

1 It's Nice to Meet You

Introductions

Target patterns:	I'm from It's in the west of How are you?
Communication skills:	Introductions Classroom language Explaining where places are
Language sets:	Nationalities Fine, pretty good . . . North, south . . .

Warm Up

Meeting for the First Time

Greet the students naturally and ask individual students where they are from. If they cannot answer, get them to ask you “*Where are you from?*” and learn how to answer from your answer.

Then encourage the students to practice the dialog in the illustration in pairs or by moving around the class and shaking hands with other students.

I'm Paula

The students can listen to the dialog, read it, or do both.

Anticipation questions

Where's Sachiko from?
Where's Jin-Woo from?

Follow-up questions

Is Paula from Brazil?
Is Sachiko from Canada?
Is Jin-Woo from Spain?

Comprehension—Personalization

T: Question . . . Marc . . . from
S1: *Where's Marc from?*
S2: He's from *France*.

T: *You*
S2: *Where are you from?*
S3: *I'm from*

T: *Sachiko*
S3: *Where's Sachiko from?*
S4: *She's from Japan.*
T: *(a famous person)*

S4: *Where's . . . from?*
S5: *She's from (China).*

T: Jin-Woo
S5: *Where's Jin-Woo from?*
S6: *He's from Korea.*

T: *(a famous person)*
S6: *Where's . . . from?*
S7: *He's from (Australia).*

Personalization

The students ask each other where people they know are from. They can ask about people around them or famous people. The activity can be done in pairs, groups, or as a whole class.

Warm Up

Nationalities

Write a list of countries on the board. See if the students can tell you how we refer to the nationality of people who live in each country, and write the nationality next to each country. Help if necessary. The students can then ask each other about the nationality of famous people—help them have dialogs like “*Is . . . Canadian?*” “*Yes, I think so. / No, I think he's*”

Answers to the nationalities listed in the illustration:

The USA – American
Canada – Canadian
Mexico – Mexican
Japan – Japanese
Sweden – Swedish
Korea – Korean
China – Chinese
Switzerland – Swiss
France – French
India – Indian
Britain – British
China - Chinese

Are You French?

The students can listen to the dialog, read it, or do both.

Anticipation questions

Where's Marc from?
How is he?

Follow-up questions

*Is Marc French?
Where does he live?
Where's Bordeaux?*

Comprehension—Personalization

T: *Marc . . . French?*
S1: *Is Marc French?*
S2: *No, he isn't.*
T: *You . . . Korean?*
S2: *Are you Korean?*
S3: *Yes, I am. / No, I'm not.*

T: *Marc . . . Paris*
S3: *Does Marc live in Paris?*
S4: *No, he doesn't.*

T: *Where?*
S4: *Where does he live?*
S5: *He lives in Bordeaux.*

T: *(a famous person) . . . (name of a city)*
S5: *Does . . . live in . . . ?*
S6: *No, he/she doesn't.*
S6: *Where does he/she live?*
S7: *He/she lives in*
(If necessary, introduce the pattern *I think . . .*
..)

Personalization

In pairs or groups, the students look at maps, a globe or the Internet to find the locations of famous places. They can take turns to think of a city and ask where it is. They then search for it and describe its location.

Word Building

How Are They?

Say “*How are you?*” to some students, and see how many different ways the students can answer. Get them to ask you, and answer using each of the expressions in this section. Make a facial expression to go with each answer.

Open books and look at the pictures. Either in pairs or around the class, the students say “*How are you? I'm*” to each other, varying the answer and trying to make appropriate facial expressions.

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

Sample answers

*Not bad.
Maybe my brother feels great.
Maybe my dog feels terrible.*

Controlled Practice

Where Do They Live?

The students ask and answer “*Where does he/she live?*” about each picture.

