

PREVIEW



Hobbies and interests

Unit Focus In this unit, students get to know each other.

Functions: Introducing yourself and others; meeting and greeting others; asking for and giving personal information

Grammar: Simple present: *Wh-* and *Yes / No* questions

Vocabulary: Hobbies and interests, free-time activities

Clarification language: *How do you spell (that)? What does that mean?*

When they finish this unit, students can introduce themselves in English, can meet and greet people, and can ask for and give personal information.

In Brief

① & ② Students preview words related to music, free-time activities, and food.

③ With a partner, they talk about their interests and hobbies.

Option: Start with the *Optional Warm-up Activity*.

Lesson Plan

① 1. T: Look at page 12. Step 1: Listen. Point to the pictures.

🔊 Play AUDIO 1-1 or read the audio script.

Audio Script

Free-time Activities

The underlined words correspond with the pictures on the PREVIEW page, in a clockwise direction.

playing sports: He likes playing sports.

watching movies: She loves watching movies in her free time.

reading: My best friend likes reading books.

dancing: I love music and dancing.

shopping: They like shopping.

Music

rock: Rock is her favorite kind of music.

hip-hop: He loves hip-hop!

classical: My father likes classical music.

pop: My sister always listens to pop music.

Favorite Foods

fruit: He eats fruit every day.

pizza: His favorite food is pizza.

chicken: He likes chicken.

spicy food: She loves spicy food.

sweet food: She loves sweet food.

fast food: They love fast food.

② 2. T: Step 2: Add two more words to each group. When students finish, have a few share what they wrote.

③ 3. 🗣️ T: Step 3: Work with a partner. Divide the class into pairs. Gesture to show how you want students paired.

4. Which things do you like? Example: A: I like hip-hop and watching movies. What about you? B: I like rock music and playing sports. And I love spicy food!

5. Demonstrate with one pair. Direct them through a few items as others watch.

6. Give students time to do the activity.

Optional Warm-up Activity

Eight things

Preparation: Think of eight interesting bits of information about yourself.

Procedure: Write the bits of information on the board in a random way. Write single words and letters, not sentences. Ideas include hometown, free-time activities, family members, favorites (food, actors, etc.), interesting places you've visited, important places or dates in your life, and pets. Include one or two things that are challenging to guess, such as shoe size. On the board, also write *Is that your...?* and *Does _____ mean...?* Students guess what the information

about you means. When they are right, add one or two sentences of extra information. Then students write eight or so bits of information about themselves. They work in groups of three or four, guessing the meaning of what their partners wrote.

- This activity can be used anytime during or after this unit.

Language Notes

You may want to point out that *spicy* is not a food name. It describes other foods. The food shown in the photo is a chili pepper.

Tips for Better Teaching

Getting started

Good teachers embrace the opportunity to change and grow. The Tips for Better Teaching feature of this Teacher's Manual is just such an opportunity. Several times in each unit we present a quick tip designed to help students become better students and teachers become better teachers. Some tips are activity ideas for your students. Others are teaching ideas for you. We aim to accommodate even the busiest teacher by presenting the ideas in tip form. We hope you find them useful. **Note:** You may want to skim all of the tips now so that you don't get to Unit 10 or 11 and think, "Hey, that's an idea I could've used earlier!"



Getting to know you

In Brief

Students hear a conversation containing questions about personal information.

1 They identify specific information about the speaker.

2 They identify the question form used.

In ABOUT YOU, students answer questions about themselves, then discuss answers with a partner.

Lesson Plan

1. T: *Look at page 13. You are going to hear people talking on their first date. The target is listening for specific information: personal information.*

2. T: *Step 1: Listen. Madison is on her first date with David. Write about her.* Play AUDIO 1-2. Stop after the second item to make sure students know the answer and understand what to do. T: *We know number one. Her name is Madison Hayes. Number two. When is her birthday?* (May 15)

3. Continue playing the rest of the audio. Students do the task. If necessary, pause the audio to give students time to think and respond.

4. After you have played all the segments, have students compare answers in pairs or small groups. Check by having students say the answers while you write them on the board. (If your students find listening very challenging, try option * on page T16.)

