

CAMBRIDGE

# interchange

FIFTH EDITION

# intro

Teacher's Book

Experience  
Better  
Learning

# interchange

Teacher's Edition

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Jack C. Richards

# intro



CAMBRIDGE  
UNIVERSITY PRESS



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# Plan of Intro book

Titles/Topics	Speaking	Grammar
 <p><b>UNIT 1</b> PAGES 2–7</p> <p><b>What's your name?</b> Alphabet; greetings and leave-takings; names and titles of address; numbers 0–10, phone numbers, and email addresses</p>	<p>Introducing yourself and friends; saying hello and good-bye; asking for names and phone numbers</p>	<p>Possessive adjectives <i>my, your, his, her</i>; the verb <i>be</i>; affirmative statements and contractions</p>
 <p><b>UNIT 2</b> PAGES 8–13</p> <p><b>Where are my keys?</b> Possessions, classroom objects, personal items, and locations in a room</p> <p><b>PROGRESS CHECK</b> PAGES 14–15</p>	<p>Naming objects; asking for and giving the locations of objects</p>	<p>Articles <i>a, an, and the; this/these, it/they</i>; plurals; <i>yes/no</i> and <i>where</i> questions with <i>be</i>; prepositions of place: <i>in, in front of, behind, on, next to, and under</i></p>
 <p><b>UNIT 3</b> PAGES 16–21</p> <p><b>Where are you from?</b> Cities and countries; adjectives of personality and appearance; numbers 11–103 and ages</p>	<p>Talking about cities and countries; asking for and giving information about place of origin, nationality, first language, and age; describing people</p>	<p>The verb <i>be</i>: affirmative and negative statements, <i>yes/no</i> questions, short answers, and <i>Wh</i>-questions</p>
 <p><b>UNIT 4</b> PAGES 22–27</p> <p><b>Is this coat yours?</b> Clothing; colors; weather and seasons</p> <p><b>PROGRESS CHECK</b> PAGES 28–29</p>	<p>Asking about and describing clothing and colors; talking about the weather and seasons; finding the owners of objects</p>	<p>Possessives: adjectives <i>our</i> and <i>their</i>, pronouns, names, and <i>whose</i>; present continuous statements and <i>yes/no</i> questions; conjunctions <i>and, but, and so</i>; placement of adjectives before nouns</p>
 <p><b>UNIT 5</b> PAGES 30–35</p> <p><b>What time is it?</b> Clock time; times of the day; everyday activities</p>	<p>Asking for and telling time; asking about and describing current activities</p>	<p>Time expressions: <i>o'clock, A.M., P.M., noon, midnight, in the morning/afternoon/evening, at 7:00/night/midnight</i>; present continuous <i>Wh</i>-questions</p>
 <p><b>UNIT 6</b> PAGES 36–41</p> <p><b>I ride my bike to school.</b> Transportation; family relationships; daily routines; days of the week</p> <p><b>PROGRESS CHECK</b> PAGES 42–43</p>	<p>Asking for and giving information about how people go to work or school; talking about family members; describing daily and weekly routines</p>	<p>Simple present statements with regular and irregular verbs; simple present <i>yes/no</i> and <i>Wh</i>-questions; time expressions: <i>early, late, every day, on Sundays/weekends/weekdays</i></p>
 <p><b>UNIT 7</b> PAGES 44–49</p> <p><b>Does it have a view?</b> Houses and apartments; rooms; furniture</p>	<p>Asking about and describing houses and apartments; talking about the furniture in a room</p>	<p>Simple present short answers; <i>there is, there are; there's no, there isn't a, there are no, there aren't any</i></p>
 <p><b>UNIT 8</b> PAGES 50–55</p> <p><b>Where do you work?</b> Jobs and workplaces</p> <p><b>PROGRESS CHECK</b> PAGES 56–57</p>	<p>Asking for and giving information about work; giving opinions about jobs; describing workday routines</p>	<p>Simple present <i>Wh</i>-questions with <i>do</i> and <i>does</i>; placement of adjectives after <i>be</i> and before nouns</p>



## Pronunciation/Listening

## Writing/Reading

## Interchange Activity

Linked sounds  
Listening for the spelling of names,  
phone numbers, and email addresses

Writing a list of names, phone  
numbers, and email addresses

"Celebrity classmates": Introducing  
yourself to new people  
**PAGE 114**

Plural -s endings  
Listening for the locations of objects

Writing the locations of objects

"Find the differences": Comparing  
two pictures of a room  
**PAGE 115**

Syllable stress  
Listening for countries, cities, and  
languages; listening to descriptions  
of people

Writing questions requesting  
personal information

"Let's talk!": Finding out more about  
your classmates  
**PAGE 118**

The letters *s* and *sh*  
Listening for descriptions of clothing  
and colors

Writing questions about what people  
are wearing

"Celebrity fashions": Describing  
celebrities' clothing  
**PAGES 116–117**

Rising and falling intonation  
Listening for times of the day;  
listening to identify people's actions

Writing times of the day  
"Message Me!": Reading an online  
chat between two friends

"What's wrong with this picture?":  
Describing what's wrong with a  
picture  
**PAGE 119**

Third-person singular -s endings  
Listening for activities and days of the  
week

Writing about your weekly routine  
"What's Your Schedule Like?":  
Reading about someone's daily  
schedule

"Class survey": Finding out more  
about classmates' habits and routines  
**PAGE 120**

Words with *th*  
Listening to descriptions of homes;  
listening to people shop for furniture

Writing about your dream home  
"Unique Hotels": Reading about two  
interesting hotels

"Find the differences": Comparing  
two apartments  
**PAGE 121**

Reduction of *do*  
Listening to people describe their  
jobs

Writing about jobs  
"Dream Jobs": Reading about two  
unusual jobs

"The perfect job": Figuring out what  
job is right for you  
**PAGE 122**

Titles/Topics	Speaking	Grammar
	<b>UNIT 9</b> PAGES 58–63 <b>I always eat breakfast.</b> Basic foods; breakfast foods; meals	Talking about food likes and dislikes; giving opinions about healthy and unhealthy foods; talking about foods you have and need; describing eating habits
	<b>UNIT 10</b> PAGES 64–69 <b>What sports do you like?</b> Sports; abilities and talents	Count and noncount nouns; <i>some</i> and <i>any</i> ; adverbs of frequency: <i>always</i> , <i>usually</i> , <i>often</i> , <i>sometimes</i> , <i>hardly ever</i> , <i>never</i>
	<b>PROGRESS CHECK</b> PAGES 70–71	Simple present Wh-questions; <i>can</i> for ability; <i>yes/no</i> and Wh-questions with <i>can</i>
	<b>UNIT 11</b> PAGES 72–77 <b>I'm going to have a party.</b> Months and dates; birthdays, holidays, festivals, and special days	Asking about birthdays; talking about plans for the evening, weekend, and other occasions
	<b>UNIT 12</b> PAGES 78–83 <b>How do you feel?</b> Parts of the body; health problems and advice; medications	The future with <i>be going to</i> ; <i>yes/no</i> and Wh-questions with <i>be going to</i> ; future time expressions
	<b>PROGRESS CHECK</b> PAGES 84–85	<i>Have</i> + noun; <i>feel</i> + adjective; negative and positive adjectives; imperatives
	<b>UNIT 13</b> PAGES 86–91 <b>How do I get there?</b> Stores and things you can buy there; tourist attractions	Asking about birthdays; talking about plans for the evening, weekend, and other occasions
	<b>UNIT 14</b> PAGES 92–97 <b>I had a good time.</b> Weekends; chores and fun activities; vacations; summer activities	Prepositions of place: <i>on</i> , <i>on the corner of</i> , <i>across from</i> , <i>next to</i> , <i>between</i> ; giving directions with imperatives
	<b>PROGRESS CHECK</b> PAGES 98–99	Simple past statements with regular and irregular verbs; simple past <i>yes/no</i> questions and short answers
	<b>UNIT 15</b> PAGES 100–105 <b>Where were you born?</b> Biographical information; years; school days	Asking for and giving information about date and place of birth; describing school experiences and memories
	<b>UNIT 16</b> PAGES 106–111 <b>Can I take a message?</b> Locations; telephone calls; invitations; going out with friends	Statements and questions with the past of <i>be</i> ; Wh-questions with <i>did</i> , <i>was</i> , and <i>were</i>
	<b>PROGRESS CHECK</b> PAGES 112–113	Describing people's locations; making, accepting, and declining invitations; making excuses
	<b>GRAMMAR PLUS</b> PAGES 132–150	Prepositional phrases; subject and object pronouns; invitations with <i>Do you want to...?</i> and <i>Would you like to...?</i> ; verb + <i>to</i>



## Pronunciation/Listening

## Writing/Reading

## Interchange Activity

Sentence stress

Listening for people's food preferences

Writing about mealtime habits

"It's a Food Festival!": Reading about foods people celebrate

"Planning a party": Choose snacks for a party and compare answers

**PAGE 123**

Pronunciation of *can* and *can't*

Listening for people's favorite sports to watch or play; listening to people talk about their abilities

Writing questions about sports

"Awesome Sports Records": Reading about fitness records from around the world

"Hidden talents": Finding out more about your classmates' hidden talents

**PAGE 124**

Reduction of *going to*

Listening to people talk about their holiday plans

Writing about weekend plans

"Happy Birthday to You!": Reading about birthday customs in different places

"Take a guess": Making guesses about a classmate's plans

**PAGE 125**

Sentence intonation

Listening to people talk about health problems; listening for medications

Writing advice for health problems

"Do You Know Your Body?": Reading interesting facts about your body

"Problems, problems": Giving advice for some common problems

**PAGE 126**

Compound nouns

Listening to people talk about shopping; listening to directions

Writing directions

"A Tour of Palermo, Buenos Aires": Reading about popular tourist attractions in Buenos Aires, Argentina

"Giving directions": Asking for directions in a neighborhood

**PAGE 127, 128**

Simple past *-ed* endings

Listening to people talk about their past summer activities

Writing about last weekend

"Did You Have a Good Weekend?": Reading about four people's weekend experiences

"Past activities": Comparing your classmates' childhoods

**PAGE 129**

Negative contractions

Listening for places and dates of birth

Writing questions about a person's life

"Who is Marina Chapman?": Reading about a woman's life

"This is your life": Finding out more about your classmates' lives

**PAGE 130**

Reduction of *want to* and *have to*  
Listening to phone conversations about making and changing plans

Writing about weekend plans

"Austin City Limits!": Reading about events at a festival

"The perfect weekend": Making plans with your classmates

**PAGE 131**

# The Fifth Edition of *Interchange*

*Interchange*, the world's favorite English course, has a long tradition of teaching students how to speak confidently. Millions of people all over the world attest to its effectiveness.

## What Makes *Interchange* Special?

**Jack C. Richards' communicative methodology:** Refined over years and in countless classrooms, the *Interchange* approach is rooted in solid pedagogy.

**Flexible units:** Instructors can change the order of the activities in each unit, keeping lessons fresh and students engaged. Additional photocopiable activities and a full video program give teachers even more freedom to make *Interchange* their own.

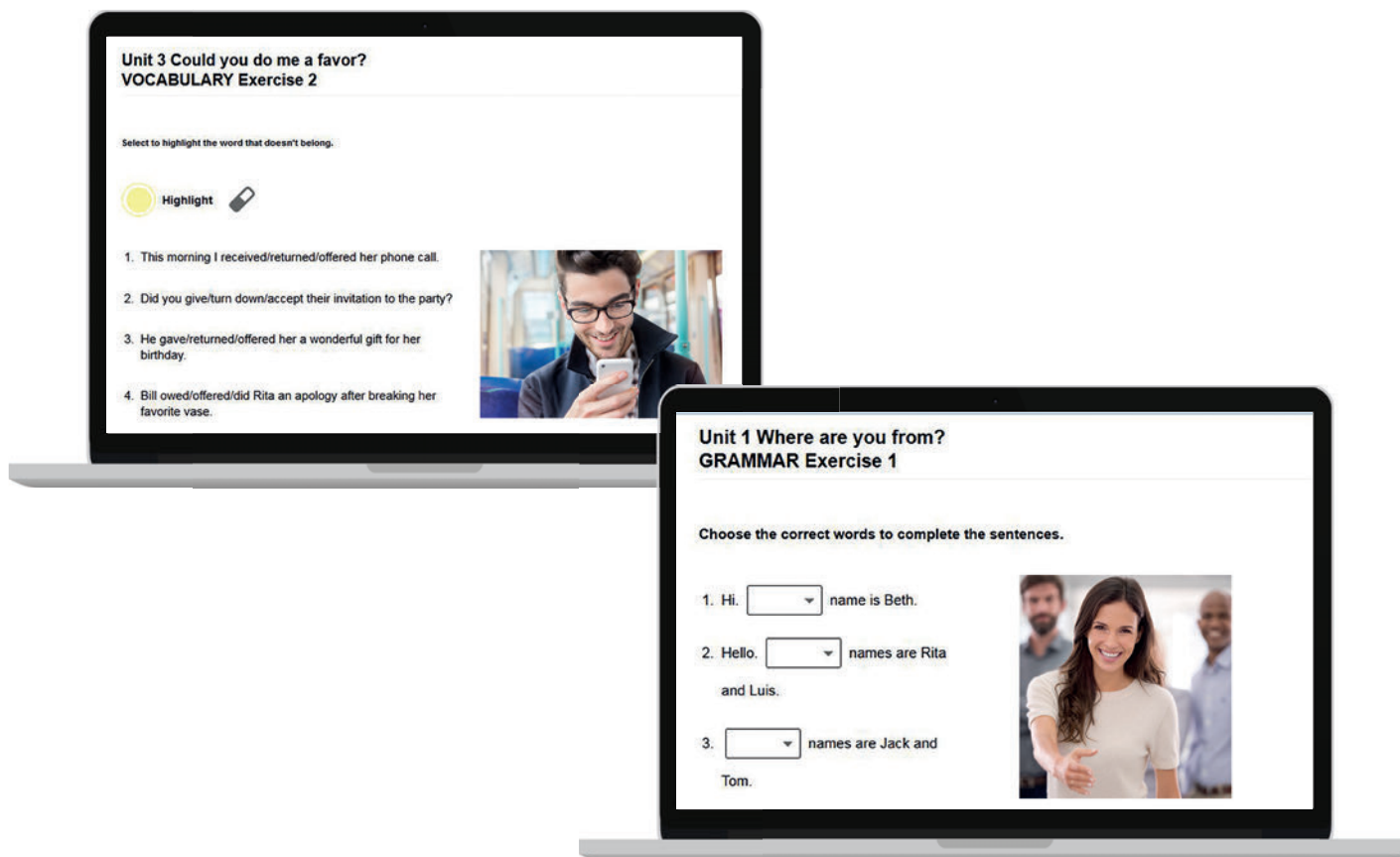
**Students speak right from the start:** The solid research and winning content give students the confidence to speak early and often.

