

UNIT 1 All about you

Language notes

Lesson A Hello and good-bye

Vocabulary Hello and Good-bye

(See Student's Book pp. 1–3.)

Saying hello

- *Hello* is suitable for all situations, including formal situations. People often say *Hello* to answer the phone.
- *Hi* is more suitable for informal situations.
- *Good morning* / *Good afternoon* / *Good evening* mean *Hello* (not *Good-bye*). These expressions are common in formal situations such as stores, workplaces, and classrooms.
- *Morning* is sometimes used alone, without *good*, in informal situations.

Saying good-bye

- *Bye* is for general use, and *Bye-bye* is for friends and family.
- *Have a good / nice day / weekend* is often said when saying good-bye. Typical replies are *Thanks* or *Thank you. You too*.
- *Good night* means *Good-bye*. It is typically said at the end of the workday to co-workers or before someone goes to bed.

Standard greeting

How are you? is becoming a fixed greeting (like *Hello*) that doesn't require a real answer. Typical informal replies are *Good* or *Not bad*. *Fine* is a more neutral reply.

Introductions

Nice to meet you is often said when people are meeting for the first time. The response is usually *Nice to meet you* (without *too*). *Nice meeting you* is said only at the end of a conversation.



Corpus information

Hello and good-bye

- *Hi* is said about four times more often than *Hello*.
- *Bye* and *Bye-bye* are 16 times more frequent than the more formal *Good-bye*.

Lesson B Names

Grammar The verb *be*: *I*, *you*, and *we*

(See Student's Book p. 5.)

The chart in the lesson introduces the subject pronouns *I*, *you*, and *we* and the forms of the verb *be* that go with them.

Form

- Statements
pronoun + *be*
I'm Jenny.
- Negative statements
pronoun + *be* + *not*
We're not in the same class.
- Yes-No questions
be + pronoun?
Are you Jenny?
Note the inverted form in questions: The verb *be* comes first.
- Short answers
Yes + pronoun + *be* / *No* + pronoun + *be* + *not*
Yes, I am. / No, I'm not.
- Short answers with *yes* do not use contractions (e.g., *Yes, you are.*). Short answers with *no* use contractions (e.g., *No, you're not.*).

Use

- In conversation, the contracted forms *I'm*, *you're*, and *we're* are more common than the full forms, so they are presented to Ss first.
- Native speakers often do not use short answers, but just answer *Yes* or *No*, often before a fuller answer. However, short answers are useful for beginning learners of English because the use of short answers makes their responses sound less abrupt.



Corpus information

Pronouns and contractions

- In spoken English, the contraction *I'm* is about 14 times more common than the full form *I am*. *You're* and *we're* are about eight times more frequent than *you are* and *we are*.
- The top five words overall in the conversation corpus – *I*, *and*, *the*, *you*, and *to* – include two pronouns.

Common errors with *be* in short answers

Students may use the contracted form of *be* in short answers with *yes*. (Yes, *he is*. NOT *Yes, he's*.)

Lesson C Personal information

Grammar What's ... ?; It's ...

(See Student's Book p. 7.)

The chart in the lesson introduces the pronoun *it* and the possessive adjectives *my* and *your*.

Form

- Information question with *What*
What + be + noun phrase?
- The verb *is* can be contracted after nouns (including names), pronouns, and question words. For example: *My name's Victor. I'm Victor. What's your name?*



Corpus information

What's ... ?; It's ...

- What* is the most frequent question word, followed, in order of frequency, by *when*, *how*, *where*, and *who*.
- In questions, *What's* is approximately three times more frequent than *What is*.
- It* is the third most common pronoun after *I* and *you*.

Common errors with *is* in answers

- Ss often omit the pronoun *It* and begin statements with a form of *be*, especially *Is*. This information tells Ss to avoid this common error in answers.

Lesson D Are you here for the concert?

Conversation strategy How about you?

(See Student's Book p. 8.)

Pronunciation

The *you* in the question *How about you?* is stressed.

