

# 1 SELF

<b>READING</b>	Preparing to read
<b>STUDY SKILL</b>	Life at college
<b>VOCABULARY</b>	Countries and languages
<b>GRAMMAR</b>	Present tense of <i>be</i>
<b>WRITING</b>	Writing simple sentences

As this is the first lesson, it is worth spending some time making sure that students feel relaxed and comfortable since students learn better when they are engaged and not under stress, that is, when they have a lowered “affective filter.” In order to build students’ confidence and aid understanding, keep sentences short and simple. Where appropriate, use gestures. For example, students may not understand the concept of working in pairs, so you might have to use your hands to help explain, such as pointing to one student with one hand and another student with the other hand, and then bringing your hands closer together. Whichever gesture you use, make sure to use the same gesture each time, along with the spoken instruction, to avoid confusion and to build continuity. Be careful about using hand gestures that might be offensive. For instance, where pointing is considered impolite, point with your entire hand, fingers together with thumb on top.

Research has shown that students are more motivated when they feel like the teacher knows and cares about them. This unit provides a good opportunity for the teacher to get to know a little about each student, and for the students to learn more about each other. Getting to know one other is an important part of building the classroom community.

## Warm-up

Start the lesson with an activity to engage the students and lay the groundwork for the unit. If it is allowed at your institution, ask students to take out their smartphone and take a photo of themselves. Ask them to show their photo to another person (or even send it with a message saying, *Me in English class!*). Then tell them to turn off their smartphone and put it away for the rest of the lesson. See if anyone knows what the picture is called and write *selfie* on the board. Ensure that students understand that a selfie is a picture that you take of yourself. Ask students to look at the title of the unit and the photo. Ask them what they think *self* means and how it relates to *selfie*. Students should understand that in this unit, they will learn to read and write about themselves.

If smartphone use is forbidden in your institution, you could bring in some selfies of yourself (in appropriate clothing and situations) to show the students and prompt discussion, e.g., *Where am I here? Is this a good selfie? When do you take selfies?* For homework, students could print out or upload some selfies into a class wiki or closed online group.

## Discussion point

- 1 Ask students to look at the graph. Draw their attention to the title *Where are the students from?*, the numbers on the left, and the countries at the bottom. Review numbers zero to ten and make sure students understand that the words at the bottom are countries. If possible, bring in a large world map and ask students to find the countries listed in the graph on the map. Alternatively, if you have a projector hooked up to a computer, project a world map from the Internet. Ask students to look at the graph and complete Exercise 1. Check that they have the right answers.

### ANSWERS

1 Japan 2 Four 3 China

- 2 If you have a class with students from different countries, give each student a slip of paper. Ask them: *Where are you from?* They should write their country on the slip of paper. (In a class where all students are from the same country, give students a slip of paper with a country name on it.) Ask them to stand up and ask other students *Where are you from?* The other students show what they have written. Ask students to write the names of their countries on the board before moving on to Exercise 2. Assess and discuss the demographic of where students in your class are from.

### Extension activity

Students review the spelling of numbers zero to ten for homework. For the following lesson, start with a short competition. Put students into pairs. Call out a random number from zero to ten. Each pair writes both the number and the number word, concentrating on correct spelling. Do this for a total of five or six numbers. Then ask pairs to exchange papers for checking. Say the number and spell it aloud while writing the number and number word on the board so that students can hear the spoken letters and see the spelling. Congratulate students for their effort and encourage them to review any that they got wrong.

### VIDEO

#### Before you watch

Introduce the topic of the video and ask students to read the exercise and identify any new words. Write these on the board and discuss the meanings as a class. Then, ask students to complete the *Before you watch* section. Monitor and provide feedback as a class.

#### ANSWERS

1 d 2 a 3 c 4 b

#### While you watch

Play the video once. Ask the students to watch the video and complete the exercise. Play the video again so that students can check their answers. Go through the answers with the class.

#### ANSWERS

1 two 2 four (including the narrator) 3 happy  
4 weather

See page 108 for the video script.