## What's New in the Fifth Edition?

**50% new content:** Readings, listenings, conversations, and Snapshots have been updated throughout the books.

**Improved exercises for listenings and readings:** We listened to teachers' requests for greater variety in the activities that accompany the listenings and readings.


**New digital tools:** Self-study for every student available online. An online workbook with fun games.



The image shows two laptops displaying digital exercises. The laptop on the left displays a vocabulary exercise titled 'Unit 3 Could you do me a favor? VOCABULARY Exercise 2'. It includes a 'Highlight' icon and a list of four sentences for selection. The laptop on the right displays a grammar exercise titled 'Unit 1 Where are you from? GRAMMAR Exercise 1'. It includes a 'Choose the correct words to complete the sentences' instruction and a list of three sentences with dropdown menus for selection. Both exercises include small images of people.

**Unit 3 Could you do me a favor?  
VOCABULARY Exercise 2**

Select to highlight the word that doesn't belong.

Highlight 

1. This morning I received/returned/offered her phone call.
2. Did you give/turn down/accept their invitation to the party?
3. He gave/returned/offered her a wonderful gift for her birthday.
4. Bill owed/offered/did Rita an apology after breaking her favorite vase.

**Unit 1 Where are you from?  
GRAMMAR Exercise 1**

Choose the correct words to complete the sentences.

1. Hi.  name is Beth.
2. Hello.  names are Rita and Luis.
3.  names are Jack and Tom.



# Student's Book overview

Every unit in *Interchange Fifth Edition* contains two cycles, each of which has a specific topic, grammar point, and function. The units in Level Intro contain a variety of exercises, including a Snapshot, Conversation, Grammar focus, Pronunciation, Discussion (or Speaking), Word power, Listening, Writing, Reading, and Interchange activity. The sequence of these exercises differs from unit to unit. Here is a sample unit from Level Intro.

## Cycle 1 (Exercises 1–5)

**Topic:** sports

**Grammar:** simple present Wh-questions

**Function:** discuss sports students watch and play

**10 What sports do you like?**  
► Discuss sports to watch and play  
► Discuss skills, abilities, and talents

**1 SNAPSHOT**  
Listen and practice

**SPORTS QUIZ**

Mexico's favorite sport is soccer. Their second favorite sport is ...  
 football  
 hockey  
 baseball

Brazil's favorite sport is soccer. Their second favorite is ...  
 tennis  
 volleyball  
 swimming

Canada's favorite sport is ice hockey. Their second favorite sport is ...  
 basketball  
 ice-skating  
 snowboarding

South Korea's favorite sport is basketball. Their second favorite sport is ...  
 bike riding  
 hiking  
 soccer

Can you guess what sports are the second favorite in each country? Check (✓) the sports.  
Do you like sports? What sports are popular in your country?

**2 CONVERSATION** When do you play all these sports?  
Listen and practice.

TARA So, Victor, what do you do in your free time?  
VICTOR Well, I really like sports.  
TARA Cool! What sports do you like?  
VICTOR My favorite sports are basketball, soccer, and tennis.  
TARA Wow! You're a really good athlete. When do you play all these sports?  
VICTOR Oh... I don't play them very often.  
TARA What do you mean?  
VICTOR I just watch them on TV!

### Snapshot

- Introduces the unit or cycle topic
- Presents vocabulary for discussing the topic
- Uses real-world information
- Provides personalized guided discussion questions

### Conversation

- Provides structured listening and speaking practice
- Introduces the meaning and use of Cycle 1 grammar in context
- Uses pictures to set the scene and illustrate new vocabulary
- Provides follow-up listening tasks

## Grammar focus

- Includes audio recordings of the grammar
- Provides controlled grammar practice in realistic contexts, such as short conversations
- Provides freer, more personalized speaking practice

### 3 GRAMMAR FOCUS

#### Simple present Wh-questions

What sports do you play? I play **soccer and basketball**.  
 Who do you play basketball with? I play **with some friends from work**.  
 Where do you play? We play **at a gym near the office**.  
 How often do you practice? We practice **twice a week**.  
 When do you practice? We practice **on Tuesdays and Thursdays**.  
 What time do you start? We start **at six in the evening**.

GRAMMAR PLUS see page 141

A Complete the conversations with the correct Wh-question words. Then practice with a partner.

- A: How often do you go bike riding?  
 B: Oh, about once or twice a week.  
 A: I love to go bike riding. I go every Sunday.  
 B: Really? \_\_\_\_\_ do you go?  
 A: Usually at about ten in the morning.  
 B: Oh, yeah? \_\_\_\_\_ do you go with?  
 A: A group of friends. Come with us next time!
- A: I watch sports on TV every weekend.  
 B: Really? \_\_\_\_\_ do you like to watch?  
 A: Soccer. It's my favorite!  
 B: \_\_\_\_\_ do you usually watch soccer?  
 A: In the evening or on weekends.  
 B: And \_\_\_\_\_ do you usually watch it?  
 At home?  
 A: No, at my brother's house. He has a home theater!

B Complete the conversation with Wh-questions. Then compare with a partner.

- A: What sports do you like \_\_\_\_\_?  
 B: I like a lot of sports, but I really love volleyball!  
 A: \_\_\_\_\_?  
 B: I usually play with my sister and some friends.  
 A: \_\_\_\_\_?  
 B: We practice on Saturdays.  
 A: \_\_\_\_\_?  
 B: We start at about noon.  
 A: \_\_\_\_\_?  
 B: We usually play at a sports club, but sometimes we play on the beach.

C PAIR WORK Ask your partner five questions about sports or other activities. Then tell the class.

- A: What sports do you like?  
 B: I don't like sports very much.  
 A: Oh? What do you like to do in your free time?



What sports do you like? 65

### 4 LISTENING What do you think of sports?

Listen to the conversations about sports. Complete the chart.

Favorite sport	Do they play or watch it?	
	Play	Watch
1. James <u>football</u>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Brianna _____	<input type="checkbox"/>	<input type="checkbox"/>
3. Matthew _____	<input type="checkbox"/>	<input type="checkbox"/>
4. Nicole _____	<input type="checkbox"/>	<input type="checkbox"/>

### 5 SPEAKING Free-time activities

A Add one more question about free-time activities to the chart. Then ask two people the questions. Write their names and complete the chart.

	Name:	Name:
1. What sports do you like to watch or play?		
2. What do you do on the weekends?		
3. What do you like to do when the weather is nice?		
4. What do you like to do when it's raining?		
5. How often do you play video games?		
6. _____?		

- A: Soo-hyun, what sports do you like?  
 B: I like a lot of sports. My favorites are soccer and baseball.

B CLASS ACTIVITY Tell your classmates about your partners' free-time activities.

### 6 CONVERSATION What can I do?

Listen and practice.

- Dylan Look! There's a talent show audition on Friday. Let's enter.  
 Becky Oh, I can't enter a talent show. What can I do?  
 Dylan You can sing very well.  
 Becky Really? Thanks!  
 Dylan I can't sing at all, but I can play the piano, so...  
 Becky So maybe we can enter the contest.  
 Dylan Of course we can. Let's do it!  
 Becky OK. We can practice tomorrow!



## Listening

- Provides pre-listening focus tasks or questions
- Develops a variety of listening skills, such as listening for main ideas and details

## Speaking

- Provides communicative tasks that help develop oral fluency
- Includes pair work, group work, and class activities

## Conversation

- Provides structured listening and speaking practice
- Introduces the meaning and use of Cycle 2 grammar, useful expressions, and discourse
- Uses pictures to set the scene and illustrate new vocabulary



# Cycle 2 (Exercises 6–12)

**Topic:** skills and abilities

**Grammar:** Can for ability

**Function:** discuss skills, abilities, and talents

## Grammar focus

- Presents examples from the previous conversation
- Provides controlled grammar practice in realistic contexts, such as short conversations

## Pronunciation

- Provides controlled practice in recognizing and producing sounds linked to the cycle grammar
- Promotes extended or personalized pronunciation practice

## 7 GRAMMAR FOCUS

### Can for ability

I	you	I	What can I do?
You	I	you	You can sing.
She can sing very well.	Can she sing?	Yes, she can.	Who can sing?
He can't sing at all.	he	No, he can't.	Becky can.
We	we	we	
They	they	they	

GRAMMAR PLUS see page 141

A Six people are talking about things they can and can't do. Complete these sentences.



1. I \_\_\_\_\_ can \_\_\_\_\_ swim.



2. I \_\_\_\_\_ fix cars.



3. I \_\_\_\_\_ sing.



4. I \_\_\_\_\_ ice-skate.



5. I \_\_\_\_\_ play the piano.



6. I \_\_\_\_\_ cook.

B **PAIR WORK** Ask and answer questions about the pictures in part A.

A: Can Ben swim?

B: Yes, he can.

C **GROUP WORK** Can your classmates do the things in part A? Ask and answer questions.

"Can you swim, Diego?"

## 8 PRONUNCIATION Can and can't

A Listen and practice. Notice the pronunciation of **can** and **can't**.

/kæn/ I can play the piano. /kænt/ I can't sing at all.

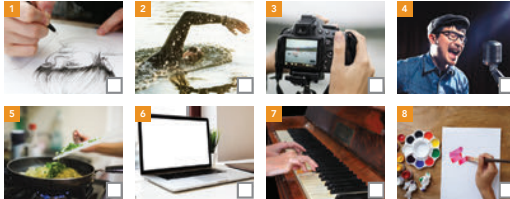
B **PAIR WORK** Your partner reads a sentence for each number. Check (✓) the sentence you hear.

1.  I can cook.  I can't cook. 2.  I can drive.  I can't drive. 3.  I can swim.  I can't swim. 4.  I can dance.  I can't dance.

What sports do you like? 67

## 9 LISTENING Are you good at sports?

Listen to three people talk about their abilities. Write J (Joshua), M (Monica), or A (Anthony) on the things they can do well.



## 10 WORD POWER Talents and abilities

A Complete the word map with talents and abilities from the list. Then listen and practice.

- ✓ bake cookies
- build a robot
- design a website
- do math in your head
- edit a video
- fix a computer
- make electronic music
- play chess
- ride a horse
- run a marathon
- skateboard
- take good photos
- tell good jokes



B **GROUP WORK** Who can do the things in part A? Make a list of guesses about your classmates.

A: Who can bake cookies?

B: I think Melanie can.

C: Who can design . . . ?

bake cookies - Melanie  
design a website

C **CLASS ACTIVITY** Go around the room and check your guesses.

A: Melanie, can you bake cookies?

B: Yes, I can.

## 11 INTERCHANGE 10 Hidden talents and abilities

Learn more about your classmates' hidden talents and abilities. Go to Interchange 10 on page 124.

68 Unit 10

## Listening

- Provides pre-listening focus tasks or questions
- Develops a variety of listening skills, such as listening for main ideas and details

## Word power

- Presents vocabulary related to the unit topic
- Provides practice with collocations and categorizing vocabulary
- Promotes freer, more personalized practice

## Reading

- Presents a variety of text types
- Introduces the text with a pre-reading task
- Develops a variety of reading skills, such as reading for main ideas, reading for details, and inferencing
- Promotes discussion that involves personalization and analysis

## 12 READING

A Some people like to set world records. Why do you think they like to do that?

### Awesome Sports Records



**base jumping**  
Base jumping is a dangerous sport. People jump off buildings, bridges, and other high places. The Burj Khalifa tower in Dubai, United Arab Emirates, is 824 meters (2,717 feet) tall. That's a very scary jump. But Fred Fugen and Vince Reflet of France can jump it! They also enjoy skydiving and parachuting.



**Kalamandalam Hemalatha of India** has an amazing marathon record, but it's not for running. She can dance, and dance, and dance! In fact, Kalamandalam can dance for 123 hours and 15 minutes. That's the longest dance marathon on record. Kalamandalam's special dance is from India. It's called the Mohiniyattam dance.



**Otto the skateboarding dog**  
Do you know about Otto? Otto likes surfing, skateboarding, and playing soccer. Otto is a champion skateboarder, but he's a dog from Lima, Peru! Otto has the record for skateboarding through the legs of 30 people!



**Do you know what a unicycle is?** It's a bicycle with just one wheel. David Weichenberger of Austria has the world record for longest jump on a unicycle. He can jump 2.95 meters (about 10 feet).



**Can you squash an apple?** Can you squash it using just the muscles in your arms? One woman can! Her name is Linsey Lindberg. Linsey is from Texas, in the U.S. In one minute, she can squash 10 apples. That's one apple every six seconds.

B Read the records. Then check (✓) the correct answers to the questions.

- What's special about a unicycle?
  - a. It has no wheels.  b. It has one wheel, not two.
- Who likes base jumping?
  - a. David Weichenberger  b. Fred Fugen
- What sort of marathon can Kalamandalam do?
  - a. a dance marathon  b. a running marathon
- How does Linsey Lindberg squash apples?
  - a. with her hands  b. with her arm muscles
- What is one sport that Otto plays?
  - a. basketball  b. soccer

C **GROUP WORK** Do you think it's fun to set world records? Why or why not? What other world records do you know about? Tell your classmates.

What sports do you like? 69

## In the back of the book

### Interchange activity

- Expands on the unit topic, vocabulary, and grammar
- Provides opportunities to consolidate new language in a creative or fun way
- Promotes fluency with communicative activities such as discussions, information gaps, and games


### Grammar plus

- Explores the unit grammar in greater depth
- Practices the grammar with controlled exercises
- Can be done in class or assigned as homework


### INTERCHANGE 10 Hidden talents and abilities

A **CLASS ACTIVITY** Add two more activities to the list. Then go around the class. Find someone who can and someone who can't do each thing. Try to write a different name on each line.


Can you ... ?	Can	Can't
do a handstand		
do yoga		
juggle three balls		
make your own clothes		
play two musical instruments		
raise one eyebrow		
say the alphabet backward		
say "hello" in three languages		
swim underwater		
whistle a song		




do a handstand




make your own clothes




raise one eyebrow



say the alphabet backward



whistle a song



juggle balls

A: Can you do a handstand?  
B: Yes, I can. or No, I can't.

B **CLASS ACTIVITY** Share your answers with the class.  
"Nick can't do a handstand, but Sylvia can. And Yan-mei can do yoga."

C Do you have any other hidden talents or abilities?

124 Interchange 10

### UNIT 10

1 **Simple present Wh-questions** page 65

Remember: Who = what person; where = what place; how often = what frequency; when = what days; what time = what time of day  
Remember: Use do or does after the question word.

Complete the questions with the correct question word and do or does. Then match the questions with the answers.

1. What sport do you like? a.  
2. When you go to games with? b.  
3. How often your team play? c.  
4. Where they play? d.  
5. What time they play? e.  
6. Where the games start? f.

a. My father and my two brothers.  
b. Usually at four o'clock.  
c. Soccer. I love to watch my team.  
d. Once or twice a month.  
e. On Sunday afternoons.  
f. At the Olympic Stadium.

2 **Can for ability** page 67

Use the base form of the verb with can. With third-person singular, don't add an -s to can or to the base form: She **can play** the piano. (not: She ~~can~~ plays the piano.)

