

UNIT 1

Overview

TOPICS

- Introductions
- Greetings
- Forms of address
- Classroom behavior
- Customs
- Traditions
- Culture shock
- Current / ongoing activities

COMMUNICATION GOALS

Listening and Speaking

- Making introductions
- Asking for personal information
- Talking about everyday activities
- Talking about appropriate classroom behavior
- Confirming a statement
- Engaging in small talk
- Discussing traditions and customs

GRAMMAR

- Simple present *vs.* present continuous
- Affirmative and negative tag questions and short responses: *do/does, is/are*
- Tag questions

Reading and Writing

- Reading for specific information
- Setting up a personal journal

SKILL STANDARDS

WORKPLACE FUNDAMENTALS AND COMPETENCIES / SCANS*

Fundamentals

Basic Skills

Reading, writing, listening, speaking

Thinking Skills

Seeing things in the mind's eye

Knowing how to learn

Personal Qualities

Sociability—Demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings

Self-management

Competencies

Information

Acquires and evaluates information

Organizes and maintains information

Interprets and communicates information

Interpersonal

Participates as a member of a team

Technology

Applies technology to task

Resources

Time—Selects goals/relevant activities, ranks them, allocates time, and prepares and follows schedules

GENERAL COMPETENCIES / CASAS*

0 Basic Communication

0.1.1 Identify or use appropriate non-verbal behavior in a variety of situations

0.1.2 Identify or use appropriate language for information purposes

0.1.4 Identify or use appropriate language in general social situations

0.1.5 Identify or use appropriate classroom behavior

0.2.1 Respond appropriately to common personal information questions

0.2.4 Converse about daily and leisure activities and personal interests

2 Community Resources

2.7.2 Interpret information about ethnic groups, cultural groups, and language groups

2.7.3 Interpret information about social issues

5 Government and law

5.3.1 Interpret common laws and ordinances, and legal forms and documents

7 Learning to Learn

7.1.1 Identify and prioritize personal, education, and workplace goals

7.1.2 Demonstrate an organized approach to achieving goals, including identifying and prioritizing tasks and setting and following an effective schedule

7.1.4 Establish, maintain, and utilize a physical system of organization, such as notebooks, files, calendars, folders, and checklists

* See Introduction, page viii, for additional information on SCANS and CASAS.

Lesson 1

WARM UP

- Students introduce themselves and a classmate. If your class is large, divide it to do the activity. Ask one student: *What is your name? What do you do on the weekend?* Write the answers on the board: *My name is Min. I ride my bicycle on the weekend.*
- Ask a second student to tell you about the first student. Then, the second student gives his or

her own name and tells the class about one of his or her own weekend activities. Write the student's personal information on the board in note form: *Carlos—plays tennis; Ying—watches TV; Igor—swims.* Continue until all students have introduced themselves and the person sitting next to them and you have written down each name and an activity.

PRESENTATION

I'm studying in California.

Note: You may wish to give your students large index cards to cover the conversations during the preparation and/or listening tasks. They can keep the cards in their books.

- **Set the stage.** Instruct the students to cover the conversation and look at the picture. Ask them to describe the scene. Prompt them with questions about where the people are, who they might be, and what they are doing. Do not focus on grammatical accuracy, but try to elicit responses in the present continuous by asking such questions as: *What's the man doing in the water? (He's surfing).*
- **Personalize the situation.** Ask the students what they like to do at the beach. Write relevant vocabulary on the board.
- **Focus on selected items.** Tell the students that they will hear a conversation between several of the characters who will appear throughout this book. On the board, write the names of the characters in this dialog and pronounce them: *Nelson, Pablo, Oscar, Ivan, Mr. Garcia, Mrs. Brennan.*
- **Set the listening task.** Put the listening questions on the board: *Who are the two people talking to each other? Who is surfing? Who is playing volleyball? (Nelson and Pablo; Oscar; Ivan and Oscar's uncle, Mr. Garcia)*

- Play the cassette while students do the activity. Ask for their answers, and write them all (correct and incorrect) on the board. Play the cassette again while students read along and check.

Note: For all listening activities, play the cassette a third or fourth time if the students are having difficulty. If the tasks are too easy, do not allow students to read along when they check their answers.

- **Check the listening task.** After checking the answers, ask what else the students remember about the characters: *Nelson is studying English in California. Pablo is planning to study in the United States.* Ask why Pablo is glad to meet Nelson. (*Pablo wants to learn about Nelson's school.*) Ask who else Pablo can talk to about the school. (*Ivan and the teacher, Mrs. Brennan.*)
- **Play or read the conversation aloud with pauses.** Have the students listen and repeat each line using natural speed and intonation.
- **Engage the students in pair work.** In pairs, the students ask each other how they found out about their school.
- **Circulate and monitor progress.** Encourage the students to give detailed responses. Ask several volunteers to write their partners' information on the board and report it to the class.

UNIT 1

Lesson 1

In this lesson, you will

- make formal and informal introductions.
- describe actions in progress.
- ask a new acquaintance about himself or herself.
- talk about appropriate classroom behavior.

I'm studying in California.

 Look at the picture. Then listen as you read the conversation.



Nelson: We're having great weather, aren't we?

Pablo: We sure are. By the way, I'm Pablo Bonilla.

Nelson: Hello. I'm Nelson. Nelson Balewa.

Pablo: What do you do, Nelson?

Nelson: I'm a student. I'm studying in California.

Pablo: Really? Am I glad to meet you! I'm looking for a school in California.

Nelson: Why don't you try our school? My friends and I can help you apply.

Pablo: That would be great!

Nelson: My friend Oscar is over there surfing. He's from Spain. And Ivan is from Russia. He's playing volleyball with Oscar's uncle. Come on, I'll introduce you.

Nelson: Mr. Garcia, Ivan. I'd like you to meet Pablo Bonilla.

