

Getting ready

Overview

In this introductory unit, students interview classmates to find out about one another's backgrounds, interests, and experiences. They also identify the steps in planning and preparing a presentation, and listen to useful advice for the planning process. In preparation for their own classmate introductions, students complete a brainstorming map and listen to a model classmate introduction. They then learn useful tips for what to do before, during, and after a presentation and, finally, prepare and give brief classmate introductions in groups.

Lesson	Activities
Preparing to present	Doing a survey to get to know classmates; learning about the steps for a presentation
Introducing a classmate	Completing a brainstorming map; learning about the organization of a presentation; listening to a model classmate introduction
Presentation tips	An introduction to what good presenters do
My classmate introduction	Preparing and giving a classmate introduction

Preparing to present

1 Classmate interviews

Page 2

Warm-up

- Books closed. Tell students that in this course, they will give presentations in front of the class. This means that their classmates will be their audience. Explain that it is useful for students to know some information about the audience before giving a presentation, so that they can choose topics that match the audience's needs and interests. The tasks in this lesson will help students get to know their classmates' backgrounds, interests, and experiences.
- Tell students to look at the picture on page 2 in their Student's Books. Ask a few focusing questions about the picture. For example:
Where do you think the people are?
Do you think they know each other?
What are they doing?

A

- Read the instructions aloud.
- Give students about one minute to think of information they'd like to find out about their classmates.

- Ask for a few volunteers to share their ideas with the class.

B

- Read the instructions aloud.
- Call on individual students to read the topics in the *Interview topic* column of the chart aloud.
- Point out the written example in the *Question* column of the chart.
- Give students about five minutes to add their own interview topic and complete the *Question* column.
- Explain that students will complete the remaining two columns in the chart when they do Exercise C.
- Walk around the classroom, helping students as necessary.

C

- Read the instructions aloud.
- Point out the written examples in the *Classmate* and *Answer* columns of the chart.
- Have students stand and give them about 10 minutes to complete the chart. Remind them to ask a different classmate each question and to write their names and answers in the last two columns of the chart.

2 Getting ready

Teaching tip For higher-level classes, tell students to ask each classmate one or two follow-up questions. For example:

A: *How many brothers and sisters do you have?*

B: *One brother and two sisters.*

A: *How old are they? What do they do?*

- Walk around the classroom, helping students as necessary.

Teaching tip If class time is limited, you may want to finish this activity when you notice that most students have four or five answers in the chart.

D

- Read the instructions aloud.
- Point out the model language to help students get started.
- Ask for a few volunteers to tell the class about two or three of their classmates.

2 Presentation steps

Page 3

Notes

Useful language

to brainstorm to think of and write down a lot of ideas very quickly so that you can consider them carefully later

greeting saying hello or good morning / afternoon / evening to someone

to grow up to spend your childhood

outline a set of notes organized by main topics and details, written in preparation for a presentation

A

- Tell students they are now going to think about how to plan a presentation.
- Have students look at the pictures while you read the instructions aloud. Then call on individual students to read the steps written beneath each picture aloud.
- Give students about two minutes to number the steps in order. Point out that the first step (*Choose a presentation topic.*) has been numbered for them.
- Go over the answers with the whole class.

Answers

1. Choose a presentation topic.
2. Brainstorm.
3. Write an outline.
4. Make presentation notes.
5. Practice.

B Track 2

- Read the instructions aloud. Then call on individual students to read Dan's advice aloud.
- Point out to students that the first step has been matched to the correct piece of advice.
- Give students about three minutes to match the rest of the steps to the advice. Then have them compare answers in pairs.
- Play the audio program and have students check their answers.
- Confirm answers by calling on individual students to read the advice and to say the matching step from Exercise A.

Answers

1. **Choose a presentation topic:** Think about your audience. Select something that will interest them.
2. **Brainstorm:** Write down as many topics and details as you can think of.
3. **Write an outline:** Organize the main topics and details.
4. **Make presentation notes:** Use note cards and write only brief phrases.
5. **Practice:** Go over your presentation notes out loud, and time your presentation.

