



# I'm a student.

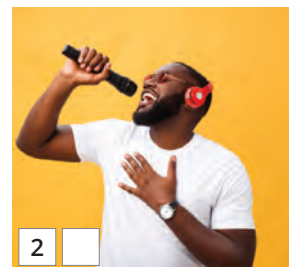
**SPEAKING**  
Introducing yourself  
**GRAMMAR**  
The verb *be*  
**LISTENING**  
Meeting people  
**READING**  
Occupations

**WARM UP**  
Introduce yourself to your partner

## VOCABULARY

**1** Look at the photos. What are their jobs? Write the correct letter.

- |                  |                  |
|------------------|------------------|
| a. a singer      | f. a server      |
| b. an actor      | g. a businessman |
| c. a doctor      | h. a student     |
| d. a sales clerk | i. a chef        |
| e. a teacher     | j. a designer    |



**2** Listen and check your answers.

**3 PAIR WORK** Practice spelling the words above.

How do you spell doctor?

D-O-C-T-O-R. How do you spell student?

### VOCABULARY TIP

Write down new words in a notebook.

doctor  
businessman  
server

# 01

## I'm a student.

**SPEAKING**  
Introducing yourself  
**GRAMMAR**  
The verb *be*  
**LISTENING**  
Meeting people  
**READING**  
Occupations

**Vocabulary:** an actor, a businessman, a chef, a designer, a doctor, a sales clerk, a server, a singer, a student, a teacher; an engineer, a model, a programmer, a tour guide

**Conversation:** Introducing yourself

**Language Practice:** Statements and *yes/no* questions with *be*

**Pronunciation:** Reduction of *a/an*

**Listening:** People introducing themselves

**Speaking:** A board game about personal information

### VOCABULARY

The goal of this section is to present and practice the target vocabulary: occupations.

#### WARM-UP

- Focus attention on the warm-up activity. Model the activity by introducing yourself to a student. Have the student introduce him- or herself to you.
- Have students turn to a person next to them and introduce themselves.
- Encourage students to shake hands and to look each other in the eye as they practice introducing themselves.

#### Activity 1

- Books closed. Elicit jobs the students already know in English. Write the names and the jobs of some famous people on the board. For example: *Taylor Swift = singer*. Then point to yourself and say *I am a ...?* Write *teacher* on the board to complete the sentence even if students don't answer with the word. Point to a student and say *You are a ...?* Write *student* on the board to complete the sentence.
- Books open. Focus attention on the photos. Check which vocabulary items the students already know.
- Model the target vocabulary items—*a singer, an actor, etc.*
- Do the example with the class. Then have students complete the activity on their own.
- **LANGUAGE NOTE:** Explain to students that the article *an* is used before nouns that begin with a vowel sound and that *a* is used before nouns that begin with a consonant sound. Have students practice saying the vocabulary with the correct articles.
- **CULTURE NOTE:** It is becoming more common to use gender neutral words to describe some occupations. For example: *actor* is increasingly being used for both men and women; *server* is used instead of *waiter* or *waitress*. However, *businesswoman* and *businessman* are still more common than *businessperson*.

#### Activity 2

Play the recording. Allow time for students to change incorrect answers. Then check answers.

##### ANSWERS

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1. d | 3. c | 5. b | 7. f | 9. j  |
| 2. a | 4. e | 6. g | 8. h | 10. i |

#### Activity 3

- Model the question *How do you spell doctor?* Then write *D - O - C - T - O - R* on the board while saying the letters out loud.
- Write another occupation on the board and have a student spell it.
- Have students do the activity in pairs. As students work, walk around the class to check progress and offer help as necessary.

#### EXTRA IDEA

Have students come to the board one at a time. Whisper a job to each student and have them act it out silently for the class. The other students guess the job. Alternatively, have students think of a job and act it out.

#### Vocabulary Tip

- Focus attention on the Vocabulary Tip box. Explain to students that writing down new words in a notebook is a good way to remember the words they learn.
- Show students an example of a small notebook they can use for vocabulary. Then have students bring in a notebook to class. Give them time to write the new words in it, along with the definition and notes about the pronunciation.

