

LANGUAGE PRACTICE

The goal of this section is to present and practice the target grammar: agreeing and disagreeing.

- Books closed. Divide the board into four squares. In the top left square, write *So am I*. In the top right square, write *I'm not*.
- Elicit statements using *I am* from the class. For example: *I'm from Seoul. I'm 20 years old*. Agree and disagree with these statements using *So am I* and *I'm not* to explain the difference. When disagreeing, give information that is true for you. For example: *I'm not. I'm from Toronto, Canada*.
- Write *Neither am I* and *Really? I am* in the bottom left and bottom right squares of the grid on the board, respectively. Repeat the above procedure with negative statements. Elicit statements such as *I'm not from Canada*.
- Books open. Focus attention on the Language Practice box. Show how the statements and the responses, agreeing and disagreeing, use the same verb tense. For example: *I stayed ... So did I*.
- Direct students to page 114 of the Grammar Reference for more information and practice.

TEACHER RESOURCE CENTER

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

Activity 1

- Explain that students need to match the statements and the responses. Have students notice the use of the same tense in the first statement and its response. Ask if the response agrees or disagrees with the statement. (It agrees.)
- Have students complete the activity on their own.
- Check answers by asking pairs of students to read a statement and its response to the class. Then ask if these agree or disagree.

ANSWERS

1. e 2. f 3. d 4. c 5. a 6. b

EXTENSION

Have students change the statements from affirmative to negative or from negative to affirmative. Then have students change the responses accordingly.

Activity 2

- Write the first conversation on the board. Elicit the response and why the correct answer is *So do I*. (The speaker agrees with the statement *I want to travel to different countries*, which is indicated by the additional statement, *It's the best thing to do*.)
- Have students complete the activity on their own.
- If students have difficulty with the activity, briefly go through the items and elicit whether speaker B agrees or disagrees with speaker A. Next, have students focus on the tenses used in speaker A's statements. Then focus attention back on the Language Practice box.
- Check answers by having pairs of students read the completed conversations to the class.

ANSWERS

1. So do I 3. Really, I don't
2. Neither am I 4. Really, I do

Activity 3

- Focus attention on the example conversation. Make sure students understand that the statement in the first speech bubble is A's line in the first item in Activity 2.
- Explain that students should agree or disagree with A's statements in Activity 2 using the short responses from the Language Practice box and adding some more information about themselves.
- Have students do the activity in pairs.

ANSWERS

Answers will vary.

TEACHER RESOURCE CENTER

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

PRONUNCIATION

The goal of this section is to focus on word stress when agreeing and disagreeing.

Activity 1

- Model the examples. Make sure students notice that the subject words, such as *I* and *Rob*, are stressed in the responses.
- Play the recording.

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.

