

UNIT 1 GUESS WHERE I'M FROM

UNIT OVERVIEW: In this unit students will talk their background, interests, likes and dislikes.

Conversation Starters: *Where are you from?*

Friends talk about where they're from.

Building Fluency

Asking personal questions; personal information

Conversation Model

Hey, I know you. — Cut and blend sounds

Let's Talk About It: *Who are you?*

Ask and answer questions to learn more about each other.

Conversation Idioms:

is really into movies

is very famous for seafood

There are people from all over the world.

There's nothing like going to a football match.

am originally from Manchester

Nice to meet you.

is a little strange

am not so typical

I didn't recognize you.

Additional Links for this unit: Tom from the U.K. and Martin from the United States meet each other.

<http://www.elllo.org/english/0601/T633-Martin-Life.htm>

STEP 1 BUILDING THE ATMOSPHERE

Tell your students to listen to the **Amy and Erik Introduction** for a clue about where Amy is from (a country starting with a soft k sound). Have them use that clue to guess which country she is from. Finally, have students brainstorm as many country names as they can in preparation for the **Conversation Starters** listening activity. If they need help getting started, give them a few examples of countries that start with a soft k sound: Costa Rica, Canada, and Cambodia.

Script [Track 2]

Amy: Hi. I'm Amy.

Erik: And I'm Erik.

Amy: And this is Unit 1, Guess Where I'm From.

Erik: Oh, I know that! You're from C...

Amy: No, silly! Guess Where I'm From is the title of our first unit.

Erik: Ah, OK. Gotcha!

Amy: Anyway, we asked some of our friends to introduce themselves. Let's listen.

STEP 2 CONVERSATION STARTERS WHERE ARE YOU FROM?

Students will listen to people talk about where they are from.

1. First Listening

- Set up the situation by asking the following warm-up questions:
 - How many speakers are there?
 - How many of the speakers are men?
 - How many are women?
- Next, give simple instructions to explain the task.

Let's listen to the audio. You will hear five speakers. For each speaker, write down the country they are from. For example, Trish is from Australia. Where is Soon from? Where is Alex from? Let's listen.
- In some cases both the city and the country name are mentioned. Encourage students to write down both if they can. You can tell the students they only need to write the first one or two letters for each answer because it might

be difficult to write out the full name of the city or country, or they may be unsure of the spelling. For example, for England students can write EN, or for Korea, just KO, etc. Later, once the audio has stopped, students can complete the spelling.

- After the first listening, have students compare answers. Write simple questions on the board for the students to share and compare answers. (See samples below.) Then, elicit answers and check as a class.
- *Where is Trish from?*
- *What do you have for Scott?*
- *Do you know #4? I didn't catch the answer.*

2. Second Listening

- Familiarize the students with the topics on the right side of the task grid. Have students listen again and circle the topics discussed. Give simple instructions:
- *Let's listen again. This time circle the topic the speaker talks about. For example, Trish talked about beaches and her dog. What does Soon talk about? What does Scott talk about? Let's listen and find out.*
- After the listening, have students compare answers in pairs. Challenge the students to exchange details about the topics. For example:
- A: *What did Trish talk about?* B: *She talked about beaches.*
- A: *What did she say about them?* B: *She said the beaches were beautiful.*
- Elicit answers as a class and compare the details the students were able to catch.

Answer Key

First Listening:

1. Trish – Sunshine Coast (Australia), 2. Soon – [South] Korea, 3. Scott – Seattle (United States), 4. Simon – Manchester (England), 5. Alex – Tokyo (Japan)

Second Listening:

- | | |
|---|--|
| 1. Trish – beaches, dog | 2. Soon – mountains, spicy food |
| 3. Scott – seafood, campus, rainy weather | 4. Simon – industry, soccer / football match |
| 5. Alex – elementary school, English teacher, Japanese food | |

BONUS:

Next, direct the students to the questions in the bonus section. Model the pronunciation of the questions. Then have the students ask the teacher the questions and model an appropriate answer. Try to make the model response at least three or four sentences in length so students are encouraged to reply with detailed answers.

Script [Tracks 3-7]

1. Trish

Hello, my name is Trish. Guess where I'm from. I'm from Australia. In Australia I live on the Sunshine Coast. Which, as you can tell from the name, is a very sunny place. We have very beautiful beaches, and I often go to the beach with my dog. Generally we have a very outdoor lifestyle there.

2. Soon

My name is Soon-yi, but people call me Soon. I am from Korea, the southeast part, where we have a lot of beautiful mountains. And most people know Koreans like *kimchi*, yes? And most of the Koreans like spicy food, but I am a little strange, I guess. I cannot eat spicy food very well because my tongue gets really hot. So I'm not so typical.