Mr. Garcia: It's a pleasure to meet you, Pablo.

Pablo: How do you do, Mr. Garcia?

Ivan: Hi, Pablo.

Pablo: Hi.

Nelson: Pablo is planning to study in the United States. He has questions about our school.

Ivan: We'll be happy to help you, Pablo. You can also call Mrs. Brennan, our teacher.

Pablo: Thanks. I'll do that!

Pair Ask your partner: *How did you find out about our school?*

1 I'd like you to meet . . .

 Listen to the conversations. Which introduction is more formal? Which is informal? Why do you think one is formal, the other informal?



Ivan: Hey, Gina! This is Pablo. He's a new student.

Gina: Hi, Pablo.

Pablo: Hi. Nice to meet you. What's your name again?

Gina: It's really Regina, but everybody calls me Gina.

Ivan: Mrs. Brennan, I'd like you to meet Pablo Bonilla. He's a new student. Pablo, this is Mrs. Brennan, our English teacher.

Mrs. Brennan: Oh, yes. How do you do, Pablo?

Pablo: Fine, thank you. It's a pleasure to meet you, Mrs. Brennan.

Mixer Work with a partner. Walk around the room. Introduce your partner to other students. Practice both formal and informal introductions.

2 Everybody calls me . . .

Pair Practice these questions with your teacher. Then ask your partner.

1. What's your first name?
2. Does your name have a special meaning? Why did your parents choose this name?
3. Do you like your name?
4. Do you have a nickname?
5. What name do you want to be called?
6. What is your favorite name? Why?
7. What is the most popular name in your country?

Did you know that . . . ?

In the United States, it is correct to shake hands firmly and to look at the person when you are introduced.

Tell the class about your partner.

1 I'd like you to meet . . .

► **Listening** ► **Speaking** ► **Reading**

- Elicit the meaning of *formal* and *informal*. Ask what the people in each picture are doing. Supply vocabulary for the gestures as needed. Elicit opinions about which picture is formal and which is informal.
- Tell the class to listen for which introduction is informal. Play the cassette while the students read along. Elicit that the first introduction is informal. Ask for reasons why this is true. Compare the language: *Nice to meet you.* vs. *It's a pleasure to meet you.* Compare gestures: *waves or nods* vs. *handshakes*. Also compare the relationships between the people in each scene (*age and status differences*).
- Ask a student to read the *Did you know that . . . ?* paragraph at the bottom-right of the page. If your students are not used to shaking hands, go around the classroom demonstrating how to shake someone's hand with the appropriate amount of firmness and for an appropriate length of time. Draw the students' attention to the fact that when people shake hands, they also make eye contact. Have the students practice shaking hands and making eye contact while saying *hello*.
- Go through both conversations one line at a time with the class repeating. Divide the students into groups of three to practice the dialogs, taking turns so each has a chance to read all the parts. Encourage them to look up from the page when they speak, and to use natural intonation and appropriate gestures. Choose a few groups to perform their conversations.
- **Mixer.** In pairs, students take turns introducing their partners to another pair, first informally, then formally. Students should circulate, introducing their partners to several other pairs. Encourage role-playing in this activity, especially when making formal introductions: one pair of students can be the "parents" or "teachers" of one of the other students. Recap by having a few students perform their introductions.

2 Everybody calls me . . .

► **Listening** ► **Speaking**

- In this activity, students use a variety of question formats to ask for details about their partners' names. Practice pronunciation of the questions, modeling falling intonation for *Wh*-questions and rising intonation for *Yes/No* questions. Refer to the Pronunciation Guide at the beginning of this book. Demonstrate the intonation pattern with your voice and hands. Model the interview/report process by having the students ask you the questions and report the information to their classmates.
- **Pair.** In pairs, the students interview each other. If possible, pair two students who do not speak the same language. This makes learning their partners' information more interesting as well as more challenging; it also removes the temptation to use their native language.
- Tell the students to write their partners' names or nicknames on the board, then tell the class about their partners. This is especially helpful when learning names from other cultures.

3 Getting to know you.

► **Listening** ► **Speaking**

- Play the cassette as the students follow in their books. Elicit the difference between *What do you do?* and *Where do you work?* (*job or occupation vs. the place where you work*). Practice the questions as a class, using falling intonation for *Wh*-questions. In pairs, the students practice the conversation. As a class, brainstorm other questions. Write them on the board. Model by asking students some of the new questions.
- **Group.** Give the students name tags. In groups, students introduce themselves.
- **Pair.** Divide the groups into pairs. The partners interview each other using the questions in the book and others they have thought of.
- Ask the students to introduce their partner to the class and tell the most interesting thing(s) they have learned about him or her. If necessary, review making introductions.

Grammar note: The conversation shows the difference between using the simple present tense for describing habitual actions or general states that are not expected to change (*I work as a . . .*) and using the present continuous for statements that are true at this time but that may change in the future (*Right now, I'm working at . . .*). The next activity also includes use of the present continuous for actions that are happening at the present moment (*She is listening*). Model and elaborate on this distinction by making statements about your students. Two kinds of prompts can be used: (1) Questions that generate a response using a specific tense: *Where does Anna live? Where is she living while she's at school? Anna lives in Mexico City, but right now she's living on campus.* (2) Questions or requests that are more open-ended and can be answered with either tense: *Can you tell me about Kenji's clothes?* or *Tell me about Kenji's clothes. (Kenji always wears blue jeans. Today, Kenji is wearing a cap.)*

4 What are they doing?

► **Listening** ► **Speaking** ► **Writing**

- Ask the class to describe the people and the objects in the picture. Write the relevant vocabulary on the board in note form.
- **Pair.** In pairs, students write complete sentences describing the behavior of each person in the picture. Ask pairs to write one of their sentences on the board. Go over the answers together. If there are any tense errors, elicit the correct forms.
- **Group.** Elicit the meaning of *appropriate classroom behavior*. Divide the board into two sections labeled **Appropriate** and **Inappropriate**. Elicit the meaning of *inappropriate*. In groups, the students decide which of

the behaviors illustrated are appropriate and which are inappropriate. Each group should also think of four more classroom behaviors, two appropriate and two inappropriate.