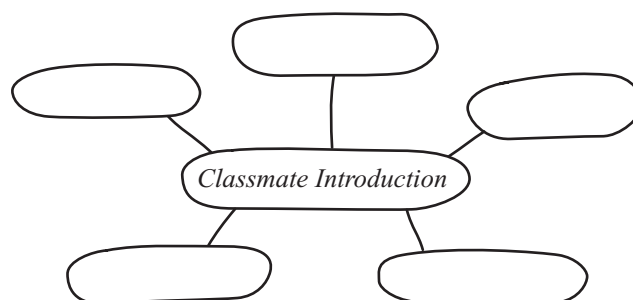
Introducing a classmate

1 Brainstorming

Page 4

Warm-up

- Books closed. Tell students they are now going to see how the *Presentation steps* on page 3 work. Draw the following brainstorming map on the board:



- Tell students to imagine that you are going to introduce one of their classmates to the class. Ask them to help you brainstorm some possible topics to include in your introduction. Elicit five or six topics from students (for example, the classmate's name, hometown, hobbies, job), and write them in the brainstorming map on the board, adding spaces to the map as needed.

Teaching tip For higher-level classes, ask students to think of situations when people introduce others to a group or an audience (for example, at club meetings, lectures, award ceremonies). Then ask them to brainstorm the type of information that would be included in an introduction in each situation.

- Now tell students that the classmate introduction will only be one to two minutes long, so you can't talk about all the topics. Ask them to help you choose three or four topics to include.
- Tell students that you now have a good start for an interesting, short classmate introduction. Explain that they will now look at Dan's brainstorming ideas.

A

- Tell students to open to page 4 in their Student's Books.
- Read the instructions aloud.
- Point out the example answer.
- Give students about two minutes to check the remaining topics. Then have them compare answers in pairs.
- Ask for volunteers to share their answers with the class.

Answers

Her hometown
 A greeting and my classmate's name
 A conclusion
 Her family
 Her free-time activities

B

- Read the instructions aloud. Then read the notes aloud.
- Make sure students understand that the notes are details that Dan brainstormed about each of the topics in his brainstorming map.
- Point out the example answer.
- Give students about two minutes to complete the brainstorming map.
- Read the main topics in the brainstorming map aloud one by one, and ask for volunteers to share the details they wrote.

Answers

Clockwise from top left:

Hi, my name is Dan.
 introduce Emma
 grew up in San Diego
 small family, parents in Taipei
 plays guitar
 Thank you for listening.

2 Organizing

Page 5

Notes

Useful language

however but

A

- Tell students that Dan has decided which topics and information to include in his classmate introduction presentation. Now he needs to organize the topics and details into the order he wants to talk about them.
- Read the instructions aloud.
- Read the bullet points and the model language aloud.

B Track 3

- Tell students they will have a chance to listen to Dan's presentation.
- Read the instructions aloud. Tell students to look at Exercise A to help them complete Dan's presentation.
- Point out the example answer.
- Give students about two minutes to read and complete the presentation. Then have them compare answers in pairs.
- Walk around the classroom, helping students as necessary.
- Play the audio program and have students check their answers.
- Write the correct answers on the board for students' reference.

Answers

name, introduce, going, tell, free-time, was, grew up, has, brother, free, know, Thank you

Presentation tips

Page 6

Notes

Useful language

gesture a physical action that expresses feelings, or that demonstrates size, shape, order, comparison, etc.

to make eye contact to look directly at another person's eyes

stress and emphasis using intonation, pitch, speed, or loudness to signal important information

tip a useful piece of advice

visual aid a poster, picture, slide, or chart used during a presentation to clarify or support the information being provided

Warm-up

- Books closed. Tell students that when they give a presentation, the content – *what* they say – is very important. Explain that it is also very important to pay attention to the delivery of the presentation – *how* they say it. Good presenters use posture, facial expressions, stress and emphasis, and gestures to get their message across and make their presentations clear and interesting.

Teaching tip As you say the above, you may want to demonstrate (or exaggerate) the aspects of delivery mentioned. You can deliberately use dramatic gestures, vary the speed, intonation, and loudness of your voice, and make eye contact with all the students.

