

Unit Overview

Topic: Times and Statements

In this unit students focus on saying times and describing people. In the Conversation, students listen as Emi arrives late to English class. Students learn the rules for telling time and using questions with adjectives in How English Works and talk about people in a variety of Situations. In the Communication activity, students describe people to their partners. In English Out There, students talk about emotions and expressions.

Audio CD-1:

Vocabulary Preview	CD1 track 21	Conversation questions (1-3)	CD1 track 23
Conversation	CD1 track 22	How English Works (1-10)	CD1 track 24
		Situations (1-5)	CD1 track 25

Warm Up


This activity will help the students activate vocabulary and become familiar with describing people and things and telling time.

1. Bring an adjustable clock to class. It can be a real clock or a paper clock. Adjust the hands to show the actual time. Ask the class the time. T: *What time is it?* Let students answer.
2. Change the clock to a different time (two o'clock, 12:30, 4:15, etc.), asking the class what time it is each time.
3. Finally, set the clock back to the real time. Ask the time. T: *What time is it now?* When you get an answer say: T: *Oh, we'd better start class.*

Unit Goals & Vocabulary Preview page 33

- 1 Read over the Unit Goals with the students and answer any questions.
- 2 Introduce the vocabulary. T: *Let's look at*

some words and expressions we use when we describe people and things.

- 3  Read the words or play the audio. T: *Let's begin by looking at this list of subjects.*
- 4 Provide simple definitions or draw symbols on the board if students are not familiar with any of the words. T: *Are there any subjects you do not know?*
- 5 Have students repeat the words. Emphasize the word stress. T: *Repeat the words: English, History, etc.*
- 6 Elicit additional subjects. T: *Can anyone think of any other subjects?*
- 7 Have the students work with a partner or in small groups to think of additional school subjects. Allow one minute. Then have them share their new items with the class.
- 8 Repeat Steps 3 through 7 for **Adjectives** and **Times**.

Vocabulary Preview: word stress and other examples


Subjects	Other examples	Adjectives	heavy	Times
English	Biology	good	thin	1 o'clock
History	Astronomy	excellent	young	2 o'clock
Art	Literature	bad	old	3 o'clock
Chemistry	Biology	nice	embarrassed	1:15 (one fifteen)
Physics	P.E. (Physical Education)	easy	mean	1:30 (one thirty)
Math	Economics	nervous	experienced	1:45 (one forty-five)
Psychology		tall		
		short		
		Other examples		Other examples
		great	shy	half past
		terrible	happy	quarter to
		tiny	sad	nearly two o'clock
		friendly	hard	almost five
		kind	difficult	
		funny		


Conversation page 34

This activity models forms for telling time and asking about people.

① Introduce the activity by asking students questions about individual frames in the story. Remind the students that it's okay to guess the answer. T: *Now turn to page 34. Look at the illustrations. In Frame 1, what is Emi doing? [looking at her watch/going to class/walking] Where are the people in Frame 2? [in a classroom/school] What are they talking about? [the class/the teacher] Look at Frame 6. Who is the man? [the teacher] How does Emi feel? [embarrassed, silly]*

② Set up the situation before playing the audio. T: *Emi is late for English class. When she arrives, she asks someone if she is in the correct place. Now, let's listen.*

③  Play the audio and ask students to follow along with the conversation. 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 a second time.*

④  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: *What time is it?*

Question 2: *What class is it?*

Question 3: *Is Mr. Brown a student?*

⑤ Elicit answers from students. T: *(Name), what did you circle for number 1?*

Answers

1. (a) It's 10 o'clock. (In Frame 1, Emi says, "It's 10 o'clock. I'm late.")
2. (a) English (In Frame 2, Emi asks, "Is this English with Professor Brown?")
3. (a) No, he isn't. (In Frame 5, Mr. Brown says, "I'm the instructor.")

Optional

Ask students a few additional, open-ended questions about the conversation. T: *How does Emi feel about being late? What do you think about the teacher's joke? Do you think Emi will like her English class? Why or why not?*

⑥ 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

Encourage students to move and show emotion as they practice.