#### After you watch

Put the students into pairs or groups and ask them to complete the exercise. Encourage them to use what they have learned in the video and the example answers to answer the questions. Go through the answers with class.

## READING 1

### Welcome new students

#### A Vocabulary preview

Use the photographs in *Welcome new students* as a way to introduce the vocabulary in bold. Ask students to look at the photographs. If possible, use the presentation tool to project the image. Ask *What's her name?* to elicit some possible names. Agree on a name for him (i.e., one of the boys) and write it on the board. Ask *What's his age?* / *How old is he?* 19? 21? 30? 56? Elicit the age students think he is. Agree on an age and write it on the board. Continue asking questions to elicit and agree on his city, country, email address, hobby, and language. Check that students understand the terms by checking several times during the process of building up the information about him, e.g., *Name? Age? City?* Students' responses will indicate if they have understood the terms.

- 1 Ask students to look at the list of words in bold in Exercise 1. Make sure they understand that they should circle the example that **doesn't** belong. For example, ask *Is March 5 age? No? Circle it.* Check students' answers before moving onto Exercise 2. Ask students to work individually. Then ask them to check in pairs, and then check as a class. Students can also complete the *Vocabulary preview* as homework before class.

#### ANSWERS

1 March 5 2 19 3 Saudi Arabia 4 Cairo  
5 555-7711 6 family 7 France 8 2018

- 2 This exercise will show whether or not students have understood the meaning of the vocabulary from Exercise 1. Ask students to use the words from Exercise 1 to complete the sentences. Ask volunteer students to read the completed sentences.

Pay particular attention to spelling. Tricky words to spell include *address*, *hobby*, and *language*. Write the first letter of each vocabulary word on the board with spaces for the rest of the letters (e.g., l\_\_\_\_\_). With books closed, say the word and see if the class can spell it aloud. Write the letters the students say in the spaces. Students look in their books to see if they have made any mistakes. This activity will also show which letter names students need to review.

#### ANSWERS

1 language 2 birthday 3 hobby 4 name  
5 email address 6 city 7 age 8 country

### Extension activity

This is a good time to review the alphabet and months. Make sure students can pronounce key terms: *age* /eɪdʒ/; *birthday* /'bɜːrθ,deɪ/. Ask students to concentrate on making the /θ/ sound by putting their finger to their lips when they say *birthday*. Their tongue should come out far enough to touch their finger. For the /r/ sound in *birthday*, the tip of the tongue comes down while the back of the tongue rises. There is a lot of movement to go from the /r/ to the /θ/ sound; draw students' attention to this massive movement to help them with the pronunciation.

For the /l/ in *language*, the tongue comes forward and the tip of the tongue presses against the roof of the mouth just behind the teeth.

*Country* is /'kʌntri/ not /'kauntri/.

*Address* can have the stress on the first or second syllable: /'ædres/ or /ə'dres/.

Teach students how to say the symbols in an email address: @ is *at*; . is *dot*.

## B Before you read

### Preparing to read

We unconsciously take in a lot of information about a text before we read it. This gives us information about what we are going to read and aids comprehension. This section aims to teach students to use information about a text before reading it.

This exercise will work best if you can use the presentation tool to project the reading text. Use a pointer to draw students' attention to the title, captions, photos, and bold words. Ask, e.g., *Which gives the main idea? Which describes the photos? Which shows the important words?* to elicit the parts listed in the *Preparing to read* box.

Students read the *Preparing to read* box and complete the exercise. Check understanding by asking students to point to each part in the text.

#### ANSWERS

A title, pictures, captions

## C Global reading

### Reading for gist

This exercise encourages students to read quickly to get the main idea of the text without getting stuck on unknown words. Ask students to read the sentences. Then give them 30 seconds to read the text quickly and complete the sentences.

#### ANSWERS

1 new 2 four 3 different countries

## D Close reading

- 1 In this section, students read the text more carefully and answer the questions. Students can use a paper or electronic dictionary if needed. Have students complete the exercise individually. Ask students to check in pairs, and then check as a class.