- As the groups report which of the six behaviors in the picture are appropriate and which are inappropriate, write each behavior in the correct section on the board, using the gerund form of the verb (*sleeping; listening attentively*). As each group reports additional behaviors, write them on the board. If it is appropriate for your class, point out that the words on the board are nouns (gerunds) and not present continuous verbs.

5 Are you looking for a new place to live?

Group Divide the class into two groups. Complete the chart with the names of members of your group.

Which student or students . . .	Names
1. is/are looking for a new place to live.	1.
2. is/are living alone.	2.
3. is/are working full time.	3.
4. is/are planning to take a trip.	4.

Class Compare your answers with those of the other group and complete the sentences.

1. ___ student(s) is/are looking for a new place to live.
2. ___ student(s) is/are living alone.
3. ___ student(s) is/are working full time.
4. ___ student(s) is/are planning to take a trip.

6 Oscar is swimming.

Pair Look at the two pictures. There are at least five differences between Picture A and Picture B. Can you find them? Mark each difference with an X.

Example:

Oscar and a man are swimming in A, but Oscar and two women are swimming in B.



A



B

In your notebook, write sentences comparing the two pictures.

5 Are you looking for a new place to live?

► **Listening** ► **Speaking**

- **Group.** Model the first sentence in the chart: *Are you looking for a new place to live?* In two groups, the students query the classmates in their group about doing the things listed and write their names in the chart. They can list more than one name for each item.
- **Class.** Both groups compare their results. After determining how many different classmates they found for each activity, they complete the sentences with numbers or with “no.” *Two students are . . . , or No students are . . .*
- Ask for volunteers to read the sentences aloud. This activity can be expanded by asking which students are doing a particular activity. This will generate both singular and plural present continuous forms.

6 Oscar is swimming.

► **Listening** ► **Speaking** ► **Writing**

- **Pair.** Write on the board *What is the difference between A and B?* In pairs, students find the differences between the pictures and mark them with an *X*.
- Elicit ways to describe the differences between two pictures. For your examples, you can use one of the differences in the activity, or you can draw simple stick figures on the board, such as a picture, labeled **A**, of two people swimming, and one, labeled **B**, of three people swimming.
- Use the prompt *In A . . .* (pausing and encouraging the students to complete the sentence) *a man is sitting in the chair. In B, he is not sitting in the chair.*
- Using your sentences as an example, model how to join them using *but* to show contrast. In their notebooks, the students write sentences describing the differences between the pictures.

Additional Activity See Unit 1 Appendix.

WORKBOOK Assign Workbook Lesson 1 for homework, or do in class.

Lesson 2

WARM UP

- Bring in a few souvenirs that you have collected from various places. If these souvenirs are unusual, the activity will be more interesting.
- Ask the students what we call things that we bring back from vacation (*souvenirs*). Ask the students where they think your souvenirs are from.
- Ask the students what kind of souvenirs they like to collect. Write their responses on the board. Ask what their most unusual souvenirs are.

PRESENTATION

Do you have anything to declare?


- **Set the stage.** Instruct the students to cover the conversation and look at the picture. Ask them to describe the picture, including the location and characters' names.
- **Personalize the situation.** Ask the students how they feel when they go through customs. Ask them to guess how the people in the picture are feeling (*relaxed* or *worried*). Predict why they might be feeling that way. Ask the students if they have ever had a bad experience going through customs.
- **Focus on selected items.** By pointing out specific items in the picture, elicit vocabulary that the students will need to understand and discuss the listening: *border, customs, officer, declare, piñata* /pinyata/ (a hollow papier-mâché container filled with candy, fruit, or toys, then suspended so that blindfolded people can take turns hitting it with a stick to release its contents).
- **Set the listening task.** Put the listening question on the board: *Why are the friends worried?* Play the cassette while the students, with the conversation still covered, listen and take notes.
- **Check the listening task.** Ask volunteers to write their responses on the board. Play the cassette again while students read along and check their answers. Ask students for more details about the situation. Write their responses on the board.
- **Engage the students in pair work.** In pairs, the students decide what the four friends should do about the problem with the piñata.
- **Circulate and monitor progress.** Following the discussion, have each pair present its solution to the class. Make sure the students are specific when they describe what they would do in this situation.

Lesson 2

In this lesson, you will

- use appropriate forms of address in formal situations.
- ask for confirmation.
- confirm a statement.
- engage in small talk.

Do you have anything to declare?

 The friends have a problem with the piñata. Listen to the conversation.



Nelson: I'm glad you're coming back with us, Pablo. You're going to like our school.

Pablo: I can't wait to get there.

Oscar: We're almost at the border, aren't we?

Ivan: Yes, we are, so you better put on your biggest smiles for the customs officer.

Nelson: Ah, good afternoon, sir. Nice day, isn't it?

Officer: Passports, please. How long were you in Mexico?

Nelson: A week.

Officer: Do you have anything to declare?

Nelson: Excuse me?

Officer: You're not bringing any fresh fruit or vegetables into the country, are you?

Nelson: Not exactly.

Officer: You're not joking with me, are you, young man?

Nelson: Oh, no, sir. You see, we have this piñata and . . .

Officer: Oh, I see. There's fruit in it, isn't there?

Nelson: Well . . . yes, I guess so.

Officer: Well, you're going to have to do something about that, aren't you?

Nelson: Yes, sir.

Pair With your partner, discuss what you would do about the problem with the piñata.