- Move when you practice: "Emi", hurry into class, take off your backpack, and then sit down. Mr. Brown, write some notes on your paper.
- Show emotion when you practice. (Emi feels rushed, then nervous, then embarrassed that Mr. Brown teased her. Mr. Brown is teasing at first and then he becomes warm toward Emi.) T: *We show our emotion when we pronounce the key words of sentences: nervous, easy, really nice, so embarrassed, don't be, welcome.*

⑦ After the students have practiced the conversation at least two times, have them replace the words in red. T: *Now practice one more time. Replace the words in red with the substitution words at the bottom of the page.*

⑧ Walk around the classroom, helping students as necessary.


Culture Notes

- In North American culture, many teachers are more informal with students than teachers in many countries. Students aren't asked to stand when the teacher enters the room or asks them a question, and the teachers sometimes like to be called by their first names, rather than *Mr.*, *Ms.*, or *Professor*.
- The teacher, Professor Brown, says, "This class is easy." (Frame 3). And "The instructor is really nice." (Frame 4) He's joking with Emi. Often teachers in American classrooms act informally like this and use humor.

How English Works page 35

This section focuses on two different grammatical notions: times and statements.

Checking students knowledge

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

Explaining the Grammar Points

Grammar Point 1: Telling time

- 4 Say the example. T: *It's 10 o'clock. I'm late. Can you find this in the Conversation?* (Frame 1)
- 5 Write on the board: *It's 10 o'clock.*
Ask: *How do you write this in numbers? (10:00). How do you say this time? (ten o'clock OR it's ten o'clock)*
Read through the rest of the Rule.
- 6 Write some other times on the board: 9:45, 2:15, 12:30. Or use an adjustable clock and set different times for the students to identify. Ask students to say the times.
- 7 Go through the rest of the Rule and More about it. Check to see if students have any questions.

Grammar Point 2: Questions with adjectives

- 8 Say the example: *Are you a student?*
Ask: *Can you find this in the Conversation?* (Frame 5)
Can you find other questions like this in the Conversation? (Frame 2: *Is this English with Professor Brown?*)
- 9 Write on the board: *Are you a student?*
Are Mr. Brown and Ms. Marley good teachers?
Ask: *Are these statements or questions?* Ask someone in the class to change them into statement form.
- 10 Write some more statements with adjectives on the board and ask students to make them into questions.
- 11 Read through the rest of the Rule and More about it. Remind the class that we use contractions for short answers.

Grammar Point 3: Using adjectives

- 12 Say the example: *The teacher is really nice.*
Ask: *Can you find a sentence like this in the Conversation?* (Frame 4: And the instructor

is really nice.)

- 13 Write on the board: *The teacher is nice.* Underline the word nice.

T: *We call words like "nice" adjectives. We can say an adjective after "is".* Point to "is" and "nice" on the board as you speak.

Write on the board: *We have a nice teacher.*

Ask: *Where is the adjective?* (students answer: nice) *What comes before nice?* (a) *What comes after nice?* (teacher)

Say: *Great. We can also put the adjective before the noun.* Read through the rest of the Rule.

- 14 Go through More about it: "a" and "an". Give some additional examples.

Using the grammar

- 15 Ask the students some questions about themselves.
 - about time: T: *What time is it? What time does (class start/end)?*
 - opinion questions: T: *Are you (a good student)? Am I (a good teacher)? Is this (an easy class)?*

Grammar Guide

Grammar Point 1: There are different ways to tell time for 15 minute time blocks. For example: *It's a quarter to ten/It's 9:45.*

Nowadays, however, almost everyone uses the digital system of saying the time: *It's 10:15; it's 11:35.*

Grammar Point 2: Students may ask what the difference is between the two kinds of negative contractions. There is no real difference and either form can be used for short answers, but we often use the "not" contraction to emphasize the negative.

Grammar Point 3: Noun phrases always follow this word order: **Determiner** (*a/an/the/this/that/*) + **adjective** + **noun**.
Example: *a nice man.*

Answers

1. It's 11:30.
2. What time is it?
3. It's almost 12 o'clock.
4. Is Emi a new student?
5. Are they good teachers?
6. No, I'm not.
7. We have a nice teacher.
8. It's an easy class.
9. He's a nice person.
10. This class is very easy.