#### ANSWERS

1 F (Bianca is from Brazil.) 2 T 3 T  
4 F (Nilay's birthday is on April 10.)  
5 F (Bianca studies sports science.) 6 T

- 2 Point out that *age* and *years old* are the same thing. When we talk about age, we say *I am / he or she is \_\_\_ years old. How old are you?* Students work alone to find the first names in the text to complete the sentences. Compare in pairs before having the class give feedback.

#### ANSWERS

1 Kenichi 2 Nilay 3 Kenichi, Bianca 4 Ahmed, Nilay  
5 Ahmed, Kenichi 6 Bianca, Kenichi

### Extension activity

Put students into three groups. Ask Group 1 to make a list of all the countries they see from the unit so far. Group 2 should make a list of all the languages, and Group 3 should make a list of all the hobbies. Students should look at the infographic on page 8, the *Vocabulary preview* on page 10, and the reading text on page 11. Give them five minutes to complete the task. Ask fast finishers to make sure they have spelled their words correctly by checking in the book. Ask one person from each group to read one of their answers. Check and drill pronunciation as needed. Check that students understand the meaning of the hobby terms, but don't spend too much time connecting language to country because this comes up later in the unit. Ask another person from each group to read another answer and so on until each group has read their list, and you have practiced pronunciation and clarified meaning.

## E Over to you

In this section, students use the same structure from the reading text to talk about themselves. This is an important step that consolidates and personalizes their learning.

- 1 Students work alone to complete the information about themselves. Give support where needed. Teach students the terms for  (underline)  and - (dash or hyphen) if needed to say their email address.
- 2 Write the sentence stems from Exercise 2 on the board and show students how to use them to compare

information, e.g., *We are 19 years old. We are from Tokyo. We like movies. I like movies, but he likes tennis. I am 18, but he is 20.* Orally drill briefly so that students are comfortable saying the sentences. Put students into pairs to compare information. Ask each pair to find another pair. Ask each student to tell the others one thing that is the same or different about their partner. When they have done this, ask two or three students to tell the class one thing that was the same or different about their partner.

## STUDY SKILLS

### Life at college

#### Warm-up

Students close their books. On the board, write *Student life at college*. With the class, brainstorm ways that life at college is different from student life at high school or secondary school. Write their ideas on the board. You may need to prompt students with questions, e.g., *Is it exciting? Is there more work? Can you choose what you study? Do you have take-home activities? Can you ask for help?* (Possible answers: more freedom; more work; you choose what to study; lots of take-home activities; more independence; more responsibility; not many classes, etc.)

- 1 Students read the *Life at college* box. Then they check the statements that are true for them. Give students three minutes, and then ask volunteers to say which statements they checked. Ask students to work in pairs to think of one or two more ideas to add to the list. Ask a few volunteers to tell the rest of the class what they added.
- 2 Students work alone to complete Exercise 2, and then they read their answers to their partner. Ask students to write their answers on a piece of paper or send them to you in an email so you can find out more about your students and build your relationship with them.

#### Extension activity

This would be a good time to advise students on where and how they can do the things that they have written in Exercise 2. For example, students may want to join a study group, but may not know how to find one. Put students into groups of three or four to discuss ways to achieve their aims. Some ideas include, e.g., creating a regular face-to-face or online study group with classmates, reading a graded reader or listening to a podcast and keeping a log of new vocabulary, recording yourself speaking—starting with one minute a day and working up to five minutes, etc.

## READING 2

### Students of the month

#### A Vocabulary preview

#### Warm-up

Write *Students of the month* on the board. Ask students what they think this means (Possible answer: students who are chosen to be showcased or honored in some way, often because of an achievement or as a way to inspire other students). Ask students why someone might be chosen for student of the month. Find out if anyone has ever been chosen for a similar award. If there is a similar award at your institution, talk about why students are chosen.

- 1 Students work together to match the words with their definitions. If required, students can use a paper or online dictionary to complete the exercise. When checking answers, ask for the whole definition from volunteer students, e.g., T: *What is a class?* ST: *A group of students with a teacher.* Ask students to say the words in an oral drill two to three times to practice pronunciation.