Use

- How about you?* is used after answering a question to ask the same question of the other person. For example:
A Are you a student here?
B Yes, I am. How about you? [= *Are you a student here?*]
A I'm a student here, too.
- How about you?* can also be used after a statement to ask for similar information. For example:
A I'm new here. How about you? [= *Are you new here?*]
B This is my first day here.
- Asking *How about you?* is one of several strategies people use to keep a conversation going. It is a simple way for learners of English to do this because they only have to ask the one question.

Strategy plus Everyday expressions

(See Student's Book p. 9.)

The chart brings together the everyday expressions found in this unit. (See Language Notes for Lesson A for more information on some of these expressions.)

Use

The expressions are grouped into two categories: more formal (e.g., *Thank you.*) and less formal (e.g., *Thanks.*). More formal expressions can be used in all situations. Less formal expressions are suitable with people the speaker knows well or when someone wants to create a friendly atmosphere.



Corpus information How about you? and What about you?

What about you? is an alternative to *How about you?* but *How about you?* is twice as frequent.

All about you

Teach this unit opener page together with Lesson A in one class period.

Introduce the theme of the unit Tell Ss, “In this unit, you learn how to give information about yourself in English, like your name and phone number. You also learn how to say hello, good-bye, and thank you.”

Ask Ss to give basic expressions for saying *hello*, *goodbye*, and *thank you* in their first language or other languages they know. Write the expressions in columns on the board.

Ask Ss if they know the same expressions in English. Add any correct answers in the appropriate columns.

In this unit, you learn how to . . .

- **Unit aims** Read the lesson headings and key unit aims aloud. Tell Ss to listen and read along.

Extra activity CLASS

Read the first learning outcome for Lesson C aloud again. Ask Ss to find examples in the unit of a telephone number and an email address (e.g., 216-555-7708, dsmith6@cup.org on p. 6).

Before you begin . . .

- **Introduce the expressions** Tell Ss to look at the pictures on p. 1. Say, “The pictures show people saying good morning, good night, good-bye, and thank you.” Ask Ss to look at the expressions. Read them aloud, and have Ss repeat.
- Write on the board:
Hello. Bye. Thanks. Good night.
Good morning. Thank you. Hi. Good-bye.
Ask, “Which do you think mean the same thing?” As Ss answer, write the pairs of related expressions next to each other on the board:
Hello. Hi. Good-bye. Bye. Thank you. Thanks.
- Point to *Hi*, *Bye*, and *Thanks*. Say, “We use these with our family and our friends.” Point to *Hello*, *Good-bye*, and *Thank you*. Say, “We use these in all situations. We can use them in class or at work.”

Culture note

The everyday expressions introduced are for both formal and informal language. Formal situations include the classroom and the workplace. North Americans tend to use informal language in most situations. (For more information, see Language Notes at the beginning of this unit.)

Note: Lesson D focuses on the use of more formal and less formal language.

- Point to picture 1 and ask, “What expression does this picture show?” [Good Night, Bye, Good-bye] Repeat with pictures 2 [Thanks, Thank you], and 3 [Good morning, Hi, Hello].
- Have Ss work in pairs to match the expressions with the pictures. Tell Ss to write numbers in the boxes.

Answers

1 Good night. 2 Thanks. 3 Good morning. 3 Hi.
1 Bye. 3 Hello. 2 Thank you. 1 Good-bye.

- Explain that *Good morning* is another way to say *hello* and is used at the start of the day and that *Good night* is a way to say *good-bye* and is used at the end of the day.

Extra activity INDIVIDUALS

Write on the board the start and finish times of the class period. Ss copy the times and write an expression for each time – one to use when they come into class and one to use when they leave class.

Vocabulary notebook

If done for homework

Briefly present the Learning Tip and the task directions. Make sure Ss understand what they need to do.

If done in class

- **Present Learning Tip** Read the information aloud. Say, "Here's another idea to help you remember words. Group

them into things you like and things you don't like. On this page, make groups of kinds of food you like and kinds you don't like. You can also do the same thing with kinds of music or TV shows or many other topics."

1

↻ The following task recycles food vocabulary.

- **Preview and do the task** Read the instructions aloud. Have Ss use the words in the list to complete the word webs.

- Books open. Ask Ss to compare their word webs with a partner. Call on several pairs to tell the class the kinds of foods they both like (e.g., *Ana and I both like fruit.*).

