

This Unit continues the focus on the student's immediate environment, looking at the topic of Favorites. This topic is quite popular in language teaching and learning, so students should feel comfortable with the topic as they get used to the student-centered task-based approach.

As in all the Units, it is not expected that every student will do every task or activity. There is a wealth of content in each Unit, so teachers should feel free to match the activities to their students. Teachers might even like to focus on different activities in different Units and so foster variety. On the one hand advanced students might like to work through the whole Unit, while less proficient students might want to spend more time on the activities appropriate for their level.

## Page 17

### Brainstorming (individuals)

- T: Ask students to read the questions and think about them.

This brainstorming activity sets the learning schema, so students can do it quietly and individually, perhaps while the roll is being called, or in the first moments of the lesson, or even before the lesson begins.

### Task 1 (individuals)

- T: Ask students to read the instructions and do them.
- Students choose 10 words and write them in the table under 'Favorite things'.

### Task 2 (pairs)

- Students then ask their partners (or someone else) about the 10 things, writing their answers under What/Who? in the table.

### Task 3 (pairs)

- They then ask why their partners chose these particular favorites, writing the responses under 'Why?' in the table.

This is a good time to mention that students should get straight into the activity. There is no need for lots of teacher-talk at the start of the lesson. Students need to become active learners and part of this consists of getting started, even before the teacher arrives in the classroom. Students can start thinking and doing: 'What are we doing today?' 'Let's look at the brainstorming'. 'Let's start on the first activity.' This is a realistic goal for later Units, as students become more self-directed.

## Page 18

### Favorite Words (pairs or groups)

- Students read and talk about the title.
- T: Play the audio CD (TRACK 9) and ask students to read the passage silently while they listen to it.
- T: Ask students to read the passage again as a group activity and discuss any vocabulary or idioms that they don't know.
- As in Unit 1, it is good to ask students to use Classroom Language at this point.

I don't understand.

What does it mean?

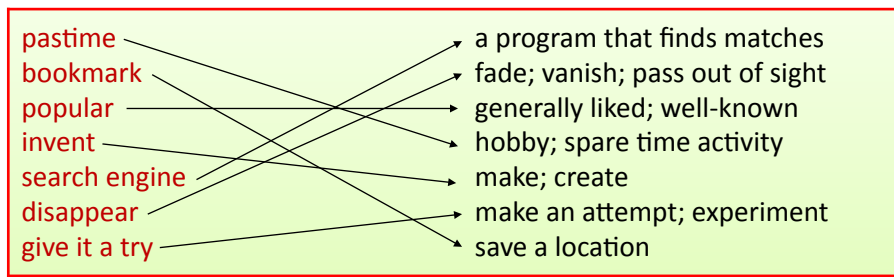
I'm not sure.

Let's look it up.

How do you spell it?

### Matching activity (pairs or groups)

This activity encourages students to check their knowledge of key words and to identify any they need to learn. For some students it will be a review activity; for others it will be a learning activity. Students might like to do the matching activity and then read the passage again.



**Further Reading:** The note at the bottom of the page informs students about the extra reading passages and other resources on the online site.

## Page 19

### Comprehension Check (pairs or groups)

- Students read and answer the questions to confirm their comprehension of the reading passage.
- They might like to do this by one student reading the question and the other finding the answer in the reading passage.
- T: Encourage students to talk to each other at this time.
- The teacher can check the answers with everyone. Or students can talk about them in groups and present their answers to the class.

Answers:

1. You can save the location of favorite Internet sites by bookmarking them.
2. I think 'finter' means the time between fall and winter.
3. The words 'snow' and 'dirt' have been combined to make 'snirt'.
4. Another word for 'big toe' in the passage is 'fumb'.

5. Nobody is sure where new words come from, though some new words are invented by individuals.
6. New words get included in dictionaries after some time, when they are popular. They become part of the language.
7. Milton Sirota was 9 years old when he invented the word 'Googol'.
8. Old, unused words disappear.

## Think for Yourself

This activity encourages creativity and information finding.

- Students think about neologisms and make their own new words.
- Students might like to watch the TED talk "Go ahead, make up new words!" at [http://www.ted.com/talks/erin\\_mckean\\_go\\_ahead\\_make\\_up\\_new\\_words](http://www.ted.com/talks/erin_mckean_go_ahead_make_up_new_words). As with all TED talks, there is a transcript online in English and Korean. This could be watched in class (7 minutes) or students could watch it at home.

