

LONGMAN ENGLISH INTERACTIVE 1 UNIT A.5 NOTES TABLE OF CONTENTS

UNIT A.5 AT A GLANCE	2
TEACHING UNIT A.5 IN CLASS	4
Web Research And Writing Assignments.....	4
Web Research Assignment.....	4
Web Research Assignment: Cool Schools	5
Writing Assignment.....	6
Writing Assignment: Ask About A Class.....	7
<i>Communication Companion Notes</i>	8
Hi! Is This English?	8
Role Play: Registering for a Class.....	9
Board Game: Time Frames	10
Bingo!.....	11
How Much Do You Remember?	12
WebTalk.....	13
A.5: Extra Classroom Practice.....	14
Extra Practice 1.....	14
Extra Practice 2.....	14
Extra Practice 3.....	14
Preview of Unit B.1	15

UNIT A.5 AT A GLANCE

Unit A.5: The First Day

Characters: Emi, other: Professor Brown; Jin, male student

Theme: Adjusting to new situations

Functions: Asking for information/clarification, introducing self

Story note: Emi arrives at a new class, meets the teacher, doesn't understand at first that he's the teacher, later meets another student

Pronunciation Point 1: Sentence stress and intonation

Pronunciation Point 2: Contractions with the verb *be*

Grammar Point 1: *What time/When?* Telling time

Grammar Point 2: Negative statements

Grammar Point 3: Adjectives with nouns

Learning Objectives

You will use the vocabulary and grammar of this unit to:

- Talk about time: *What time is it? It's 10 o'clock.*
- Describe people and things: *She's a nice teacher. This class isn't easy.*

Scene Description

Emi looks up at room number, looks at her watch, then enters classroom. Professor Brown is seated at a student desk near door. Emi sits at a desk beside his.

Two other students are seated nearby. Professor Brown is teasing her.

Emi laughs, surprised.

Emi looks at him again, suspicious.

Professor Brown stands up and goes to the front of the room

Jin, a student in the class, sitting behind Emi, gets her attention and starts to talk with her. Emi realizes Jin has seen the previous embarrassing scene with teacher and laughs.

Listening Script (Video)

Emi: Oh, no . . . it's ten o'clock! I'm late.

Emi: Is this English with Professor Brown?

Professor Brown: Yes. This is it.

Emi: I'm nervous.

Professor Brown: Don't be nervous. This class is easy.

Emi: Really? It's easy?

Professor Brown: Yes. And the instructor is really nice.

Emi: He is? Wait . . . Are you a student?

Professor Brown: No, I'm not. I'm the instructor.

Emi: You're Professor Brown?! I'm so embarrassed.

Professor Brown: Don't be. Welcome to the class.

Listening Challenge (Video)

Jin: Hi.

Emi: Hi.

Jin: I'm a student too. My name's Jin.

Emi: Hi. I'm Emi . . . Emi Okada.

Jin: Oh, you're Japanese!

Emi: That's right. And you're . . .?

Jin: I'm Korean. This is my first class here. I'm a little nervous, too.

Emi: Well, it's nice to meet you. Your

<p>Jin repeats his name with correct pronunciation. They break off their conversation as they realize the teacher is about to begin class.</p>	<p>name's Jean? Jin: Jin. Jin Koh. Professor Brown: OK, everyone. Good morning. I'm Eric Brown. Let's get started.</p>
--	--

<p>Listening Culture Notes</p> <ol style="list-style-type: none"> 1. Emi asks, "Is this English with Professor Brown?" On the first day of class, many students ask this question. 2. The instructor says, "This class is easy" and, "The instructor is really nice." He is joking. Many American teachers use humor. <p>Listening Challenge Culture Notes Classmates in the U.S. often use first names. Emi calls Jin Koh "Jin."</p>
--