##### SMART CHOICE ONLINE

Remind students that there are extra vocabulary practice activities on Online Practice.

# CONVERSATION

The goal of this section is to present and practice the target vocabulary and grammar of the unit in a typical conversation.

## WARM-UP

Books closed. Elicit students' jobs or the jobs of famous people students know. Elicit short sentences such as: *I'm a student. Ariana Grande is a singer. Chris Hemsworth is an actor.*

**Note:** Access the video of the conversation on the Teacher Resource Center or on the Classroom Presentation Tool.

## Activity 1

- Books open. Focus attention on the model conversations.
- Preteach words and phrases students might not be familiar with or might have difficulty pronouncing. For example: *Los Angeles, Mexico, great, class.*
- Have students read each conversation silently before doing the activity.
- Watch the video. Pause after each line of the conversations and have students repeat.
- Model the first conversation with a student. Then have students practice it in pairs. Make sure pairs change roles so they practice each part.
- As students work, walk around the class to check progress and offer help as necessary.
- Model the second conversation with a student. Then have students practice it in pairs. Walk around the class and help as necessary.
- **CULTURE NOTE:** In the US, when the student and the teacher in a class are both adults, it can be appropriate for the student to call the teacher by his or her first name. However, if the teacher introduces herself as *Ms. Jones*, for example, then that is what students should use.
- **KEY VOCABULARY:** *Hi* is an informal way to say *Hello*. *How about you?* is a common phrase used to ask someone the same question they have just asked you. *Great!* is an informal way to express a positive feeling about something. *Well* is used here to restart the conversation, after expressing surprise with *Oh*.

## VARIATION

- If you cannot watch the video in class, play the recording instead for students to check their answers.
- Play the video (or recording) again before students practice the conversations. Pause after each line of the conversations and have students repeat.
- When students are familiar with the conversations, have them close their books. Pause the video (or recording) before each line and have students say the lines from memory.

## EXTENSION

- Books closed. Write Maria's lines on the board.
- Point to and say Maria's first line. Have a student recreate Tom's first line. Accept any reasonable answer. If students find this difficult, say the first word or a key word of the line.
- Continue with the rest of Maria's lines. Have different students say Tom's lines.
- Then have different pairs of students say the conversations for the class.

## Useful Words

- Focus attention on the Useful Words box. Explain that there are many different responses to the question *How are you?* Make sure students understand that the expressions are ordered from top to bottom according to how well the speaker feels (*Great* = really well; *Not bad* = OK).
- Model the responses and have students repeat them.
- Then have students make pairs and practice asking and answering the question *How are you?* using the words and phrases in the box.

## Activity 2

- Write the conversations from Activity 1 on the board. Underline the personal information. For example: *Maria, Tom, Los Angeles*, etc.
- Explain that *You're in my class* can also mean "We're in the same class."
- Model Maria's line *Oh...well, great!* as it is said in the recording. Explain that Maria uses the tone of surprise. Then say the line again, using an enthusiastic tone.
- Focus attention on the example conversation in the speech bubbles. Explain how students can personalize the information in the two conversations in Activity 1 with their own information.
- Have students make pairs and practice both conversations with their own ideas.
- Focus attention on the picture of the cell phone. Then have students video their conversations using a cell phone.
- Have students show their videos to others and offer feedback to one another.

## VARIATION

If you are unable to use cell phones in class, students can take turns performing their conversations for the class.

## EXTENSION

If you and your students use a Learning Management System or a Social Learning Platform, have students share their videos. Together with the class, decide on criteria that students can use to give feedback to each other. For example: *Student A speaks naturally. Student B speaks clearly.* etc. You can use a scale from 1 to 5.

### TEACHER RESOURCE CENTER

Print Unit 1 Video Worksheet from the Teacher Resource Center for additional in-class video practice.

### SMART CHOICE ONLINE

Remind students that there are extra conversation practice activities on Online Practice.

