



GET READY!

Connect to Language in Action

Try Get Ready! with your Newcomers today!

Video is an effective and motivating way to augment English language development. Each unit of **Get Ready!** includes a video episode that was filmed at a school in the U.S. Language is brought to life as students in your classroom relate to the students and the school situations in the video. Your students hear natural language, pronunciation, stress, and intonation in an authentic context that can be used to practice the listening, speaking, reading, and writing skills.

Let's look at the Unit 1 episode of the **Get Ready!** *Connect to Language in Action* video as well as suggestions for working with the video with your students.



<https://vistahigherlearning.wistia.com/medias/oovu7h9ovr>

Before Viewing

- Preview the episode by talking about the episode title: What's your name? Explain that as a necessary part of introductions, we share our names.
- Provide a cultural background by pointing out that in the United States, people generally give their first and last names during introductions, and in that order. Write and explain your own name on the board as an example. Label first, last, and any other names. Ask students to share how names are given in their home languages and cultures. For example, in some Latino cultures, people use their first, middle, paternal last name, and maternal last name.

During Viewing

- Play the video all the way through without sound. Ask students: Who do you see? What do you see? Write answers on the board.
- Play the video again all the way through, this time with sound. Say: As you watch the video, listen for words you know like Hi and Good morning. At the end, ask: What words did you hear?
- Have students open their books to pages 12-13 to see the video screen captures and script. Here the video is broken down into eight scenes.
- Replay the video pausing at the end of each scene. Students can follow along in their books.
- Play each scene again, pausing after each person's lines (or each sentence) and have students repeat.
- Play the video all the way through again. Ask again: Who do you see? What do you see? Write any new answers on the board.

After Viewing

- Provide true/false statements for students to respond to with yes or no. For example: Martina is a teacher. / No.
- Create sets of event cards. Each card has a sentence that describes an event in the video. Have students work in groups. Give a set of cards to each group. Student put the cards in the correct order. A spokesperson from one group reads the events in order. The other groups confirm or correct.
- Have students role-play the scenes and present them to the class.
- Replay the video, stopping each time a question is asked. Call on students to answer the question with information about themselves.
- Depending on students' proficiency, expand by asking questions such as: What do you like about the video? Who is your favorite character?

ESSENTIAL QUESTION

What does your name mean?



What's your name?



MARTINA Hi! Welcome to school! I'm Martina. Let's meet some students and teachers.



MRS. CARTER Good morning. I am your English teacher. My name is Mrs. Carter. What's your name?

JORGE My name is Jorge Hernández.



MRS. CARTER Welcome, Jorge!

JORGE Thank you.



MR. MILLER Hi. I'm Mr. Miller. What's your first name?

ALEJANDRA Alejandra.

MR. MILLER I'm sorry. How do you spell that?

ALEJANDRA A-L-E-J-A-N-D-R-A.



MR. MILLER What's your last name?

ALEJANDRA Vegas. V-E-G-A-S.



LIN Oh, sorry! Hey! I'm Lin Chen. What's your name?

FAROUK My name is Farouk Farah.

LIN Farouk? How do you spell that?

FAROUK F-A-R-O-U-K.

LIN F-A-R...O-U-K. Nice to meet you, Farouk.



LIN Thanks!

FAROUK See you later, Lin.

LIN Good-bye, Farouk.



MARTINA Hey! My first name is Martina. What's your first name?

1 Yes or no ?

EXAMPLE: Mrs. Carter is a math teacher. no

1. Jorge's last name is Hernández. _____

2. Alejandra is a last name. _____

3. Lin spells her last name. _____

4. Farouk is a first name. _____

2 Complete the conversation.

Words to use

later	I'm	last	Bye
My name is	name	meet	spell

Hi! My name is Miguel. What's your
(1) _____?

(2) _____ Jia.

How do you (3) _____ that?

J-I-A.

What's your (4) _____ name?

Kim. My name is Jia Kim.

Nice to (5) _____ you, Jia.
See you in class.

(6) _____, Miguel.
See you (7) _____.

3 Work with a classmate. Read the conversation in Activity 2. Then read it again. Use your names.

CULTURE NOTE

Names in the United States:

Alejandra Vegas
first name last name

How do you say names in your home country?

Communicate

1 Listen. Choose the correct response.

EXAMPLE: You hear: What's your first name?

You choose: **a.** My first name is Ken. **b.** Nice to meet you, Ken.

1. a. See you later, Amar. b. Hey, Amar.
2. a. R-A-M-O-S. b. My last name is Ramos.
3. a. I'm Mr. Davis. b. Thank you, Mr. Davis.
4. a. I'm sorry, Miss Smith. b. Nice to meet you, Miss Smith.

LISTENING STRATEGY

Preview the activity

Look at the answer choices. Then listen to the question or statement.

2 Work with a group. Talk about the picture. Write the conversations. Act out the conversations.

MORE EXPRESSIONS

How are you?

😊 Great!

😐 Fine.

😞 Not great.



READING STRATEGY

Predict

Predict means guess. Look at the English Class List. Predict what it is about.

English Class List

Teacher: Mrs. Carter

Students:	First name	Last name
	Jamal	Abadi
	Martina	Blanco
	Lin	Chen
	Farouk	Farah
	Ana	Flores
	Jorge	Hernández
	Jia	Kim
	Nicolas	Silva
	Alejandra	Vegas



4  Work with a group. Make a list of your first names and last names.

5  Meet your classmates.

- Stand up. Walk around the room.
- Say hello to three students.
- Ask their first and last names.
- Ask how to spell their names.
- Write down the names.
- Say good-bye.
- Sit down. Work with a classmate. Tell your classmate the names of the three students.