3. Scott

Hi, my name is Scott. I'm from Seattle, in the United States. Ah, Seattle is in the northwest corner of the US, near Canada. It's very famous for seafood, like salmon and oh, yeah, rainy weather. I go to school there, at the University of Washington. It's a very beautiful campus. Very large campus. There are 30,000 people there. People from all over the world.

4. Simon

Hi, I'm Simon. I'm originally from Manchester, England. That's in the north. It's kind of a famous place because it was sort of the industrial center of England but that's all gone now. Now it's had a sort of major image change and... anyway, Manchester will always be famous for one thing — football. Nothing like going to a Manchester United football match.

5. Alex

Hello, I'm Alex. I'm originally from Japan. My mother is Japanese and my father is American. My dad was an English teacher in Tokyo and that's where I was born and I went to elementary school there. I love going back to Tokyo — so many cool cultural things — and I love the food, especially *tako-yaki*!

STEP 3 BUILDING FLUENCY ASKING PERSONAL QUESTIONS

Students will practice different ways to ask and reply to personal questions.

1. Expressions

- Set up the task by directing the students to the ten questions in Part (1). Quickly familiarize the students with the questions by choral drilling them with the students.
- Next, play a game by having the students close their books. Have them keep one finger or thumb on the page, so they can reference the questions quickly. Then, read out one of the questions and have students quickly open their books and find the question. Students identify the correct question by calling out the question number. To make the activity competitive, you can divide the class into groups and have them race to identify the questions and allot points to the quicker teams.
- Next, direct the students to the line in the expression box in Part (1). Explain the meaning of the word ‘personal.’ Then, have students in pairs mark where they think the questions fall on the line. Lastly, go over the order as a class to make sure students know which questions are personal and which ones are not.
- Be aware that there is a wide range of opinions about just how personal each question is or isn’t. The answer key below is one interpretation. Moreover, it may be difficult for students (and you the teacher!) to put the questions in order on the line. If this is the case, just decide which questions are “not very personal,” “kind of personal” and “very personal.”

Answer Key

Not very personal: What’s it like there?

Kind of personal: What’s your name? / Where are you from? / Do you live with your family? / What do you do? / What’s your occupation? / Do you like your job? / What do you like to do? / What do you do in your free time? / Do you like learning English?

Very personal: Where do you live now? / Are you a typical (Japanese) person?

2. Vocabulary

- Put students in small groups and have them match the questions from Part (1) with the responses in Part (2). Once most of the groups are finished, go over the answers as a class.
- Next, have students work in pairs. Have one student be the asker and one student the responder. Set a time limit of one minute. In pairs, students try to ask and respond to as many questions as they can in one minute. After one minute, have students swap roles.

Answer Key

a – 6. What do you do? / What’s your occupation?

b – 7. Do you like your job? / 10. Do you like learning English?

c – 2. Where are you from?

d – 3. What’s it like there?

e – 9. Are you a typical (Japanese) person?

f – 1. What’s your name?

g – 4. Where do you live now?

h – 8. What do you like to do? / What do you do in your free time?

i – 5. Do you live with your family?

j – 10. Do you like learning English? / 7. Do you like your job?

HOW THE GRAMMAR WORKS:

- Review typical question forms.
- Have students come up with some other questions that would possibly be asked when talking to someone for the first time (2 for each question type).

3. Let’s Practice

Put students in pairs and have them have a real conversation. To warm up the activity be sure to model a good response for some of the questions. Encourage students to expand on their answers and ask follow-up questions by writing a simple sample conversation on the board.

A: *Where do you live now?*

B: *I live near here, but I want to move.*

A: *Oh, yeah. Why?*

B: *My university is far away so I want to live near campus.*

A: *Do you want a roommate?*

B: *Yes, because it is cheaper.*

STEP 4 CONVERSATION MODEL: HEY, I KNOW YOU.

Students will look at cutting and blending sounds.

Optional Warm-up:

Write the following questions on the board.

- 1) What are the speaker's names?
- 2) Do they know each other?
- 3) What does the woman love?

Books closed. Direct the students to the questions on the board. Next, the students listen to the audio and try to answer the questions above. After listening one or two times, students compare answers in pairs and then as a class.

1. Situation

- Books open. Have your students check the conversation for unknown words, and explain any difficult phrases.

