

Unit Overview

Topic: Commands

In this unit students focus on giving and answering commands. In the Conversation, students listen as Emi talks to a customs agent. Students learn the rules for positive and negative commands and short and full questions in How English Works and use commands in different Situations. In the Communication activity, students play a commands game. In English Out There, students match gestures with their corresponding expressions.

Audio CD-1:

Vocabulary Preview	CD track 11	Conversation questions (1-3)	CD track 13
Conversation	CD track 12	How English Works (1-12)	CD track 14
		Situations (1-5)	CD track 15

Warm Up (books closed)

This activity will help the students become familiar with commands.

1. Greet students and introduce the warm up. T: *Hello, class. Today we're going to practice commands.*

2. Give the class a few simple commands. Use clear gestures or demonstrate the movement when you give the commands. T: *Please stand up. Turn around. Shake hands with the person next to you. Great. These are commands. Now, please sit down.*


Optional

Have students give each other some of the commands. Or, have a few students give the class commands.

Unit Goals & Vocabulary Preview page 21

① Read over the Unit Goals with the students. T: *We're going to practice commands and questions.*

② Introduce the vocabulary. T: *Here are some words we often use in airports.*

③  Read the words or play the audio.

T: *First, Let's look at the names of countries in English and what we call people from those countries.*

④ Model a full-sentence version of the list.

T: *Someone from the United States is American. Someone from Canada is Canadian, etc.*

⑤ Provide simple definitions or draw sketches on the board if students are not familiar with any of the words. T: *Are there any words you don't know?*

⑥ Have students repeat the words.

Emphasize the word stress. T: *Repeat the words: Canada, Mexico, etc.*

⑦ Elicit additional countries and nationalities. T: *Can anyone think of other countries and nationalities?*

⑧ Have the students work with a partner or in groups of 3 to think of additional words. Allow one or 2 minutes. Then have the pairs share their new items with the class.

⑨ Repeat Steps 3 through 7 for **At the airport, Visas, and Commands.**

Vocabulary Preview: word stress and other examples


Countries/Nationalities	Other examples	At the airport	Commands
the United States	American	passport	come
Canada	Canadian	line	wait
Australia	Australian	agent	stop
Mexico	Mexican	citizen	go
Japan	Japanese		turn
Korea	Korean	Other examples	bring
China	Chinese	stamp	open
the U.K.	British	visa	be
France	French	money exchange	
Spain	Spanish		Other examples
Italy	Italian	Visas	give
Brazil	Brazilian	student	show
		tourist	sit down
		immigrant	stand up
			stay
		Other examples	
		resident	
		non-resident	


Conversation page 22

This Conversation provides models for commands, with and without verbs, and for yes/no questions.

❶ Introduce the activity. Ask students questions about individual frames in the story. Encourage the students to guess, even if they are not sure. One-word answers are okay. T: *Now turn to page 22. Look at the illustrations. In Frame 1, where are these people? [at an airport/at immigration/in a line.] Why are the people standing in line? [waiting/going through immigration] Look at Frame 3. Who is the man? [an immigration officer] Look at Frame 5. What is the man looking at? [her passport] How does the woman feel? [worried, impatient, excited]*

❷ Set up the situation before playing the audio. T: *Emi is a student from Japan. She arrives in the U.S. She's at the airport and talks to an immigration officer. Let's listen.*

❸  Play the audio and ask students to read along in their books. T: *Listen to the conversation and read along. Play the audio twice so that the students become familiar with the conversation. Ask the students to close their books as they listen the second time.*

❹  Play the Conversation questions in Step 2 or read the questions yourself. Have students listen to the questions and circle the answers. T: *Now we're going to listen to questions about the conversation. Listen to the questions and circle the correct answers.*

Question 1: *Where is Emi now?*

Question 2: *Where is Emi from?*

Question 3: *Is Emi a student?*

❺ Elicit answers from students. T: *(Name), What did you circle for number 1? You can also have students compare answers in pairs.*

Answers

1. (b) at an airport (In Frame 1, the woman asks if she is a U.S. citizen and in Frame 3, the man asks for Emi's passport.)
2. (a) Japan (In Frame 4, the man asks, "You're Japanese?")
3. (a) Yes, she is. (In Frame 6, the man

says, "Student?" and she says, "Yes.")