Draw students' attention to the parts of speech in parentheses after each word. Find out if they know what (n) [noun] and (adj) [adjective] mean. At this point, you don't need to go into too much detail, but you could explain that a noun is a person, place, thing, or idea and an adjective is a word that describes a noun.

#### ANSWERS

1 c 2 d 3 a 4 b 5 h 6 g 7 f 8 e

- 2 Students complete the exercise alone, and then check in pairs. To practice saying the new words in sentences, ask Student A to read the odd-numbered sentences aloud to his or her partner. Student B reads the even-numbered sentences.

Pay particular attention to spelling. Tricky words include *easy*, *favorite*, *movie*, and *third*. Use the same class spelling activity from the TB page 11 to continue working on letter names.

#### ANSWERS

1 favorite 2 class 3 first 4 movie 5 club  
6 easy 7 second, third

## B Before you read

Give students 30 seconds to read the instructions and sentences and check that they understand what to do. Reading the instructions and sentences before reading a text helps students know what information they should be looking for and is a good exam skill to develop early on. Give them 30 more seconds to read the text quickly to find the answers. If appropriate, you could do this as a competition—the first student(s) to get the answers could be “students of the day.” (More opportunities to be “student of the day” can be given later in the lesson.)

### ANSWERS

1 three 2 students 3 student magazine

## C Global reading

Ask students to read the instructions and questions. Give them two minutes to read the text and find the answer. Alternatively, challenge students to find the answer as quickly as they can with the “winner(s)” being added to the list of “students of the day” from *Before you read*.

Reading quickly to get the main idea of a text is an important skill and helps students see that they don’t need to look up every word in order to get a global understanding of the text.

### ANSWER

1 They speak English

## D Close reading

1 Students read the text again to complete the chart. Draw the blank chart on the board. Ask fast finishers to complete the information for one of the students in the chart. Ask the rest of the class if they got the same answers as those on the board and correct any mistakes.

### ANSWERS

	Leila Abboud	Diego Garcia	Ji-won Kim
Age	20	18	21
Year	second	first	third
City	Sharjah	Tijuana	Busan
Country	United Arab Emirates	Mexico	South Korea
Studies	biology	music	east Asian history
Languages	Arabic, English, French	Spanish, English	Korean, English, Japanese, Chinese

2 Students work alone to complete the sentences with words from the text and compare with a partner. Ask volunteers to read aloud their sentences for checking as a class.

### ANSWERS

1 old 2 movie 3 soccer 4 music 5 Chinese  
6 teachers

### Extension activity

Put students into pairs. Give each pair a chart like the one in Exercise 1, but without the names and information included. Students interview each other and complete column 1. Then they change partners and complete columns 2 and 3. Each student then chooses one of the people in their chart and gives a mini-presentation about that person to the class. In a large class, students can work in small groups for their mini-presentations. Less-confident students can read what they’ve written, while more-confident ones can try to present the information without looking at their notes.

## E Over to you

- 1 Put students into groups of three or four. Students circle the free-time activities they do. Explain that free-time activities are the same as hobbies (They will see both of these terms throughout this unit.). Encourage students to ask each other follow-up questions. Write some questions on the board to support them, e.g., *What do you draw? Where do you swim? What do you sing? Where do you travel? What do you read? What do you cook? What do you watch on TV? What kind of movies do you watch?*
- 2 Students complete the sentences. Ask them to find one or more other people who like to do the same things. Let them move around the room if possible and mingle with other students.
- 3 Put students into groups of three or four, and ask them to make a list of school clubs. Compile a list on the board and encourage students to join. If your institution doesn’t have clubs, ask students what clubs they would like to have—maybe they can put together a proposal for some clubs to take to the governing body of the school.

### Extension activity

Students create a profile for a class study group, blog, or discussion forum. Ask students to read each other’s profiles and find one thing they have in common with someone else in the class.