A Write sentences about the things people can and can't do. Use can or can't with and, but, or. (I = can, X = can't)

- Olivia: ride a bike ✓ drive a car X
- Juan: play the piano X ~~Olivia can ride a bike, but she can't drive a car.~~ play the violin ✓
- Matt and Drew: act ✓ sing X
- Alicia: snowboard ✓ ice-skate X
- Ben: take good photos ✓ edit videos ✓
- Corinne: write poems X tell good jokes ✓

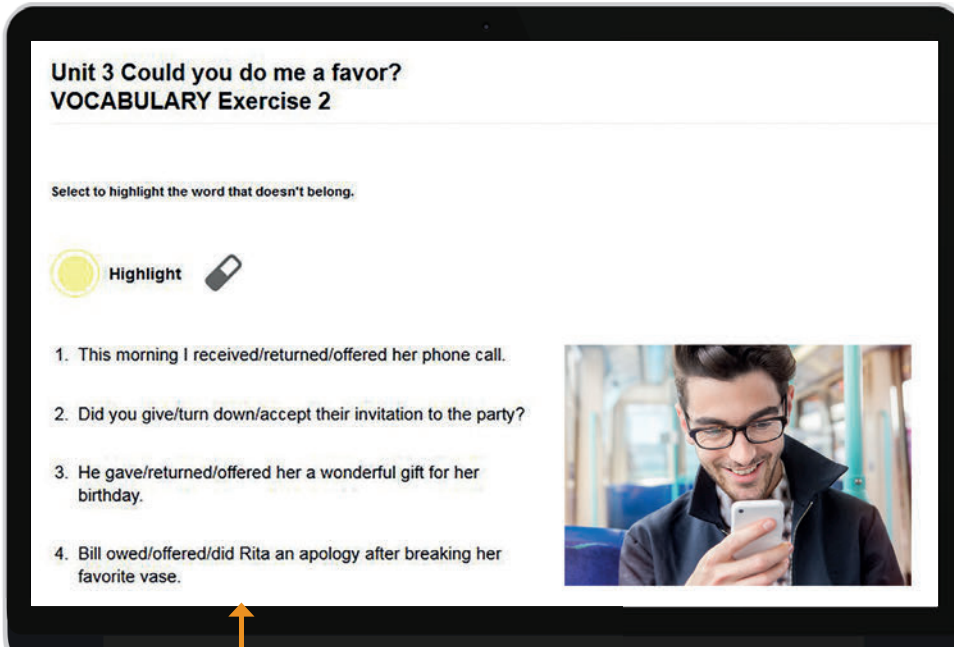
B Look at part A. Answer the questions. Write short sentences.

- Can Matt and Drew sing? No, they can't.
- Who can tell good jokes? \_\_\_\_\_
- Can Olivia drive a car? \_\_\_\_\_
- Can Juan play the piano? \_\_\_\_\_
- Who can snowboard? \_\_\_\_\_
- What can Matt do? \_\_\_\_\_

Unit 10 Grammar plus 141

# Online Self-study overview

*Interchange Fifth Edition* online Self-study provides students with hundreds of additional exercises to practice the language taught in the Student's Book on their own, in the classroom, or in the lab.



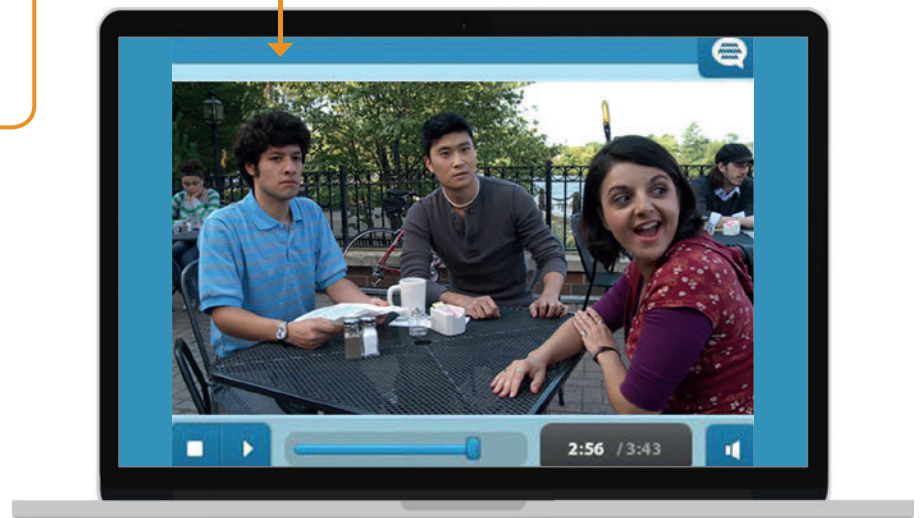
## Interactive exercises

Hundreds of interactive exercises provide hours of additional:

- vocabulary practice
- grammar practice
- listening practice
- speaking practice
- reading practice

## The complete *Interchange* video program

The entire *Interchange* video program for this level is included online with exercises that allow the students to watch and check comprehension themselves.



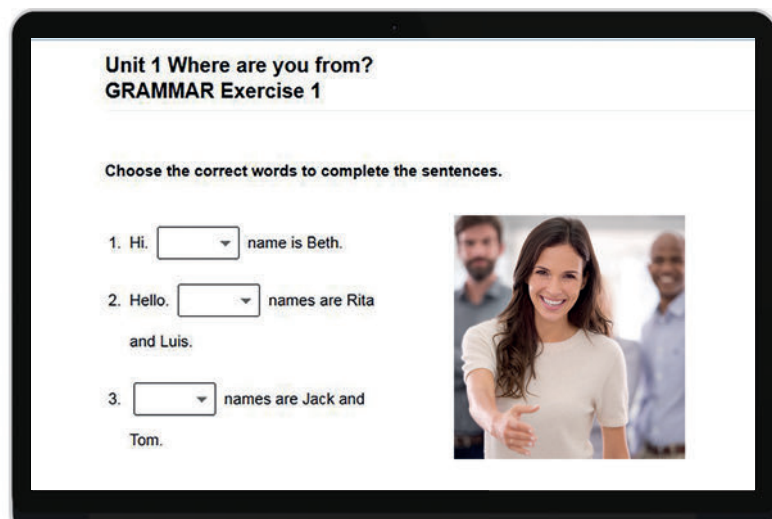
# Online Workbook overview

The *Interchange Fifth Edition Online Workbook* provides additional activities to reinforce what is presented in the corresponding Student's Book. Each *Online Workbook* includes:

- A variety of interactive activities which correspond to each Student's Book lesson, allowing students to interact with workbook material in a fresh, lively way.
- Instant feedback for hundreds of activities, challenging students to focus on areas for improvement.
- Simple tools for teachers to monitor students' progress such as scores, attendance, and time spent online, providing instant information.

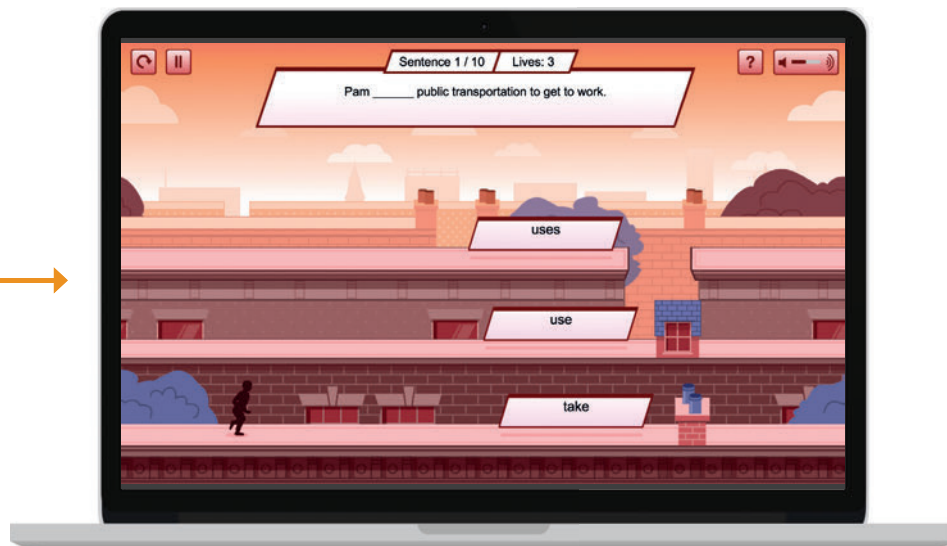
The *Interchange Fifth Edition Online Workbooks* can be purchased in two ways:

- as an institutional subscription,
- as part of a Student's Book with Online Workbook Pack.



## Games

- Fun, interactive, self-scoring activities in the Online Workbooks offer a fresh change of pace.





# Workbook overview

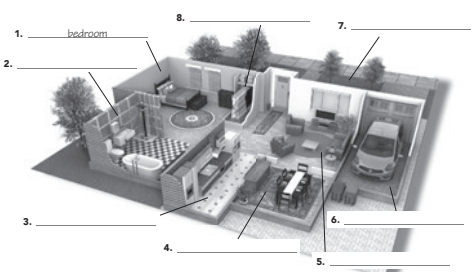
*Interchange Fifth Edition* provides students with additional opportunities to practice the language taught in the Student's Book outside of the classroom by using the Workbook that accompanies each level.

## Vocabulary

- Provides vocabulary practice based on the unit topic

## 7 Does it have a view?

**1 Label the parts of the house.**



**2 Complete the conversation. Use the sentences in the box.**

<input type="checkbox"/> No, I don't. I live with my sisters.	<input type="checkbox"/> Yes, it has three bedrooms.
<input checked="" type="checkbox"/> No, I live in an apartment.	<input type="checkbox"/> Yes, it has a great view of the city.

**Ji-hye:** Do you live in a house, Fernanda?  
**Fernanda:** No, I live in an apartment.  
**Ji-hye:** Well, is it very big?  
**Fernanda:** \_\_\_\_\_  
**Ji-hye:** Does it have a view?  
**Fernanda:** \_\_\_\_\_  
**Ji-hye:** Oh, that's great! And do you live alone?  
**Fernanda:** \_\_\_\_\_

37

**9 Choose the correct responses.**

1. <b>A:</b> My apartment has a view of the park. <b>B:</b> <u>You're lucky.</u> • Guess what! • You're lucky.	3. <b>A:</b> I really need a new desk. <b>B:</b> _____ • So let's go shopping this weekend. • That's great!
2. <b>A:</b> Do you need living room furniture? <b>B:</b> _____ • Yes, I do. I need a sofa and a coffee table. • No, I don't. I need a sofa and a coffee table.	4. <b>A:</b> Do you have chairs in your kitchen? <b>B:</b> _____ • Yes, I do. I need six chairs. • Yes, I do. I have six chairs.

**10 Draw a picture of your home. Then write a description. Use the questions in the box for ideas.**

Do you live in a house or an apartment? What furniture do you have?	What rooms does your home have? Who lives with you?
--	--

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

42 Unit 7

## Grammar

- Reinforces the unit grammar through controlled practice

## Writing

- Promotes freer, more personalized practice
- Reinforces the vocabulary and grammar in the unit

# Teacher's Edition overview

The Teacher's Editions provide complete support for teachers who are using *Interchange Fifth Edition*. They contain Supplementary Resources Overview charts to help teachers plan their lessons (for more information see page xx), Language summaries, Workbook answer keys, Audio scripts, Fresh ideas, and Games. They also include detailed teaching notes for the units and Progress checks in the Student's Books.

## Teaching notes

- Learning objectives for each exercise
- Step-by-step lesson plans
- Audio scripts
- Answers and Vocabulary definitions
- Stimulating and fun Games to review or practice skills such as grammar and vocabulary
- Alternative ways to present and review exercises in the Fresh ideas
- Tips that promote teacher training and development
- Options for alternative presentations or expansions
- Suggestions for further practice in other *Interchange Fifth Edition* components and online
- Suggestions for regular assessment using quizzes and tests

### 3 GRAMMAR FOCUS

**Learning Objective:** ask and answer simple present Wh-questions

#### [CD 2, Track 43]

##### Simple present Wh-questions

- Focus Ss' attention on the Grammar Focus box. Elicit or explain that Wh-questions ask for information.
- To review the meanings of Wh-question words, write this on the board:

Who

Where

How often

When

What time

Elicit or give examples of questions using each Wh-word.

Elicit the pattern for simple present Wh-questions:

Question word + do/does + subject + verb?

If needed, refer Ss to Unit 8, Exercise 4.

• Play the audio program. Ss listen and read silently.

#### A

- Explain the first part of the task. Ask two Ss to model the first three lines of the first conversation.
- Ss complete the task individually. Then they compare answers in pairs or small groups.

#### TIP

In mixed-level classes, include at least one strong S in each pair or group when they complete tasks involving grammar accuracy. Encourage Ss to collaborate and help each other.

• Elicit answers from the class and write them on the board.

#### Answers

1. A: **How often** do you go bike riding?  
B: Oh, about once or twice a week.  
A: I love to go bike riding. I go every Sunday.  
B: Really? **What time/When** do you go?  
A: Usually at about ten in the morning.  
B: Oh, yeah? **Who** do you go with?  
A: A group of friends. Come with us next time!  
2. A: I watch sports on TV every weekend.  
B: Really? **What sports/What** do you like to watch?  
A: Soccer. It's my favorite!  
B: **When** do you usually watch soccer?  
A: In the evenings or on weekends.  
B: And **where** do you usually watch it?  
At home?  
A: No, at my brother's house. He has a home theater!

• Ss practice the conversations in pairs.

#### B

- Explain the task. Then ask two Ss to model the first two lines of the conversation.
- Ss complete the task individually. Then they compare answers in pairs.
- Ask different Ss to write the questions on the board. If needed, correct the questions with the class.
- **Option:** Ss practice the conversation in pairs.

#### Answers

- A: **What sports do you like?**  
B: I like a lot of sports, but I really love volleyball!  
A: **Who do you usually play with?**  
B: I usually play with my sister and some friends.  
A: **When do you practice?**  
B: We practice on Saturdays.  
A: **What time do you start?**  
B: We start at about noon.  
A: **Where do you play?**  
B: We usually play at a sports club, but sometimes we play on the beach.

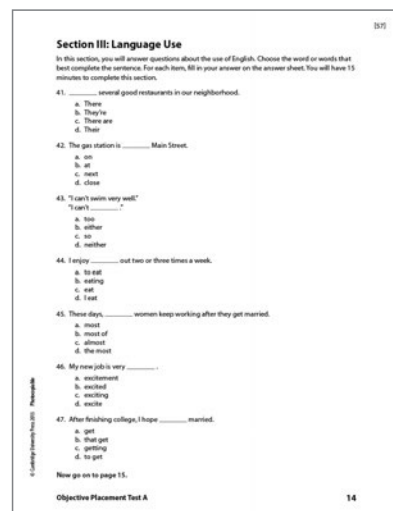
#### C Pair work

- Explain the task. Then ask two Ss to model the example conversation.
- Ss write questions about sports or other activities individually. Go around the class and give help as needed.
- **Option:** If Ss have trouble thinking of questions to ask, elicit questions from the class and write them on the board.
- Ss work in pairs. They take turns asking and answering their questions. Then ask different Ss to tell the class their partners' answers.
- **Option:** Ss write sentences about their partners before they tell the class.