Sb2 Level 2 Teacher Notes

**Hannah Cassidy, Rob Nicholas, Cheryl
Pelteret, Julie Penn**

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American More! Six-Level Edition Level 2 Teacher's Resource Book with Testbuilder CD-ROM/Audio CD Hannah Cassidy, Rob Nicholas, Cheryl Pelteret, Julie Penn, 2011-08-04 American MORE Six Level Edition is a version of a course from a highly respected author team that is bursting with features for lower secondary students Each level of American MORE contains 50-60 hours of class material With dedicated reading culture grammar vocabulary skills and cross curricular learning sections plus a wide range of flexible components you really do get more with American MORE The Teacher's Resource Book contains detailed guidance on how to get the best out of the course warm up activities photocopiable grammar and communication resources tests and answer keys and Extra idea sections for fast finishers The test material is contained on the Testbuilder CD ROM together with the audio for the tests **Fix-It Phonics Level 2 - Student Pack**, 2010-05-11 *Fix-It Phonics Level 3 - Student Pack*, 2010-05-11 *PISA 2018 Results (Volume II) Where All Students Can Succeed* OECD, 2019-12-03 This is one of six volumes that present the results of the PISA 2018 survey the seventh round of the triennial assessment Volume II Where All Students Can Succeed examines gender differences in student performance and the links between students socio economic status and immigrant background on the one hand and student performance and well being on the other *Dictionary of Newfoundland English* W.J. Kirwin, G. M. Story, J.D.A. Widdowson, 1990-11-01 The Dictionary of Newfoundland English first published in 1982 to regional national and international acclaim is a historical dictionary that gives the pronunciations and definitions for words that the editors have called Newfoundland English The varieties of English spoken in Newfoundland date back four centuries mainly to the early seventeenth century migratory English fishermen of Cornwall Devon Dorset and Somerset and to the seventeenth to the nineteenth century immigrants chiefly from southeastern Ireland Culled from a vast reading of books newspapers and magazines this book is the most sustained reading ever undertaken of the written words of this province The dictionary gives not only the meaning of words but also presents each word with its variant spellings Moreover each definition is succeeded by an all important quotation of usage which illustrates the typical context in which word is used This well researched impressive work of scholarship illustrates how words and phrases have evolved and are used in everyday speech and writing in a specific geographical area The Dictionary of Newfoundland English is one of the most important comprehensive and thorough works dealing with Newfoundland Its publication a great addition to Newfoundlandia Canadiana and lexicography provides more than a regional lexicon In fact this entertaining and delightful book presents a panoramic view of the social cultural and natural history as well as the geography and economics of the quintessential lifestyle of one of Canada's oldest European settled areas This second edition contains a supplement offering approximately 1500 new or expanded entries an increase of more than 30 per cent over the first edition Besides new words the supplement includes modified and additional senses of old words and fresh derivations and usages *Fifty Fabulous Fables* Suzanne I. Barchers, 1997-09-15 Mesmerize young children with these

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Mordechai Gottman, Robert Earl Clasen, 1972 **Elementary Statistics** Andrew Laurence Comrey, 1975 *Children and Youths' Migration in a Global Landscape* Adrienne Lee Atterberry, Derrace Garfield McCallum, Siqi Tu, Amy Lutz, 2022-05-24 This volume contains an Open Access Chapter Children and Youths Migration in a Global Landscape interrogates how transnational mobility shapes the lives of the relatively young and addresses questions that encourage us to consider what it means to be a transnationally mobile child or youth in the 21st century **Children's Books in Print, 2007**, 2006

Learning Technology for Education Challenges Lorna Uden, Dario Liberona, Jozef Ristvej, 2018-07-30 This book constitutes the refereed proceedings of the 7th International Workshop on Learning Technology for Education Challenges LTEC 2018 held in ilina Slovakia in August 2018 The 25 revised full papers presented were carefully reviewed and selected from 54 submissions The papers are organized in the following topical sections Gamification and learning learning and knowledge transfer learning technologies applications virtual learning environments and mobile learning and MOOCs LTEC 2018 examines how these technologies and pedagogical advances can be used to change the way teachers teach and students learn while giving special emphasis to the pedagogically effective ways we can harness these new technologies in education Human-Nature Interactions: Perspectives on Conceptual and Methodological Issues Tadhg Eoghan MacIntyre, Juergen Beckmann, Giovanna Calogiuri, Aoife A. Donnelly, Marc Jones, Christopher R. Madan, Mike Rogerson, Noel E. Brick, Mark Nieuwenhuijsen, Christopher James Gidlow, 2021-01-06 *Statistics* George H. Weinberg, John Abraham Schumaker, 1974 **Summer Session** Northwestern University (Evanston, Ill.), 1942 **Mendeleev Chemistry Journal**, 1972 Bulletin Northwestern University (Evanston, Ill.), 1942 **Language Issues**, 1997 **China & Asia (exclusive of Near East)** United States. Joint Publications Research Service, 1965 Guide to contents of a collection of United States Joint Publications Research Service translations in the social sciences emanating from Communist China **Democracy & Education**, 1994 **Abstracts 3103-7102**, 1988

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