# CONVERSATION



- 1** Read the conversations. Then watch the video. Practice the conversations with a partner.

1. Maria Hi, I'm Maria. Nice to meet you.  
Tom My name's Tom. Nice to meet you, too.  
Maria So, where are you from, Tom?  
Tom I'm from Los Angeles. How about you?  
Maria I'm from Mexico.
2. Tom Hello, Maria.  
Maria Oh, hi, Tom. How are you?  
Tom I'm fine, thanks. How about you?  
Maria Great, thanks. So, are you a student here?  
Tom No, I'm not. I'm a teacher. You're in my class!  
Maria Oh...well, great!

- 2** **OVER TO YOU** Practice the conversations again. Use the ideas below. Add your own ideas. Then make a video of your conversation.

Hi, I'm Leo. Nice to meet you.

My name's Bea. Nice to meet you, too.

## USEFUL WORDS

How are you?



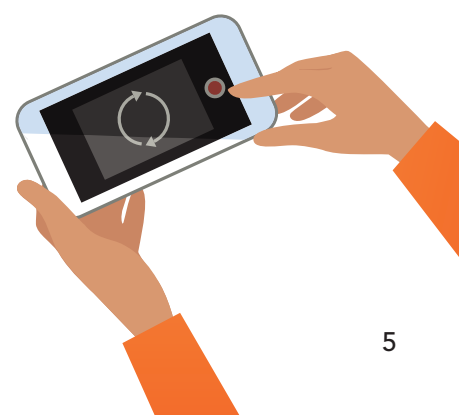
Great!

Pretty good.

Fine.

OK.

Not bad.





## LANGUAGE PRACTICE 1

Statements with *be*

Grammar Reference page 96

I'm Julia.

I am → I'm

I'm not an actor.

I am not → I'm not

You're a student.

You are → You're

He isn't a teacher.

isn't → is not

He's a doctor.

He is → He's

My name is → My name's

She's an actor.

She is → She's



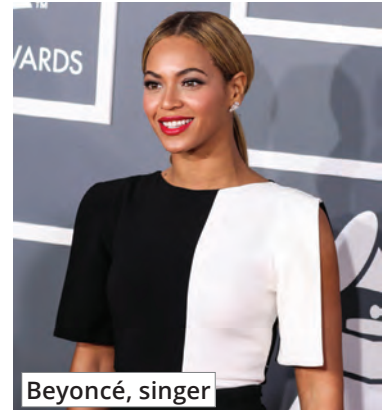
1 Look at the pictures. Complete the sentences. Then listen and check your answers.



Mary Barra, businesswoman

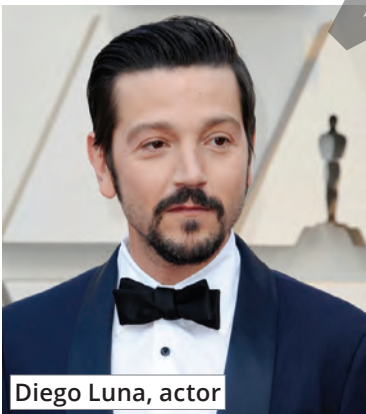


Gordon Ramsay, chef



Beyoncé, singer

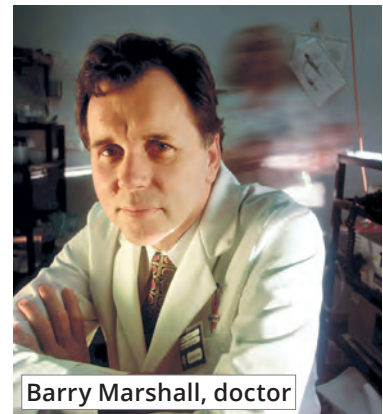
1. Mary Barra isn't a doctor.  
She's a businesswoman.
2. Gordon Ramsay \_\_\_\_\_ a server.  
 \_\_\_\_\_ a chef.
3. Beyoncé \_\_\_\_\_ a singer.  
 \_\_\_\_\_ a student.