For a new way to practice Wh-questions, try **Question Exchange** - download it from the website.

# Complete Assessment Program

The complete assessment program contains oral and written quizzes and tests. It includes PDF and Microsoft Word versions of all quizzes, mid-term and final tests, the placement test program, audio, audio scripts, and answer keys.



# Presentation Plus overview

*Interchange* Presentation Plus is a complete classroom presentation package, combining the contents of the Student's Book, the class audio, and the video program for each level of the series into a convenient one-stop presentation solution. It can be used with all types of interactive whiteboards or with just a projector and a computer to present *Interchange* core materials in the classroom in a lively and engaging way.

Presentation Plus simplifies several of the teaching tasks that take place in the classroom.

You can use Presentation Plus to display the answers for the exercises in an uncomplicated way, zoom in on a page to more efficiently focus students' attention on an activity or image, and even annotate pages for future lessons.



Go online for a variety of materials to assist with your teaching of the series. Here you will find practical articles, correlations, language summaries, overviews of supplementary materials, ideas for games and extra activities, as well as a number of downloadable worksheets for projects and extra practice of vocabulary, grammar, listening, writing, and speaking.

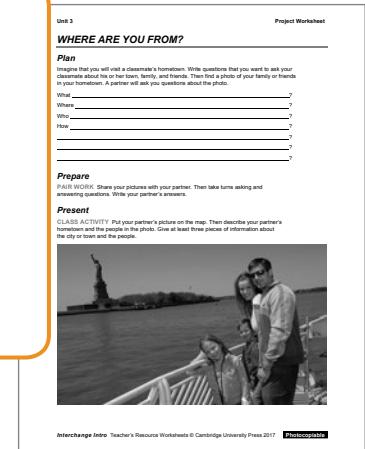
## Supplementary Resources Overviews

Indicate all the activities available in the various ancillary components that can be used after each exercise in the Student's Book units for extra practice, review, and assessment.

UNIT 1 SUPPLEMENTARY RESOURCES OVERVIEW			
Activity	Where to find it	What it is	How to use it
1. Conversation	SS Unit 1 Grammar Focus 1	SS Unit 1 Grammar Focus 1	SS Unit 1 Grammar Focus 1
2. Speaking	SS Unit 1 Grammar Focus 1	SS Unit 1 Grammar Focus 1	SS Unit 1 Grammar Focus 1
3. Grammar Focus	SS Unit 1 Grammar Focus 1	SS Unit 1 Grammar Focus 1	SS Unit 1 Grammar Focus 1
4. Speaking	TSS Unit 1 Extra Worksheet	TSS Unit 1 Extra Worksheet	TSS Unit 1 Extra Worksheet
5. Listening	SS Unit 1 Vocabulary 1	SS Unit 1 Vocabulary 1	SS Unit 1 Vocabulary 1
6. Word Power	SS Unit 1 Vocabulary 1	SS Unit 1 Vocabulary 1	SS Unit 1 Vocabulary 1
7. Speaking	SS Unit 1 Vocabulary 2	SS Unit 1 Vocabulary 2	SS Unit 1 Vocabulary 2
8. Conversation	SS Unit 1 Speaking 2	SS Unit 1 Speaking 2	SS Unit 1 Speaking 2
9. Grammar Focus	SS Unit 1 Grammar Plus Focus 2	SS Unit 1 Grammar Plus Focus 2	SS Unit 1 Grammar Plus Focus 2
10. Pronunciation	SS Unit 1 Grammar 2	SS Unit 1 Grammar 2	SS Unit 1 Grammar 2
11. Speaking	SS Unit 1 Grammar 2	SS Unit 1 Grammar 2	SS Unit 1 Grammar 2
12. Listening	GAME Sentence Starter (The alphabet and numbers)	GAME Sentence Starter (The alphabet and numbers)	GAME Sentence Starter (The alphabet and numbers)
13. Interchange 1	SS Unit 1 Reading 1-2	SS Unit 1 Reading 1-2	SS Unit 1 Reading 1-2
14. Speaking	TSS Unit 1 Vocabulary Worksheet	TSS Unit 1 Vocabulary Worksheet	TSS Unit 1 Vocabulary Worksheet
15. Grammar Focus	TSS Unit 1 Grammar Worksheet	TSS Unit 1 Grammar Worksheet	TSS Unit 1 Grammar Worksheet
16. Listening	TSS Unit 1 Listening Worksheet	TSS Unit 1 Listening Worksheet	TSS Unit 1 Listening Worksheet
17. Speaking	TSS Unit 1 Project Worksheet	TSS Unit 1 Project Worksheet	TSS Unit 1 Project Worksheet
18. Writing	WD Unit 1	WD Unit 1	WD Unit 1
19. Speaking	WD Unit 1	WD Unit 1	WD Unit 1
20. Writing	WD Unit 1	WD Unit 1	WD Unit 1
21. Speaking	WD Unit 1	WD Unit 1	WD Unit 1
22. Writing	WD Unit 1	WD Unit 1	WD Unit 1
23. Speaking	WD Unit 1	WD Unit 1	WD Unit 1
24. Writing	WD Unit 1	WD Unit 1	WD Unit 1

## Downloadable worksheets

- Offer extra speaking opportunities
- Provide guidance for projects and extra practice of grammar, vocabulary, listening, and writing



# Video Program overview

The *Interchange* Video Program is designed to complement the Student's Books. Each video provides further practice related to the topics, language, and vocabulary introduced in the corresponding unit of the Student's Book.

## PROGRAM COMPONENTS

### Video

The sixteen videos in each level's video program complement Units 1 through 16 of the corresponding Student's Book. There are a variety of genres: dramatized stories, documentaries, interviews, profiles, and travelogues.

### Video Resource Book

The Video Resource Book contains the following:

- engaging **photocopiable worksheets** for students
- detailed **teaching notes** for teachers
- answer keys for the student worksheets
- complete video transcripts

## TEACHING A TYPICAL VIDEO SEQUENCE

The **worksheets** and **teaching notes** for each video are organized into four sections: *Preview*, *Watch the video*, *Follow-up*, and *Language close-up*. The unit-by-unit teaching notes in the Video Resource Book give detailed suggestions for teaching each unit.

### Preview

The *Preview* activities build on each other to provide students with relevant background information and key vocabulary that will assist them in better understanding the video.

### Watch the video

The carefully sequenced *Watch the video* activities first help students focus on gist and then guide them in identifying important details and language. These tasks also prepare them for *Follow-up* speaking activities.

### Follow-up

The *Follow-up* speaking activities encourage students to extend and personalize information by voicing their opinions or carrying out communicative tasks.

### Language close-up

Students finish with the *Language close-up*, examining and practicing the particular language structures and functions presented in the video.



# Introduction to the CEFR

## Introduction to the Common European Framework of Reference (CEFR)

The overall aim of the Council of Europe's Common European Framework of Reference (CEFR) is to provide objective criteria for describing and assessing language proficiency in an internationally comparable manner. The Council of Europe's work on the definition of appropriate learning objectives for adult language learners dates back to the '70s. The influential Threshold series (J. A. van Ek and J. L. M. Trim, Cambridge University Press, 1991) provides a detailed description in functional, notional, grammatical, and sociocultural terms, of what a language user needs to be able to do in order to communicate effectively in the sort of situations commonly encountered in everyday life. Three levels of proficiency are identified,

called Waystage, Threshold, and Vantage (roughly corresponding to Elementary, Intermediate, and Upper Intermediate).

The Threshold series was followed in 2001 by the publication of the Common European Framework of Reference, which describes six levels of communicative ability in terms of competences or "can do" statements: A1 (Breakthrough), A2 (Waystage), B1 (Threshold), B2 (Vantage), C1 (Effective Operational Proficiency), and C2 (Mastery). Based on the CEFR descriptors, the Council of Europe also developed the European Language Portfolio, a document that enables learners to assess their language ability and to keep an internationally recognized record of their language learning experience.

## Interchange Fifth Edition and the Common European Framework of Reference

The table below shows how *Interchange Fifth Edition* correlates with the Council of Europe's levels and with some major international examinations.

	CEFR	Council of Europe	Cambridge ESOL	IELTS	TOEFL iBT	TOEIC
<b>Interchange</b>						
Level Intro	A1	Breakthrough				120+
Level 1	A2	Waystage				225+
Level 2	B1	Threshold	KET (Key English Test)	4.0–5.0	57–86	550+
Level 3			PET (Preliminary English Test)			
<b>Passages</b>						
Level 1	B2	Vantage	FCE (First Certificate in English)	5.5–6.5	87–109	785+
Level 2	C1	Effective Operational Efficiency	CAE (Certificate in Advanced English)	7.0–8.0	110–120	490+ (Listening) 445+ (Reading)

Source: <http://www.cambridgeesol.org/about/standards/cefr.html>

# Essential teaching tips

## Classroom management

### Error correction

- During controlled practice accuracy activities, correct students' wrong use of the target language right away, either by correcting the error yourself or, whenever possible, having the student identify and / or correct the error. This way, the focus is on accuracy, and students can internalize the correct forms, meaning, and use of the language.
- During oral fluency activities, go around the room and take notes on errors you hear. Do not interrupt students. Instead, take notes of their errors in the use of target language and write these errors on the board. Encourage students to correct them first. Be sure to point out and praise students for language used correctly as well.

### Grouping students

It is good to have students work in a variety of settings: individually, in pairs, in groups and as a class. This creates a more student-centered environment and increases student talking time.

- The easiest and quickest way to put students in pairs is to have two students sitting close to one another work together. This is good for when students need to have a quick discussion or check answers.
- To ensure students don't always work with the same partner and / or for longer activities, pair students by name, e.g., Maria work with Javier.
- One way to put students in groups is to give them a number from 1 to 4, and then have all number 1s work together, all number 2s work together, and so forth.

### Instructions

- Give short instructions and model the activity for the students.
- Check your instructions, but avoid asking, Do you understand? Instead ask concept questions such as, Are you going to speak or write when you do this activity?

## Monitoring

- Make sure you go around the room and check that the students are doing the activity and offer help as necessary.
- Monitor closely during controlled practice, but don't make yourself too accessible during fluency activities; otherwise, students may rely on you to answer questions rather than focus on communicating their ideas to their partner or group.

## Teaching lower-level students

- Teach the Classroom Language on page xxiii and put useful language up in the classroom, so the students get used to using English.
- Don't rush. Make sure all the students have had enough time to practice the material.
- Do a lot of repetition and drilling of the new target language.
- Encourage students to practice and review target language by doing activities in the Workbook and Self-study.
- Elicit answers from your students and involve them in the learning process. Even though they are beginners, they may have a passive knowledge of English. Find out what they already know by asking them questions.
- Use the optional activities within the Teaching Notes and the Supplementary Resources Overview charts at the beginning of each unit in this Teacher's Edition to add variety to your lessons.

## Teaching reading and listening

- Reading and Listening texts are meant to help the students become better readers / listeners, not to test them. Explain to your students why they need to read or listen to a text several times.
- Adapt the reading speed to the purpose of the reading. When the students read for gist, encourage them to read quickly. When students read for detail, give them more time.



# Unit 1 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
<b>CYCLE 1</b>	<b>1 Conversation</b>		<b>SS</b> Unit 1 Speaking 1
	<b>2 Snapshot</b>		
	<b>3 Grammar Focus</b>		<b>SB</b> Unit 1 Grammar Plus, Focus 1 <b>SS</b> Unit 1 Grammar 1 <b>GAME</b> Sentence Runner (The verb <i>be</i> 1)
	<b>4 Speaking</b>	<b>TSS</b> Unit 1 Extra Worksheet	
	<b>5 Listening</b>		
	<b>6 Word Power</b>		<b>SS</b> Unit 1 Vocabulary 1
	<b>7 Speaking</b>		<b>SS</b> Unit 1 Vocabulary 2 <b>WB</b> Unit 1 exercises 1–4
<b>CYCLE 2</b>	<b>8 Conversation</b>		<b>SS</b> Unit 1 Speaking 2
	<b>9 Grammar Focus</b>		<b>SB</b> Unit 1 Grammar Plus, Focus 2 <b>SS</b> Unit 1 Grammar 2 <b>GAME</b> Speak or Swim (The verb <i>be</i> 2)
	<b>10 Pronunciation</b>		
	<b>11 Speaking</b>		
	<b>12 Listening</b>		<b>GAME</b> Sentence Stacker (The alphabet and numbers)
	<b>13 Interchange 1</b>		
	<b>14 Speaking</b>	<b>TSS</b> Unit 1 Vocabulary Worksheet <b>TSS</b> Unit 1 Grammar Worksheet <b>TSS</b> Unit 1 Listening Worksheet <b>TSS</b> Unit 1 Project Worksheet <b>VID</b> Unit 1 <b>VRB</b> Unit 1	<b>SS</b> Unit 1 Reading 1–2 <b>SS</b> Unit 1 Listening 1–3 <b>SS</b> Unit 1 Video 1–3 <b>GAME</b> Word keys (The verb <i>be</i> ; Saying hello and good-bye) <b>WB</b> Unit 1 exercises 5–10

**Key**    **GAME:** Online Game    **SB:** Student's Book    **SS:** Online Self-study    **TSS:** Teacher Support Site  
**VID:** Video DVD    **VRB:** Video Resource Book    **WB:** Online Workbook/Workbook



# My Plan for Unit 1

Use the space below to customize a plan that fits your needs.

With the following SB exercises	I am using these materials in class	My students are using these materials outside the classroom

With or instead of the following SB section	I am using these materials for assessment

## 1

# What's your name?

## Cycle 1, Exercises 1–7

In Unit 1, students say hello, make introductions, and say good-bye and exchange contact information. By the end of Cycle 1, students will be able to say hello and make introductions using *my*, *your*, *his*, and *her*. By the end of Cycle 2, students will be able to say good-bye and exchange contact information using subject pronouns and the verb *be*.

## 1 CONVERSATION

**Learning Objective:** use *my* and *your* while saying hello and making introductions

### TIP

To learn your Ss' names, have them make name cards. Each S folds a piece of paper in thirds and writes his or her name on one side. Then they place the name cards on their desks.

### A [CD 1, Track 1]

- Books closed. Introduce yourself. Shake hands with a S and say: "Hi. My name is . . ." or "I'm . . ." Encourage Ss to respond using their own names (e.g., *My name is . . .* or *I'm . . .*) When Ss respond, say: "It's nice to meet you."
- Books open. Focus Ss' attention on the picture and the names in the conversation.
- Play the audio program. Ss listen and read silently.
- Write these sentences on the board:  
I'm *Isabella Martins*.  
My name is *Joshua Brown*.
- Explain that *I'm . . .* and *My name is . . .* have the same meaning. Change *Isabella Martins* to *Joshua Brown* (and vice versa) in the sentences on the board.
- Play the audio program again. Ss listen and read silently. Explain that *Nice to meet you* means "It's nice to meet you," and *I'm sorry. What's your last name again?* means "Please repeat your last name."
- To explain the meaning of *too*, draw two female stick figures on the board. Label each figure *Isabella*. Point to one and say: "My name is *Isabella*." Then point to the other and say: "My name is *Isabella, too*."