2

↻ The following task recycles vocabulary for talking about food and for talking about likes and dislikes.

- **Preview and do the task** Read the instructions aloud. Say, "In this chart, don't just write *vegetables*. You have to name the vegetable. Look at the example, *onions*, in the *I Can't Stand* column." Tell Ss to list at least five foods for each column on the chart.
- Have Ss complete the chart. Remind them to be careful not to use plural forms for uncountable nouns (e.g., write *beef*, not *beefs*).
- When Ss finish, have them compare charts with a partner and find the food items they have in common.
- **Present In Conversation** Books closed. Write on the board:
The top food words that come after the verb eat are:
Tell Ss to guess food words to complete the sentence. As Ss call out ideas, make a list on the board. Then ask Ss to guess the top three words.
- Books open. Tell Ss to read the information in the box. Ask Ss to find how many of their guesses were correct.

On your own

- **Present On Your Own** Read the information aloud. Have Ss do the activity at home. Tell them to use dictionaries and try to learn at least three new food words in English.
- **Follow-up** At the start of the next class, Ss work in small groups to read the list of foods they labeled and the new words they learned.

Now I can . . .

- Go over the Now I Can items. Put Ss in pairs to give one example each for the first four items. Call on Ss and ask for examples or explanations.
- Have Ss look over the four lessons and identify any areas they want to review.
- Tell Ss to complete the Now I Can items. Ss check (✓) the items they know and put a question mark (?) by items that they are not confident about. Check with individual Ss which areas need review to see if there are general problems to review in class. Help individual Ss as required. Have Ss hand in a piece of paper with their name and a schedule showing what they plan to review and when. Review or reteach these language items in a future class.

Checkpoint Units 10–12

Before you begin the Checkpoint, write on the board: *Grammar, Vocabulary, Conversation Strategies*. Tell Ss to think about Units 10–12 and write down which area they are most sure about. Say each area, and ask Ss to raise their hands for the one they wrote.

1 What's the question?

 This task recycles simple past information questions and questions with *would like*.

- **Set the scene** Have Ss read the incomplete conversation quickly. Ask, “What’s the conversation about?” [things people did last night; things they would like to do tonight]
- **Preview and do the task** Read the instructions and the example aloud. Tell Ss that there may be more than one correct question. Have Ss complete the conversation. Check answers with the class: Read the conversation aloud, pausing at each missing part. Call on Ss to read their questions, and ask if other Ss have different questions.


Possible answers

- A I’m so tired this morning.
B So what did you do last night?

- A Last night? Oh, I went to see a band.
B You did? What band?
A The Mall Kids. They’re a new group.
B Yeah? What were they like?
A They were great. I was at the club really late.
B What time did you leave?
A About 2:00 a.m. So anyway, how about you? What did you do last night?
B Oh, I just went home and watched TV. The usual.
A Well, let’s go out tonight or something.
B Oh, OK. What would you like to do? . . .

- **Practice** Tell Ss to practice the conversation in pairs, taking turns playing each role. Then have Ss practice the conversation again, changing the last two lines. Ask a few pairs to act out their conversation for the class.

2 Do you have a balanced diet?

 This task recycles food vocabulary, questions with *How much* and *How many*, and statements and questions with *some* and *any*.

A


- **Preview the task** Read aloud the instructions and the headings in the chart. To check that Ss remember food vocabulary and count and noncount nouns, ask, “Who eats a lot of seafood?” and have Ss raise their hands. Ask a couple of Ss what kind they eat, and tell them to write that in the chart. Ask, “What are some food words we can use with *many*?” Elicit ideas and write them on the board. Then ask, “Who doesn’t eat many bananas?” Tell Ss to write examples of count nouns in the second column and examples of noncount nouns in the third column.

- **Do the task** Have Ss complete the chart. When Ss finish, elicit examples from the class: Write the categories on the board, and call on six Ss to each write his or her words under one category.

B

- **Preview the task** Read the instructions aloud. Have two Ss read the example conversation aloud. Write on the board *How much* and *How many*. Have Ss tell you which category words in Exercise 2A are used with *How much* and which are used with *How many* (e.g., *How much seafood*, *How many vegetables*).
- **Do the task** Have Ss compare their charts with a partner, taking turns asking and answering questions about each category. Have a few pairs present their conversations to the class.