Diego Luna, actor



Vera Wang, designer



Barry Marshall, doctor

4. Diego Luna \_\_\_\_\_ a teacher.  
 \_\_\_\_\_ an actor.
5. Vera Wang \_\_\_\_\_ a designer.  
 \_\_\_\_\_ a singer.
6. Barry Marshall \_\_\_\_\_ a doctor.  
 \_\_\_\_\_ a sales clerk.



2 Tell your class about yourself.

Hi, I'm Rosa. I'm from Colombia. I'm a student.

Hello, I'm David. I'm from Paris. I'm a server.

Hi, I'm \_\_\_\_\_.

# LANGUAGE PRACTICE 1

The goal of this section is to present and practice the target grammar: statements with *be*.

- Books closed. Write the following sentences on the board:  
*I'm Linda.* = *I am Linda.*  
*You're in my class.* = *You are in my class.*  
*He's a student.* = *He is a student.*  
*She's a teacher.* = *She is a teacher.*
- Explain how *I am* becomes *I'm*, *you are* becomes *you're*, *he is* becomes *he's*, and *she is* becomes *she's*.
- Books open. Write the examples from the Language Practice box on the board. Underline the words that are written in bold in the box. Explain the negative form.
- Write several jobs on the board. Elicit statements such as *I'm a student.* *She's a teacher.*
- Direct students to page 96 of the Grammar Reference for more information.
- LANGUAGE NOTE:** Explain to students that *He isn't a student* and *He's not a student* mean the same thing. The only difference is which words are contracted.

## TEACHER RESOURCE CENTER

Launch Unit 1 PowerPoint™ slides on the Teacher Resource Center for additional grammar presentation and practice.

## Activity 1

- Ask students if they recognize any of the people in the photos. Then focus attention on the first photo and ask *What's her job?*
- Focus attention on the examples. Make sure students understand they should use the information in the label for each photo to complete the sentences. Elicit why *isn't* and *She's* are the correct words to complete the sentences. (The correct form of *be* for *Mary Barra/she* is *is*. She is a businesswoman, not a doctor.) Make sure students understand that *isn't* = *is not* and *She's* = *She is*.
- Have students fill in the blanks on their own.
- Play the recording. Allow time for students to change incorrect answers. Then check answers.
- CULTURE NOTE:** Mary Barra is the first female CEO of a major car company. She is American. Gordon Ramsay is a chef, businessman, and reality TV star. He is from the UK. Beyoncé Knowles-Carter is an American singer, songwriter, and actor. Diego Luna is an actor and movie director. He is from Mexico. Vera Wang is an American fashion designer. Barry Marshall is an Australian doctor and medical researcher. He won the Nobel Prize in 2005.

## ANSWERS

- |                              |                              |
|------------------------------|------------------------------|
| 1. isn't, She's              | 4. isn't, He's               |
| 2. isn't, He's               | 5. is, She isn't / She's not |
| 3. is, She isn't / She's not | 6. is, He isn't / He's not   |

## VARIATION

Have students write both the contracted and uncontracted forms in the sentences.

## EXTRA IDEA

- Have a student call out a name and a job and then point to another student. For example: *Beyoncé, server.*
- Have the second student make a true sentence. For example: *Beyoncé isn't a server.* Then have the second student call out a name and a job and point to another student.
- Continue around the class.

## Activity 2

- Focus attention on the example introductions in the speech bubbles. Model them and have students repeat.
- Give an example with true information about yourself.
- Have students introduce themselves to the class. Make sure students understand that they should mention their name, where they are from, and their occupation.
- If your class is large, have students do the activity in groups.

## ANSWERS

Answers will vary.

## LANGUAGE PRACTICE 2

The goal of this section is to present and practice the target grammar: *yes/no* questions with *be*.