A

- Tell students to open to page 6 in their Student's Books.
- Read the instructions aloud.
- Call on individual students to read the words and phrases in the box aloud. Then have them read the partial sentences silently. Explain any unfamiliar language.
- Point out the example answer.
- Give students about three minutes to complete the sentences. Then have them compare answers in pairs or small groups.
- Call on individual students to share their answers with the class.

Answers

- | | |
|------------------------------|-----------------------------|
| 1. Make eye contact | 6. Use simple visual aids |
| 2. Relax | 7. Think about |
| 3. Use gestures | 8. Speak loudly and clearly |
| 4. Smile and say "Thank you" | 9. Make brief notes |
| 5. Practice | |

B

- Explain to students that each of the presentation tips in Exercise A will be important to remember at different times in the process of planning and giving their presentations.
- Read the instructions aloud.
- Call on a student to read the first tip aloud. Then explain that eye contact is important *during* the presentation. Point out the example answer.
- Give students about three minutes to write their answers.
- Read each presentation tip aloud, and ask for volunteers to share their responses with the class.

Answers

1. D 2. B 3. D 4. A 5. B 6. D 7. A 8. D 9. B

C

- Tell students that the presentation tips in Exercise A will take time and practice to learn, and reassure them that they will not be expected to do all of them immediately.
- Have students form pairs.
- Read the instructions aloud.
- Point out the model language to help students get started.
- Give students about two minutes to talk about the tips.
- Ask for a few volunteers to share the presentation tips they chose, and to say why they chose them.
- Tell students they are now ready to prepare their own classmate introductions.

My classmate introduction

Page 7

A

- Read the description of the assignment in the box aloud. Then read the instructions aloud.
- Point out the sentence in the conclusion that is already in the brainstorming map.
- Have students find a classmate to interview, and give them time to ask and answer their questions. Remind students that they should take notes on their partners' answers because they will use that information when they complete their brainstorming maps.

Teaching tip If many of the students in your class know one another, you may want to encourage them to choose a classmate they don't know well. Alternatively, you can assign partners.

Teaching tip For lower-level classes, give students the option of including only two topics in their presentations. You may want to have students look back at the model brainstorming map on page 4 in their Student's Books for ideas.

Teaching tip For higher-level classes, encourage students to add one or two more topics and questions to their interview.

- Once students have interviewed their classmates, have them complete their brainstorming maps. If students need help, refer them to the model brainstorming map on page 4 in their Student's Books.
- Walk around the classroom, helping students as necessary.

B

Teaching tip Depending on your available class time, you may want to have students start this activity in class and finish it as homework.

- Read the instructions aloud.

- Give students time to complete their notes. Encourage them to write abbreviated notes rather than complete sentences, if possible.
- Walk around the classroom, helping students as necessary.

C

Teaching tip If possible, bring some note cards or index cards to class for students to use for this first unit. Although using note cards is not introduced until Unit 1, it will be helpful for students to start the course using the correct materials.

- Read the instructions aloud.
- Explain that *final notes* are the notes that students will use during their presentations. Encourage students to make brief notes on note cards to speak from, and not to write out (or read) their entire presentations word for word. Give students time to transfer their notes onto note cards.
- Give students time to practice their presentations individually. Then have them practice in pairs. Encourage students to stand up, and remind them to use the presentation tips they chose in Exercise C on page 6.

D

- Have students form groups of three or four.
- Read the instructions aloud.
- Have groups decide in what order students will give their presentations. Tell them that they should stand up when it is their turn.
- Walk around the classroom, listening in to as many groups as possible.

Teaching tip At this stage, it is not necessary to evaluate students' presentations. However, if you notice that many students need more practice with certain skills, for example, eye contact or speaking clearly, you can address those issues with the whole class when all students have finished their presentations.

1 A motto for life

Overview

In this unit, students talk about personal mottoes and what they mean. They talk about how personal values relate to different mottoes. In preparation for their own presentations about a personal motto, students look at brainstorming notes, complete a presentation outline, and listen to a model presentation about a personal motto. They then practice writing and using presentation notes and, finally, prepare and give their own presentations about a personal motto.