<p>More Listening (Audio) Clerk: Hello. Student Registration. Emi: Hi. I want to register for a class. Clerk: Sure. What's your name and student ID number? Emi: My name is Emi Okada. My student ID is 141 71 3062. Clerk: What class do you want to register for? Emi: Painting 1. Clerk: OK. That class is still open. It meets on Mondays and Wednesdays from 6:00 to 8:00 P.M. Emi: Great. Clerk: OK, you're registered. The class starts next Monday. Any other classes? Emi: No, thanks . . . [fade out]</p>
--

<p>Vocabulary [CLASSROOM ITEMS AND PEOPLE]</p> <ul style="list-style-type: none"> • a teacher • a blackboard • a pen • a pencil • a notebook • a backpack • a clock • a desk 	<p>Reading OPEN HOUSE Around the World Language Center 202 Main Street 416-444-3800</p> <p>Visit the Center on Friday, September 6, from 8:00 to 10:00 P.M.</p> <p>Learn a new language!</p> <p>English as a Second Language Spanish Portuguese Japanese Korean And many more</p> <p>Registration for classes: Monday–Friday, September 9–13, 8:00 A.M.–7:00 P.M. Classes begin Monday, September 16</p>
--	---

TEACHING UNIT A.5 IN CLASS

Web Research And Writing Assignments

Web Research Assignment

Summary: Students choose specialty schools on the web. Then they choose a school to write about. This will be the basis for the Communication Companion activity "WebTalk."

Procedure

1. During the class session before you do the Webtalk activity, hand out copies of "Web Research Assignment: Cool Schools."
2. Go over the directions with students. Show them the model for writing their answers in Part C.
3. If you have additional websites to suggest, write them on the blackboard. Have students copy this on the lines in Part B.
4. Have students complete the assignment for homework and bring it to the next class session.
5. To find out more about the in-class activity, go to the "WebTalk" section in this document.

Web Research Assignment: Cool Schools

**You are going to do research on the web.
You will find answers on a website.**

A. Read the questions.

Cool Schools

1. What is the name of the website?
2. What does this school teach?
3. Where is this school?
4. What is the phone number or email address for this school?

B. Go to these Internet websites to do your research:

www.cortonacenter.com/html/home.html
www.ciachef.edu
www.monkinstitute.com/education_international.html

C. Choose one school. Answer the questions in Part A. Write your answers in complete sentences below.

Model

1. The name of the website is Marcus School of Painting.
2. This school teaches painting.
3. This school is in Seattle, Washington.
4. The email address for this school is admissions@marcusschool.com.

Your Answers

1. _____
2. _____
3. _____
4. _____

Writing Assignment

Summary: Students write a fax requesting information about English classes.

Procedure

1. Review the online reading selection with students.
2. Elicit from students what kinds of questions they would ask about a language school if they wanted to apply to that school. Write some of these questions on the blackboard.
3. Hand out copies of "Writing Assignment: Ask About a Class."
4. Tell students they will write a fax to a language school to ask their questions. Show them the model for writing their fax in Part C.
5. Have students complete the assignment for homework.

Writing Assignment: Ask About A Class

You want to take a class at a language center. You will write a fax to get some information.

A. What do you need to know? Write your notes in the space below.

B. Read the model fax.

FACSIMILE COVER PAGE

Please fax me information about Intermediate French. What day and time is the class? How much does it cost?

Thank you.

Jessica Fromm

C. Write a fax to Around the World Language Center in the space below.

Communication Companion Notes

Hi! Is This English?

Summary: Students introduce themselves on the first day of class.

Language Points

- contractions with the verb *be*
- sentence stress/intonation

Groups: Pairs

Procedure

(For more information on how to conduct this activity, see "Conversations Based on the Video" in the *General Notes on Using the Communication Companion.*)

Model appropriate stress and intonation.

Extension

Suggested alternatives for the words in blue in the dialog:

English: Spanish, Math, Painting, French, Yoga

Professor Brown: Mr Taylor, Mrs Dupont, Miss Yamamoto

Role Play: Registering for a Class

Summary: One student calls Student Registration to register for a course.

Language Points

- times
- sentence stress/intonation

Groups: Pairs

Procedure

(For more information on this activity, see the *General Notes on Using the Communication Companion*.)