## VOCABULARY

### Topic vocabulary

#### Countries and languages

##### Warm-up

Put students into teams of three. Tell them they have three minutes to look through pages 1–17 in their books to find the names of as many countries as they can. They must write the name of the country and be careful about spelling—including capitalization. When the three minutes are up, ask teams to exchange papers. The team gets a point for each country they have found and another point for spelling the name of the country correctly. As they call out the countries, write them on the board in a column so the students can see the correct spelling. The team with the most points wins.

At the top of the column on the board, write *country*. At the top of a new column, write *language*. See if students can tell you what language they speak in each of the countries on the board from the *Warm-up*. Complete the *language* column and ask students if they see any patterns. For example, they may see that some languages end in *-ese* (Chinese, Portuguese), some in *-ish* (English, Spanish, Turkish), and some in *-an* (Korean). Students open their books and look at the table with countries and languages. Draw students' attention to the fact that both languages and country names are always capitalized. Go through the pronunciation of each. Ask students to underline the stressed syllable in each word.

<u>China</u>	Chinese
<u>France</u>	French
<u>Germany</u>	German
<u>Italy</u>	Italian
<u>Portugal</u>	Portuguese
<u>Russia</u>	Russian
<u>South Korea</u>	Korean
<u>Spain</u>	Spanish
<u>Thailand</u>	Thai
<u>Turkey</u>	Turkish

Point out that, although *Thailand* and *Thai* is spelled with a *th*, the sound is /t/ not /θ/. The *g* in *Portuguese* is a hard /g/ and the second *u* is silent: /,pɔrtʃə'giz/.

- 1 Students circle the word that does not belong. When going over the first few items, ask students to tell you why the word does not belong, e.g., *They are languages. It is a country.*

##### ANSWERS

1 France 2 Russia 3 Thai 4 Japanese 5 Thailand

- 2 Students work alone to complete the sentence. They then check in pairs. Encourage them to pay attention to spelling. Volunteer students read aloud the entire sentence. When checking answers as a whole class, check that students are using the correct pronunciation.

##### ANSWERS

1 France 2 Russia 3 Italy 4 China 5 Japan

- 3 Students work alone to complete the sentence. They then check in pairs. Pairs self-check spelling. As the class gives feedback, ask volunteer students to read aloud the entire sentence. Monitor and check pronunciation.

##### ANSWERS

1 Spanish 2 Korean 3 German 4 Portuguese  
5 Thai

- 4 Put students into pairs to ask and answer the questions. If appropriate, ask them to record their conversation and play it back to listen for good pronunciation of countries and languages.

##### Extension activity

Put students into pairs. Student A has the book closed. Student B says the name of the country. Student A says the language. Change roles and repeat. Later in the unit, review again—give each pair a set of cards with languages and countries mixed up. They sort them into two columns and match them up.

## VOCABULARY

### Vocabulary builder

#### Subjects of study

Ask a few students what subject they want to study or are studying at school. Ask them if they know how many subjects it is possible to study at the institution they are currently in. If possible, bring in brochures from the school. Ask students to work in small groups to find three or four subjects that are interesting to them.

- 1 Students work alone to match the subjects with what they are the study of. Have them check in pairs and give feedback to the class. Go over the pronunciation



of each subject. Some students struggle with *science* /'saɪəns/, *history* /'hɪst(ə)ri/, and the stress pattern in *geography* /dʒi'agrəfi/. Ensure that students know that school subjects are not always capitalized, although languages, e.g., Spanish, are capitalized.

ANSWERS

1 c 2 f 3 a 4 e 5 d 6 b 7 h 8 g

- 2 Students match the subjects with the pictures, and then write sentences. Fast finishers can think of two more subjects. Have the whole class give feedback. Ask the fast finishers to say what the subject is the study of and see if the others in the class can guess the subject. When checking answers, ask volunteers to read their sentences to the class. Check and drill pronunciation as needed.

ANSWERS

- 1 Marta studies business.
- 2 David studies music.
- 3 Kwame studies art.
- 4 Ana studies history.
- 5 Kurt studies sports science.
- 6 Yumiko studies geography
- 7 Lucy studies film studies.
- 8 Salim studies science.

