ask, *What information is on a business card?* (first and last name, occupation, phone number, email address, address) Write the answers on the board.
- Form pairs. Point to the blank spaces in the second business card. Say, *Write your partner's information here.* Remind Ss they can make up information if they prefer.
- Have Ss take turns asking and answering information questions to make a business card for their partner.
- Invite volunteers to introduce their partner to the class. Lower-level Ss can look at the business card as they present.

EXTENSION (+15 minutes)
STEP 1: Have Ss make their own business card on a blank card. Encourage them to include the same information as the business card on page 28, but to create their own logos if they prefer.
STEP 2: Say, *You are at a business event. It is time to meet new colleagues.* Have Ss stand up. Form groups of 3–4. Tell Ss to take turns introducing themselves and handing out their business cards. Ss can also walk around in pairs and introduce their partner to otheir classmates. Encourage them to use social language such as *It's a pleasure to meet you.* and ask questions about each other's contact information. Every 3 minutes, call out, *Next!* and ask Ss to find new groups. Make sure Ss take back their business card before they move to a new group. Repeat until Ss have talked with most of their classmates.

CHALLENGE (+5 minutes) Ask higher-level Ss, *What's your occupation? Do people use business cards in your occupation? Where are you from? Do people have business cards in your country?* If appropriate, have Ss share their experiences in pairs.

Afaq-lc.com

3 PERSONAL INFO GAME

Suggested time: 25 minutes | Your time:

- Say, *Now, let's play the Personal Info Game.* Write on the board: *info = information.* Say, Info *is short for the word* information.
- Point to the game board. Say, *To play this game, you make questions with the words on these squares.*
- Have Ss preview the game board. Review the meaning of any new or confusing words.
- Direct Ss' attention to the illustrated directions. Hold up a coin. Say, *This is a coin. One side of the coin is called "heads." The other side is called "tails."* Show both sides of the coin. Point to each as you say its name.
- Ask Ss to hold up their own coins. Say, *Show me heads. Show me tails.* Make sure Ss understand the name for each side of the coin.
- Say, *To play the game, you flip the coin.* Hold up your coin and then say, *Flip!* as you flip your coin in the air. Let it land on a desk or table.
- Read the game directions aloud. Tell Ss to follow along in their books.
- Point to the sentence cues on the game board. Say, *These are cues. Use each cue to make a question.* To model this, point to the first cue after **Start** on the game board. Write on the board: *What / name?* Ask, *How do we complete this question?* (What is your name?) Write the complete question on the board.
- Form similar-level pairs. Make sure each pair has a coin. Ask each pair to flip the coin. The S who flips heads goes first.
- Walk around as Ss play the game. Encourage Ss to answer the questions in complete sentences. Make sure they are following directions to flip again or lose a turn if they land on those squares. Take notes on areas for review and extra practice in later lessons.
- If Ss finish the game quickly, have them play again.

TEACHING TIPS

- Bring extra coins with you to class in case Ss don't have any.
- If Ss do not have or know their mother, suggest they answer with another family member's name.
- Remind Ss that they can make up a number if they don't want to give their real phone number.

OPTION Consider having Ss come to the front of the class to stand closer as you demonstrate how to play the game.

OPTION (+10 minutes) Give Ss time to form the questions on a blank sheet of paper before playing the game. Say, *Use* be, *subject pronouns, and possessive forms to make questions.*

Possible questions for *Personal Info Game:*
What is your name? How do you spell [your name]? What is your teacher's last name? What is your teacher's title? Where are you from? What is your phone number? What is your friend's name? What is your mother's first name? What is your teacher's nationality?

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. 141–142 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

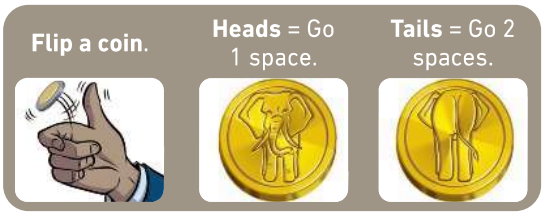
3 Personal info game

Play with a partner. Flip a coin to decide who goes first.

To play, flip again. Heads = go 1 space. Tails = go 2 spaces. Place your coin on the square.

Use the cues to ask your partner a question. Your partner answers and goes next.

The partner who finishes first is the winner.





Language Center

For more practice . . . Unit Review, p. 141 / Practi-Chant, p. 158
Connect TV / Test-Taking Skills Booster

PROGRESS SELF-CHECK NOW I CAN

- ☐ Describe relationships.
- ☐ Ask for someone's contact information.
- ☐ Find out where people are from.
- ☐ Get to know people.

Afaq-lc.com