Audio Script**Number 1**

A: This is a great restaurant, Madison. Good choice.

B: Uh, thanks. I come here a lot.

A: So, your last name is Hayes, right?

B: Yeah. Hayes.

A: Is that spelled H-A-Z-E?

B: No. It's H-A-Y-E-S.

A: That's a nice name.

Number 2

A: When is your birthday?

B: May. May fifteenth.

A: May fifteenth? Cool. My birthday is on May twentieth.

Number 3

A: And where are you from?

B: Honolulu, Hawaii.

A: Honolulu! Wow. Wow! I would love to go to Hawaii someday.

B: It's beautiful there.

Number 4

A: What's your favorite food, Madison?

B: Hmm. Favorite food. Maybe pizza. Yeah, pizza with sausage and pepperoni and onions and green peppers and black olives and . . .

A: Pizza. Right. I like pizza too.

Number 5

A: What kind of music do you like?

B: Hip-hop. I like lots of music, but hip-hop is my favorite.

A: That's cool. I'm into rock.

Number 6

A: What do you do in your free time?

B: I love dancing. Yeah, dancing is great.

A: Hmm. Dancing.

Number 7

A: What is something you dislike?

B: Something I dislike? Well, I'm a student. So, I'll say homework. I don't like homework.

A: Yeah. Who does?

Number 8

A: What is something interesting about you?

B: Hmm. You mean something different or unusual?

A: Yeah.

B: Well, I practice karate. I do karate every week.

A: Karate? That is different.

B: Yeah, it's really cool to do. Uh, can I ask you some questions now?

A: Uh, sure.

Answer Key

- | | |
|---------------------|----------------|
| 1. Madison Hayes | 5. hip-hop |
| 2. May 15th | 6. dancing |
| 3. Honolulu, Hawaii | 7. homework |
| 4. pizza | 8. does karate |

2 5. T: *The target is listening for specific information: question forms.*

6. T: *Step 2: Listen again. What are the questions? Check them.*

Play the audio again. Continue as in lesson plan steps 2-4.

Option: Play the audio again to allow students to confirm their answers.

Answer Key

- Your last name is Hayes, right?
- When is your birthday?
- Where are you from?
- What's your favorite food?
- What kind of music do you like?
- What do you do in your free time?
- What is something you dislike?
- What is something interesting about you?

ABOUT YOU

7. T: *Listen to ABOUT YOU. Answer the questions about yourself.*

Play AUDIO 1-3.

8. Check understanding by asking a few students what they wrote for each item. T: *What did you write for number one?*

9. T: *Work with a partner. Compare answers.*

Audio Script

- Where are you from? Write your hometown.
- When is your birthday? Write your birthday.
- What is your favorite food? Write your favorite food.
- What kind of music do you like?
- What do you do in your free time?

Continued on page T16.



Where are you going?

In Brief

- 1 & 2 Students practice a “small talk” conversation.
- In DRAMA COACH, students get tips on how to role-play the conversation.
- 3 Then they change the conversation to include their own ideas.

Lesson Plan

- 1 T: *Look at page 14. Two people meet on a bus. They're making small talk. Step 1: Listen.* Play AUDIO 1-4.
2. If any vocabulary is new, explain it or ask students to guess the meaning.
3. Play the conversation again. Stop after each line and have students repeat it. You may want to have them repeat the line silently, thinking about pronunciation before saying it out loud. T: *Listen again. Repeat silently. Listen to the pronunciation in your mind. Now repeat out loud.*

Audio Script

- A: Is this seat taken?
 B: No, it's not.
 A: Where are you going?
 B: To Vancouver.
 A: Really? Vancouver is beautiful.
 B: It sure is. It's my hometown.
 A: Your hometown? It's mine too.
 B: Oh, really?