3 Ask a question in two ways; answer and ask a similar question.

 This task recycles answering a question and then asking a similar one and using *or . . . ?* It also recycles asking a question in two ways and the expression *I mean*.

A

- **Preview the task** Read the instructions and the example aloud. Ask, “What other good second questions can you ask? Use *or . . . ?* at the end.” Have Ss call out questions.
- **Do the task** Have Ss write a second question ending with *or . . . ?* for each item. Check answers with the class: Ask a few Ss for their questions.

Possible answers


1. did you do anything special or . . . ?
2. did you go away or . . . ?

3. did you go out for dinner or . . . ?
4. would you like to see a movie or . . . ?

B

- **Preview the task** Read the instructions aloud. Have two Ss read the example conversation aloud. Point out how B asks a similar question. Encourage Ss to ask follow-up questions to continue each conversation.
- **Do the task** Have pairs take turns asking and answering the questions.

4 What's the right expression?

 This task recycles two conversation strategies: using appropriate responses like *Congratulations!* and *Good luck!* and the use of *or something* and *or anything*. It also recycles the expressions *You did?*, *Anyway*, and *I know*.

- **Set the scene** Tell Ss to look at the picture and think of a question to ask about it (e.g., *Where is the woman? What is she doing?*). Have Ss call out ideas.
- **Preview the task** Read the instructions and the example aloud. Point out that Ss need to use each expression at least once and they will use *anyway* twice.
- **Do the task** Have Ss complete the conversation. Tell Ss to check answers in pairs: S1 reads Bryan's lines, and S2 reads Julia's lines. Then check answers with the class.


Answers

Bryan How was your weekend? Did you go away or anything?
Julia No, but I went to a karaoke club.

Bryan Really? You did? So how was it?
Julia Great! I sang in a contest and won \$50.
Bryan Congratulations! I didn't know you were a singer.
Julia Well, I practiced every day for a month.
Bryan Good for you!
Julia And thank goodness I practiced! Ten friends of mine were there. So, anyway, did you do anything special?
Bryan Not really. I had to study for an exam on Saturday and Sunday. I studied all weekend and then got sick.
Julia I'm sorry to hear that. You need to take care of yourself.
Bryan Yeah. I know . . . Well, anyway, I have to go. I want to study my notes. But after the exam, let's meet for coffee or something.
Julia OK. So good luck with your exam.

- **Practice** Tell Ss to practice the conversation in pairs, taking turns playing each role.

5 Show some interest!

 This task recycles simple past tense verbs, time expressions, and responses with *You did?*

A

- **Preview the task** Read the instructions aloud. Write the first sentence on the board: *I ____ on an interesting trip.* Ask Ss to call out a simple past verb to complete it [went].
- **Do the task** Have Ss complete the sentences with a simple past verb. Tell Ss that there may be more than one correct answer for some sentences.
- Check answers with the class: Call on Ss to read their statements, and ask if other Ss have different answers.

Possible answers

1. I went on an interesting trip.
2. I bought some new clothes.
3. I met someone famous.
4. I made an international phone call.
5. I had a party at my house.
6. I made some Italian food.
7. I walked on the beach.
8. I spoke English with a tourist.
9. I spent some money.
10. I got lost in the city.

- Call on a S to read the first sentence again. Ask, "When did you go on an interesting trip?" Ask the S to answer with true information. Write the sentence with the time expression on the board (e.g., *I went on an interesting trip last year.*).
- Have Ss choose five sentences and add time expressions to the sentences to make true statements about themselves.

Extra activity PAIRS

Ss each write 10 incomplete sentences like the ones in the Student's Book. Encourage them to look back over the units for expressions to use. Ss exchange papers with a partner and complete the sentences with a simple past verb.

B

- **Preview the task** Read the instructions aloud. Model the task by reading the first line of the example. Call on a S to read the second line, and then respond, continuing the conversation with the S.
- **Do the task** Have pairs take turns reading the five sentences they wrote in Exercise 4A. Say, "Respond with *You did?* and ask questions to continue the conversation."