## Background Information

- Students read the information together and talk about it.
- This could be a useful follow-up activity for students who finish the other sections before anyone else.

## Page 20

### Discussion (groups)

- Students read the [Conversation Strategies](#) at the bottom of the page.
- Students read and do the instructions.
- Then they discuss the questions on the page, using the Conversation Strategies.
- It would be good if students could use a conversation strategy (from this Unit or other Units) each time they speak.

Suggested answers:

1. Let me see. My favorite color is green.
  - First of all, I just like it. Second, it is the color of nature and spring and the environment.
2. Let me think. My favorite book is *The Three Musketeers* by Alexandre Dumas
  - First of all I like it because it is exciting. Next, it is historical. It is set in 1625. It tells the adventures of a young man named d'Artagnan with the Musketeers of the Guard.
3. I'm not sure. I think my favorite movie is *Ode to My Father*.
  - I like it because it shows recent Korean history. It is about my heritage. I can imagine my parents and grandparents in the movie.
4. I can't tell you who my favorite movie star is off the top of my head. Let me think. Perhaps Lee Min-ho.
  - I like Lee Min-ho because he is a famous model and singer as well as a movie star. In addition, he has overcome hard times.
5. It's hard to say. Maybe my favorite time of the day is just before I go to bed.
  - I always have time to myself at this time. I can be quiet and relax.

6. I don't really know. Perhaps my favorite season is spring.
  - This is the time when the trees and flowers start to bloom.
7. I've never really thought about my favorite folktale, fairy tale or story. Maybe it is Cinderella or Beauty and the Beast.
  - I like these stories because love wins out in the end.
8. Let me see. I think my favorite piece of music is Bach's 'Air on a G String'.
  - I can't sing it. Let me hum it for you.
9. Let me think. I visit many Internet sites. Perhaps my favorite is BBC Learning English.
  - It is a site for learning English. I like it because it is very interesting. There are many articles, dramas, news items and activities on this site.
10. I can't tell you what my favorite childhood memory. I've never really thought about it. Let me think. Perhaps it was when my father gave me a bike.
  - I was so happy! I had wanted a bike for a long time. But we couldn't afford one. Then, on my seventh birthday, my father gave me a bike. What a surprise! I was over the moon with happiness. After that I used to ride my bike everywhere.

## Conversation Strategies

The agreeing strategies here are 'Asking a question' and 'Indecision.'

It is not necessary for every group to get through all the questions. The value of this page lies in the discussion and exchange of ideas. Students will progress through the questions at different rates. If they find a question that stimulates lengthy discussion, that is fine.

Discussion should be in English as much as possible, though on-task Korean is acceptable if students find it necessary to explain something in Korean in order to help the discussion. The teacher can use his/her discretion and professional judgment here, asking these questions:

*Are the students on-task? Is everyone contributing to the best of their ability? Do some students need a silent period of listening before they start speaking?*

If the teacher wants students to present their opinions to the rest of the class, this should be done briefly and in a non-stressful manner, with the teacher giving positive feedback.

## Page 21

### Dialogue (three people)

- Students get into threes.
- They read the instructions.
- They read the dialogue together, checking the vocabulary in the [Key Words and Expressions](#) box.
- The teacher plays Track 10 (CD-Rom).
- Students read the dialog again, changing roles.
- Finally, they check their comprehension in the [Dialogue Quiz](#).

### Dialogue Quiz

Answers:

1. Ji-hye doesn't say 'Hello' to Grandma Brown at first, because she didn't see her when she entered the room.
2. During most of this dialogue, Jenny is upstairs, getting ready.
3. We know that the Brown family do not live in a bungalow, because Jenny is upstairs.
4. Ji-hye's favorite movie genre is romantic comedy.
5. Kevin has not heard of *Gone with the Wind*.
6. *Gone with the Wind* is a romance.

## Page 22

### Let's Make a Role-play! (groups)

- Students read the [Situation](#) and then the instructions.
- They choose roles (Jenny, Michael, Kevin and Helen) and read the opinion samples.
- The teacher can play the Audio tracks 11 to 14 (CD-Rom) while they do this.
- Then students think about what they will say in the role-play and write their ideas in the mind-map on the next page.
- If it is not possible to have 4 students in every group, 2 or 3 students can choose their roles and make a role-play.