4. T: *Step 2: Stand up. Work in pairs.* Gesture to show how you want students paired. *Practice the conversation with a partner.* You might want students to act it out, standing and sitting as they go through the conversation. If possible, play soft background music as they practice. Background music can be found at the end of the audio CDs.
5. As students practice, circulate and help. Encourage students to use the substitution words. T: *Use the “changes” in blue and green. You can use other words too. Option:* On the board, write *Your hometown? I'm from _____.* As students practice, they can personalize the conversation when they get to the last panel. If they are from the same hometown, they use the pattern in the book. If they are from different places, they use the one on the board. Encourage students to practice “with feeling.”
6. After a few minutes T: *Change parts.*



DRAMA COACH

7. Encourage students to experiment with the conversation: T: *DRAMA COACH. Add emotion. How do you feel meeting new people? Nervous? Excited? Make your voice show your feelings.* You may want to use the video example, available for viewing or download at www.efcafe.com.
8. You may want to have a few pairs perform in front of the class or various pairs perform for other pairs.

Audio Script

Hi, everyone. It's Adam, your Drama Coach. Welcome to *English Firsthand Success*. I'm here to help you practice the conversations in this course.

In this scene, you're on a bus. One person sits down next to the other.

How do you feel about meeting new people? Are you nervous? Are you excited? And remember, use your voice to show how you feel.

OK. Are you ready? Let's get started.



2-minute Conversation Task

9. T: *Step 3: 2-minute Conversation Task. Close your book. Have a conversation. English only. Talk about your hometown.*



Options and Variations

* *Read and look up.* When students speak, they look directly in their partner's eyes. They can look back at their books as many times as they need to. This means they have to remember the dialog, at least for a short time. An easy way to do this is to have students stand. They hold their books with one hand. Whenever they speak, they put the book behind their back.



General Notes

- The DRAMA COACH video features actors enacting the scene from the CONVERSATION page. Often the actors improvise, paraphrasing the characters' lines. Therefore, it's important that you encourage students to focus on the actors' gestures, vocalization, and interaction, rather than on any discrepancies in wording.
- DRAMA COACH helps add vocal and physical variety to the conversation practice. Students are encouraged to “play” with their character. This makes the practice more interesting and more memorable. Also, language is more than just words. DRAMA COACH lets students explore their tone of voice and body language.
- The *2-minute Conversation Task* is a way to help students move from the complete support of the written dialog to conversation that is more their own. Students should not feel as if they are supposed to remember the dialog from the book and practice that exactly. Rather, they use it as a model. This is fluency work, so error correction is probably not appropriate.
- The speakers are making “small talk” —light, informal conversation. This is very important in social situations. It is common for finding something speakers share. In this conversation, the first speaker asks where the other is going. This brings up the common item: They are both traveling. When they find out they are both from Vancouver, it gives them something else in common.
- Note that people often find something in common before introducing themselves.
- Since this is Unit 1, many students probably don't know each other yet. You may want to have them have their conversation with several classmates.



My partner

In Brief

- 1 Students practice the key phrases of the PAIRWORK.
- 2 & 3 They answer basic interview questions about themselves. Then they interview their partner.
- ✓ In CHALLENGE! students introduce their partner to another pair.

Lesson Plan

- 1 1. Divide the class into pairs, A and B. T: *Work with a partner. A, look at page 15. B, look at page 16. Today's goal is interviewing your partner.*

Pronunciation

- 2. T: **Step 1: Pronunciation. Look at the Pronunciation box at the top of the page. Listen.** Play AUDIO 1-5.
- 3. T: **Now listen again. Repeat the words silently. In your mind, match the stress and the rhythm.** Play the audio again.
- 4. T: **Now listen again. Repeat the words out loud. Make your pronunciation the same as what you hear.** Play the audio again. **Note:** The boldfacing of the words in the Pronunciation box indicates the syllables and words that students should try to stress. The boldfacing does not correspond to all stressed syllables, only the most important ones. This allows students to focus on the main stress points in each sentence.

Audio Script

- A: **What** is your **name**?
 B: I'm **Taylor**.
 A: **Where** are you **from**?
 B: I'm from **San Francisco**.
 A: **What's** your **favorite food**?
 B: I **love** **pizza**.
 A: **What** is **something** interesting about **you**?
 B: I have **two** **cats**.
 A: Do you like **English**?
 B: **Sure**.