- Write the examples from the Language Practice box on the board. Underline the words that are written in bold in the box. Have students notice that the verb comes before the subject in this type of question.
- Write several cities and jobs on the board. Ask different students questions such as *Are you from Paris? Are you a chef?* Follow up with questions in the third person: *Is he from Paris? Is he a chef?*
- Direct students to page 96 of the Grammar Reference for more information and practice.
- **LANGUAGE NOTE:** Explain that it is incorrect to say *Yes, he's* or *Yes, she's*. The correct response with *Yes* in these cases is always *Yes, he is* and *Yes, she is*.

### Activity 1

- Focus attention on the examples. Make sure students understand why *Are* and *am* are the correct words to complete the conversation. (*Are* is the correct form of *be* for *you*; *am* is the correct affirmative form for *I*.)
- Focus on items 2–5. Explain that students need to fill in the blanks with the correct form of *be* or a pronoun.
- Focus on item 6. Explain that students should complete this conversation with a question and an answer about origin or job, similar to those in the other items, but using information about themselves. If necessary, give an example with information about yourself. For example: *Are you a student? No, I'm not. I'm a teacher.*
- Have students fill in the blanks on their own. Then check answers.
- Have pairs of students read their conversations in item 6 for the class.

#### ANSWERS

- |                  |   |
|------------------|---|
| 1. Are, am       | 4. Is she, is                           |
| 2. Are, I'm, I'm | 5. Are they, aren't, They're / They are |
| 3. he, isn't     | 6. Answers will vary.                   |

### Activity 2

- Focus attention on the text in the speech bubbles. Explain that students should complete this conversation in pairs, with their own information.
- Have students make pairs. Give them time to think about how to fill in the blanks with their own information.
- Model the activity with a student. Then have students practice their conversation in pairs. As students work, walk around the class to offer help as necessary.
- Have pairs say their conversation for the class.

#### ANSWERS

Answers will vary.

### EXTRA IDEA

- Books closed. Write the following headings on the board: *Names, Places, Jobs*.
- Elicit unusual and funny names, places, and jobs. Write six of these under each heading and number them 1–6. For example:

	<u>Names</u>	<u>Places</u>	<u>Jobs</u>
1.	Goofy	the moon	cowboy
2.	Chandler	a sushi bar	clown
3.	Moose	Paris	president
4.	Ms. Pac-Man	Gangnam	TV star
5.	Mr. Bean	the ocean	spy
6.	Poochie	Starbucks	clerk

- Books open. Give one student a six-sided die and then have another pair read the conversation in Activity 2 aloud in front of the class. When they come to each blank, the student rolls the die, and the number determines the name, place, or job the students say. For example, if the number on the die is 3, the first student says, *Hi. I'm Moose*, in the first picture and *I'm from Paris* in the third picture.
- Copy the funny dialogue onto the board and have students revise it so that it sounds more natural.
- Have students practice the conversation in pairs, using their own suggestions for funny names, places, and jobs.

### EXTRA IDEA

Have students brainstorm questions that would logically follow the conversation in Activity 2. Write them on the board. Divide the class into new pairs and have them extend the conversation.

#### TEACHER RESOURCE CENTER

Print Unit 1 Worksheet 1 from the Teacher Resource Center for additional in-class speaking practice.

## PRONUNCIATION

The goal of this section is to focus on the reduction of *a/an*.

### Activity 1

Model the examples. Then play the recording for students to notice the reduced sounds.

### Activity 2

Play the recording again. Have students practice saying the examples in Activity 1.

#### SMART CHOICE ONLINE

Remind students that there are extra grammar practice activities on Online Practice.

## LANGUAGE PRACTICE 2

Yes/No questions with *be*

Grammar Reference page 96

Are you a teacher?

Yes, I am./No, I'm not.

Are they from Peru?

Yes, they are./No, they aren't.

Is he a chef?

Yes, he is./No, he isn't.

## 1 Complete the conversations. Use information about you for the last item.

1. A Are you from South Korea?B Yes, I am.

2. A \_\_\_\_\_ you a teacher?

B No, \_\_\_\_\_ not. I \_\_\_\_\_ a student.