Lesson	Activities
Topic focus	Discussing people's mottoes; talking about personal values
Language focus	Explaining the meaning of a motto; relating a motto to a past experience
Organization focus	Focusing on brainstorming ideas and creating an outline for a presentation about a personal motto
Presentation focus	Focusing on the introduction, body, and conclusion of a presentation; listening to a model presentation about a personal motto: <i>Words to Live By</i>
Presentation skills focus	Making and using presentation notes; making eye contact when speaking
Present yourself!	Brainstorming ideas; creating an outline; giving a presentation about a personal motto

Topic focus

1 This is me.

Page 8

Notes

Useful language

to count to have value or importance

to enrich to improve the quality of something by adding something else

to leap to make a large jump

material thing a physical object

motto a word or phrase that expresses a belief

sense of humor the ability to be amused by something you see, hear, or think about

Warm-up

- To help explain the idea of personal mottoes, if possible, you may want to elicit one or two mottoes or sayings in the students' own language. It may also help

to ask students if any English mottoes they know can be translated into their language.

- Ask students if they or their friends have a personal motto. Elicit one or two from them and ask them to try to explain them. If no one has a motto, write one on the board and tell students that this is your motto. Try to elicit what the motto means. Write any other mottoes that students know on the board and try to elicit their meanings.
- Tell students that in this unit, they will learn some mottoes in English and think about their own personal mottoes.

A

- Have students form pairs and tell them to open to page 8 in their Student's Books.
- Read the instructions aloud.
- Read the mottoes aloud, and explain any unfamiliar language.
- Give pairs about two minutes to discuss what they think the mottoes mean.
- Walk around the classroom, helping students as necessary.

- Call on a few students to share their interpretations of the mottoes.

B

- Read the instructions aloud.
- Call on individual students to read the sentences aloud. Explain any unfamiliar language.
- Point out the example answer.
- Give students about three minutes to match the mottoes to the sentences.
- Have students compare answers in pairs before you go over the answers with the whole class.

Answers

1. A sense of humor can make you feel better.
2. Don't give up too easily.
3. You should try to enjoy each day of your life.
4. Simple things in life make us happy, not material things.
5. Experiencing things with others enriches your life.
6. You should consider a situation carefully before acting.

C

- Read the instructions aloud.
- Point out the model language to help students get started.
- Ask for a few volunteers to share their responses with the class. Encourage students to give reasons for their choices.

Teaching tip If time allows, take a class poll to find out which sentences in Exercise B were chosen by the most students. Lead a brief class discussion about the most popular sentences and how students' choices relate to their personal values.

2 My personal values

Page 9

Notes**Useful language**

- to aim** to plan for a specific purpose
improbable surprising or not likely to happen
rehearsal a practice session
personal value a belief about what is right and wrong, and what is important in life
to shape to influence something, especially a belief or an idea
to value to believe something is very important

A

- Elicit an explanation of *personal values* (see *Notes* above).
- Tell students they will now have a chance to think about their own personal values. If necessary, explain how mottoes can relate to personal values.

- Read the instructions aloud.
- Ask for volunteers to read the *Personal values* in the box aloud. Explain any unfamiliar language.
- Call on a student to read the model language aloud.
- Have students form pairs.
- Give pairs about three minutes to discuss their personal values. Remind them to explain why the values are important to them.
- Walk around the classroom, helping students as necessary.
- Ask for a few volunteers to share their responses with the class.

B

- Have students stay in their pairs from Exercise A.
- Read the instructions aloud.
- Call on individual students to read the mottoes aloud. Explain any unfamiliar language.
- Point out the example answer.
- Give pairs about five minutes to match the *Personal values* from the box in Exercise A to the mottoes.
- Walk around the classroom, helping students as necessary.
- Have pairs compare answers before you go over the answers with the whole class.

Answers

Life is not a rehearsal: enjoying life

Never stop learning: getting an education

Always do what you are afraid to do: taking risks

Money makes the world go around: valuing money

A smile can brighten someone's darkest day: being kind to others

Make new friends but keep the old. One is silver, and the other is gold: keeping good relationships

Aim for the impossible, and you'll achieve the improbable: following dreams

Choose a job you love, and you'll never have to work a day in your life: enjoying your work

C

- Read the instructions aloud.
- Give students about two minutes to choose a motto and write the personal value that shapes it. Make sure students understand that they can choose any motto from Exercise A on page 8 or Exercise B on page 9.
- Walk around the classroom, helping students as necessary.