Think Time

- 2 5. T: **Step 2: Think Time. You will ask your partner questions. Read all the questions. Write your answers in the orange spaces.** Allow time for students to read the questions and write their answers.
- 6. You may want to play soft background music during this time. Keep it playing through Step 3:
- 3 7. T: **Step 3: Work with your partner. Ask the questions. Write your partner's answers in the purple spaces.** As the class watches, direct one pair through the beginning of the task. (To Student A) T: *You are A. Ask B question one: What's your name? B, answer. A, write B's answer. B, ask A your question. Write A's answer.*
- 8. As students work, circulate, help, and encourage.

✓ Outcome

- 9. As students finish, ask individual pairs about their outcome. T: *Which of your partner's answers was the most interesting? Why?*

✓ CHALLENGE!

10. On the board, write *Finished? Do CHALLENGE! at the bottom of the page.*

11. As pairs finish, point to the CHALLENGE! feature in the book or to your message on the board. Encourage pairs to go on to this task on their own. In this unit, students introduce their partner to another pair. They can continue introducing their partner to new pairs.

General Notes

- Pronunciation problems are often listening problems—until you can hear your pronunciation target, it is hard to say it outside of a highly controlled drill situation. The silent step (lesson plan step 3) helps with this. The silence is explained in the following Pronunciation Map & Senses.

- **Classroom Hint:** Remind students that the purpose is not to finish quickly. Longer answers are more interesting. They also allow for more English practice. To make this point, the authors often use this example.

Q: *What's your favorite food?*

A: *Watermelon.*

Compare that to:

Q: *What's your favorite food?*

A: *Watermelon. A hot summer day. Cold, juicy watermelon is great. I love it!* (Said with expression.)

- To encourage students to keep going, write the *Wh-* question words on the board: *Who? What? When? Where? Why? How?* When an answer is interesting, students try to ask an extra question.

Pronunciation Map & Senses

The silent approach

This section offers tips for pronunciation. Different learning styles and senses—including visual (sight), auditory (listening), and kinesthetic (also called "haptic" or touch / movement)—are addressed. At a minimum, these activities will help students notice the Pronunciation box.

Read the sentences in the *Pronunciation* box. Pause after each. Have students follow along and repeat each one silently. That is, they move their mouths as though they are saying the sentences, but they make no sound. This may seem odd to students at first. However, it allows them to focus on how they form the words—how their lips, teeth, and tongue are moving. (When students are actually speaking, they often are worried about getting the words out.) You may want to try a traditional "Listen and repeat" approach first, to provide contrast to this method. Most students will find that the "silent approach" makes them much more aware of pronunciation. This technique is from Judy Gilbert, author of *Clear Speech* (Cambridge). Some of the other techniques in this section are based on ideas by Adrian Underhill, author of *Sound Foundations* (Macmillan), and Jane Revell and Susan Norman, authors of *In Your Hands* (Saffire).

Continued on page T16.



My partner

Expansion Activity 1

My business card

Preparation: Cut up cards to make blank business cards, four per student.

Procedure: Give each student four blank cards. Students quickly make four business cards—they include their job / profession information, or imagine a job if not working (this could be set for homework). Students mingle, introduce themselves to other students and exchange business cards.

I'm (name). Nice to meet you.

Hello, I'm (name). Here's my card.

Oh, I see you work for . . .

The activity finishes when students have handed out all of their cards.

Expansion Activity 2

Name poem

Procedure: Have students write their names vertically on a piece of paper. Tell them they will make a “name poem.” They write one thing that is important to them for each letter of their name. Show how it works with your own name. Example (with the name *Marc*):

blues Music

Art

Reading (& relaxing)

Cooking on my barbecue

In groups of two or three, students show their “name poem” and explain it. (We learned this from Steve Gershon.)

Expansion Activity 3

What do you ask?

Procedure: On the board, write *Wh-*. T: *You are meeting someone for the first time. What questions could you ask?* Elicit questions: *Where are you from? What's your name?* etc. Write students' suggestions on the board. After you have several questions: T: *Ask your partner these questions. Listen to the answers.* You may want to have students work with partners they don't know or don't know well.