Optional

Ask students a few additional, open-ended questions about the conversation. T: *How does Emi feel? Is the immigration officer friendly? Have you been to a different country? What country?*

❻ Put the students into pairs. T: *Work with your partner and practice the conversation. After you read it once, switch characters and read it again.*

Practice Point

As students practice, have them work on specific ways of practicing.

- Use props: a desk for the immigration officer, a passport, a passport "stamp."
- Exaggerate the intonation of the immigration officer: *Next, please. / Passport. / Student? / Good luck.*
- Look at each other. T: *Remember: it's okay to look at your book to read your line, but always look at your partner when you speak.*

❼ After the students have practiced the conversation at least 2 times, have them replace the words in red. T: *Now practice the conversation again. This time, replace the words in red. Use the words at the bottom of the page.*

❽ Walk around the classroom, helping students as necessary.


Culture Notes

- When you arrive in any country, you have to go through both immigration and customs. An *immigration officer* checks your passport and visa. A *customs agent* checks your suitcases.
- Immigration officers often use short commands, such as *Next!* or *Passport*. They often ask short questions such as "U.S. Citizen?" or "Student?"
- We don't usually make conversation with people in customs and immigration lines.

How English Works page 23

This section focuses on imperatives and questions and answers with “be”.

Checking students knowledge

- 1 Have students work individually or in pairs to read the examples and the rules and to fill in the blanks.
- 2  Play the audio so students can check their answers.
- 3 Answer any questions students have.

Explaining the Grammar Points

Grammar Point 1: Positive commands

4 T: *Look at page 23 in your books. Let's look at Example 1. Say the example. Go to Line 2, please.*

Ask: *Can you find this statement in the Conversation? (Frame 1)*

Can you find other commands like this? (Frame 3: Come here, please.)

5 Write on the board: Go to Line 2, please.

Ask: *What's the verb? Underline: go. Say the rule: For commands, we use the verb.*

6 Say some simple commands that the students will know (example: *Stand up, sit down, raise your hand*). Write the simple forms of the verbs on the board.

7 Go through the rest of the Rule and the More about it. Answer any questions the students have about commands.

Grammar Point 2: Short questions

8 Say the example: *You're Japanese?*

Ask: *Can you find this question in the Conversation? (Frame 4)*

Can you find other questions like this? (Other yes/no questions: Frame 1: U.S. citizen? Frame 2: Me? Frame 6: Student?)

9 Write on the board: *You're Japanese?*

Ask: *Is this a statement or is this a question? (It's a question.) How do you know? (intonation goes up) Say, "You're Japanese" as a statement, with falling intonation, then say, "You're Japanese?" as a question, with rising intonation.*

10 Quiz the students with other pairs of statements and questions.

11 Go through the More about it: **subject pronouns**. Answer students' questions.

Grammar Point 3: Full questions

12 Say the example: *Is Emi Japanese?*

Ask: *Can you find any questions with "is" or "are"? (Frame 5: Is this you?)*

13 Write on the board: *Emi is Japanese.*

Is Emi Japanese?

Ask: *What is the verb? (is) Draw arrows to show how the subject (Emi) switches position in the statement and question.*

14 Go through the More about it.

Using the grammar

15 Ask students some questions about themselves.

• questions about jobs: T: *Are you a (student/doctor/etc.)? Is (name) a ...?*

• questions about nationality: T: *Are you (Japanese/Chinese/etc.)? Is (name) ...?*

Grammar Guide

Grammar Point 1: Positive commands are formed using the simple verb (with or without a predicate) or just a word or phrase. Negative commands are formed using “Don’t” or “Do not” with the simple verb.

Grammar Point 2: When practicing answers, students may ask about negative contractions. (*No, I'm not. No, she's not.*) You can either provide a more extended explanation here or tell them to wait until Unit 5, when negative contractions will be introduced.

Grammar Point 3: We can form yes/no questions in conversation simply by using a word (Student?) or saying a statement with rising intonation (You're a student?). Of course, students need to learn the inverted form that is used most of the time (Are you a student?).

Refer the students to grammar tables 1, 2, and 3 on page 113 in the student book for the full grammar paradigms for the use of “be”.