Answers

- She lives in Rio Grande.
It's in the south of Brazil.*
- He lives in Shanghai.
It's in the east of China.*
- She lives in Sapporo.
It's in the north of Japan.*
- They live in Mexico City.
It's in the center of Mexico.*
- She lives in Geneva.
It's in the west of Switzerland.*

The students then do the practice exercise. They can ask each other the questions in pairs or write their answers individually.

Sample answers

*It's in the south of Korea.
It's in the east of the USA.
It's in the south of Britain.*

Warm Up

Natural Conversation

Have a natural conversation with the students. Ask them where they are from, how they are, etc. Slip the questions “*How do you spell . . . ?*” and “*Sorry, could you repeat that, please?*” into the conversation.

The students can then ask each other personal questions and follow up each questions with “*How do you spell?*” or “*Sorry, could you repeat that please?*”

Could You Repeat That, Please?

The students can listen to the dialog, read it, or do both.

Anticipation questions

*Who is Atchoo?
Where's he from?*

Follow-up questions

What's his name?

Could you repeat that please?

What's your name?
How do you spell your name?

Where's Atchoo from?
Where are you from?

Recalling the dialog

Various ways of getting students to recall a dialog are suggested in the introduction to this Teacher's Guide. For example, you can write the dialog on the board with words missing and get the students to act out the dialog. Half the class can be one character, and the other half of the class can be the other character.

Personalization

Put the students in pairs. One student plays the role of an immigration officer. The other student is himself/herself or plays the role of an alien or famous person.

Let the conversation happen naturally, though, if necessary, encourage the students to use the patterns in the dialog. The students can take turns being the immigration officer.

Communication Activities

A. Crossword

The students take turns writing words that say something about themselves—e.g. their first name, family name, nationality, city they live in. They fit these words together to make a crossword.

They can do this activity a whole class and make the crossword on the board or they can do it individually, in pairs or in groups. An option is for them to also make clues for their crossword and get other students/groups to try and solve them.

B. Newspaper Reporters

In pairs, the students take turns being newspaper reporters, and try to find out as much as they can about each other. They then tell the whole class what they have found out.

C. Around the World

Download the *Around the World* board from the website, and use it to practice sentences like "She's from China," and "He lives in Rome."

How to play:

1. Place the four prompt cards in a pile and turn over the top one.

2. The students take turns to throw a dice and move their pieces around the board.
3. If a student's piece lands on a non-corner square, the student answers the question on the prompt card (e.g. *She's from Greece*) and gets the card for that country. If another student has the card, they roll the dice to decide who gets it. (If the scores are equal, the student with the card keeps it.)
4. If the student lands on the country corner squares, he/she misses a turn and the top prompt card is changed.
5. If he/she lands on START, the student can challenge for any card owned by another student (they roll the dice).
6. The first student to collect three cards of the same color (the colors are written on each card, though it is better if you or the students color them) and pass START is the winner.

Review Exercises

It is best if the students first write their answers individually. They can then do the exercises in pairs, groups, or as a class.

Sample answers

Role play

Carmen: *Hello. I'm Carmen. I'm from Mexico.*

You: *Hi! I'm 1. Adinda.*

It's 2. nice to meet you.

Carmen: *It's nice to meet you, too. How are you?*

You: *3. Pretty good.*

Carmen: *Are you Chinese?*

You: *4. No, I'm not.*

Carmen: *Where do you live?*

You: *5. I live in Surabaya. It's in the 6. south of Indonesia.*

Picture Prompts

1. Delhi is in the north of India.
2. Madrid is in the center of Spain.
3. Hanoi is in the north of Vietnam.
4. Perth is in the west of Australia.
5. Sicily is in the south of Italy.
6. Stockholm is in the east of Sweden.

Personal Record

Questions

It is best if the students write their answers to these questions individually, though they can also practice them orally before or after writing.

Reflection

Encourage the students to look back through the unit and write down any words or patterns they find difficult in a notebook.

If possible, get the students to input these words/patterns into flash/flip card software or write them down on flash/flip cards, and periodically flip through these cards between lessons and try to recall the meaning and usage of the words/patterns.