D

- Read the instructions aloud.
- Call on a student to read the model language above the chart aloud.
- Point out the written example in the chart.
- Have students stand and give them about five minutes to interview two classmates and complete the chart.
- When students have completed their interviews and returned to their seats, point out the model language at

the bottom of the page. Then ask for a few volunteers to share the information about their classmates with the class.

Language focus

1 Mottoes and their meanings

Page 10

Notes

Useful language

to define to explain the meaning of something

effective producing the intended results

to paraphrase to use different words to say the same thing

spice a flavor enhancer for food; in this case, something that adds interest or excitement

variety an assortment of different things

A Track 4

- Have students look at the pictures while you read the instructions aloud.
- Ask for volunteers to read the answer choices below the pictures aloud.
- Point out the example answer.
- Play the audio program once or twice as needed.
- Check answers by calling on individual students to share their responses with the class.

Answers

1. **Josh:** following dreams
2. **Yumi:** enjoying life
3. **Andy:** taking risks

B Track 4

- Read the instructions aloud.
- Give students about one minute to read the information in the chart.
- Point out the example answers.
- Play the audio program once or twice as needed.
- Have students compare answers in pairs before you go over the answers with the whole class.

Teaching tip If time allows, have students discuss which of the three mottoes they agree with the most and why.

Answers

1. **Josh:** Life; control
2. **Yumi:** spice; interesting
3. **Andy:** don't, mistakes; important

C

- Have students form pairs.
- Read the instructions aloud.
- Read the language in the box aloud, and have students repeat it. Encourage students to use this language when they do the activity.
- Give students about two minutes to choose their mottoes and to think about how to explain them. When students are ready, point out the model language to help them get started.
- Give pairs about three minutes to discuss their mottoes.
- Walk around the classroom, helping students as necessary.
- Ask for a few volunteers to share their answers with the class.

2 Mottoes and experiences

Page 11

Notes

Useful language

entrance exam a test taken in order to enter a particular high school or university

A Track 5

- Read the instructions aloud.
- Ask for volunteers to read the answer choices aloud. Explain (or have students explain to their classmates) any unfamiliar language.
- Play the audio program once or twice as needed.
- Have students compare answers in pairs before you go over the answers with the whole class.

Answers

1. **Josh:** failed an entrance exam
2. **Yumi:** started university
3. **Andy:** was asked to join a band

B Track 5

- Read the instructions aloud.
- Give students time to read the answer choices. Explain any unfamiliar language.
- Point out the example answer.
- Play the audio program once or twice as needed.
- Ask for volunteers to share their answers with the class.

Answers

1. **Josh:** (1) focused on weak areas, (2) took extra classes, (3) did practice exams
2. **Yumi:** (1) made a list, (2) got information, (3) met managers
3. **Andy:** (1) learned from his mistakes, (2) practiced even more, (3) started singing

3 My life experiences

Page 11

Notes

Useful language

disappointed unhappy or discouraged because of a bad result

to rely on to depend on or trust

A

- Tell students that most mottoes come from situations or experiences from which people have learned important life lessons. Ask students to think about examples of those kinds of experiences in their own lives. Elicit examples from a few volunteers.
- Read the instructions aloud.
- Point out the written example.
- Give students about five minutes to write about their own experience.
- Walk around the classroom, helping students as necessary.

B

- Have students form groups of three or four.
- Read the instructions aloud.
- Read the language in the box aloud, and have students repeat it. Encourage students to use this language when they do the activity.
- Point out the model language to help students get started.

Teaching tip For lower-level classes, you may want to give one or two extra examples of mottoes and their related experiences before students work in groups.

- Give groups about five minutes to share their mottoes and experiences.
- Walk around the classroom, helping students as necessary.
- Ask for a few volunteers to share their mottoes and experiences with the class.

Organization focus

1 Tim's motto

Page 12

Teaching tip As this is the first full unit students will do, you may want to spend some time orienting students to the next lesson. Explain that the activities are designed to guide students through the process of preparing and organizing their own presentations about a personal motto, which they will do at the end of the unit.