- These activities can be used anytime during or after the unit.
- For more activities, use the Teacher's CD-ROM in the back of this manual or click on the Teacher's Resources link at www.efcafe.com.

Tips for Better Teaching: Speaking

Giving students “think time”

Allow two to three minutes of think time before students start a speaking task. Research shows that students who have this time to think about 1) what they want to say and 2) how they will say it gain fluency, language complexity, and, if combined with some language awareness work, accuracy. Some students may want to make notes during *Think Time*. Note that talking is fine, but students probably should not write what they want to say. If they do, they are locking themselves into whatever they can produce immediately. That is the opposite intent of *Think Time*. *Think Time* is one aspect of “task planning” —a methodology that is built into the *English Firsthand* series curriculum.

LISTENING: Continued from page T13.

Options and Variations

* Before students listen, have them read the questions in Step 2: They can either read them on their own or work in pairs, reading the two forms to each other. Make sure they understand that both forms of the question are OK.

General Notes

- This is Madison and David's first date. David seems nervous and is showing it by talking a lot and asking so many questions that Madison eventually stops him.
- For extra practice, have students do the Unit 1 EXTRA LISTENING cloze (fill-in-the-blank) activity in the back of the Student Book.

Language Notes

hometown = for some people, the place where they were born; for others, the place they lived the longest as a child

Tips for Better Teaching: Listening

Previewing

Before playing the audio, give students time to look over the task. In “real life” we usually know why we are listening to something. By looking over the task, students become aware of what they are trying to catch.

**In Brief**

- ❶ In *Grammar Target*, students study the simple present with *Wh-* and *yes / no* questions.
- ❷ In *Grammar Check*, students complete questions with *What, Where, Do / Does* and forms of *Be*.
- ❸ In *Vocabulary Check*, they complete a conversation about activities and interests.
- ☀ In *EXTRA*, partners think of more free-time activities. You may want students to do this page as homework, either in their books or online at www.efcafe.com.

Lesson Plan**✓ Grammar Target**

- ❶ 1. T: **Step 1: Grammar Target: Simple present: Wh- and Yes / No questions.** Study the chart on page 17.

✓ Grammar Check

- ❷ 2. T: **Now look at Step 2: Grammar Check: Getting to know you.** Complete the questions. Number 1. "(Blank) your name?" The word "What's" goes in the blank.
3. T: **Do the others.** You may want students to do this in pairs so they can help each other. As students work, circulate and help.
4. Check the answers by having various students write the correct answers on the board or by having them call out their answers as you write them. (See the Answer Key.)

Answer Key

1. **What's** your name?
2. **Is** she from Canada?
3. **Where** are you from?
4. **Where** were you born? (**When** is also a possible answer.)
5. **When is / When's** your birthday?
6. **Is** Mohammed from Turkey?
7. **What is / What's** his favorite food?
8. **What does** Man-yi do in her free time?
9. **Do** they like English?
10. **What do** you do in your free time?

✓ Vocabulary Check

- ❸ 5. T: **Look at Step 3: Vocabulary Check: Activities and interests.** Write the words. There is one extra. Look at number one: "Hey, Emma. What do you do in your (blank)?" The correct answer is "free time," so that is on the line. Do the others the same way.
6. Do the activity and check as you did with *Grammar Check*.

Answer Key

- A: Hey, Emma. What do you do in your **free time**?
- B: I watch a lot of **movies**.
- A: Do you like **music**?
- B: Yeah, I listen to **pop** music.
- A: What about **sports**?
- B: I play **tennis**.
- A: Anything else?
- B: Well, I'm a student, so I do **homework** in my free time, too.

☀ EXTRA

7. T: **EXTRA: Work with a partner. Think of five more free-time activities.** **Note:** You may want to write on the board *Finished? Do the EXTRA task with a partner.* As students finish the main task, point to this note. Have them do it on their own.