Mini-dramas of this type are very popular with students and help them to become more fluent, while exploring personal, domestic, and national issues. The role-plays in this book begin in a structured way, offering many ideas to the students, along with hints and useful phrases. As the book progresses they give less information, expecting the students to produce their own ideas and interactions.

If this concept is difficult at first for students, this page can be performed as Readers' Theatre. This means that students read the opinion samples to each other. Then they can try to make simple sentences on the following page.

See the notes for Page 23 for a sample dialogue.

## Page 23

### My Mind-map (individuals)

- Students write down their own ideas about the role-play in the boxes.
- This activity gives practice in the use of mind-maps for brainstorming and outlining.

### Let's begin! (groups)

- The role-play begins.
- Students use the phrases on this page and on page 20, the opinion samples on page 22, and their ideas in My Mind-map.
- The teacher can ask students to use one phrase from pages 22 or 23 whenever they say something.

The phrases on this page are suitable for talking about topics such as favorites.

When students perform role-plays, discussions and informal conversations, there are a number of considerations for the teacher:

1. The most important thing here is for the students to participate, however difficult it is for them to speak.
2. This is not a time for error-correction.
3. Students should feel free to make mistakes.
4. Everyone should participate equally.
5. Everyone should feel that their contribution is valued.
6. The teacher can monitor and observe.

If the teacher notices persistent errors, these can be mentioned later as (careful, sensitive) feedback (for example, during the activities on the next page). Another method is to make an activity that deals with the error in question and give it to the students in the next lesson.

Here is a sample Role-play. Sentences have been taken from the opinion samples on page 22:

**Michael:** Frankly speaking, this is my favorite dinner. How about you, Jenny?

**Jenny:** To tell the truth, my favorites tend to come and go.

**Helen:** What do you mean?

**Jenny:** If I like a new song, for example, I listen to it all the time, until I'm fed up with it. After that I forget all about it.

**Michael:** How about you, Kevin? Do you mind if I ask about your favorites?

**Kevin:** I'm not sure. I haven't really thought about my favorites before.

**Jenny:** Well my favorites are always changing.

**Michael:** How about you, Helen? Can you tell me your favorite time of day?

**Helen:** Off the top of my head, I'd say it is in the morning, after you have gone to work and Jenny and Kevin have gone to school. How about you?

**Michael:** As for me, it is when I come home from work. I can sit down and relax. Then I like to listen to my favorite music.

**Kevin:** Now you mention it, I like listening to music, too, but only when I'm studying.

**Jenny:** That reminds me. I like pop music, movie stars, and everything else. But only for a while.

**Helen:** Now I come to think of it, I like listening to music in my favorite place - my study.

**Michael:** Yes. And while you're working on webpage design, I can listen to my favorite music or watch my favorite show on TV.

**Jenny:** To tell the truth, I'm not interested in TV. Unless there's a fashion program.

**Kevin:** Frankly speaking, I'm not sure that I have any favorites at all.

**Michael:** That's OK. After all, One man's meat is another man's poison.

**Jenny:** What do you mean?

**Helen:** Michael means that your favorites are not everyone's favorites.

**Kevin:** Yes. You like fashion but I can't stand it.

**Michael:** And I like coffee, but Kevin doesn't.

**Jenny:** I see.

**Helen:** Well I think I'm very lucky.

**Kevin:** Why's that?

**Helen:** I have my favorite people round me. I am doing my favorite job and I can work whenever I want.

**Kevin:** Now I come to think of it, you're right.

## Page 24

### Time to Think! (pairs, groups)

- Students read the clues on this page together.
- They try to find who lives in each house and what their favorite color is.
- The answers are in the back of the book.

Problem-solving is very important in language learning, but it can be difficult. Students need to read the clues carefully (comprehension). Then they should write the names of all the possible people under each house. For example, John might live in the green, yellow or blue house. As they do this, they will find that Jane must live in the red house. Then they will be able to sort the other people out.

While they are doing this they can use notional language of suggesting and problem-solving:

Can I make a suggestion?

How about ...?

What if ...?

Perhaps ...?

If ... then ...

On the other hand, ...

This means that ...

What do you think?

Yes, you're right.

No, I don't think that works.

Finished!

Students will have 'aha moments' when the 'light goes on' and they understand the puzzle. Then they will have great pleasure in telling everyone else (in English!).

### Reflect and Review

This is the same self-assessment activity as in Unit 1. Reflection activities will change in following units.

The final row in the table suggests that students might look at the online activities.

Students typically like doing the personality tests that are included in the online activities.