Situations page 36

These situations focus on describing people.

❶ Get students thinking about the situations by asking questions about each frame.

T: *Let's look at the illustrations. In Frame 1, where are they?[an office] In Frame 2, what are the women talking about? [a man] Who is the man in Frame 3? [a teacher] Where are the people in Frame 4?[an office] In Frame 5, what are the two men (coaches) talking about? [a basketball game/their basketball teams]*

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. T: *Are there any questions?*

❹ Have the students practice the conversations together orally. T: *Now, say the conversations 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. If students are comfortable with the dialogues they can practice with these substitutions:


Frame 1: serious = strict

Frame 2: handsome = good-looking (Note: We often use "handsome" for men only and "beautiful" for women only. "Good-looking" is used for both men and women.)

Frame 3: How's your Art History class? = How's your Art History class going?

Frame 4: So you're a programmer? = So, I understand that you're a programmer.

Frame 5: You have a great team this year. = Your team this year is really great.

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 students cover the words and try to have the same conversations again. T: *Now, cover the words with a sheet of paper. Try to say the conversations again. Allow students to look back at the text if they need to.*

❽ After students have practiced all 5 conversations, have them ask each other about

their families. T: *Now look at number 6. Ask your partner about their parents, their grandparents, and their boyfriend or girlfriend.*

❾ Ask for volunteers to share what they learned with the class. T: *Would anyone like to tell the class about their partner's family?*

Extension for Frame 6

Put students into pairs and assign a relationship to each pair (best friends, parents, brothers and sisters, neighbors, etc.). T: *Find out about each other's (grandparents, best friends, etc.).*

Answers

1. A: What's Mr. Burns like?

B: He's very serious. (really)

A: Is he mean?

B: No, he's not mean, just serious.

2. A: What's Roberto like?

B: He's very nice. He's a great guy.

A: Is he handsome?

B: Oh, he's very handsome.

3. A: How's your Art History class?

B: Oh, it's great.

B: Is that the teacher?

A: Yes, he's really interesting.

4. A: So, you're a programmer?

B: Yes, I'm an excellent programmer.

A: Are you experienced?

B: I'm very experienced.

5. A: You have a great team this year.

B: I know. Johnson is very tall.

A: And Jackson is really fast.

B: Yep, they're a great team. Good luck.

Communication page 37

This activity allows students to describe people in their own words.

❶ Warm up: Choose a student. Say: *Do you know (name)?* and give the name of the person next to the student. *What's he/she like?* You may need to prompt a description by asking questions. T: *Is she nice? Is she a good student? Does she have long hair?* Try this with 2 or 3 students.

❷ Introduce the activity. T: *Now look at the pictures on page 37. What do the people look like? Match the pictures with a phrase. Write a number in each box.*

❸ Assign people in pairs to read the descriptions and choose pictures for each one. Or, do this part of the activity with the whole class.

❹ If you haven't already, put students into pairs. T: *Now work with a partner. Choose a picture. Your partner will try to guess what picture you are thinking of by asking questions about the person.*

❺ Choose 2 students to model the example. T: *(Names), would you read the example together? Great, now ask your partner questions and guess the picture. Note how many questions you ask.*

❻ Confirm that students understand what they're supposed to do. T: *Are there any questions?*

❼ Model the question forms for "has" and "is" for the class. Say: *What are some good questions? Does he have (gray hair)... Is she (thin)... etc.* You may want to write the question forms on the board.

❽ Have students take turns. T: *After you guess, you should choose a picture and have your partner guess. You should each choose 3 pictures and guess 3 times.*

❾ Walk around the classroom and offer help as needed.