1. Tell Student A to go to page 18 and Student B to go to page 20. Remind students not to let their partners see their books.
2. Model appropriate stress and intonation.
3. Have students sit back to back to simulate the feeling of a phone call. Remind them that Student A starts.
4. Tell Student B to make a note of the class they register for. Tell Student A to write down Student B's name and student ID number, and the class he or she registers for.

Board Game: Time Frames

Summary: Students ask each other the times things happen.

Language Point: telling time

Groups: Groups of 4

Procedure

(For more information on this activity, see the *General Notes on Using the Communication Companion*.)

1. Review various ways of telling time (half past two, a quarter past five, etc).
2. Point out that when they see the words *about* or *exactly* in the square, they are to include these in their answer ("At exactly seven forty-two.").

Answer Key

- | | |
|---------------------------------------|--|
| 1. What time is your English class? | At two (o'clock). |
| 2. What time is your train? | At exactly seven forty-two. |
| 3. What time is the football game? | At quarter past three. / At three fifteen. |
| 4. What time is it? | About eleven (o'clock). |
| 5. What time is your next class? | At twenty past five. / At five twenty. |
| 6. What time is the concert? | At five to nine. / At eight fifty-five. |
| 7. What time is dinner? | At about half past six. / At about six thirty. |
| 8. What time is the restaurant open? | At half past five. / At five thirty. |
| 9. What time is it? | Exactly eleven thirty-seven. |
| 10. What time is the shop open? | At nine (o'clock). |
| 11. What time is the bus to Seattle? | At twenty past ten. / At ten twenty. |
| 12. What time is it? | About half past ten. / About ten thirty. |
| 13. What time is your flight? | At exactly twelve thirty-five. |
| 14. What time is the party? | At about quarter past eight. / At about eight fifteen. |
| 15. What time is the meeting? | At quarter to ten. / At nine forty-five. |
| 16. What time is it? | Five to five. / Four fifty-five. |
| 17. What time is the train to Dallas? | At twenty past one. / At one twenty. |
| 18. What time is the baseball game? | At exactly four fifteen. / At exactly quarter past four. |

Bingo!

Summary: Students listen to sentences the teacher says to determine if they have matching sentences on their bingo card.

Language Points

- contractions with the verb *be*
- adjectives with nouns

Groups: Whole class

Procedure

(For more information on this activity, see the *General Notes on Using the Communication Companion*.)

1. Review adjectives if necessary. Elicit which adjectives go with people and which go with things.
2. Review the difference in pronunciation of pronoun + verb (I am) and contractions (I'm).
3. Use the following table to call out sentences. Check off the sentences as you call them out.

	funny	nervous	sad	tired	interesting	OK	intelligent
I am							
I'm							
You are							
You're							
He is							
He's							
She is							
She's							
They are							
They're							
We are							
We're							
	funny	interesting	easy	OK			
It is							
It's							
That is							
That's							

4. The first student to get 4 Xs in a row wins.

How Much Do You Remember?

Summary: Students take a quiz deciding whether sentences about the video are true or false and then write personalized sentences.

Language Points

- contractions and negative statements with the verb *be*
- adjectives with nouns
- sentence stress/intonation

Groups: Pairs

Materials Needed: One piece of paper for each student

Procedure

1. Tell students they have five minutes to do a quiz to see how much they remember about the video. (Be sure they understand that they will not receive a grade on the quiz!)
2. Tell students to take turns reading each sentence aloud. They should think about the video from this unit and decide together whether the answer is true or false. Have them correct the sentence if it is false, using *isn't* or *aren't*. For example, number 1 is false. The correction is "Emi isn't in French class."
3. Circulate while students are doing the quiz. Assist with grammar as necessary.
4. After five minutes, check orally. Give one point for each correct answer. Did any of the pairs score eight points?