- Write this sentence on the board:

*It's nice to meet you.*

Ask a S to read the sentence. Respond: "It's nice to meet you, too."

- Play the audio program again. Ss listen and read silently. Then they practice the conversation in pairs.
- ! For a new way to practice this conversation, try **Look Up and Speak!** – download it from the website.
- Focus Ss' attention on the first names and last names in the box. Model with your own name. Say: "My first name is . . . My last name is . . ." Ask a few Ss: "What's your first name? What's your last name?"

### B Pair work

- Explain the task. Then model it with a few Ss, using your own names and the conversation as a model.
- Ss stand up and practice the conversation in pairs. When they finish, they practice the conversation with a different partner.
- Ss change roles and partners several times. Go around the class and encourage Ss to shake hands and smile while introducing themselves.
- **Option:** Ask one or two pairs of Ss to role-play the conversation for the class.

- ! For a new way to practice this conversation, try **Moving Dialog** – download it from the website.

## 2 SNAPSHOT

**Learning Objective:** talk about popular names in the U.S. and their own countries

### A [CD 1, Track 2]

- Focus Ss' attention on the Snapshot. Explain that these are popular names in English. A *nickname* is an informal name for a person, place, or thing.
- Play the audio program. Ss listen and repeat.

- Write this on the board:

Michael

Ask: "What is the nickname for Michael?" Elicit the answer. (Answer: Mike). Circle the first part of the name: "Mich." Explain that we change the spelling for the nickname "Mike." Repeat with the name Madison (Maddie).

- Read the focus questions.
- Elicit popular names and nicknames and list them under the Ss' countries. Then elicit any nicknames the Ss have and add them to the lists.

## 3 GRAMMAR FOCUS

**Learning Objective:** ask and answer questions with *What's . . . name?* and *my, your, his, and her*

### ▶ [CD 1, Track 3]

- Play the audio program for the Grammar Focus box. Ss listen and read silently.

#### A

- Focus Ss' attention on the pictures. Ask Ss what the people are doing. (Answer: shaking hands/meeting each other/introducing themselves)
- Read the example aloud. Ss complete the task individually. Elicit the answers.

### Answers

1. A: Hello. What's **your** name?  
B: Hi. **My** name is Carlos.  
What's **your** name?  
A: **My** name is Akina.
2. A: What's **his** name?  
B: **His** name is Ethan.  
A: And what's **her** name?  
B: **Her** name is Caroline.

## 4 SPEAKING

**Learning Objectives:** identify letters and their sounds; spell people's names

### ▶ A [CD 1, Track 4]

- Play the first part of the audio program. Ss listen and read silently. Then play the first part of the audio program again. Ss listen and repeat.
- **Option:** Ss practice the alphabet in pairs, taking turns reading the letters.

### ▶ B Class activity [CD 1, Track 5]

- Explain the task and focus Ss' attention on the example list of classmates' names.
- Play the second part of the audio program. Ss listen and read silently. Then play the second part again, pausing after each line. Ss listen and repeat.
- Model the task with a S. Then Ss go around the class with their notebooks and complete the task.

## 5 LISTENING

**Learning Objective:** listen for correct spelling

### ▶ [CD 1, Track 6]

- Read the four pairs of names aloud. Point out that the names in each pair have the same pronunciation.
- Play the first conversation in the audio program and model the task. Then play the rest of the audio program, pausing after each conversation. Ss listen and complete the task.
- Ss compare their answers in pairs. Then write the answers on the board.

#### Audio script

1.  
*Woman* Is your name Cate Lopez?  
*Cate* That's right.  
*Woman* And how do you spell your first name?  
*Cate* It's C-A-T-E.  
*Woman* OK. Thank you.

2.  
*Woman* Eric Russo. Is your first name spelled E-R-I-C?  
*Erick* No. My name is spelled E-R-I-C-K.  
*Woman* I'm sorry. Could you repeat that?  
*Erick* Yes. It's E-R-I-C-K.  
*Woman* Oh, so it's Erick with a C-K. Got it.

3.  
*Sophia* My name is Sophia Peters.  
*Woman* Thank you. Sophia . . . that's S-O-F-I-A?  
*Sophia* No. It's spelled S-O-P-H-I-A.  
*Woman* Oh, excuse me. S-O-P-H-I-A.  
*Sophia* That's right.

4.  
*Woman* Your name, please?  
*Zachary* It's Zachary Tanaka.  
*Woman* Is your first name Z-A-C-K-A-R-Y?  
*Zachary* No, it's Z-A-C-H-A-R-Y.  
*Woman* Oh, so it's Z-A-C-H-A-R-Y. Thank you, Mr. Tanaka.

### Answers

1. Cate 2. Erick 3. Sophia 4. Zachary

## 6 WORD POWER

**Learning Objective:** use titles for men and women

### A [CD 1, Track 7]

- Focus Ss' attention on the box with titles. Read each title aloud and ask Ss to repeat.
- Explain that we use titles with last names. Remind Ss of the meanings of *male* and *female*.
- Ask the class: "Who uses the title *Miss*? *Mrs.*? *Ms.*? *Mr.*?" Ss raise their hands. Explain that the end punctuation for *Mrs.*, *Ms.*, and *Mr.* is a *period*.
- Play the audio program. Ss listen and repeat.
- **Option:** To help Ss recognize the difference between *Miss* and *Ms.*, ask them to put their hands on their throats and say the words. The sound /s/ in *Miss* has no vibration, but the sound /z/ in *Ms.* has a vibration.

### B [CD 1, Track 8]

- Play the audio program. Ss listen and read silently. Play the audio program again. Ss complete the task.
- Call on Ss to say the names and titles. Write the answers on the board.

#### Answers

1. Mr.
2. Mrs.
3. Miss
4. Ms.

- **Option:** Ss work in pairs. S1 spells out the names on his or her list, and S2 writes them down. Then they change roles. The pairs check answers by comparing lists.

## 7 SPEAKING

**Learning Objective:** use formal and informal greetings for different times of day

### A [CD 1, Track 9]

- Focus Ss' attention on the pictures.
- Play the audio program once or twice. Ss listen and read silently.
- Elicit the expressions that mean "hello" and write them on the board. (Answers: Hi, Good morning, Good afternoon, Good evening, Hello) Encourage Ss to use the pictures to guess the meanings of *morning*, *afternoon*, and *evening*.
- Check Ss' understanding of when to use titles. Point to picture 2 and invent full names for the woman (e.g., *Paula Rodriguez*) and the girl (e.g., *Taylor Conner*). Write the names on the board.  
T: (*point to the woman's speech bubble*) Good morning, Mrs. Conner. How are you? (*ask Ss*) OK?  
Ss: No!  
T: (*point to the girl's speech bubble*) I'm just fine, Paula. Thank you. (*ask Ss*) OK?  
Ss: No!
- Play the audio program again, pausing after each short conversation. Ss listen and repeat.

#### TIP

To encourage Ss to learn the Classroom Language on page v of the Student's Book, write the expressions on cards. Then put the cards on the walls.

### B Class activity

- Books closed. Explain and model the first task. Write *formal greetings* on the board. Then greet several Ss using titles. For example:  
T: Good evening, (Mr. Chen).  
S1: Good evening, (your title and last name).  
T: Hello, (Ms. Ramirez).  
S2: Hello, (your title and last name).
- **Option:** If Ss don't know each other's names yet, have them wear name tags during the activity.
- Ss go around the class and greet four or five classmates. Go around the room and check their use of titles and last names.
- When each S has greeted four or five others, stop the activity.
- Explain and model the second task. Write *informal greetings* on the board. Ask two Ss to greet each other using first names only. For example:  
S1: Hi, (Alicia).  
S2: Hi, (Mariko).
- Ss go around the class and greet four or five classmates. Go around the room and check their use of first names only.

- **TIP** For a new way to practice greetings, try **Musical Dialog** – download it from the website.

### End of Cycle 1

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.



## 8 CONVERSATION

**Learning Objective:** use subject pronouns and *be* in short conversations about introductions and greetings

### A [CD 1, Track 10]

- Books open. Focus Ss' attention on the pictures. Point to the picture of Lena Garza and ask: "What's her name?" (Answer: Her name is Lena Garza.)
- Play the audio program once or twice. Ss listen and read silently.
- If needed, explain any new vocabulary. For *excuse me*, tap a S on the shoulder and say: "Excuse me" to get his or her attention. For *over there*, put a S's book on the other side of the classroom. Stand next to the S, point to the book, and say: "Your book is over there." For *history*, write an historic date and event Ss might know on the board (e.g., *April 12, 1961: first person in space*).
- Ss cover the text. Play the audio program again. Ss listen and look at the pictures.
- Ss work in groups of three. They practice the conversations three times, changing roles.

- **Option:** Ask one or two groups to role-play the conversations for the class.

#### TIP

To keep Ss interested in role plays, ask no more than two pairs or groups to role-play conversations for the class. Keep a record of who role-played the conversations and choose different Ss each time.

- ! For a new way to practice this conversation, try **Disappearing Dialog** – download it from the website.

### B Group work

- Books closed. Explain the task. Write this conversation on the board:  
S1: Hi, (S2).  
S2: Hi, (S1).  
S1: (S2), this is (S3).  
S2: Hi, (S3).  
S3: Hi, (S2). Nice to meet you.  
Then ask three Ss to model the conversation.
- Ss take turns introducing each other in groups of three. Remind Ss to look at each other as they speak.

## 9 GRAMMAR FOCUS

**Learning Objective:** use subject pronouns and *be* in short conversations

### A [CD 1, Track 11]

- Focus Ss' attention on the Grammar Focus box. Ss read silently.
- Play the audio program for the Grammar Focus box. Ss listen and read silently.
- Focus Ss' attention on the contractions. Contrast the pronunciation of *I am* and *I'm*, *you are* and *you're*, and so on. Point out that we use contractions in statements and negative short answers. We do not use them in yes/no questions or positive short answers.
- Play the audio program again. Ss listen and repeat.
- **Option:** Ss underline the contractions in the conversations in Exercise 8. Then they compare answers in pairs. (Answers: *I'm*, *She's*, *I'm*, *You're*, *I'm*, *He's*)

### A

- Books closed. Write the first two lines of the conversation on the board. Do not fill in the example.

- Explain and model the task. Point out the choices in parentheses. Elicit the correct answers and write them on the board.
- Books open. Ss complete the task individually. As they work, copy the rest of the conversation on the board.
- Ask different Ss to write the correct answers on the board. Go over answers with the class.

#### Answers

Ben: Hello, Christy. How **are** you?  
Christy: **I'm** fine, thanks. **I'm** sorry – what's your name again?  
Ben: **It's** Ben – Ben Durant.  
Christy: That's right! Ben, this **is** Joshua Brown.  
Ben: **He's** in our history class.  
Joshua: Hi, Ben. I think **you're** in my English class, too.  
Ben: Oh, right! Yes, I **am**.

- Ss practice the conversation in groups of three. Then they change roles and practice again.

## B

- Books closed. Write the first conversation on the board. Do not fill in the example.
- Explain the task. Then elicit the correct answers for the first conversation and write them on the board.
- Books open. Ss complete the task for the second conversation individually. Then they compare answers in pairs.
- Ask Ss to write the second conversation on the board. Then ask the class to correct any errors.

### Answers

Cara: Excuse me. **Are** you Alex Lane?  
James: No, **I'm** not. My name **is** James Harris.  
Alex **is** over there.  
Cara: Oh, sorry.  
Cara: **Are** you Alex Lane?  
Alex: Yes, I **am**.  
Cara: Hi. **My name is/I'm** Cara Ruiz.  
Alex: Oh, **you're** in my history class, right?  
Cara: Yes, I **am**.  
Alex: **It's** nice to meet you, Cara.

- Read the conversations aloud, pausing after each line. Ss listen, look up, and repeat.
- Ss practice the conversations in groups of three. Go around the class and encourage Ss to look at each other when speaking.

## C Class activity

- Explain the first part of the activity. Ss write their first and last names on pieces of paper and put them in a bag.
- Explain and model the second part of the activity. Take a paper from the bag and ask a few Ss whose names are not on the paper:  
T: Excuse me. Are you (*name on paper*)?  
S1: No, I'm not. He's/She's over there.  
Then ask the S whose name is on the paper:  
T: Excuse me. Are you (*name on paper*)?  
S2: Yes, I am.
- Have Ss take papers, go around the room, and complete the activity. If Ss know each other well, ask them to imagine they are meeting for the first time.

## 10 PRONUNCIATION

**Learning Objective:** sound more natural by using linked sounds

### ▶ [CD 1, Track 12]

- Explain that there are five vowels in English: *a, e, i, o,* and *u*. The other letters are consonants.
- Focus Ss' attention on the examples. Point out that *Isabella, over,* and *in* begin with vowels. The words before them end in consonants. In relaxed speech, people link these sounds together.
- Play the audio program. Ss listen and read silently.
- Play the audio program again. Ss listen and practice.

- **Option:** Ss underline the linked sounds in the conversations in Exercise 8 on page 5. Elicit answers from the class. (Answers: She's s over there. This s is your book. You're r in my math class, right? Yes, I am. I'm Lena Garza. Hey, Christy, this s is Ben. He's s in our history class.) Then play the audio program for Exercise 8 again and ask Ss to listen for the linked sounds.

### TIP

Ss often don't understand native English speakers because they seem to talk quickly. Teaching Ss to be aware of linked sounds can greatly increase listening comprehension.

## 11 SPEAKING

**Learning Objective:** use the numbers from zero to 10 in phone numbers and email addresses

### ▶ A [CD 1, Track 13]

- Books open. Play the audio program. Ss listen and read silently.
- Play the audio program again. Ss listen and repeat.

### ▶ B Pair work [CD 1, Track 14]

- Explain the task and read the example aloud. Write the phone number 402-555-2301 on the board. Read each digit and have Ss repeat it. Then read the complete phone number. Ask different Ss to read the phone number aloud.

- Point out that we say "zero" when 0 is alone. However, we can say "zero" or "oh" when it is with other numbers. For example, we can say 505 as "five-zero-five" or "five-oh-five."
- Focus Ss' attention on Jessica's email address and read it aloud. Write the @ symbol on the board and point out that it's pronounced "at." Tell Ss that the period in an email address is pronounced "dot."
- Focus Ss' attention on Ryan's email address and read it aloud. Write a dash and an underscore on the board and explain that they look similar, but the dash is higher up than the underscore.
- Have Ss practice reading the information on the business cards.
- Play the audio program. Ss listen and read silently.

## 12 LISTENING

**Learning Objective:** listen for correct names, phone numbers, and email addresses

### ▶ A [CD 1, Track 15]

- Focus Ss' attention on the contact list. Ask: "Do you remember these people? Who are they?" If Ss don't remember, focus their attention on Exercises 3, 4, 8, and 9.
- Play the audio program. Ss listen and complete the list. Then they go over their answers in pairs. Play the audio program again as needed.

