

Lesson 9 E-pals

1. Vocabulary

A Jenny and Paulo look at students and their e-pals.
Where are they from? Listen and complete the sentences.
Then listen again and practice.

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| 1. Paulo is from <u>Brazil</u> . | His e-pal is from <u>Peru</u> . |
| 2. Jenny is from <u>the U.S.</u> . | Her e-pal is from <u>Canada</u> . |
| 3. Nicole is from <u>Canada</u> . | Her e-pal is from <u>Colombia</u> . |
| 4. Tyler is from <u>the U.S.</u> . | His e-pal is from <u>Portugal</u> . |
| 5. Sandra is from <u>Mexico</u> . | Her e-pal is from <u>Australia</u> . |
| 6. Yoshi is from <u>Japan</u> . | His e-pal is from <u>Venezuela</u> . |

B Now draw lines to match the students with their e-pals.



Students

- Paulo, **Brazil** (age 12)
- Sandra, **Mexico** (age 12)

E-pals

- Mike, **Canada** (age 12)
- Miguel, **Colombia** (age 12)

2. Speaking

Talk about the people on the map.

You Mike is from Canada.

Classmate 1 How old is he?

Classmate 2 He's twelve.

Lesson 9

E-pals

This lesson presents and practices names of countries, Where . . . from?, and You're / I'm not.

Review of Lesson 8

- On the board, write six to eight sentences about the guests at Steve's birthday party – for example: *He's twelve. She's three.*
- Ask students to make questions for the answers on the board without looking back at Lesson 8 – for example, *How old is Steve?*
- Now make wrong statements about the guests' ages – for example, *Steve is thirteen.* Students say, *No, he's not thirteen. He's twelve.*
- Review *How old are you?* Have several students ask one another about their ages. Tell them that they can give the wrong age if they would like to test their classmates' memories.

1. Vocabulary

This exercise presents and practices names of countries.

A

- Explain that in this lesson, the main illustration runs across both pages.
- Focus students' attention on the photo of Paulo and Jenny. Explain that they are looking at their friends and their *e-pals*, people you "meet" and write to on the Internet.
- Ask: *Who are the students in the first row of photos?* (The main characters in the book.) Explain that the people in the second row are the students' e-pals. Give students a few minutes to read the captions.
- Ask: *What information do you have for each person?* (Name, country of origin, and age.) *What are the words in red?* (Names of countries.)
- Check that students understand the names of the countries.
- Focus students' attention on items 1 to 6. Tell students they will hear what countries the characters and their e-pals are from. Students should complete the sentences with the names of the countries.
- Play the recording. Students listen.

Audio script

1. Paulo is from Brazil. His e-pal is from Peru.
2. Jenny is from the U.S. Her e-pal is from Canada.
3. Nicole is from Canada. Her e-pal is from Colombia.
4. Tyler is from the U.S. His e-pal is from Portugal.

5. Sandra is from Mexico. Her e-pal is from Australia.
6. Yoshi is from Japan. His e-pal is from Venezuela.

- Have students complete the sentences they can after the first listening.
- Play the recording again. Students listen and write the rest of the country names.
- Check answers with the class. Ask questions like these: *Is Paulo from Brazil?* (Yes.) *Is his e-pal from Brazil, too?* (No.) *Is his e-pal from Peru?* (Yes.)
- Play the recording once again, or model the sentences. Students listen and repeat.

B

- Have students read the sentences in part A again and draw lines to connect each student with his or her e-pal.
- Check answers with the class. Ask: *Who's Paulo's e-pal?* (María.)
- **Optional** Write on the board: *María is from Peru. Her e-pal is from Brazil. His name is Paulo.*

Have students work individually to write sentences like the ones on the board about two other people and their e-pals.

Have two or three volunteers share what they wrote with the class.

Ask the class if any of them have e-pals and, if so, where they are from.

2. Speaking

This exercise practices talking about a person's country of origin and age.

- Focus students' attention on the sample conversation. Tell them that they will have conversations about the students and their e-pals.
- Demonstrate the task with two volunteers.
- Have students carry out the task in groups of three. Give them time to have at least three conversations.
- Invite a group of three volunteers to have a conversation for the class.