**Extension activity**

To review subjects, give each student a slip of paper. Ask them to write the subject that they study or want to study on the slip and put it into a hat or box. When everyone has finished, mix up the slips. Read the school subject and see if students can guess who wrote it. They have to use a complete sentence, e.g., if the slip reads *Languages*, the students might say, *Busan studies languages*. How many they get right shows how well they know each other.

**WRITING**

**Writing model**

Ask students to read the paragraph at the top of the page so that they know the aim of the *Writing* section. By having an awareness of the aim, students will better understand why the activities they are doing are important. The following exercises build the skills and language students will need in order to complete the *Writing task* at the end of the unit.

**A Analyze**

Students work alone to match the questions and answers, and then give feedback to the rest of the class. Teach students that the intonation of Wh- questions falls at the end of the question. Compare *Where are you from?* (falling intonation) with *Are you from China?* (a yes / no question with rising intonation). Once you have practiced pronunciation of the questions with students, put them into pairs. Student A reads questions 1 to 5 and Student B answers them. For questions 6 to 10, students exchange roles.

ANSWERS

1 c 2 e 3 a 4 b 5 d 6 h 7 i 8 j  
9 g 10 f

**B Model**

- 1 Students read the text alone and then describe it to another student.
- 2 Ask students to match the sentences to what they describe. Have students compare answers in pairs, and then give feedback to the rest of the class. You may wish to explain that this is an example of the writing they will be doing at the end of the unit.

ANSWERS

1 e 2 a 3 f 4 b 5 c 6 g 7 h 8 d

**GRAMMAR**

**Present tense of *be***

Ask students to read the *Present tense of be* information box as a take-home activity before the lesson so that they are better prepared to understand your presentation.

Ask students to close their books. Write the first three example sentences from the grammar box on the board. Underline *am*, *is*, and *are*. Ask students if they know which verb this is to elicit *be*. Ask students which form they should use with *he* (*is*), with *they* (*are*), with *you* (*are*), and with *it* (*is*). Conduct a short oral substitution drill:

T: *I am an English student. He.*

STS: *He is an English student.*

T: *She*

STS: *She is an English student.*

T: *They*

STS: *They are English students.*

Show the students how to make a yes / no question from the sentences on the board by swapping the subject and the verb: *I am --> am I?*; *Bianca is --> Is Bianca?*; *Mark and I are --> Are Mark and I?* Conduct a short oral substitution drill:

T: *I am an English student.*

STS: *Am I an English student?*

T: *Abdullah is from Jeddah.*

STS: *Is Abudullah from Jeddah?*

Encourage students to answer the yes / no questions, e.g., *Am I in this class? Yes, you are. / No, you aren't;* *Is Abdullah from Jeddah? Yes, he is. / No, he isn't.*, etc.

Move on to Wh- questions. Write the questions from the grammar box on the board. Draw students' attention to the word order by underlining the verb and circling the noun or pronoun:

*Where is Sharjah? How old are you? What is your hobby?*

Ask students: Can I say *Where Sharjah is?* (no)

Conduct a final short substitution drill:

T: *Sharjah is in the United Arab Emirates.*

STS: *Where is Sharjah?*

T: *I'm 21 years old.*

STS: *How old are you?*

The grammar section has a variety of exercises to practice using the verb *be*. If class time is short, you could assign some of the exercises for homework.

- 1 Students complete Exercise 1 alone, using the grammar box for support if needed. Ask students to check in pairs, and then check as a class. Ask volunteer students to read the entire sentence.

#### ANSWERS

1 is 2 am 3 am 4 is 5 is 6 are 7 is

- 2 This email is an example of a grammar-in-context exercise. Students must understand the context in order to complete the sentences. Some students may not have seen this type of exercise before and might need help from a stronger student to help them complete it. If possible, pair up a stronger and weaker student. Ideally, use the presentation tool to project this exercise when checking answers. Draw attention to the words that give the clues to what form of the verb to use, e.g., *How<sup>1</sup> \_\_\_\_\_ college life in California?*

#### ANSWERS

1 is 2 is 3 am 4 is 5 is 6 is 7 is 8 is 9 is  
10 are 11 is

- 3 Ask the students to unscramble the words and do the first sentence together as a class so that students understand the task. Point out that they also need a capital letter at the beginning of the sentence and a period at the end. After checking that they are correct, ask fast finishers to write their answers on the board while the others are still working.