#### Audio script

*Isabella* What's Ben Durant's phone number, Joshua?

*Joshua* It's seven-one-eight, five-five-five, eight-two-four-one.

*Isabella* Seven-one-eight, five-five-five, eight-two-four-one?

*Joshua* Yes, that's it.

*Isabella* And his email address?

*Joshua* It's Ben Durant at C-U-P dot org. . . . OK. Cara Ruiz. What's her phone number?

*Isabella* Hmm. Cara. Her number is three-four-seven, five-five-five, seven-six-four-five.

*Joshua* Three-four-seven, five-five-five, seven-six-four-five?

*Isabella* That's right. Her email is Cara R at cambridge dot org. That's C-A-R-A-R at cambridge dot org. Now, let's see. Andrea Clark. Her phone number is two-one-two, six-four-five, five-nine-six-zero. Right?

*Joshua* Yes, that's right. Two-one-two, six-four-five, five-nine-six-zero.

*Isabella* Her email address is A Clark one-three-four at C-U-P dot org.

*Joshua* So that's A-C-L-A-R-K one-three-four at C-U-P dot org?

*Isabella* Yes.

*Joshua* And Akina Hayashi's number and email?

*Isabella* Oh, Akina is my roommate. Our number is nine-one-seven, five-five-five, two-eight-oh-seven. Her email address is Akina H at cambridge dot org.

*Joshua* I'm sorry. Can you spell that?

*Isabella* Her email address?

*Joshua* Yeah.

*Isabella* Sure. It's A-K-I-N-A-H at cambridge dot org.

*Joshua* OK. Got it. Thanks.

#### Answers

Name	Phone number	Email address
Ben Durant	718-555-8241	bendurant@cup.org
Cara Ruiz	347-555-7645	carar@cambridge.org
Andrea Clark	212-645-5960	aclark134@cup.org
Akina Hayashi	917-555-2807	akinah@cambridge.org

### B Class activity

- Explain the task and model the conversation with a S. Then Ss take their notebooks, go around the class, and complete the task.

## 13 INTERCHANGE 1

See page T-114 for teaching notes.

## 14 SPEAKING

**Learning Objective:** use formal and informal ways to say good-bye for different times of the day

### ▶ A [CD 1, Track 16]

- Focus Ss' attention on the pictures in Exercise 7 on page 4. Then focus their attention on Exercise 14. Say: "Now they are saying good-bye."
- Play the audio program once or twice. Ss listen and read silently.
- Elicit the expressions that mean "good-bye" and write them on the board. (Answers: See you later, Bye-bye, Bye, See you tomorrow, Good-bye, Have a good evening, Good night) Point out that *good night* means "good-bye."
- Play the audio program again, pausing after each short conversation. Ss listen and repeat.

### B Class activity

- Explain the activity. Then model it with several Ss in different ways. For example: "Good night, Juan. Have a good evening, Kumiko. See you later, Nadia."
- Ss go around the class and complete the activity. Remind Ss to use different expressions.

#### End of Cycle 2

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

# Unit 2 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
<b>CYCLE 1</b>	<b>1 Snapshot</b>		
	<b>2 Articles</b>		<b>SS</b> Unit 2 Vocabulary 1
	<b>3 Conversation</b>		<b>SS</b> Unit 2 Speaking 1
	<b>4 Pronunciation</b>		<b>GAME</b> Name the Picture (Common Objects)
	<b>5 Grammar Focus</b>		<b>SB</b> Unit 2 Grammar Plus, Focus 1 <b>SS</b> Unit 2 Grammar 1 <b>GAME</b> Say the Word ( <i>This/these, it/they</i> ; plurals)
	<b>6 Speaking</b>		<b>WB</b> Unit 2 exercises 1–4
<b>CYCLE 2</b>	<b>7 Conversation</b>		<b>SS</b> Unit 2 Speaking 2
	<b>8 Grammar Focus</b>		<b>SB</b> Unit 2 Grammar Plus, Focus 2 <b>SS</b> Unit 2 Grammar 2 <b>GAME</b> Speak or Swim (Yes/No and <i>where</i> questions with <i>be</i> )
	<b>9 Word Power</b>	<b>TSS</b> Unit 2 Vocabulary Worksheet <b>TSS</b> Unit 2 Grammar Worksheet <b>TSS</b> Unit 2 Extra Worksheet	<b>SS</b> Unit 2 Vocabulary 2 <b>GAME</b> Sentence Runner (Prepositions; article <i>the</i> )
	<b>10 Listening</b>	<b>TSS</b> Unit 2 Listening Worksheet	
	<b>11 Speaking</b>		
	<b>12 Interchange 2</b>	<b>TSS</b> Unit 2 Project Worksheet <b>VID</b> Unit 2 <b>VRB</b> Unit 2	<b>SS</b> Unit 2 Reading 1–2 <b>SS</b> Unit 2 Listening 1–3 <b>SS</b> Unit 2 Video 1–3 <b>WB</b> Unit 2 exercises 5–9

With or instead of the following SB section	You can also use these materials for assessment
<b>Units 1–2 Progress Check</b>	<b>ASSESSMENT PROGRAM</b> Units 1–2 Oral Quiz <b>ASSESSMENT PROGRAM</b> Units 1–2 Written Quiz

**Key**    **GAME:** Online Game    **SB:** Student's Book    **SS:** Online Self-study    **TSS:** Teacher Support Site  
**VID:** Video DVD    **VRB:** Video Resource Book    **WB:** Online Workbook/Workbook





# 2

## Where are my keys?

### Cycle 1, Exercises 1–6

#### 1 SNAPSHOT

**Learning Objective:** discuss common personal items

##### ▶ [CD 1, Track 17]

- Focus Ss' attention on the pictures. Then play the audio program. Ss listen and read silently.
- Play the audio program again. Ss listen and repeat.
- Write the words *wallet* and *hairbrush* on the board. Then explain and model the first task. Take a wallet from your bag and say: "What's in my bag? A wallet. It's a wallet." Check (✓) the word *wallet* on the board.

- Ss complete the first task individually.
- To check comprehension, ask: "Who has a wallet?" Take out your wallet. Repeat with the remaining items.
- Say: "Take out one thing from your bag. What is it?" Elicit Ss' answers and write them on the board. Help Ss name any objects they show.

For more practice with this vocabulary, play **Kim's Game** – download it from the website.

#### 2 ARTICLES

**Learning Objective:** use *a* and *an* in short statements about common classroom objects

##### ▶ A [CD 1, Track 18]

- Focus Ss' attention on the pictures. Elicit or say the names of the objects. Ss repeat.
- Focus Ss' attention on the *articles* box. Explain that we use *an* before vowel sounds and *a* before consonant sounds. Write examples from Exercise 1 on the board (e.g., *an umbrella*, *a wallet*). Then elicit examples of vowel sounds and consonant sounds.
- Focus Ss' attention on the pictures again. Ask: "Which words start with vowel sounds? Which words start with consonant sounds?"
- Explain the task. Then play the audio program. Ss listen and complete the task. Play the audio program again if needed.
- Elicit the answers and write them on the board. Ss check their answers. Then they practice reading the sentences in pairs.

##### B Pair work

- Explain the task. Then say the words one by one. Ss listen and repeat. Explain any new vocabulary.
- Model the example conversation with the class. Point to a chair and say: "This is a chair." The class asks: "How do you spell *chair*?" Say: "C-H-A-I-R." Then change roles with the class.
- Ss complete the task in pairs. They go around the class, find the classroom objects, and practice the conversation. Circulate and help Ss identify and spell objects as needed.
- **Option:** Ask: "What other things are in the class?" Ask Ss to point to them and elicit the names. Ask: "How do you spell . . . ?" Elicit the spellings of these words and write them on the board.

##### TIP

To help Ss remember the names of classroom objects, have them make labels in English and attach the labels to the objects.

##### Answers

1. This is **a** book.
2. This is **an** English book.
3. This is **an** eraser.
4. This is **a** notebook.
5. This is **a** pen.
6. This is **a** clock.

For more practice listening for *a* and *an*, try **Run for It!** – download it from the website. Put signs with *a* and *an* on the walls. Then read out phrases with these articles (e.g., *a cell phone*, *an eraser*).

In Unit 2, students identify and discuss personal and classroom objects and discuss the location of items. By the end of Cycle 1, students will be able to identify and discuss personal and classroom objects using the articles *a/an*, plurals, *this/these*, and *it/they*. By the end of Cycle 2, students will be able to discuss the location of items using *yes/no* and *where* questions with *be*, the article *the*, and prepositions of place.

## 3 CONVERSATION

**Learning Objective:** use *this*, *these*, and plurals in a short conversation

### ▶ [CD 1, Track 19]

- Focus Ss' attention on the picture. Ask: "What things are in the picture?" Elicit or explain any new vocabulary (e.g., *flash drives*, *tablet*, *tablet case*).
- Ask: "Who is Brandon? Christina?" Play the audio program. Ss listen for the answers. Then elicit the answers by asking Ss to identify the people in the picture.

- Explain that people say: *They're cool.*, *Wow!*, and *It's great!* to show pleasure. Play the audio program again. Ss listen for these expressions.
- Ss practice the conversation in groups of three. Go around the classroom and encourage Ss to look at each other and use intonation.
- **Option:** Ask one or two groups to role-play the conversation for the class.

! For a new way to practice this conversation, try **Substitution Dialog** – download it from the website. Substitute the words *flash drives* with *wallets*, *tablet* with *cell phone*, and *tablet case* with *eraser*.

## 4 PRONUNCIATION

**Learning Objective:** identify different pronunciations of plural -s endings and sound more natural when saying plural nouns

### ▶ A [CD 1, Track 20]

- Books closed. Demonstrate the meaning of *singular* and *plural*. Hold up three pens. Point to one and say: "One pen. *Pen* is singular." Point to two pens and say: "Two pens. *Pens* is plural." Point to all three pens and say: "Three pens. *Pens* is plural."
- Write these words on the board and underline the plural -(e)s endings:  
*pens books sunglasses*  
Say each word slowly so Ss can hear the endings. Ss repeat.
- Write the phonetic symbols above each word:  
*/z/ /s/ /ɪz/*  
*pens books sunglasses*  
Pronounce the symbols and the words. Ss repeat.
- Books open. Focus Ss' attention on the chart. Then play the audio program. Ss listen and read silently.
- Play the audio program again. Ss listen and repeat.
- **Option:** Explain these pronunciation rules:
  1. When nouns end in vowel sounds or voiced consonant sounds (e.g., /n/, /r/), we pronounce the plural -s as /z/ (e.g., *pencils*, *cell phones*).
  2. When nouns end in voiceless consonant sounds (e.g., /p/, /t/, /k/), we pronounce the plural -s as /s/ (e.g., *laptops*).
  3. When nouns end in sibilant consonant sounds (e.g., /s/, /ʒ/), we pronounce the plural -s as /ɪz/ (e.g., *classes*).

### B

- Say the singular nouns one by one. Ss repeat.
- Copy the pronunciation chart on the board.
- Explain and model the task. Say: "Phone case phone cases." Then write it in the chart on the board.
- Ss complete the task individually. Go around the class and give help as needed.
- Ask different Ss to complete the chart on the board.

#### Answers

/z/ student IDs newspapers televisions	/s/ paper clips tablets tickets	/ɪz/ phone cases purses boxes
---	--	--

### ▶ C [CD 1, Track 21]

- Play the audio program again. Ss listen and check their answers. Then correct the answers on the board as a class.
  - **Option:** Ss add more words to the chart in small groups. Go around the class and help with vocabulary, pronunciation, and spelling. Then elicit words from the class and add them to the chart on the board.
- ! For more practice with pronouncing words with plural -s endings, play **Tic-Tac-Toe** – download it from the website. Ss have to say and spell the words correctly.

## 5 GRAMMAR FOCUS

**Learning Objective:** ask and answer questions with *this/these, it/they*, and plurals

### TIP

Write the learning objectives on the board. When you finish each exercise, check (✓) the objectives you covered.

### ▶ [CD 1, Track 22]

- Books closed. Write *this* and *these* on the board. Hold up a pen and say: "This is a pen." Then hold up two pens and say: "These are pens."
- Contrast the pronunciation of *this* and *these*. Ss repeat. If needed, point out that the /ɪ/ in *this* is a short sound, but the /i:/ in *these* is a long sound.
- Books open. Focus Ss' attention on the Grammar Focus box. Play the audio program. Ss listen and read silently.
- Elicit or explain that *this* and *it* are singular and *these* and *they* are plural.
- Explain the task. Model the first conversation with a S.
- Ss complete the task individually.
- Go over the answers by asking different pairs of Ss to read the conversations. Check Ss' use of apostrophes and capital letters.

- Then Ss practice the conversations in pairs.

### Answers

1. A: What **are these**?  
B: **They're keys.**
2. A: What **are these**?  
B: **They're backpacks.**
3. A: What's **this**?  
B: **It's an umbrella.**
4. A: What **are these**?  
B: **They're sunglasses.**
5. A: What's **this**?  
B: **It's a wallet.**
6. A: What's **this**?  
B: **It's a window.**

- **Option:** Write this model conversation on the board:

A: What's \_\_\_\_\_?

B: It's \_\_\_\_\_.

A: What are \_\_\_\_\_?

B: They're \_\_\_\_\_.

Ss go around the classroom in pairs. They practice asking and answering questions about classroom objects. Go around the class and help Ss with the use of *this/these* and *it/they*.

## 6 SPEAKING

**Learning Objectives:** ask and answer questions about the names of things using *this/that, these/they*; practice spelling

### ▶ A [CD 1, Track 23]

- Focus Ss' attention on the pictures. Then play the audio program. Ss listen and read silently.
- Play the audio program again. Ss listen and repeat.
- Ss practice the conversations in groups of three. They take turns with each role.

### B Group work

- Explain and model the task. Put four objects on your desk, including some you haven't taught yet.
- Point to one object and ask: "What's this/What are these called in English?" Elicit the answer. Then ask: "How do you spell that?" Elicit the answer. If Ss don't know the answers, tell them to ask you the questions.

- Ss complete the task in groups of three or four. Go around the class and help with vocabulary and spelling as needed.
- **Option:** To review vocabulary and spelling, make a list of five to 10 words and scramble the letters (e.g., *drcite drac* for *credit card*, *neohhpsde* for *headphones*). Ss unscramble the words in pairs.

### TIP

To make it easy for Ss to record new vocabulary, keep a Vocabulary List on one side of the board. Add new words to it throughout the lesson.

- For more practice with vocabulary, play **Picture It!** – download it from the website. Ss draw pictures and ask: "What is this?" or "What are these?"