3. A Is \_\_\_\_\_ a chef?

B No, he \_\_\_\_\_. He's a server.

4. A \_\_\_\_\_ a designer?

B Yes, she \_\_\_\_\_.

5. A \_\_\_\_\_ from Rio?

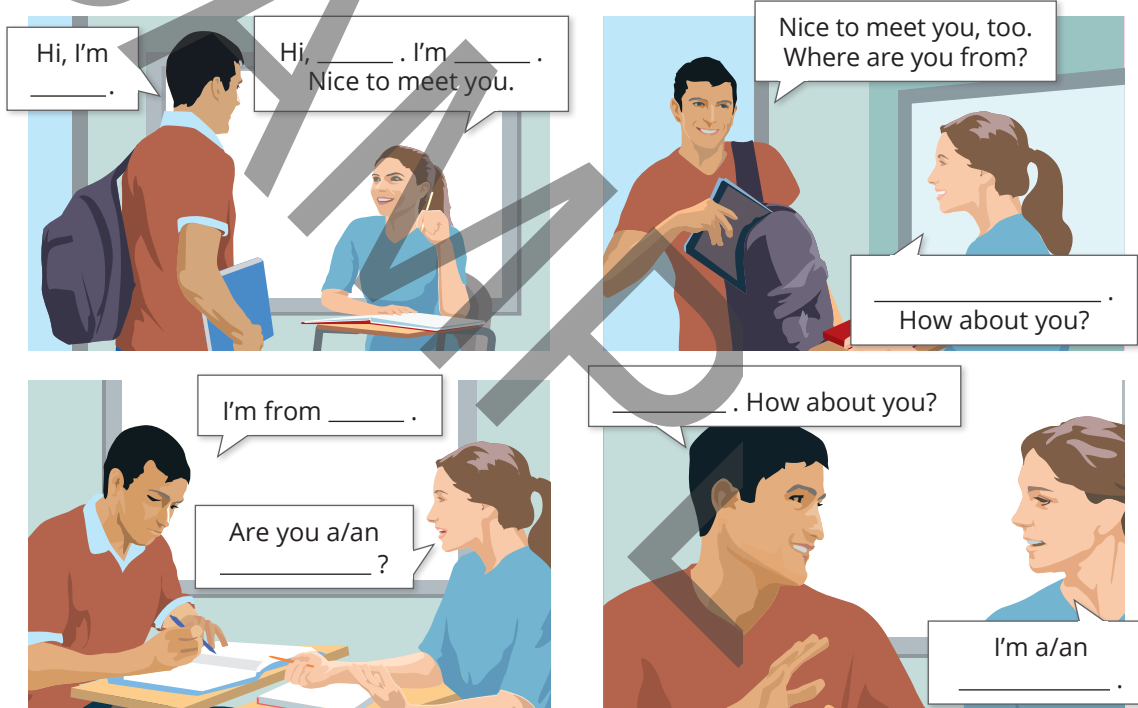
B No, they \_\_\_\_\_ from São Paulo.

6. A \_\_\_\_\_?

B \_\_\_\_\_.



## 2 PAIR WORK Practice the conversation with a partner. Use information about you.



## PRONUNCIATION

Reduction of *a* / *an*1 Listen. Notice the reduced sounds of *a* and *an*.

## Unreduced

## Reduced

1. I'm a student.

/aɪmə/ student.

2. You're a teacher.

/yərə/ teacher.

3. He's a server.

/hizə/ server.

4. She's an actor.

/ʃizən/ actor.

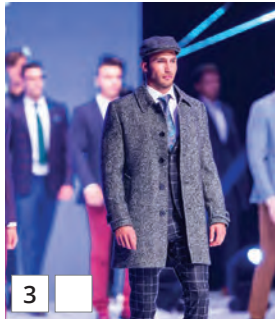
2 Listen again and repeat. Be sure to reduce *a* and *an*.