1 Word Bag: Forms of Address

Pair Decide which titles are used for men, which are for women, and which are for both men and women. Write them in the correct column. Add other titles you know.



1. Ms. or Mrs.



2. Mr.



3. Judge



4. Officer



5. Professor



6. Dr.

Men	Women	Both

2 Cultural Connection

Pair Look at some ways people greet each other. Write the word or phrase under each picture.



1. _____



2. _____



3. _____



4. _____

Group In groups of four, talk about which greetings are used in your country. Which ones are used in formal situations?

1 Word Bag: Forms of Address

► Reading ► Writing

- Review pronunciation of the titles, especially *Ms.* /mɪz/ *Mrs.* /mɪsɪz/ and *Dr.* /dɑktər/.
- **Pair.** In pairs, the students fill in the chart with titles that can be used for men, for women, and for both. Encourage them to add other titles that they know (*Miss* or religious or military titles).
- Go over the answers, asking when to use each title. Elicit that in most cultures, judges, police officers, professors, and doctors can be either men or women.
- Elicit the rules for using these forms with names. (In standard American English, titles are

used with family names when speaking to someone, and with family names or with full names when introducing someone.) If your students have generated *Sir* and *Ma'am*, explain that these are forms of address that are used only when we speak directly to a person. They are used alone, without names.

Usage note. *Ms.* is used for all women, single and married, just as *Mr.* is used for all men, single and married. If a woman wants to be called *Miss* or *Mrs.*, she will usually communicate that by the way she introduces herself or by the way she signs her name.

2 Cultural Connection

► Speaking ► Writing

- **Pair.** In pairs, the students label each picture with a word or phrase describing the gesture.

Answers

1. bowing
2. shaking hands
3. kissing (or hugging)
4. hugging (or kissing)

- Go over the answers as a class, eliciting present continuous forms by asking: *What are they doing in the first (second, third, fourth) picture?*

- **Group.** In culturally mixed groups of three or four, the students discuss which greetings are used in their countries and under what circumstances (in informal situations with close friends or family, or in more formal situations with casual acquaintances or strangers). Go over the responses as a class, and elicit additional situations in which formal and informal greetings are appropriate.

3 Hear it. Say it. 🎧

▶ **Listening** ▶ **Speaking** ▶ **Reading**

- Play the cassette. Students practice the dialog, chorally and in pairs. Elicit how the first three items are similar (affirmative statements *with negative tag questions, affirmative responses*) and

how the last three items are similar (negative statements *with affirmative tag questions, negative responses*).

4 You have something to declare, don't you?

▶ **Listening** ▶ **Speaking** ▶ **Reading** ▶ **Writing**

- **Pair.** In pairs, students do the activity orally and then in writing. Check answers on the board.

Answers

- | | |
|-------------------|-----------------|
| 2. A: do you? | B: No, I don't. |
| 3. A: are you? | B: No, I'm not. |
| 4. A: aren't you? | B: Yes, I am. |
| 5. A: can't you? | B: Yes, I can. |
| 6. A: don't you? | B: Yes, I do. |

5 The food is good, isn't it?

▶ **Listening** ▶ **Speaking** ▶ **Reading** ▶ **Writing**

- In this activity, students practice making *small talk*. Elicit that conversation topics at a party are often general or non-personal.
- **Pair.** Students fill in the tag questions, then question each other. Check as a class.
- Each pair builds up a conversation from one of the questions.

Answers

- | | |
|----------------|---------------|
| 1. isn't it? | 5. don't you? |
| 2. are there? | 6. do you? |
| 3. aren't you? | 7. is it? |
| 4. is it? | 8. don't you? |

6 Communication Activity, pages 121 and 122.

▶ **Listening** ▶ **Speaking** ▶ **Reading**

- **Preparation.** On the board, make a chart with cues similar to those in the activity. Elicit how to disagree with a tag question by using a response opposite to the statement: *You can sing, can't you?* (Agree: *Yes, I can.* Disagree: *No, I can't.*)
- **Activity.** Divide the class in two. Half uses the *Group 1* sheet and half uses the *Group 2* sheet. Students circulate, asking tag questions based

on the sheets. Students write in the name of the first person who agrees with the question in the square. The goal is to fill three squares in a row.

- **Wrap Up.** Confirm that the winner's information is correct by having him or her ask the questions again. If the questions or the information is not correct, the game continues until a winner is found.

WORKBOOK In class or for homework, assign Workbook Lesson 2.

3 Hear it. Say it.



Listen and repeat.

Tag Questions

- | | |
|---|---|
| 1. A: It's a nice day, isn't it?
B: Yes, it is. | 4. A: You don't study here, do you?
B: No, I don't. |
| 2. A: You're coming at seven, aren't you?
B: Yes, I am. | 5. A: He doesn't live here, does he?
B: No, he doesn't. |
| 3. A: She can do it, can't she?
B: Yes, she can. | 6. A: We're not having a test, are we?
B: No, we aren't. |

Pair Work with a partner. Take turns asking and answering the questions.

4 You have something to declare, don't you?

Pair The customs officer is checking Pablo's luggage. Add tag questions to each statement. Your partner will agree with you.

- | | |
|--|--|
| 1. A: It's a nice day today,
isn't it?
B: Yes, it is. | 4. A: You are from the United States,

B: _____ |
| 2. A: You don't have anything to declare,

B: _____ | 5. A: You can speak English,

B: _____ |
| 3. A: You aren't bringing any fruit home,

B: _____ | 6. A: You have all your suitcases,

B: _____ |

5 The food is good, isn't it?

Pair You are at a party. Add tag questions to the sentences to start a conversation. Your partner will agree. Then choose one and continue that conversation for as long as you can.