#### ANSWERS

- 1 Cassie is 23 years old.
- 2 Max is not in a club this year.
- 3 I am not a second-year student.
- 4 Tomas is a film student from Panama.
- 5 The teachers at this college are great. / The teachers are great at this college.
- 6 Korean and Chinese are not easy. / Chinese and Korean are not easy.

- 4 In this exercise, students write sentences with the correct form of the verb *be*. Do the first one together so that students understand what to do. Encourage students to write the entire sentence and not just the verb—this is so that they will internalize the structure better. Then tell the students to ask the questions to a partner.

#### ANSWERS

- 1 Are you 20 years old? Yes, I am.
- 2 What is your last name?
- 3 Where are you from?
- 4 Is your area of study English?
- 5 Are you a new student here?
- 6 How are your classes?

- 5 & 6 To add some variety, ask students to work in groups of three for this exercise and write two true sentences and one false sentence about people in the class. Ask each student to read aloud a sentence. The rest of the class has to say which sentences are true and which are false. If the sentence is false, the person it is about corrects it as in the example in Exercise 6. These exercises could also be done individually for homework with students bringing in their sentences to the following class.

## WRITING

### Writing skill

#### Writing simple sentences

Many students dislike writing because they consider it to be difficult. The *Skillful* series aims to build students' writing skills so that they feel more confident about



writing and begin to see writing as an important means of communication. In this unit, students focus on simple sentence structure and punctuation as the groundwork for writing a short profile about another person.

Unlike many other languages, sentence structure in English is fixed with a finite number of patterns. Simple declarative sentences follow the pattern of SUBJECT + VERB (+ OBJECT). This is an important rule to point out to students, especially where their language has a different or more flexible word order pattern.

Ask students to read the *Writing simple sentences* box for homework before the lesson so that they are better prepared to understand your presentation. Write the sentences from the skill box on the board. Ask students what the verb, subject, and object are in each of the sentences. Double underline the verb, underline the subject, and circle the object:

I know. (no object)

Leila studies biology.

Ahmed and Nilay study business.

Ji-won speaks and understands Chinese.

Diego speaks Spanish and English.

Concept check: Ask *Can I say "Spanish and English Diego speaks"?* (no); *Can I say "Study Ahmed and Nilay business"?* (no), etc.

Ask students to say which words are capitalized in the sentences on the board. Check that students understand the concept by asking, e.g., *Do we capitalize verbs?* (no) *Do we capitalize names?* (yes) *What else do we capitalize?* (languages, cities, and countries), etc.

- 1 Students complete the exercise alone, and then compare answers in pairs. Ask fast finishers to write their sentences on the board to make it easier for students to check their answers. Sometimes students don't see the importance of capitals, commas, and periods, especially as they are not used in text speak. Explain that correct punctuation is an important part of academic writing.

#### ANSWERS

- 1 Derek speaks Greek and Italian.
- 2 Karachi is a large city in Pakistan.
- 3 My friend Roberto is from Bogotá, Colombia.
- 4 Berlin, Munich, and Cologne are cities in Germany.
- 5 People speak French and English in Canada.
- 6 Our teacher is from Los Angeles, California.

- 2 To help students struggling with this exercise, ask them to identify the words in the two sentences that are different and those that are the same. The different words are the ones that will form the compound subject, verb, or object.

#### ANSWERS

- 1 Isobel and Paul are first-year students.
- 2 Justine speaks English and Spanish.
- 3 Achara reads and writes Chinese.
- 4 Mark and Hassan are business students.