Answers

1. Open the door.
2. Passport, please.
3. Don't talk now.
4. Please don't stand there.
5. Sure.
6. You're Japanese?
7. U.S. citizen?
8. She's nice.
9. Are you a student?
10. Is she Chinese?
11. No, I'm Korean.
12. Yes, I am.

Situations page 24

In these situations, students focus on modeling commands.

- ❶ Preview the situations by asking 1 or 2 questions about each frame. T: *Let's look at the illustrations. In Frame 1, what is the woman saying? What is the man holding? In Frame 2, who is the man in the hat? What are the men in Frame 3 talking about? In Frame 4, where are these women? In Frame 5, what is the man doing? What is he saying?*
- ❷ Put students into pairs and have them fill in the missing parts of the conversations.
- ❸ Allow some time for students to fill in all the blanks and then ask if there are any questions.
- ❹ Have the students practice the conversations together orally. T: *Now, practice Conversations 1 through 5 with your partner.*
- ❺ Have students switch A-B roles and read the conversations again. T: *Now, switch roles. A, you're B. B, you're A.*

Everyday Expressions

Write these expressions on the board. Students who finish practicing the dialogues can practice again with these substitutions:

Frame 1: Please go to Line 1. = Please stand in Line 1.


Frame 2: Don't park here. = You can't park here. / Sorry, there's no parking here. Okay. = Right. / Got it.

Frame 3: Passport, please. = Can I have your passport, please?

Frame 4: Cash or credit? = Will this be cash or credit?

Credit card, please. = Can I have your credit card, please?

Frame 5: Don't use this door. = You can't use this door.

- ❻  Play the audio to provide a spoken model of the conversations. T: *Now we'll listen to the conversations. Listen and check your answers.*

- ❼ Have the students cover the words and try to have the same conversations again. T: *Now, cover the words with a sheet of paper.*

Try the conversations again.

- ❸ After students have practiced all 5 conversations, have them give each other commands. T: *Now look at number 6. Give your partner 2 positive commands and 2 negative commands.*
- ❹ Ask for volunteers to say their commands for the class. T: *(Names), would you two please tell us the commands you gave each other?* Students can present their conversations in front of the class, or remain at their seats.

Extension for Frame 6

Ask students to create a dialogue based on the following situation. Or have them make up a new situation.

Situation: *You are sick and can't get out of bed. Give your brother or sister some commands to help you.*

Have volunteers stand up and present their dialogues to the class. Or, have students perform their commands for the rest of the class and have the other students decide what the situation is.

Answers

1. A: U.S. citizen?
B: No, I'm not.
A: Please go to Line 1.
B: Thank you.
2. A: Don't park here.
Park in the parking lot.
B: Okay, thank you.
3. A: Passport, please.
B: Here.
A: You're Japanese?
B: No, I'm American.
4. A: Cash or credit?
B: Credit.
A: Credit card, please.
B: Here.
A: Thank you.
5. A: Here's my ticket.
B: Sorry. Don't use this door. Go to Door 2.

Communication page 25

In this section, students give each other commands.

❶ Warm up: Try to begin the activity non-verbally. You can use the gestures for: Shhh. (index finger to your lips) Sit down. (hands moving downward) Listen. (cup your ear) Open your books. (fold and unfold your hands) Stand up. (lift your hands) Turn around. (rotate your index finger in a circle)

❷ Introduce the main activity. T: *Now let's look at the pictures on page 25. Do you know these gestures? There is a list of commands in the middle of the page. Match each picture with a command.*

❸ After a few minutes, elicit answers while pointing at each picture. T: *What does this gesture mean? How about this one? Can you think of any other commands?*

❹ Put students into groups of 4. T: *One person gives a command. You can use words or gestures. The first person to obey the command gets 1 point. (Check that students understand this rule of the game.) After you give a command, the person on your right should go next.*

❺ Walk around the room and offer help as students give commands. After a few minutes, ask how many points they got. T: *(Name), how many points did you get? What commands did you obey?*

❻ Check the activity with the class as a whole, getting each group's input. T: *What did you decide was the meaning of the first gesture? (Name), stand up. Good. Did any group have a different meaning? Go through all the gestures before going on to the Bonus.*

student understands, he/she should turn around and tap the third student on the shoulder. The third student should turn to face the second student as he/she does the gesture. Once the third student understands, he/she should turn around and tap the fourth student, and so on.