- | | |
|---|---|
| 1. The salad is delicious, _____? | 5. You live near here, _____? |
| 2. There aren't a lot of people here,
_____? | 6. You don't live here, _____? |
| 3. You're Pablo's friend, _____? | 7. The weather isn't very good,
_____? |
| 4. It isn't a big house, _____? | 8. You work with Ivan, _____? |

6 Communication Activity, pages 121 and 122.

Class Turn to pages 121 and 122 and follow your teacher's instructions.

Lesson 3

In this lesson, you will

- read for specific information.
- talk about everyday and ongoing activities.
- talk about traditions and customs.

From One Culture to Another

Many of our traditions and customs originated in another culture. Read the following article about one such tradition.

FRIDAY, SEPTEMBER 15, 2000

THE RIVERSIDE NEWS A-7

The Riverside News

Origins of the Piñata

The origins of the piñata are uncertain. Some experts believe that Marco Polo brought the piñata to Italy from Asia in the 12th century. The Chinese decorated cow or buffalo figures and covered them with paper. They then filled the figures with various types of seeds.

The tradition of breaking the piñata originated in Europe. In 16th-century Spain, hosts filled breakable pots with precious jewels and valuable jewelry. The guests were blindfolded and broke the pot to gather the treasures.



The game is now played in Mexico exactly the same way. However, piñatas are filled with candy and fruit instead of valuable rewards. Piñatas come in the form of stars, animals, fruits, and flowers. Some piñatas are used as practical jokes and filled with confetti or even flour.

Today piñatas can be found at parties in the United States. They represent part of a rich cultural heritage that the United States has received from cultures all over the world.

Read each statement and write the name of the country next to it.

COUNTRY

1. They filled the piñata with jewels and valuable adornments. _____
2. They decorated cow or buffalo figures and covered them with paper. _____
3. They fill the piñata with confetti or flour. _____
4. They filled the piñata with various types of seeds. _____
5. They fill the piñata with candy and fruit. _____

Class Are there any traditions or customs in your country that come from another country? Discuss them with the class.

Lesson 3

WARM UP

- Ask the students what their favorite kinds of food are. Write their responses on the board. Ask what countries these kinds of food are from, and list the countries on the board.
- Using local newspapers or telephone books, the students make lists of the different ethnic restaurants in your area. Compare the lists. If the students use the name of a country instead of the adjective form, elicit the correct form: *What is food from India called? (Indian food.)*

PRESENTATION

From One Culture to Another

- **Set the stage.** Ask what the friends brought back from Mexico (*a piñata*). Ask the students to guess where piñatas originally came from.
 - **Personalize the situation.** If possible, bring in a real piñata. On the board, write vocabulary that may help the class understand the reading.
 - **Focus on selected items.** Before reading, tell the students that we read for two types of information: general and specific. Elicit that *reading for general information* means looking for the main idea, and *reading for specific information* means looking for details. In this activity, the students will read for specific information.
- Note:** There are several ways to conduct the reading. Depending on your students' level, you may wish to first instruct the students to read silently and then to read again while you read the passage aloud. Alternatively, the silent reading or the reading-while-listening portion of the presentation can be omitted.
- **Set the reading task.** Put the following on the board: *Which countries have or had piñatas?* Elicit answers, and put the country names on the board. All the country names needed in the next activity should be in the list (*Italy, China, Spain, Mexico, the United States*).
 - Next, students read for more specific information. First, they read the statements and then discuss any unfamiliar vocabulary as a class. Then they read the statements and fill in the names of the country for each. Tell them to mark the places in the reading where they found their answers.
 - **Check the reading task.** In groups or pairs, students compare their answers and where they found the specific information. Check as a class.

Answers

- | | |
|-----------|-----------|
| 1. Spain | 4. China |
| 2. China | 5. Mexico |
| 3. Mexico | |

- **Engage the students in class discussion.** If you have a world map, trace the route of the piñata by having volunteers mark the countries where piñatas developed as you read the passage again. Ask the students what traditions or customs in their countries come from other countries. Answers might include food, traditional clothing, holiday customs, dances, or musical styles. Modern "traditions" imported to many countries include blue jeans from the United States, pizza from Italy, and various food such as sushi and wontons from Asia.

1 What did you do with the fruit?

► **Listening** ► **Speaking**

- In this activity, the students listen to a conversation and answer questions without seeing the printed text. Begin by having the students retell the story of Oscar, Nelson, Ivan, and Pablo. They should be able to describe the situation (*crossing the border from Mexico to the United States*) and the problem that the friends had (*they had a piñata filled with fruit, but were not allowed to bring fruit into the U.S.*).
- Read the instructions. Have the students look at the answers and predict whether they will be listening for general or specific information (*specific*). Read the answers aloud for the students, eliciting that Mazatlan and Mexico City are both cities in Mexico. Elicit the meaning of *I sure do!* (*Yes!*). If students are unable to give the meaning of the phrase, do not provide it. The listening will provide the context for them to guess the meaning.
- Play the conversation and questions two or three times as students mark their answers. Go over the answers as a class, putting the students' answers on the board. Play the cassette again, stopping it to ask the students what they heard that helped them answer each question. To help students answer the last question, ask how Oscar feels about the piñata (*he wants to break it*), and why he feels that way (*because it caused problems for him*).

Answers

- 1) In Mazatlan.
- 2) Yes, he did.
- 3) He took out the fruit.
- 4) Oscar ate it.
- 5) He ate too much fruit and got sick.


2 The day after the party.

► **Listening** ► **Speaking** ► **Writing**

- This activity uses the simple present tense to describe habitual actions or behavior and the present continuous to describe actions or behavior occurring at the present time. (This is similar to the use of the tenses as presented in Lesson One, Activity 3.)
- Instruct the students to look at the pictures. Write the first half of the example sentence on the board, and ask the students which picture shows *Oscar usually gets up at 7 o'clock*. Ask the students what Oscar is doing today (*He's getting up at 8 o'clock today*). Write the second half of the example sentence on the board. Elicit that we use *but* to show different or contrasting information. Remind the students that the left side of each picture shows what the people usually do, and the right side shows what they are doing today.
- **Pair.** In pairs, the students use the cues to write sentences describing the pictures. Remind them to use *but* to connect the two clauses. After they finish, ask volunteers to write one of their sentences on the board. Review the answers as a class.