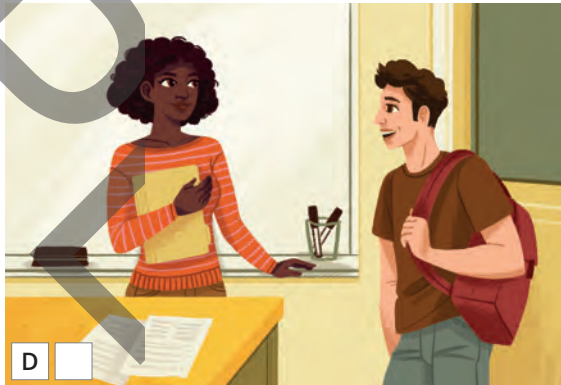
LISTENING

1 BEFORE YOU LISTEN Match the words and the pictures.

- a. an engineer    b. a model    c. a programmer    d. a tour guide



2 Listen to the people talking. Which picture are they in? Number the pictures.



3 Listen again. Choose (✓) True or False.

1. Tina is an engineer.  
2. Ana is from Thailand.  
3. The band is AKB48.  
4. Nova is from Indonesia.

True	False
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

4 LISTENING PLUS Listen to more of Nova and John's conversation. Choose the correct answer.

- |                      |                 |                |             |
|----------------------|-----------------|----------------|-------------|
| 1. John is from ____ | a. New Orleans  | b. Los Angeles | c. New York |
| 2. John is ____      | a. an actor     | b. a model     | c. a server |
| 3. Nova is ____      | a. a tour guide | b. a model     | c. an actor |

## LISTENING

The goal of this section is to practice listening for the main idea, to practice listening for specific information, and to introduce some new vocabulary.

### Activity 1

- This activity introduces four new vocabulary items: *an engineer, a model, a programmer, a tour guide*.
- Focus attention on the photos and the new vocabulary items. Model the words and have students repeat them.
- Do the first item with the class as an example. Then have students match the other photos and vocabulary items.
- Then check answers.

#### ANSWERS

1. c      2. d      3. b      4. a

### Activity 2

- Focus attention on the instructions and the pictures. Explain that students will listen to four conversations and identify the picture/place the people are in.
- Then focus attention on the four pictures. Elicit or explain where the people are in each picture. Then point out the boxes where students should write the number of the conversations they hear.
- Play the recording. Have students write the numbers of the conversations. Then check answers.

#### ANSWERS

A. 3      B. 1      C. 4      D. 2

### Activity 3

- Focus attention on the four statements, and the *True* and *False* boxes. If the students are unfamiliar with this kind of activity, write *True* and *False* on the board, and draw three boxes beneath them. Make clearly true and untrue statements, checking the appropriate box each time. For example: *I'm an actor. I'm from Antarctica.*
- Give students time to read the statements silently. Preteach *Thailand*, *AKB48*, and *Indonesia* if necessary.
- Play the recording again. Have students choose *True* or *False*. Then check answers.
- **CULTURE NOTE:** AKB48 is a large Japanese all-female pop band, with over 100 members. AKB is a reference to Akihabara, a part of Tokyo that is popular with young people. Blackpink is a K-pop group, whose four members come from South Korea, New Zealand, and Thailand.

#### ANSWERS

1. True      2. False      3. False      4. True

### EXTENSION

- Write some comprehension questions on the board. For example: *Is Paula an engineer? Is Mark from Mexico? Is the band Blackpink?* etc.
- Have students listen again and answer the questions.

### Activity 4

- Focus attention on the picture of Nova and John (picture C) in Activity 2. Explain that students will hear more of their conversation and choose the correct answer to complete the information about them.
- Give students time to read the three items and the choices silently. Preteach *New Orleans* and *New York* if necessary.
- Play the recording and have students circle *a*, *b*, or *c*. Then check answers.

#### ANSWERS

1. c      2. b      3. a

#### SMART CHOICE ONLINE

Remind students that there is an extra video activity on Online Practice.

## SPEAKING

The goal of this section is to practice the language in the unit in an enjoyable, meaningful, and personalized way.