Notes

Useful language

preview advance information about something

to relate (to) to be connected to

to remind to make someone aware of something they have forgotten

A

- Explain to students that Tim is a student in a presentation course. He is going to give a presentation about his personal motto.
- Have students look at the picture on page 12 in their Student's Books, but have them cover Exercises B and C and page 13. Tell them to look only at the picture while you read the instructions and questions aloud.
- Elicit a few responses to the questions.

Possible answers

His personal values are being kind to others and keeping good relationships.

He found someone's bag and returned it.

- Tell students they are going to find out more information about Tim's motto in this lesson and in the next lesson of the unit.

B

- Have students uncover their books.

Teaching tip Before doing Exercises B and C, you may want to give a brief introduction to the outline on page 13 of the Student's Book. Explain the following:

- Presentations are usually organized into three parts: an introduction, a body, and a conclusion.
- In an outline, the main topics are represented by capital letters: *A, B, C*, etc.
- Smaller points, or details, are represented by numbers: *1, 2, 3*, etc.

- Read the instructions aloud.
- Have students look at the brainstorming map and at the outline on page 13.
- Give students about two minutes to check the eight topics included in the outline.
- Ask for volunteers to say the topics they checked.

Answers

Clockwise from top:

How my motto helps me in life

My personal values

The meaning

My motto

A statement to connect with the audience

A wish for the audience that relates to my motto

A preview of the presentation

Past experiences that relate to my motto

C

Teaching tip You may want to have students do this exercise in pairs, so they can help each other and share ideas.

- Read the instructions aloud.
- Give students time to read the notes. Explain any unfamiliar language.
- Give students about three minutes to complete the outline.
- Walk around the classroom, helping students as necessary.
- If students have been working individually, have them work in pairs to compare their answers.

2 Tim's outline Track 6 Page 13

Notes

Useful language

to appreciate to understand the value of something

- Read the instructions aloud.
- Play the audio program and have students follow along with the outline.
- Check answers by reading through the outline aloud and calling on individual students to say the missing information.

Answers

- I. B. 2. honesty
 I. C. 3. how my motto helps me in life
 II. B. 2. doesn't take a lot of effort to be kind to others
 II. C. 1. found bag in park, returned it to hotel
 III. A. 3. reminds me I can make the world a better place

Presentation focus

1 Introduction Pages 14 and 15

Teaching tip Before doing this lesson, you may want to encourage students to review the vocabulary and language presented in Unit 1. Hand out a copy of the Unit 1 **Language summary** (Teacher's Manual page 52) to each student in the class. Alternatively, refer students to the appropriate sections in their Student's Books if they need help completing the tasks.

- Tell students they are now going to focus on each section of Tim's presentation separately.
- Elicit the names of the three parts of a presentation: the introduction, the body, and the conclusion.

- Read the instructions aloud.
- Read the bullet points and the model language aloud. Let students know that the missing words in the presentation can all be found on pages 10 to 13.
- Give students about two minutes to read and complete the introduction.
- Walk around the classroom, helping students as necessary.

2 Body Pages 14 and 15

Notes

Useful language

to accept to agree to take

panic a feeling of strong anxiety or fear

reward a prize (often money) given to someone in exchange for a kind act

staff a group of people who work for an organization

valuables expensive or important possessions

- Read the instructions aloud.
- Call on a student to read the bullet points aloud. If necessary, remind students that the missing words can all be found on pages 10 to 13.
- Give students about three minutes to read and complete the body.
- Walk around the classroom, helping students as necessary.

3 Conclusion Pages 14 and 15

- Read the instructions aloud.
- Call on a student to read the bullet points and the model language aloud. If necessary, remind students that the missing words can all be found on pages 10 to 13.
- Give students about two minutes to read and complete the conclusion.
- Walk around the classroom, helping students as necessary.

4 Tim's presentation Track 6 Pages 14 and 15

- Read the instructions aloud.
- Play the audio program and have students check their answers.
- Write the correct answers on the board for students' reference.

Answers

Introduction: feel, family, motto, experiences, helps

Body: other, means, motto, bag

Conclusion: appreciate, honest, better