Additional Activity See Unit 1 Appendix.

1 What did you do with the fruit?

 Mrs. Brennan's students are having a party to start the new semester. They're breaking the piñata that Oscar, Nelson, Ivan, and Pablo brought back from Mexico. Listen to the conversation. Then listen to the questions and check (✓) the correct answers.

- | | |
|---|---|
| 1. <input type="checkbox"/> In Mazatlan. | <input type="checkbox"/> In Mexico City. |
| 2. <input type="checkbox"/> Yes, he did. | <input type="checkbox"/> No, he didn't. |
| 3. <input type="checkbox"/> He declared it in Customs. | <input type="checkbox"/> He took out the fruit. |
| 4. <input type="checkbox"/> Pablo ate it. | <input type="checkbox"/> Oscar ate it. |
| 5. <input type="checkbox"/> He ate too much fruit and got sick. | <input type="checkbox"/> He broke the piñata. |

Why does Oscar say, "I sure do"?

2 The day after the party

Pair What are the students doing right now? What do they usually do? Talk about these pictures, using the correct forms of the verbs.

Example:

Oscar usually **gets up** at 7 o'clock, but he's **getting up** at 8 o'clock today.



1. get up



3. have lunch/cafeteria



2. go to school/car



4. correct papers/evening

In your notebook, write sentences describing the pictures.

3 Online



Log onto http://www.prenhall.com/brown_activities

The Web: Travel tips

Grammar: What's your grammar IQ?

E-mail: Making new friends

4 Wrap Up

People who are new to a country often have difficulties in the new culture. Some of these difficulties are listed in the chart. Check (✓) how difficult each one is or would be for you.

PROBLEMS	VERY DIFFICULT	A LITTLE DIFFICULT	NOT DIFFICULT
Being away from family and friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
New lifestyle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not being able to communicate ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Differences in making friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Getting used to new ways of learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Differences in food	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Differences in degrees of formality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Pair Look at your partner's chart. Ask tag questions based on his or her answers.

Example:

Being away from family and friends is a little difficult for you, isn't it?

Group Discuss your answers in groups of four. Rank the difficulties in order of importance. (1 is the most important; 8 is the least.) Share your list with the rest of the class.

Strategies for Success

- Practicing with a partner
- Reviewing tag questions
- Setting personal goals

1. With a new partner, practice making introductions and "small talk." Talk about occupations and the difficulties of living in a new culture.
2. Continuing with that partner, use as many tag questions as possible (for example, "You live on Franklin Street, don't you?" "You don't smoke, do you?").
3. Set up your journal for the course. In your first entry, write down at least five major goals that you will try to achieve during this course, such as "I will practice using the new vocabulary words from each unit in this book," "I will write in my journal at least once a week."

3 Online *(Teacher's Notes for each Online activity can be found on the Web page for that activity.)*

4 Wrap Up

► **Listening** ► **Speaking** ► **Reading**

- Students discuss the difficulties of being in a different culture. If you are not teaching in an English-speaking country, students should imagine they are in an English-speaking country.
- Read each problem, clarifying meaning as necessary. The students mark the chart, indicating their experience or prediction. When you have finished, elicit other difficulties. Each student contributes one for the last space on the chart.
- **Pair.** Model by eliciting an example question and response. Students exchange charts and ask for confirmation, using tag questions based on their partners' information.
- **Group.** In groups, the students rank the difficulties in order of importance. Model the process of ranking if needed. Encourage the students to give reasons. Then, each group shares its findings and writes its list on the board. Compare, looking for similarities and differences.

WORKBOOK In class or for homework, assign Workbook Lesson 3.

STRATEGIES FOR SUCCESS

1. Explain (for EFL/monolingual classes, in the students' native language) that:
 - a. these exercises are designed to help each person to become a more successful learner.
 - b. practicing techniques **outside of the classroom** will help them become better learners.
 - c. this week, the techniques are (1) practicing small talk; (2) reviewing tag questions; (3) setting personal goals.
2. Help each student find a Learning Partner. If you are using classroom time, pair students as usual. If students do this after class, the partner should be someone who can meet at a mutually agreed-upon time for 15 to 30 minutes.
3. For Exercise 1, demonstrate, with a few examples (such as, a question and answer about occupation, small talk about the weather, and a question about living in a new culture), how Learning Partners can practice talking with each other. Illustrate how partners can check each other's pronunciation and grammar.
4. For Exercise 2, demonstrate several tag questions that use the verb tenses in this lesson.
5. For Exercise 3, explain that a journal is like a personal diary, and that it's not always necessary to have perfect grammar in a journal. Make sure the students have a notebook that is easy to carry. Then, suggest possible **goals** they might write in their journals.
6. Encourage the students to recopy their goals onto a card that they can pin onto a bulletin board as a visual reminder.
7. Finally, encourage the students to report briefly on their success in following these strategies when they return to class. Save some time for selected reports and questions in the next class.

CHECKPOINT

Checkpoint activities help the students identify their areas of success in using the communicative skills presented in the unit as well as areas in which they need improvement. *Checkpoint* activities can be done in class, or they can be done as homework once students have learned the procedures.

- As a class, read the communicative skills listed at the beginning of each lesson and in the communication summary. Make a list of these skills on the board. Ask the students to decide their level of competence with each skill, and write it in one of the two columns in the book. Ask for volunteers to tell the class one skill they have learned well and one skill they need to practice.
- In the *Learning Preferences* activity, the students decide which kind of activity they enjoyed most in this unit. Explain that we do different types of activities so that students can learn things in different ways. In some units, a student may prefer one type of activity, but may prefer a different type of activity in another unit. Before completing the activity, elicit examples of each type of activity from the

unit. Ask the students to rank the types of activities according to which type they liked the best (1) and which they liked the least (4).