4. This should repeat until the gesture gets to the last student. The last student should say what the gesture means. If it is correct, the first student gives his/her team a point. If it is incorrect, the team loses a point.
5. Have the first student go to the back of the line and repeat until one team has 5 or 10 points.

Bonus

❶ Introduce the activity. T: *Now work with one partner. Create a short skit. (Check that students understand "skit".) Use 5 or more gestures. No words! Create a skit at a restaurant, an airport, a concert, a classroom, or another place. (Check that all groups have some idea how to begin.)*

❷ Walk around the class and offer help as needed.

❸ Allow students several minutes to create their skit. Then have them perform their skits for the class or in small groups. T: *Who would like to perform their skit first? Okay, let's try to guess what is going on in the skit.*

Optional Writing Activity

1. Have the students write sentences describing 3 gestures that are common in their country. (Put your hands together...)
2. Have students write 3 sentences giving commands to their classmates. (Open your books... Read page...)

Communication expansion

1. Divide the class into groups of about 10 students and have them line up single file.
2. Tell the first student in the row to face the second student and have all other students turn their backs on the first student.
3. The first student should make a gesture to the second student. When the second

English Out There page 26

This section encourages students to observe and identify gestures.

- 1 Warm up: Ask students about gestures they use in their country. T: *What are some gestures that you use in your country? (Have students give some gestures.) What does that gesture mean?*
- 2 Introduce the activity. T: *Let's look at page 26. Look at the gestures and read the expressions in the middle of the page. What do the gestures mean? Point to one of the pictures. What does this gesture mean? How about this one?*
- 3 Continue to work through the gestures as a class, or have students match the gestures and the expressions individually and then compare with a partner. Ask students to demonstrate the gesture for each expression. T: *(Name), can you show us the gesture that means "I'm so angry"?*
- 4 Move on to Steps 2 and 3. T: *Which of these gestures are not familiar to you? Do you know where these gestures come from? What gestures do you use often?*

Out There homework

- 5 Read instructions for the homework assignment. T: *Look at the bottom of page 26. Here's your homework. Carry a notebook or note cards. Make notes for one day. Look at other people. What gestures do you see? (Give examples of places to watch people: on a train, in a supermarket, etc.) Make a list of 10 gestures and bring the list to class. (You can have the students draw a sketch of each gesture and give it a name.)*
- 6 Give students ideas of how to find pictures of different gestures. T: *Look at page 111. It has a list of websites for you to visit where you can find some pictures of gestures.*
- 7 Explain what will happen in the next class. T: *Bring your list of gestures to the next class. We'll act the gestures out for the class and see who can guess what they mean.*

In the Computer Lab

Page 111 lists resources for finding out more about body language.

1. For most web pages, students can scroll down the page, looking for a picture of

an interesting gesture, or they can click through until they find the name of an emotion or the name of a gesture.

When they click on the name, they'll be taken to a picture and more information.

2. Encourage your students to search for gestures from specific countries. Using any search engine, they can type the name of the country (Japan) or its adjective (Japanese) plus "gestures" or "body language" into a search engine. For example, "Japanese body language" or "Brazil gestures".
3. Remind your students that they might encounter difficult vocabulary and grammar, but they should try to read just for the main ideas.
T: *Don't worry if there are words or sentences you don't understand. Just try to understand the main idea. Have fun learning about body language.*

Out There follow up (next class)

If you have assigned the homework:

- 8 Have students bring their lists of gestures to class. Put students into groups of 4-6 students.
- 9 Have students take turns miming their gestures to their group. The other students should try to guess what each gesture means.
- 10 Walk around and watch the groups, and try to help them identify the gestures.
- 11 If students disagree on the meaning of a gesture, ask the student who noted it to describe the situation in which they saw the gesture. There may be some gestures for which the meaning is unclear.

If you haven't assigned the homework:

- Show a short clip from a TV program with the sound turned off. Ask students to identify 3 gestures from the clip. Put students in pairs and have students compare what they think the gestures mean.

English in the Real World

Encourage students to use the English from this unit outside the classroom.

- Find out about gestures in other cultures.
- Watch "foreign" films and identify new gestures and body language.