### End of Cycle 1

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

## 7 CONVERSATION

**Learning Objective:** use *yes/no* and *where* questions with *be* in short conversations about lost items

### ▶ [CD 1, Track 24]

- Books closed. Play the audio program. Ask: “What are the man and woman looking for?” Elicit the answer. (Answer: car keys)
- Books open. Focus Ss’ attention on the picture.
- Play the audio program again. Ss listen and read silently. Ask the class: “Who has the car keys and the wallet?” Elicit the answer. (Answer: the server)

- Elicit or explain any new vocabulary. To explain *pocket*, point to an article of clothing with a pocket.
- Play the audio program again. Ss listen and repeat. Point out the stress on the italicized word *is* in the last line.
- Ss practice the conversation in groups of three. They take turns reading each role.
- **Option:** Ask one or two groups to role-play the conversation for the class. Encourage them to role-play it without their books if possible.

! For a new way to practice this conversation, try **Say It With Feeling!** – download it from the website.

## 8 GRAMMAR FOCUS

**Learning Objective:** ask and answer *yes/no* and *where* questions with *be*

### ▶ [CD 1, Track 25]

- Books open. Focus Ss’ attention on the Grammar Focus box. Then play the audio program. Ss listen and read silently.
- Write *it’s* and *they’re* on the board. Circle the apostrophes. Explain that we use apostrophes in contractions.
- **Option:** Ask Ss to find and underline the contractions *it’s* and *they’re* in Exercise 7.
- Point out that we use capital letters for the first letter in a question or statement.
- Play the audio program again. Ss listen and read silently.

### A

- Explain the task. Model the example conversation with a S.
- Ss complete the conversations individually.
- Elicit the answers from the class. Ask Ss to spell the answers, using the words *apostrophe* and *capital* when needed. Write the answers on the board.
- Go over the answers on the board and correct them as a class.

### Answers

1. A: **Is** this your cell phone?  
B: No, **it’s** not.  
A: **Are** these your car keys?  
B: Yes, **they** are. Thanks!

2. A: Where **are** my glasses?  
B: Are **these** your glasses?  
A: No, they’re **not**.  
B: Look! **Are** they in your pocket?  
A: Yes, **they are**. Thanks!
3. A: Where **are** your headphones?  
B: **They’re** on the table.  
A: No, **they’re** not. They’re *my* headphones!  
B: You’re right. My headphones **are** in my backpack.
4. A: **Is** this my umbrella?  
B: No, **it’s** not. It’s my umbrella.  
A: Sorry. **Where** is my umbrella?  
B: **It’s/It is** on your chair.  
A: Oh, you’re right!

- Ss practice the conversations in pairs. Encourage Ss to use props if possible.

### B Group work

- Explain the activity. Then hold up a pen and model the conversations. Ss repeat.
- Use mime to demonstrate the meaning of *Let me see*. Pick up a S’s pen and say: “Let me see.” Examine the pen and then say: “No, it’s not my pen.”
- Model the activity. Put an object in a bag. Then ask three Ss to put objects in the bag. Take out one object and ask a S: “Is this your . . . ?” Continue until you find the owner. Then ask each S to take an object from the bag and find the owner.
- Ss work in groups of four. Give each group a bag or box. Ss complete the activity. Go around the class and give help as needed.

## 9 WORD POWER

**Learning Objective:** describe where items are using prepositions of place and the definite article *the*

### A [CD 1, Track 26]

- Focus Ss' attention on the pictures and the prepositions of place. Play the audio program. Ss listen and read silently.
- Play the audio program again. Ss listen and repeat.
- To check Ss' understanding of the prepositions, put a cell phone on a box. Ask: "Where is the cell phone?" Elicit the answer. Put the cell phone in different positions around the box and ask the question again.

### B [CD 1, Track 27]

- Focus Ss' attention on the pictures. If needed, review the names of the objects and their pronunciations.
- Explain the task and read the first example. Ss complete the task individually.
- Ask different Ss to write their answers on the board. Play the audio program. Ss listen and check their answers. Correct any errors on the board as a class.

### Answers

1. The books are **in the backpack**.
2. The flash drives are **next to the laptop**.
3. The newspaper is **on the tablet**.
4. The chair is **behind the desk**.
5. The wallet is **on the notebook**.
6. The glasses are **in front of the television**.

### C Pair work

- Explain the task. Model the conversation with a S.
- Ss complete the activity in pairs. Go around the class and encourage Ss to ask two questions when possible. For example, for item 2 they can ask: "Where are the flash drives?" and "Where is the laptop?"
- **Option:** Before the next class, put objects in unusual places around the classroom. Then have Ss find the objects and write down their locations.

## 10 LISTENING

**Learning Objective:** listen for the location of objects discussed using *yes/no* and *where* questions with *be*

### [CD 1, Track 28]

- Ask Ss to read out the objects and the locations.
- Explain the task. Then play the audio program as many times as needed. Ss complete the exercise.

#### TIP

To reduce Ss' anxiety, point out that they will hear the audio program several times. Also, assure them that they don't have to understand everything in order to answer correctly.

#### Audio script

Emily Where are my sunglasses?  
Kevin Are they on the table?  
Emily No. . . . Oh, here they are – in my purse.  
Now, where's my ID? Hmm . . . it's not in my wallet. Where . . . ?  
Kevin There it is! In front of the clock!  
Emily Oh, of course! Thanks, Kevin. Let's see.  
My headphones. Where are they? Next to the television? No. . . .  
Kevin Are they behind your purse?  
Emily No, they aren't. Oh, they're on the chair.  
Great! Now, I just need one more thing: my tablet. . . . Maybe it's on the table.  
Kevin No, it's not. . . . It's *under* the table.

- Ss go over their answers in pairs. Then go over the answers with the class.

### Answers

1. sunglasses – in her purse
2. ID – in front of the clock
3. headphones – on the chair
4. tablet – under the table

- **Option:** Ss make statements about Emily's things from memory (e.g., *Emily's sunglasses are in her purse*.)
- ! For a new way to practice listening for locations, try **Stand Up, Sit Down** – download it from the website. Ss stand up and sit down whenever they hear a location (e.g., *on the table*).

#### TIP

To encourage Ss to develop learning strategies for the Grammar Plus section, hold a class discussion. Ask the class: "When do you do the Self-study exercises? What helps you to do them?" Encourage Ss to share information. If helpful, give your own suggestions.



## 11 SPEAKING

**Learning Objective:** ask and answer questions about the location of personal items

### Pair work

- Explain the activity and read the list of Kevin's things.
- Focus Ss' attention on the picture. Review vocabulary, if needed. Then model the example conversation with a S.
- Ss complete the activity in pairs. Go around the class and give help as needed. Make sure Ss take turns.

### TIP

To make sure you help all Ss equally during pair and group work, vary your routine. For example, sometimes start at the front of the class; other times start at the back.

- To elicit the answers, ask different pairs to ask and answer questions about each thing. If possible, encourage Ss to give alternate answers.

### Questions and possible answers

Where's his cell phone?  
It's under the chair.  
Where's his hairbrush?  
It's on the table.  
Where's his laptop?  
It's on the table/under the magazine.  
Where's his umbrella?  
It's in the wastebasket.  
Where are his glasses?  
They're on the table/next to the magazine.  
Where are his keys?  
They're next to the umbrella.  
Where's his tablet?  
It's in front of the television.  
Where's his credit card?  
It's in front of the clock.

- **Option:** Ss work in pairs. S1 studies the picture for two minutes and then closes the book. S2 looks at the picture and asks *where* questions (e.g., *Where is Kevin's cell phone?*). S1 answers from memory. Then they change roles.

## 12 INTERCHANGE 2

See page T-115 for teaching notes.

### End of Cycle 2

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle and for assessment tools.

## SELF-ASSESSMENT

**Learning Objectives:** reflect on one's learning; identify areas that need improvement

- Ask: "What did you learn in Units 1 and 2?" Elicit Ss' answers.
- Ss complete the Self-assessment. Explain to Ss that this is not a test; it is a way for them to evaluate what they've learned and identify areas where they need additional practice. Encourage them to be honest, and point out they will not get a bad grade if they check (✓) *A little*.

- Ss move on to the Progress check exercises. You can have Ss complete them in class or for homework, using one of these techniques:
  1. Ask Ss to complete all the exercises.
  2. Ask Ss: "What do you need to practice?" Then assign exercises based on their answers.
  3. Ask Ss to choose and complete exercises based on their Self-assessment.

## 1 SPEAKING

**Learning Objectives:** demonstrate one's ability to introduce oneself and another person and to say hello and good-bye

### A

- Explain the task. Focus Ss' attention on the conversation.
- Read the sentences and questions in the box aloud. Ss listen and repeat.
- Ss complete the conversation individually.
- Ss compare answers in pairs. Then elicit the correct answers from the class.
- **Option:** Ss practice the conversation in pairs.

### Answers

Francisco: **Hi. How are you?**  
 Nicole: I'm fine, thanks. **How about you?**  
 Francisco: Pretty good, thanks. **My name is Francisco Diaz.**  
 Nicole: And I'm Nicole White.

Francisco: **It's nice to meet you, Nicole.**  
 Nicole: Nice to meet you, too. **Oh, are you in my English class?**  
 Francisco: Yes, I am.  
 Nicole: **Well, have a good day.**  
 Francisco: See you in class.

### B Pair work

- Explain the task. Then model the example sentences.
- Model the introduction with two Ss, using your name.
- Ss complete the task in pairs. Then each pair joins another pair and introduces each other. Go around the class and encourage Ss to look at each other when they speak.
- Continue until all Ss meet each other.

### TIP

If you don't have enough class time for the speaking activities, assign each S a speaking partner. Then have Ss complete the activities with their partners for homework.

## 2 SPEAKING

**Learning Objectives:** demonstrate one's ability to exchange personal information; demonstrate one's ability to use numbers 0–10

### Class Activity

- Explain the task and model the example conversation with a S.
- Each S writes his or her phone number on a piece of paper. Go around the class and give help as needed.
- Model the task. Ask three Ss to put their papers in a bag. Take a paper from the bag and ask the different Ss: "Is your phone number . . . ?" When a S says: "Yes, it is," ask: "How do you spell your name?" Then pretend to write the S's name on the paper.
- Collect the papers from all the Ss and put them in a bag.
- Each S takes a paper from the bag. Then Ss go around the class and complete the task. When they make a match, they write the S's name and sit down.
- **Option:** Elicit names and phone numbers from the class.

### 3 LISTENING

**Learning Objective:** demonstrate one's ability to listen for and understand names of personal items

▶ [CD 1, Track 29]

- Explain the task and focus Ss' attention on the pictures.
- Play the audio program once or twice. Ss complete the task individually.

#### Audio script

1. *Man* What's this?  
*Woman* It's a purse.
2. *Woman* What's this?  
*Man* It's a cell phone.

3. *Man* What are these?  
*Woman* They're cell phones.
4. *Woman* What's this?  
*Man* It's a wallet.
5. *Man* What are these?  
*Woman* They're purses.
6. *Woman* What are these?  
*Man* They're wallets.

- To check answers, ask: "What's (number 1)?" Ask different Ss to answer. If needed, play the audio program again.

#### Answers

2, 3, 1, 5, 4, 6

### 4 SPEAKING

**Learning Objective:** demonstrate one's ability to ask and answer questions about where things are

#### A

- Explain the task and focus Ss' attention on the picture. Ask a S to model the example sentence. Point out that each sentence should have the verb *be* and a preposition.
- Ss complete the task individually. Go around the class and help with vocabulary as needed (e.g., *wall*, *window*).
- Ss compare their lists in pairs. They take turns reading their sentences aloud. Go around the class and help with pronunciation as needed.

#### Possible answers

The chair is on the desk.  
The cell phone is under the desk.  
The backpack/The bag is in the wastebasket.  
The umbrella is behind the picture.  
The chairs are under the table.  
The newspaper is on the wall.  
The television is on/in front of the window.  
The clock is in front of the television./The television is behind the clock.  
The laptop is on the clock.  
The air conditioner is on the table.

#### B Pair work

- Explain the task and ask two Ss to model the example conversation. Then Ss complete the task in pairs. Go around the class and check Ss' use of grammar.

### 5 SPEAKING

**Learning Objective:** demonstrate one's ability to ask and answer questions about where things are

- Explain the first part of the task. Ask a S the first example question, and elicit the answer. (Answer: No, it isn't.) Ask a different S the second example question and elicit the answer. (Answer: Yes, it is.)
- Ss complete the first part of the task individually. Go around the class and make sure Ss write three questions with "yes" answers and two questions with "no" answers.
- Explain the second part of the task. Ss take turns asking and answering the questions. Go around the class and check Ss' use of grammar.

### WHAT'S NEXT?

**Learning Objective:** become more involved in one's learning

- Focus Ss' attention on the Self-assessment again. Ask: "How well can you do these things now?"
- Ask Ss to underline one thing they need to review. Ask: "What did you underline? How can you review it?"
- If needed, plan additional instruction, activities, or reviews based on Ss' answers.

# Unit 3 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
<b>CYCLE 1</b>	<b>1 Snapshot</b>		
	<b>2 Conversation</b>		<b>SS</b> Unit 3 Speaking 1
	<b>3 Grammar Focus</b>		<b>SB</b> Unit 3 Grammar plus, Focus 1 <b>SS</b> Unit 3 Grammar 1 <b>GAME</b> Sentence Runner (Yes/No questions with <i>be</i> and Wh-questions with <i>be</i> )
	<b>4 Pronunciation</b>		<b>GAME</b> Spell or Slime (Languages and nationalities)
	<b>5 Speaking</b>		<b>WB</b> Unit 3 exercises 1–3
<b>CYCLE 2</b>	<b>6 Conversation</b>		<b>SS</b> Unit 3 Speaking 2
	<b>7 Speaking</b>		<b>SS</b> Unit 3 Vocabulary 1 <b>GAME</b> Name the Picture (Numbers and ages)
	<b>8 Grammar Focus</b>	<b>TSS</b> Unit 3 Grammar Worksheet <b>TSS</b> Unit 3 Listening Worksheet <b>TSS</b> Unit 3 Extra Worksheet	<b>SB</b> Unit 3 Grammar plus, Focus 2 <b>SS</b> Unit 3 Grammar 2 <b>GAME</b> Sentence Runner (Yes/no questions with <i>be</i> and Wh-questions with <i>be</i> )
	<b>9 Word Power</b>	<b>TSS</b> Unit 3 Vocabulary Worksheet	<b>SS</b> Unit 3 Vocabulary 2 <b>GAME</b> Sentence Stacker (Descriptions)
	<b>10 Listening</b>		
	<b>11 Interchange 3</b>	<b>TSS</b> Unit 3 Project Worksheet <b>VID</b> Unit 3 <b>VRB</b> Unit 3	<b>SS</b> Unit 3 Reading 1–2 <b>SS</b> Unit 3 Listening 1–3 <b>SS</b> Unit 3 Video 1–3 <b>WB</b> Unit 3 exercises 4–8

Key **GAME:** Online Game    **SB:** Student's Book    **SS:** Online Self-study    **TSS:** Teacher Support Site  
**VID:** Video DVD    **VRB:** Video Resource Book    **WB:** Online Workbook/Workbook





# 3

## Where are you from?

### Cycle 1, Exercises 1–5

#### 1 SNAPSHOT

**Learning Objective:** identify and name cities and countries

##### ▶ [CD 1, Track 30]

- Focus Ss' attention on the lists of cities and countries. Play the audio program. Ss listen and read silently. Then play the audio program again. Ss repeat.
- Explain the first task.
- Ss complete the task individually. Then they check their answers at the bottom of the Snapshot.
- Ask the class: "What other large cities are in each country? What large cities are in your country?" Ss discuss the questions in small groups and list the answers.