- Finally, the students analyze specific activities in the lesson on the basis of how much they felt the activities helped them improve their listening, speaking, reading, and writing skills. As a class, review the activities for each specific skill area. After you have reviewed one skill area, ask the students to decide which activity helped them to improve the most in that skill area. Make sure the students write their responses in their books. They also should decide which specific activities they liked most and least. When answering these questions, the students should indicate which lesson the activity came from. A possible format for this would be 2 (4), meaning Lesson Two, Activity Four.
- From time to time you may want to analyze your class's responses to the *Checkpoint* activities. This can be done by asking the students to photocopy the pages from their books after they complete the activity.

CHECKPOINT

How much have you learned in this unit? Review the goals for each lesson. What skills can you confidently use now? What skills do you need to practice? List these below.

Skills I've Learned Well

Skills I Need to Practice

Learning Preferences

In this unit, which type of activity did you like the best and the least? Write the number in the box: 1 = best; 2 = next best; 3 = next; 4 = least.

- | | |
|---|---|
| <input type="checkbox"/> Working by myself | <input type="checkbox"/> Working with a group |
| <input type="checkbox"/> Working with a partner | <input type="checkbox"/> Working as a whole class |

In this unit, which exercises helped you to learn to:

listen more effectively? Exercise ____	read more easily? Exercise ____
speak more fluently? Exercise ____	write more clearly? Exercise ____

Which exercise did you like the most? ____ Why? _____

Which exercise did you like the least? ____ Why? _____

VOCABULARY

Verbs

apply
bow
break
bring back
build
choose
come back
declare
fill
find out
hug
kiss (on the cheeks)
laugh
learn

meet
plan
shake hands
spend
start
surf
wave
whisper
yawn

Adjectives

formal
informal
popular
special

Forms of Address

Dr.
Judge
Ms.
Mrs.
Mr.
Officer
Professor

Expressions

all over
any time
as a matter of fact
come on
I can't wait
I guess so
named after
not exactly

Nouns

border
culture
hole
nickname
passport
piñata
sandcastle
semester

▶ GRAMMAR SUMMARY

Simple Present Tense (Review)

I **study** in the library every day.
Oscar **is** from Spain.

Present Continuous Tense (Review)

He's **playing** volleyball.
Nelson and Oscar **are swimming**.

Present Tense: Tag Questions

Affirmative Statements	Negative Tags
You're a student,	aren't you?
Pablo is Mexican,	isn't he?
You like fruit,	don't you?
She speaks Chinese,	doesn't she?

Short Responses

Yes, I am. *or* No, I'm not.
Yes, he is. *or* No, he isn't.
Yes, I do. *or* No, I don't.
Yes, she does. *or* No, she doesn't.

Negative Statements	Affirmative Tags
You aren't from the United States,	are you?
Gina can't come to the party,	can she?
They aren't studying English,	are they?
You don't have anything to declare,	do you?

Short Responses

No, I'm not. *or* Yes, I am.
No, she can't. *or* Yes, she can.
No, they aren't. *or* Yes, they are.
No, I don't. *or* Yes, I do.

▶ COMMUNICATION SUMMARY

Asking for personal information

What's your name?
Where are you from?
What do you do?

Formal introductions

Mrs. Brennan, I'd like you to meet Pablo Bonilla.
Pablo, this is Mrs. Brennan, our English teacher.
How do you do?
Fine, thank you.
It's a pleasure to meet you.

Talking about ongoing and everyday activities

I'm studying English in the United States.
I usually exercise every day.

Greetings

Hello, my name's Pablo Bonilla.
Nice to meet you.

Making statements and asking for confirmation

It's a nice day, isn't it?
You aren't a student here, are you?

GRAMMAR AND COMMUNICATION SUMMARY

- Draw the students' attention to the summaries of the forms and skills they have learned in this unit. Tell the class that they can use these summaries to review and practice what they learned.
- Briefly model how to review using the Grammar Summary. Ask the students to use the simple present tense to write three sentences about themselves or their classmates. (Their sentences can be either affirmative or negative.) Recap by having the students read their sentences aloud to the class. Repeat this process with the present continuous.
- Next, tell the students to find a partner and exchange their lists of sentences with their partner. Instruct the students to ask their partners questions based on those sentences. Tell the partners to answer with short responses. For example, if Student A wrote *I live in the dorm*, Student B will ask *You live in the dorm, don't you?* Student A then answers *Yes, I do.*
- Look at the Communication Summary with the students. Read the name of each communication skill, and ask the students to raise their hands if they feel they need more practice with that skill. Elicit ways that the students can practice each skill in their daily lives. If enough students need extra practice with a particular skill, you may wish to devote class time to additional activities or role-plays that use that skill.

Appendix

ADDITIONAL ACTIVITIES

Lesson 1, Exercise 6 (p. 4)

Describing Pictures

- Bring in pictures from magazines, newspapers, or other sources and some adhesive tape. The pictures should be large enough so that the whole class can see them. Pictures with a lot of detail and action are best for this activity.
- This activity can be done in pairs or individually. Distribute one picture to each student or pair. The students write five sentences describing their pictures, using the present continuous. If they are working in pairs, one partner is the writer and the other partner suggests wording and monitors.
- Collect the pictures and tape them up at the front of the room. (If the pictures are too small to be seen when the students are seated, allow the students to get up to view them.) Also collect what the students have written, and redistribute the papers so that each student reads another student's sentences. One by one, the students read the descriptions aloud while the rest of the class tries to guess which picture goes with that description.
- The student who wrote the description tells the class if the guess is correct. To make the activity more challenging, use pictures that are similar to each other, so that the students will have to listen carefully to the descriptions.