❶ Tips for Better Teaching: Grammar**Personalizing**

Grammar can be very abstract for students. One good way to make it more concrete and memorable is to personalize it—to have students talk about their own lives using the target grammar. That is the approach behind many of the activities on the PAIRWORK and INTERACTION pages. You might even want to take it a step further, having students look at the LANGUAGE CHECK grammar models (Step 1 and write sentences about their own lives using the target forms.

Grammar & Usage**Wh- and yes / no questions****1. Wh- questions with do / does**

Wh- word + *do / does* + subject (noun or pronoun) + verb

Remember: Subjects and verbs must match!

What do you do in your free time?

NOT: *What does you do in your free time?*

2. Wh- questions with be

question word + *be* + subject

Where are you from? Where is she from?

3. Answers to Wh- questions

subject + verb

I watch movies. David reads comics.

4. Yes / No questions with Do / Does

Do / Does + subject + verb

Do you watch movies in your free time?

Remember: Subjects and verbs must match!

I / You / We / They do

He / She / It does

5. Yes / No questions with be

be + subject

Is Man-yi from China?

Remember: Subjects and verbs must match!

I am You / We / They are

He / She / It is

6. Short answers to yes / no questions:

Yes, I do. / No, he doesn't. / Yes, you are. / No, they aren't.

7. Contractions:

do not = don't / does not = doesn't

I am = I'm / is not = isn't

8. Meaning: You need some information: *Where ... What ... ?*

You want a *yes* or *no* answer: *Are ... Is ... ? / Do ... Does ... ?*



Can I interview you?

In Brief

- 1 Students practice language models for interviewing someone.
 - 2 Then they plan interview questions.
 - 3 Then they interview four or more partners.
- In FINISHED? students recycle the task or review vocabulary.

Lesson Plan

1. T: *Look at page 18. You are going to talk to at least four people. Today's goal: Interview four or more people.*

↔ Language Models

- 1 2. T: **Step 1: Language Models.** *Try to write the missing words.* Give students time to think and write. Students may want to do this in pairs.
3. T: **Now listen to check.** Play AUDIO 1-6. You may want students to call out their guesses before each sentence. **Note:** If you are not using the audio, just read the audio script. Read it twice at a natural speed. Pause as necessary. If students are unsure of meaning, encourage them to use the clarification balloon: *What does that mean?*

Audio Script / Answer Key

A: Hi. How's it going? I'm Emma.

B: Nice to meet you.

A: Can I interview you?

B: Sure.

A: What's your favorite food?

B: Chicken, I guess.

A: What kind of food don't you like?

B: Hmm, bananas.

A: What do you do in your free time?

B: I like playing sports.

A: Thanks.

B: No problem.



Think Time

- 2 4. T: **Step 2: Think Time.** *Plan your interview. Write questions. Use the Idea Box to help you.* Read the words from the Idea Box out loud. Explain any that are unknown.
5. Allow time for students to write their ideas. Circulate and help. You may want to play soft background music during this time.

🌟 Action!

- 3 6. T: **Step 3: Action! Stand up. Move. Interview someone. Check a box each time.** The first few times you do this, you may need to show students how you want them to pair up. See General Notes.
7. After a few minutes: T: *When you finish an interview, change partners. Do it again.*

FINISHED?

8. As students finish, write on the board *Finished? Choose one.* When students finish, just point to the board. You want students to get into the habit of going on to the next task on their own.

😊 How Did I Do?

9. T: *How did you do on this? Rate yourself. Then fill in the progress chart on page 116.*

General Notes

- Making pairs. Since everyone will have at least four partners, we suggest that students stand up. It makes moving to a new partner easier. Also, since students spend most of their time seated, it provides a change. There are many ways to pair students. Here are a few:
 - Students work with the person in front or in back of them.
 - Students form two (or any even number of) lines and talk with the person in the same position in the next line.
 - Students count off by half the total student number.
 - Students find a partner they don't know very well.
- Students may be surprised that we ask them to fill in the blanks before they listen. When students listen and fill in, they don't need to think about meaning. They often only do "word-spotting." By reading and trying to fill in the blanks first, they have to think about meaning and context. And, since they've made a guess before they listen, they often listen more closely to see if they were right. Note that we occasionally put in blanks that have more than one possible answer. This is to make sure students really listen. It also makes it more game-like. In this language model, the answer to *What do you do in your free time?* could be *I like playing sports* or *I like playing soccer*. The answer to *What's your favorite food?* is *Chicken, I guess*. However, *Cookies, I guess* would fit in the blank. (So would *Cabbage, I guess*, but that would be an unlikely favorite food.)