- 3 Students use compound subjects, verbs, or objects for this exercise. You could assign this exercise for homework. In class, ask students to read their sentences to each other, and then exchange them and check them for capitalization and periods. Although students may think they can't assess each other's work, peer review is an important skill. To support this, write the criteria on the board: *Does the sentence start with a capital letter? Does the sentence end with a period? Are languages, names of people, and countries capitalized?* Encourage students to ask you if they have any doubts or disagreements about the sentences.

## WRITING

### Writing task

Although it's tempting to assign writing as a take-home activity, there are good reasons for writing in class. First, students need to learn the steps in writing—brainstorming, planning, writing, peer reviewing, and rewriting and editing. The exercises in this section take students through those steps. Second, writing can be much easier if students are allowed to work together on some of the stages—brainstorming and planning, for example, can be done collaboratively. Finally, observing what the students do when they write can tell the teacher a lot about the students: Do they use their plan to help them write? Do they look back through the exercises in the book for support? Do they spend a long time looking up words? Do they struggle or do they find it easy? Do they stop and count the words in each sentence or wait until they have finished what they want to say before counting? How long does it take them to write 50 words? This information will help you plan future lessons and support for students.

In this task, students write about each other. To make this exercise extra engaging, tell students that they are going to publish their finished work. Ideas for publication

include posting their work on a class blog, creating a “who’s who” bulletin board, or making a “students-of-the-month” poster. Knowing that others besides the teacher will read their work is a good motivator.

## Brainstorm

Put students into pairs to interview each other. Student A interviews Student B first. To ensure that Student A actually asks the questions verbally, Student B should have his or her book closed. Then ask students to change roles.

## Plan

Students work alone to write about their partner. Ask students to think about how they will organize the information. Refer them back to the model on page 20 and the reading texts on pages 15–16 if they need some ideas. Ask them if there is any information they can put together using compound subjects, verbs, or objects. They should make notes at this stage.

## Write

Give students about 20–25 minutes of class time to write their paragraphs.

Ask students to write 50 words about their partner and to remember to use the key points, e.g., to use capital letters, periods, and the verb *be*. Students then complete the *Writing task* in class.

## Share

Students may not think they are qualified to comment on another student’s work, so the rationale behind peer review may require explanation. When evaluating another person’s work, students are improving their own skills as a writer because they are raising their awareness of what makes good writing. This also helps them become more independent of the teacher—an important skill as they progress into higher education. Finally, peer review is an important part of publishing in academia. Point out that in peer review, the reviewer provides an extra “set of eyes” to help support the writer.

Students exchange paragraphs with their partner. To help with the peer review, write guidelines on the board:

*Is the information correct?*

*Are words capitalized correctly?*

*Is there a period after each sentence?*

*Can any sentences be combined?*

*Are the words spelled correctly?*

Students should discuss each other’s work with the guidelines in mind.

Tell students to look at the checklist on page 189. They use the checklist to compare their writing in pairs and offer suggestions for improvement.

## Rewrite and edit

Students read and consider their partner’s comments and rewrite and revise their paragraph on a clean sheet of paper, checking for errors before turning it in. This could be done for homework. Optionally, students could write their final paragraph directly into a class blog, or they could use a word processor and print out their work. Include a picture of the person the paragraph is about if appropriate.

## REVIEW

### Wordlist

Students work in pairs or small groups to work through the *Wordlist*, checking that they all remember what each word or phrase means, how to pronounce it, and how it was used in the unit. Go through the list carefully with the class.

### Vocabulary builder review

Students work through the sentences, check in pairs, and report back to the class.

#### ANSWERS

1 art 2 geography 3 history 4 film studies

### Unit review

Students work through the list alone to decide what they can and can’t do. They discuss their answers in pairs, including what they remember from the unit about each point. Finally, open up the discussion to include the whole class. Pay particular attention to any boxes that the students didn’t check. Explore with them ways of overcoming any remaining problems.

#### Extra research task

As a take-home activity, tell students to search online for information about a famous person whom they respect or admire. They should find out the person’s age, country, job, and two other pieces of information about that person. In the lesson, ask students to share the information with each other in small groups. Alternatively, students can write about the person on the class blog.