Lesson 3, Exercise 2 (p. 9)

What Do I Usually Do?

- In pairs or small groups, the students create and act out brief scenarios that illustrate the difference between habitual actions or routines and actions in the present moment. The class must describe what the students are doing by correctly using the simple present tense and the present continuous.
- Model the activity by acting out your own scenario: *I usually wear a coat, but I'm not wearing one today.* Show that you are cold due to the lack of a coat. Ask the students to describe your usual habit and what you are doing today. Write their response on the board.
- Encourage creativity in the role play, such as using props or drawing background illustrations on the board. After each pair or group acts out a scenario, the rest of the class must describe the actions, using the simple present tense and the present continuous.

WORKBOOK ANSWER KEY Lesson 1, pp. 1-3

Exercise 1

You: Hello, I'm (your name) . You: *Pleased to meet you, Irene.*
What is *your* name? Irene: *Pleased to meet you, too.*
Irene: My name is Irene Artigas.

Exercise 2

Pablo: Hello, I'm Pablo. Pablo: Nice to meet you, Irene.
Irene: *Hello, Pablo. I'm Irene.* Irene: *Nice to meet you, too.*

Exercise 3

- | | | |
|--|--|--|
| 1. A: <i>Are the girls buying ice cream?</i>
B: <i>Yes, they are.</i> | 3. A: <i>Are Ivan and Mr. Garcia playing tennis?</i>
B: <i>No, they aren't.</i> | 5. A: <i>Are the boys building a tree house?</i>
B: <i>No, they aren't.</i> |
| 2. A: <i>Is the man reading a book?</i>
B: <i>No, he isn't.</i> | 4. A: <i>Is the woman listening to music?</i>
B: <i>Yes, she is.</i> | 6. A: <i>Is Oscar swimming in the ocean?</i>
B: <i>Yes, he is.</i> |

Exercise 4

- | | |
|--|---|
| 1. a. He's watching a soccer match.
b. Brazil is playing against France. | 4. a. They're watching <i>the Hit Parade</i> .
b. The band is playing music from the Top Ten Videos. |
| 2. a. She isn't watching TV.
b. She's listening to music. | 5. a. She is watching a movie.
b. The alien is attacking the city. |
| 3. a. They're watching <i>Sesame Street</i> .
b. Count Dracula is teaching numbers. | 6. a. They aren't watching the TV.
b. They are drinking coffee/talking. |

WORKBOOK ANSWER KEY Lesson 2, pp. 4-5

Exercise 1

Answers will vary.

- | | | |
|---|-----------------------------------|---------------------------|
| 1. Good morning, Ms. Brown. | 3. Good afternoon, Officer White. | 5. Good evening, Mrs. Ho. |
| 2. Good evening, Professor/Ms./Mrs. Garcia. | 4. Good morning, Dr. Salem. | 6. Good morning, _____. |

Exercise 2

- | | | |
|--------------------|--------------------|--------------------|
| 1. d. aren't you? | 5. c. is she? | 9. b. is it? |
| 2. g. isn't he? | 6. i. can they? | 10. e. doesn't it? |
| 3. f. aren't we? | 7. a. doesn't she? | |
| 4. h. aren't they? | 8. j. do they? | |

Exercise 3

Wording will vary.

- | | | |
|---|---|--|
| 1. You can't bring <i>fresh fruit</i> into the United States, <i>can you?</i> | 5. The weather is <i>cold/hot/sunny/rainy</i> today, <i>isn't it?</i> | 8. People in the United States <i>shake hands</i> when they greet people, <i>don't they?</i> |
| 2. Learning English is <i>easy/hard</i> , <i>isn't it?</i> | 6. The opposite of old is <i>young</i> , <i>isn't it?</i> | 9. Your favorite color isn't <i>purple</i> , <i>is it?</i> |
| 3. Our teacher comes from <i>Chicago</i> , <i>doesn't he/she?</i> | 7. We don't have class on <i>Monday</i> , <i>do we?</i> | 10. One of the women is wearing a funny <i>sweatshirt</i> , <i>isn't she?</i> |
| 4. We can't <i>eat/talk/play music</i> in class, <i>can we?</i> | | |

Exercise 4

Answers will vary. Sample answers:

- | | | |
|---|---|--|
| 1. A: Excuse me. <i>You aren't from around here, are you?</i>
B: No, I'm from far, far away. | 3. A: Oh, <i>you don't live here, do you?</i>
B: No, I don't live here. I'm just visiting. | 5. A: <i>You have three eyes, don't you?</i>
B: As a matter of fact, I have four eyes, not three. |
| 2. A: I see. <i>You're from Hollywood, aren't you?</i>
B: No, actually I come from outer space, not Hollywood. | 4. A: Wow, <i>it's a long trip here, isn't it?</i>
B: Yes, it's a very long trip. | 6. A: <i>You're wearing a hat, aren't you?</i>
B: No, I'm not wearing a hat. That's my hair. |

Exercise 1

Answers will vary.

- | | |
|-------------------------------------|-----------------------------------|
| 1. b. the origins of the piñata | 4. b. Spain |
| 2. c. how breaking the piñata began | 5. c. flour |
| 3. b. China | 6. c. cultures all over the world |

Exercise 2

Dear Renato,

Hi! I *am sitting* in English class right now. I *am waiting* for class to begin. I feel lonely and I *need* to write to you. I *have* a lot of friends in school, and I *like* them very much. But they aren't like old friends. They *don't understand* me like you do.

At the moment my teacher, Mrs. Brennan, *is writing* something on the board. Some other students *are reading*, and some *are talking*. I *am writing* to you in English because I *think* it's good practice for me.

Sincerely,
Tony