### Activity 1

- Explain that students are going to play a board game.
- Focus attention on the instructions. Explain that each player needs to choose a game piece—for example, a coin, an eraser, or a hairpin. To move forward on the board, students should flip a coin and move one space if they get heads and two spaces if they get tails. When they land on a square, they ask another student the question on the square. If they land on a square with the question mark, they have to make their own question. The first student to reach the *FINISH* square wins the game.
- Focus on the flags and the names of the countries. Model them for the class and have students repeat.
- Then focus on the questions on the board in Activity 2. Make sure students understand the instruction *Make a question*.
- Have students practice making a question. Elicit some of these to confirm they understand that this is an opportunity for them to communicate in an open and creative way.
- Focus on the example conversation in the speech bubbles. Model the first question and answer with a student. Encourage students to give as detailed an answer as possible, for example: *No, she isn't. She's an actor.*

### Activity 2

- Have students make pairs or groups and play the game. Make sure each pair or group has a coin before starting.
- As students work, walk around the class to check progress and offer help as necessary. The goal of this activity is primarily fluency rather than accuracy. Students should be encouraged to make questions and answers in a manner that you and other students understand. However, the focus should be on encouraging students to communicate freely and to answer the questions in detail.
- **CULTURE NOTE:** Emma Watson is a British actor who is most famous for her role in the Harry Potter movies. BTS is an all-male K-pop group. Bruno Mars is an American singer and songwriter.

#### ANSWERS

1. No, she isn't. She's an actor.
2. Possible answers: Yes, I am. / No, I'm not. I'm from ...
3. S-E-R-V-E-R
4. Questions and answers will vary.
5. No, it's/they're not. It's/They're from South Korea.
6. Possible answers: Yes, he/she is. / No, he/she isn't.  
He/She's from ...
7. Questions and answers will vary.
8. Possible answers: Yes, I am. / No, I'm not. I'm a/an ...
9. No, he isn't. He's a singer.
10. Questions and answers will vary.

### EXTENSION

If some groups or pairs finish before the others, have them start again from the beginning, this time making all the questions themselves.

### Activity 3

- Have students go online to find information about their favorite celebrity. Suggest that they can search for information such as full name, job, and country of origin. Encourage students to search on English language websites.
- Have students write a text with the information or present it to the class.
- Remind students that they can also share the information they find on the Discussion Board on Online Practice. You might also want to ask them to use the Discussion Board for the next unit's Warm-Up activity.

#### TEACHER RESOURCE CENTER

Print Unit 1 Worksheet 2 from the Teacher Resource Center for additional in-class speaking practice.

Print Unit 1 Test from the Teacher Resource Center for an end-of-unit assessment.

**SPEAKING****Are you from Brazil?**

**1** Read the instructions below to play the game.

1. Play the game in pairs or groups.
2. Choose an object as a game piece.
3. Use a coin to move. Heads = 1 space. Tails = 2 spaces.
4. Take turns asking and answering questions.

Is Emma Watson a singer?

No, she isn't. She's an actor.



South Korea



Brazil



Canada

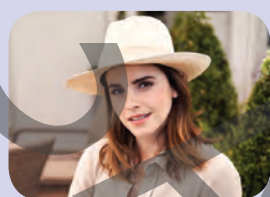


United States



**2 PAIR WORK** Now play the game. Who is the winner?

START



**1** Is Emma Watson a model?



**2** Are you from Thailand?



**3** How do you spell this job?



**4** Make a question.



**7** Make a question.



**6** Is your teacher from Canada?



**5** Is the band BTS from Brazil?



**8**  
Are you a doctor?



**9** Is Bruno Mars an actor?



**10** Make a question.

FINISH



**3 OVER TO YOU** Find information about your favorite celebrity. Tell your classmates.

**GO ONLINE**  
for grammar,  
vocabulary, and  
speaking practice

**NOW I CAN****SPEAKING**

☐ make an introduction.

**GRAMMAR**

☐ make statements and questions with *be*.

**LISTENING**

☐ understand basic information about people.

**READING**

☐ understand what people do.