Answer Key

1. False Emi isn't in French class.
 2. True
 3. False Emi and Jin aren't old friends.
 4. False The professor's last name isn't Brook.
 5. False Emi's last name isn't Koh.
 6. True
 7. False Jin isn't Japanese.
 8. False Emi and Jin aren't teachers.
5. Introduce the follow-up activity by telling students five sentences about yourself, your family, or your country (using the verb *be*) and inviting them to guess which are true and which are false.
 6. Have students work alone for a few minutes and write five sentences about themselves, their family or their country. Remind them that two sentences must be true and three false.
 7. Have students work with their partners again, taking turns to read their sentences one at a time. Have their partner guess whether each sentence is true or false.
 8. If time allows, invite students to read their list and have the rest of the class (except their original partner) guess which of the sentences are false.

WebTalk

Reminder: In the previous class, you assigned this homework in preparation for this week's WebTalk activity.

Summary: Students write sentences about the schools they found on the web.

Language Point: statements with the verb *be*

Groups: Groups of 4

Procedure

1. Write the names of four schools on the board.
2. Create groups of 4.
3. Tell the students that they are going to tell their group about the school they found on the web, and that they have to take notes on the information their fellow group members found.
4. Students read out loud their homework sentences about the school they have found information on. (If more than one student has found information about the same school, have them take turns reading their sentences.)
5. Have the students take notes on the following information they learn from their group members:
 - The name of the school
 - The type of school (what you study there)
 - Location (city, country)
6. As a class feedback, draw the following table on the board. Go through the schools one at a time and ask the groups to supply the information to fill in the table.
7. Ask students if they learned other information about the schools they found on the web. Add this information to the chart under the heading *Other information*.

Name of School				
Type of School				
Location				
Other Information				

WebTalk Homework

For homework, assign students the Web Research activity for Unit B.1. (See "Teaching Unit B.1 in Class" in *Unit B.1 Notes*.)

When you get the Web Research writing assignments from your students, use the information to organize the groups for the in-class group activity. Try to arrange the groups so the students in each group have visited different websites.

To find out more about the in-class activity, go to "WebTalk" in the *Unit B.1 Notes*. It would also be useful to download a copy of a map of Manhattan, especially one that contains many famous buildings or landmarks.

A.5: Extra Classroom Practice

Extra Practice 1

Students do a chain drill asking the next person in the chain, "What time is it?" Write a different time on the board for each student to use in his/her response (or use a clock with movable hands).

For more information on this activity, see "Chain Drill" in the *General Notes on Using the Communication Companion*.

Extra Practice 2

Students create lists in three categories on the board (jobs, performers, movies) and comment on them in a game to practice adjectives and nouns. Once categories have been created, one student calls out a noun from the board. The first person to call out an appropriate adjective gets one point. The first student to get 10 points wins.

<u>Designer:</u>	great job	busy job	difficult job
<u>Tom Cruise:</u>	good actor	short man	rich actor
<u>Casablanca:</u>	great film	sad film	old film

Extra Practice 3

Students play an opposites game in a chain drill and practice negative statements with the verb *be*. The first student in the chain makes an affirmative statement about a person or group of people (self, friends, family, famous people). The next student makes two negative statements about the first student's statement, and then an affirmative statement about himself/herself or someone else.

- A:** I'm French.
B: You're not English. You're not German.
I'm a designer.
C: You're not an actor; you're not a waiter.
Britney Spears is old.
D: Britney Spears isn't . . .

For more information on this activity, see "Chain Drill" in the *General Notes on Using the Communication Companion*.

Preview of Unit B.1

Unit B.1 takes place at I-Travel, Kate's travel agency. Chris asks Kate to make a hotel reservation for him in New York. Here is a brief overview of the content:

Unit B.1: It's a Great Place

Theme: Travel inquiries

Functions: Getting help; specifying information

Speaking: Role play—Making a hotel reservation

Pronunciation Point 1: The sound [θ]

Pronunciation Point 2: Word stress

Grammar Point 1: Ordinal numbers: Days and dates

Grammar Point 2: *Be* and *have*: Description and possession

Grammar Point 3: *What*: questions

For more complete information, look at "Unit B.1 at a Glance" in the *Unit B.1 Notes*.