• **Classroom Hint:** The **Think Time** activity here and on the PAIRWORK pages is very important. Giving students time to think about what they will say and how they will say it is an important way to build language fluency and accuracy. When we don't allow "thinking / planning time," we lock students into saying only what they can come up with instantly. Use soft background music to "fill the silence" during **Think Time**.

Language Notes

- *How's it going?* = How are you?



What's in a name?

In Brief

- 1 Students read three narratives about names.
 - 2 They fill in missing vocabulary.
 - 3 Then they write about their own name.
- ☆ In ON YOUR OWN, students get tips for practicing English outside of class.
- You may want students to do this page as homework, either in their books or online at www.efcafe.com.

Lesson Plan

1. T: *Look at page 19. You will read about common names.*
2. T: *Step 1: Read about Betty, Mohammed, and Amy. Fill in the blanks. There are two extra words.*
3. Allow time for students to work. **Note:** They should try to fill in all or most of the blanks before they listen. Their answers are based on what they read.
4. T: *Now listen. Check your answers.* Play AUDIO 1-7. Pause to give students time to write.
5. Check by asking students what they wrote. Write the words on the board.

Audio Script / Answer Key

This is Betty Chang.

Chang (Zhang) is probably the most common family name in the world. There are a hundred million (100,000,000) people called *Chang* in China and Taiwan.

This is Mohammed Yilmaz.

Mohammed is the most common first or given name in the world. *Mohammed* is only a male name. It means “praised.” Now, *Mohammed* is the twentieth most popular boy’s name in the U.K.

This is Amy Smith.

Smith is the most common name in the U.S. There are three million *Smiths* in the U.S. Many names were based on jobs. A “smith” was a person who put metal shoes on horses.

2. 6. T: *Step 2: Answer the questions about the story.*

Answer Key

1. praised
2. Smith
3. Any supported answer is acceptable.

Your Story

3. T: *Step 3: Your Story. Is your name common? What does it mean? Think about it. Write about it.*
8. As students finish, have them exchange papers. They can read what their partner wrote and ask questions. **Option:** As students finish, collect papers. Students should not write their names on the papers, either at the top or in what they write. For example, they can write, “My first name means . . .” rather than using their name. Redistribute the papers. Students read the new paper. They stand and circulate. They ask questions about what they read. They try to find the person who wrote the paragraph. When they do, they ask two or three

more questions. Then they return the paper to you and get a new one.

☆ ON YOUR OWN

9. When you finish the unit, write *ON YOUR OWN* on the board. Remind students of the skills they’ve worked on in the unit. T: *Now you can introduce yourself in English. Keep practicing on your own!* Go over the English practice options and encourage students to try one (or more) before the next class.

General Notes

Betty Chang is from Taiwan. Although most people in Taiwan are ethnic Chinese, it is very common for them to take an English-sounding name when using English.

Language Notes

- You may want to teach the expression *I was named after . . .* It is used when a baby is given the name of someone with that name, for example a relative (*I was named after my grandmother*) or a famous person (*I was named after the president*).
- *Mohammed* is also spelled *Muhammad* and *Mohammad*. Other ways are also possible. This is because it was originally an Arabic name and the Arabic and English sound systems are different.

Fluency Frame Topics

Introduce yourself. or *Something interesting about you*

- See Unit 0 in this manual for activity instructions.

Tips for Better Teaching: Reading and writing

Guessing from context

When doing a cloze (fill-in-the-blank) activity, it is a good idea if students try to fill in the blanks before they listen to the audio. When they do so, they have to think about overall meaning. They are guessing from context. They will not always correctly guess the words that go in the blanks, but there is more thinking involved. When they simply “listen and write the word,” they are “word-spotting,” which doesn’t require paying attention to or understanding context.