❿ Find out who had the lowest score. T: *(Name), what was your score? Did anyone have a score lower than this? Who had the lowest score? Good job!*

Communication expansion

1. Divide the class into two groups and have each student write the name of a famous person (alive or dead) on a piece of paper.
2. After all students have a name, have them tape the name to a student in the other group. Important: They should tape the name to the student's back.
3. When all students have names on their backs, they should walk up to another student and ask a question about "their" name. Example questions: Am I alive? Am I a man? Am I an actor? Am I a scientist? Am I tall?
4. Students should be allowed to ask only 1 question per student, then move on to another student to ask the next question.
5. Students should continue asking questions until they can guess who they are. Example: Am I Madonna?
6. Wrap up the activity with questions. T: *(Name), what was your name? What questions did you ask? Why were you famous?*

Bonus

❶ Introduce the activity. T: *Now we're going to play the same game, but this time with people in the class. Think of someone in the class and start to describe him or her. Your partner should guess who you are talking about.*

❷ After several minutes, stop the activity. T: *(Name), who did your partner talk about? How did he describe her? Did anyone describe me? How did you describe me to your partner?*

Optional Writing Activity

1. Write 3 to 5 questions. Ask about the description of someone you know. (Does she have dark hair? Is she a teacher?)
2. Write 3 to 5 sentences describing your ideal mate. (He is handsome and kind...)

English Out There page 38

In this activity, students talk about emotions.

- ① Warm up: Ask students some questions about how they feel and their emotions. T: *How do you feel right now? (Name), how are you? Who feels happy? Is anyone tired at the moment?*
 - ② Introduce the activity. T: *Let's turn to page 38. Look at the photos. Choose an emotion for each person.*
 - ③ Elicit the answers while pointing at each picture. T: *What emotion did you choose for this picture? How about this one?*
 - ④ Talk about number 2 as a class. T: *Now look at the expressions after number 2. Can you match the expressions with an emotion?* Or, have students do the activity together in small groups.
 - ⑤ After reading all the expressions, ask a few additional questions. T: *Have you heard all of these expressions? Which one goes with this picture? Point to a picture at the top of page 38. What expressions do you use in your native language?*
- Possible answers (Note that the way the expression is said will change the emotion):
happy = Yay!; nervous = Uh-oh; excited = Yay!; embarrassed = Oops; surprised = Wow!; playful = Hah-hah; angry = Oh, no!; content = Ah!; hurt = Ouch!; frustrated = Ah! (Arggh!); sad = Oh, no!; ashamed = Oh, no!; confused = huh?; scared = Ah! ; upset = Oh, no!

Out There homework

- ⑥ Read instructions for the homework assignment. T: *Find a photograph that shows an emotion and bring it to class.*
- ⑦ Give students ideas of how to find pictures of emotions online. T: *Look at page 111. It has a list of websites with pictures that show emotions.*
- ⑧ Explain how the homework will be presented in a later class. T: *After you find a picture, print it and bring it to class. We'll show our pictures to each other and try to guess the emotions.*

In the Computer Lab

Page 111 lists art, photography, and text resources.

1. If students see a text page, they can browse through the page or click on the word "emotion" to explore further.

If students see a page with images, they can click on an image or the icon next to it. They will be taken to a page with a larger image or more information.

2. Students can search on their own, in pairs, or in small groups. If students are working in pairs or small groups, encourage them to compare their reactions to the art.

T: *Look at some art together. Do you like it? What emotion does it show? Do you agree with your classmates?*

Encourage students to look at different types of images, such as paintings, sculptures, and photographs.

T: *You can look at many different kinds of art. You can look at a painting, a photograph, or a sculpture.*

Encourage students to look at some abstract art, as well.

T: *Find some art without any people in it. Does it show an emotion, too? What do you think?*

Out There follow up (next class)

If you have assigned the homework:

- ⑨ Have students bring the picture they found to class and put students into groups of 5-7 students.
- ⑩ Have each student hold up his or her picture and have the other students guess what emotion is shown.
- ⑪ If students disagree on the emotion, ask them to explain why they think their answer is correct.
- ⑫ Walk around the class as students show their pictures and suggest other emotions that could be represented by the pictures.
- ⑬ If time allows, ask students why they chose their pictures.

If you haven't assigned the homework:

1. Prepare some pictures that show emotions. Put students in small groups and give each group several pictures.
2. Have the groups discuss each picture and the emotion it represents.

English in the Real World

Encourage students to explore the ideas from this unit outside of class.

- Research the ways that different emotions are expressed in different cultures.