HOW THE PRONUNCIATION WORKS: CUT AND BLEND SOUNDS

This unit covers two points:

- The consonant sounds “t” and “d” often disappear, or are cut, when they appear before other consonant sounds. Therefore, “I didn’t recognize you” can sound like “I din recognize you.” As you can imagine, this can cause trouble for students when listening to English as the sounds that indicate that a word is in the past tense or is in a negative form can completely disappear in natural speech.
- Certain consonant sounds actually change when they are followed by particular consonant sounds. For example, the /t/ + /j/ sound combination which often blends to become a /ch/ sound. In the case of “Nice to meet you” it can sound like “Nice to mee you” or “Nice to mee chu.”
- While students do not have to pronounce the phrases in this way, it is important for them to be aware of these pronunciation points, in particular for listening comprehension purposes.
- Next, play the conversation model [Track 8] and encourage students to listen out for the “cut and blended sounds.”
- As a class do a choral practice of this conversation, focusing particularly on the pronunciation point. Say each line or chunk, and have your students repeat.

EXTRA PRONUNCIATION POINT: BLEND SOUNDS

You’re in my English class – *your rin* my English class

Do you like our class? – Do you *likour* class?

I love it – I *lovit*

2. Substitution

Have students work individually to connect the sentences in the columns to make a coherent conversation. Then have students compare answers in pairs.

Answer Key

You work on my floor. – How’s your job going? – It’s going OK, thanks.

You were at the Mya concert. – How did you like the concert? – Oh, it was incredible.

We live in the same building. – What do you think of this area? – It’s got its good points and bad points.

3. Practice

- Have students use the **substitution** words to practice the conversation. Remind them to take particular care with the “cut and blended sounds.” Have early finishers create their own conversations.
- Choose a pair to demonstrate the conversation. Comment on their pronunciation of “I didn’t recognize you” and “Nice to meet you” and offer pronunciation and intonation advice as necessary.

STEP 5 LET’S TALK ABOUT IT: WHO ARE YOU?

Students will ask and answer questions to learn more about each other.

1. Get Ready

Have students complete the questions using the words in the box. Next, have students compare in pairs or small groups and then go over the answers as a class.

Answer Key

1 – what’s, 2 – originally, 3 – free time, 4 – like, 5 – thing, 6 – family / alone, 7 – typical

2. Let’s Talk

- Have students mingle and answer at least two questions to each classmate. Encourage students to greet their classmate using the greetings on page 8 before asking their questions.
- Before the activity begins, go over how to take notes from memory. Model this by asking one student two questions. As you are talking, be sure to keep the conversation going and NOT to write anything down. After the conversation ends, say goodbye, turn to leave, go to the board and THEN write down a few notes on the board but not full sentences. Explain to the students that they should write down information immediately after saying goodbye and not during the conversation so that when they are talking the conversation is natural and they are attentive to each other.

3. Follow Up

Put students in groups of three and have them compare answers to find out what they have in common.

BONUS: SPEAKING ACTIVITY

If time permits, have students try the bonus speaking questions. This could be done as either a pair/group/class discussion or an extemporaneous speaking exercise.

BONUS ACTIVITY:

Class blogs are a great way to spur further discussion on a topic covered in class, and are also a convenient way to record and manage written homework assignments. If you have a class blog, ask each student to write a self-introduction and encourage students to add comments to at least 5 classmates’ self-introductions.

STEP 6 LANGUAGE AWARENESS

Assign the language awareness activity on page 81 for homework. If necessary, do the first one or two questions together as a class. Leave 5 or 10 minutes at the beginning of the next class to go through the answers.

Answer Key

1. Guess where I’m from.
2. have, beaches, go, with
3. My name is Soon-yi, but people call me Soon
4. strange
5. Seattle is near the northwest corner of the US near Canada
6. very famous
7. That’s all gone now.
8. Nothing like going to a Manchester United football match.
9. I’m originally from Japan.
10. elementary school

STEP 7 AMY’S CONVERSATION TIP

When we talk with someone for the first time, we’ll often ask personal questions in order to get to know each other. However, there’s a fine line between “acceptable” personal questions and “unacceptable” personal questions. Of course, what counts as “too personal” depends on cultural background and individual feelings. With your students, go through the questions introduced in this unit and discuss if there were any that they thought would be too personal to ask. Finally, have your students brainstorm some “too personal” questions, and as a class discuss why these may be inappropriate.

STEP 8 UNIT TEST

Make copies of the Unit Test for each student. Start by playing the audio for the Listening section (download Track 1 from <http://www.elttestcenter.com>). Decide whether you give them one or two listenings. Then, allow the students about 5-10 minutes to complete the rest of the test. Correct the test in class, and record the score.

AUDIO Script:

Hi, I'm Kenjiro, but you can call me Ken. I'm originally from Beppu, a town in the western part of Japan, which is known for its hot springs. I'm from a small family with one younger sister. Oh, and I like to travel. I've been to a lot of places all over the world, but my favorite place to be so far is in Singapore.

Answer Key:**Part A.**

1. d
2. b

Part B.

3. do you
4. Do you like
5. What is
6. Are you a

Part C.

7. call
8. originally
9. recognize
10. into