- Write the names of the countries in the Snapshot as headings on the board. Add the names of any other countries the Ss are from. Then elicit answers from the class and ask Ss to write them on the board.

#### Possible answers

Brazil: Rio (de Janeiro), Salvador  
 China: Beijing, Guangzhou  
 Egypt: Alexandria, Giza  
 India: Chennai (Madras), Kolkata (Calcutta)  
 Japan: Yokohama, Osaka  
 Mexico: Guadalajara, Monterrey  
 the U.S.: Chicago, Los Angeles

#### 2 CONVERSATION

**Learning Objective:** use yes/no questions and answers with *be* in a short conversation about where someone is from

##### ▶ A [CD 1, Track 31]

- Books closed. Ss listen to the audio program. Ask: "What places do they talk about?" (Answer: Florida, Brazil, Rio de Janeiro, São Paulo)
- Books open. Focus Ss' attention on the picture and set the scene. These people work together.
- Play the audio program again. Ss listen and read silently. Elicit or explain any new vocabulary (e.g., *originally*: first; in the beginning).
- Play the audio program again. Ss listen and repeat. Then they practice the conversation in pairs.

##### ▶ B [CD 1, Track 32]

- Explain the task and set the scene. Explain that they will hear Alexis and Felipe talking to three other co-workers: Fernando, Nanami, and Sophia.
- Go over the statements in the chart. Explain that *True* means "correct" and *False* means "incorrect."
- Play the audio program. Ss listen and complete the task individually.

#### Audio script

1.  
*Alexis* So where are you from, Fernando?  
*Fernando* I'm from Spain.  
*Alexis* Oh, what part of Spain are you from?  
*Fernando* I'm from Madrid.

2.  
*Felipe* Is your name Japanese, Nanami?  
*Nanami* Yes, it is. But I'm from the U.S. – from New York.  
*Felipe* So you're American.  
*Nanami* Yes, I am. But my parents are from Japan originally.

3.  
*Felipe* By the way, Alexis, this is Sophia.  
*Alexis* Nice to meet you, Sophia. Are you from Brazil, too?  
*Sophia* No, I'm from Montreal.  
*Alexis* So you're Canadian. Is your first language English?  
*Sophia* No, it's not. My first language is French.

- Elicit answers from the class and write them on the board. Encourage Ss to correct the false answer.

#### Answers

1. True
2. False (She's from the U.S./New York.)
3. True

### 3 GRAMMAR FOCUS

**Learning Objectives:** use negative statements and yes/no questions with *be*

**[CD 1, Track 33]**

**Statements with *be***

- Books closed. Write these statements on the board:  
*Sophia's from Canada. She's not from Brazil.*  
*Fernando's from Spain. He's not from Mexico.*  
Point out that we use *not* in negative statements.
- Books open. Focus Ss' attention on the negative statements in the Grammar Focus box. Play the audio program. Ss listen and read silently. Then play the audio program again. Ss listen and repeat.

**Yes/No questions and short answers with *be***

- Write this on the board:  
*I am early. He is from Chile.*  
*Am I early? Is he from Chile?*
- Elicit or explain the pattern for statements and yes/no questions with *be*:  
Statements: Subject + verb + complement.  
Questions: Verb + subject + complement?  
If needed, explain that a *complement* follows the verb at the end of a sentence. Then go over the examples in the Grammar Focus box.
- Focus Ss' attention on the short answers. Point out that we use contractions with negative short answers, but not with positive short answers. Go over the negative and positive short answers.
- Play the audio program for the Grammar Focus box. Ss listen and read silently. Then play the audio program again. Ss listen and repeat.
- Note: To avoid confusion, this Grammar Focus presents only one negative form of *be* (i.e., *you're not, he's not*). The Grammar Focus in Unit 4, Cycle 2 presents the alternate form (*you aren't, he isn't*).

**A**

- Explain the task and model the first conversation with the class.
- Ss complete the task individually.
- Write lines on the board for each conversation. For example:  
1. A: \_\_\_\_\_  
B: \_\_\_\_\_  
A: \_\_\_\_\_  
B: \_\_\_\_\_  
A: \_\_\_\_\_  
B: \_\_\_\_\_

- Ask different Ss to write the answers on the board. Then go over the answers with the class.

**Answers**

- A: **Are** Diana and Mario from Ecuador?  
B: No, **they're/they are** not. **They're/They are** from Mexico.  
A: **Are** you from Mexico, too?  
B: No, **I'm/I am** not. I'm from Colombia.  
A: So, **is** your first language Spanish?  
B: Yes, it **is**.
- A: **Is** Meera from England?  
B: No, **she's/she is** not. She's from Australia.  
A: **Is** she from Sydney?  
B: Yes, she **is**. But her parents are from India. **They're/They are** not from Australia originally.  
A: **Is** Meera's first language Hindi?  
B: No, **it's/it is** not. **It's/It is** English.
- A: Ji-hye, **are** you and Kwang-ho from South Korea?  
B: Yes, we **are**.  
A: And **are you** from Seoul?  
B: No, **we're/we are** not. **We're/We are** from Busan.

- Ss practice the conversations in pairs. Go around the class and help with pronunciation.

**B**

- Explain the task and model the first example.
- Ss complete the task individually. Then they go over their answers in pairs. Ask different pairs to read the questions and answers for the class.


**Answers**

1. d   2. c   3. e   4. a   5. b

- Ss practice the questions and answers in pairs.

**C Pair work**

- Explain the first part of the task and elicit an example question from the class. Encourage Ss to use the questions in part B as models and the information about countries, nationalities, and languages in the appendix in the back of the book.
- Ss complete the task individually. Go around the class and help with grammar and spelling as needed.
- Explain the second part of the task. Ss ask each other their questions in pairs. Go around the class and encourage Ss to give additional information in their answers.
- Option:** Ss change partners and ask the questions again.

 For more practice making positive and negative statements with *be*, play **True or False?** – download it from the website.

## 4 PRONUNCIATION

**Learning Objective:** sound more natural by using correct syllable stress

### A [CD 1, Track 34]

- Play the audio program once or twice. Ss listen and read silently. Point out that the stressed syllables are pronounced slightly stronger than unstressed syllables.
- **Option:** Play the audio program and clap on the stressed syllables. Then play the audio program again. Ss clap on the stressed syllables.
- Play the audio program again. Ss listen and repeat.
- **Option:** Ask Ss to find the countries on a world map.

### B [CD 1, Track 35]

- Explain the task. Then Ss complete the task individually or in pairs. Go around the class and encourage Ss to read the words aloud.
- Play the audio program once or twice. Ss check their answers. Then play the audio program again. Ss listen and repeat.

○ ○	○ ○	○ ○ ○	○ ○ ○
China	Brazil	Canada	Malaysia
Turkey	Japan	Mexico	Morocco
English	Chinese	Mexican	Honduras
Spanish	Peru	Arabic	Korean

### C Group work

- Write these headings on the board:  
Countries   Nationalities   Languages
- Explain the task. Read a few words from part B and elicit the answers. Write them under the correct headings.
- Ss complete the task in groups of three or four. Go around the class and help with spelling as needed.
- Ss check their answers in the appendix in the back of the book. Then elicit Ss' answers. Ask different Ss to add their words to the board.
- **Option:** Write these questions on the board:
  1. Where do people speak English?
  2. Where do people speak Arabic?
  3. Where do people speak Spanish?
  4. Where do people speak Chinese?
- Ss work in teams. They list as many countries as possible in five minutes. The team with the most correct countries wins.

! For a new way to teach syllable stress, try **Walking Stress** – download it from the website.

## 5 SPEAKING

**Learning Objective:** discuss people's nationalities using yes/no questions with *be*

### A

- Explain the task. Ss complete the task individually. Go around the class and encourage Ss to guess.

### B Pair work

- Explain the task. Then ask two Ss to model the example conversation.
- Ss complete the task in pairs. Go around the class and help Ss with grammar and pronunciation as needed.

#### TIP

To determine if Ss need additional controlled grammar practice or explanation, check their performance in the speaking activities. If Ss make a lot of errors, plan a follow-up lesson for a later class.

- Ss check their answers at the bottom of the page.
- **Option:** Ss work in pairs or small groups. For homework, they write a similar exercise about five different famous people, using part A as a model. In class, the pairs or groups exchange exercises. Then they repeat the activity with the new exercises.

### End of Cycle 1

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

## 6 CONVERSATION

**Learning Objective:** use Wh-questions with *be* in a conversation describing people

### ▶ [CD 1, Track 36]

- Focus Ss' attention on the picture and set the scene. Nadia is talking to Ben about other guests at a wedding party.
- Text covered. Ask: "Who else is at the party?" Play the audio program and have Ss listen for the answer. Then elicit the answer. (Answer: Ben's sister Madison (Maddie) and her daughter Mia.)
- Text uncovered. Write these questions on the board:
  1. Is Madison 20 years old?
  2. Is she shy?
  3. Is Mia six years old?

Play the audio program again. Ss listen and read silently. Then elicit the answers. (Answers: 1. No 2. Yes 3. Yes )

- **Option:** Elicit the corrected answer from Ss: 1. She's 28.
- Elicit or explain any new vocabulary.

#### Vocabulary

**cute:** attractive, especially in a youthful way  
**What's she like?:** Tell me about her personality and appearance.  
**smart:** intelligent

- Ss practice the conversation in pairs. Go around the class and give help as needed.
- **Option:** Ask one or two pairs of Ss to role-play the conversation for the class.

## 7 SPEAKING

**Learning Objective:** say people's ages using numbers from 11 to 103

### ▶ A [CD 1, Track 37]

- Play the audio program. Ss listen and read silently.
- Play the audio program again. Ss repeat. Help Ss with any numbers they have difficulty pronouncing.

### ▶ B [CD 1, Track 38]

- Play the audio program. Ss listen and read silently.
- Point out the differences in stress. In numbers that end with *-teen*, the last syllable is stressed. In numbers that end with *-ty*, the first syllable is stressed.
- Play the audio program again. Ss listen and repeat.
- **Option:** Write these number pairs on the board:

12, 20    14, 40    16, 60    18, 80  
 13, 30    15, 50    17, 70    19, 90

Point to number pairs and ask different Ss to say the pairs.


#### TIP

It is difficult to hear which Ss are using correct pronunciation or stress during choral repetition; therefore, ask Ss to repeat the numbers, words, or phrases individually.

- **Option:** Ss write a list of 10 numbers ending with *-ty* or *-teen*. Then they work in pairs. S1 reads the numbers aloud and S2 listens and writes them down. Then they change roles. The pairs check answers by comparing lists.

#### C Pair work

- Write the names from Part C on the board. Focus Ss' attention on the pictures. Tell Ss that they have one minute to memorize each person's age. Call time and have Ss close their books.
- Model the pair work with a S. Ask: "How old is Carol?" Then Ss ask and answer questions about Ben's family from memory.
- Call on Ss to ask and answer questions about each person. Write the answers. Then have Ss open their books and check.

 For more practice with numbers, play **Bingo** – download it from the website.

**Learning Objective:** ask and answer Wh-questions with *be*

▶ [CD 1, Track 39]

- Books closed. Write these questions and answers on the board:

What's this? It's my tablet.

Where are you from? I'm from Brazil.

Who's that? She's my sister.

How old is she? She's 28.

Use these examples to review the meanings of the Wh-words.

- Books open. Focus Ss' attention on the Grammar Focus box. Play the audio program. Ss listen and read silently.
- Play the audio program again. Ss listen and repeat.

**A**

- Explain the task and focus Ss' attention on the four pictures. Point out that each picture goes with a different short conversation.
- Copy the first four lines of the first conversation on the board. Elicit the missing question and write it on the blank line.
- Ss complete the task individually. Go around the class and give help as needed. Encourage Ss to use the Grammar Focus box and to use contractions.
- Elicit the answers from the class and write them on the board.

**Answers**

- A: Look! **Who's that?**  
 B: Oh, she's a new student.  
 A: **What's/What is her name?**  
 B: I think her name is Yoo-jin.  
 A: Yoo-jin? **Where's/Where is she from?**  
 B: She's from South Korea.
- A: Hi, Brittany. **How are you?/How are you doing?**  
 B: I'm fine, thanks. My friend Leandro is here this week – from Argentina.  
 A: Oh, cool. **What's/What is he like?**  
 B: He's really friendly.  
 A: **How old is he?**  
 B: He's twenty-five years old.
- A: Azra, **where are you from?**  
 B: I'm from Turkey. From Ankara.  
 A: **What's/What is Ankara/it like?**  
 B: Well, Ankara is the capital of Turkey. It's very old.  
 A: **What's/What is your last name?**  
 B: My last name is Ganim.
- A: Good morning, Luke. **How are you?/How are you doing?**  
 B: I'm great, thanks.  
 A: Cool. **Who are they?**  
 B: They're my friends from school.  
 A: **Where are they from?**  
 B: They're from Miami, like me.

- Model the first conversation line by line. Ss listen and repeat. Then they practice it in pairs. Repeat with the other three conversations.

**B Pair work**

- Explain the first part of the task. Then read the example questions. To explain *best friend*, draw three stick figures on the board and write *My friends* over them. Circle one figure and write #1 under it. Say: "This is my best friend."
- Elicit one or two more questions from the class.
- Option:** Ss write two or three additional Wh-questions.

**TIP**

If higher-level Ss finish early or want to do more, give them an extra task.

- Ss write their questions individually. Go around the class and give help as needed. Write an **X** next to the questions that have grammar mistakes. Encourage Ss to correct the mistakes themselves or with help from their classmates.

**TIP**

To help Ss become actively engaged in their learning, encourage them to correct their own mistakes.

- Elicit questions from the class and write them on the board.
- Explain the second part of the task and model it with a S. Ask the questions on the board. The S answers them.
- Ss complete the task in pairs. Go around the class and give help as needed.
- Option:** Ss exchange questions. Then they ask a new partner the questions.



## 9 WORD POWER

**Learning Objective:** use adjectives to describe people's personalities and appearance

### ▶ A [CD 1, Track 40]

- Focus Ss' attention on the picture and the words. Elicit or explain any new vocabulary. Point out that we usually use *pretty* for women and *handsome* for men. We use the other adjectives for men or women.
- Play the audio program. Ss repeat.

### B Pair work

- Explain the first part of the task. Elicit other words that describe personality (e.g., *smart*) and appearance (e.g., *beautiful*, *cute*).
- Ss complete the chart individually. Then ask two Ss to write their answers on the board.

### Answers

#### Personality

talkative	quiet
friendly	serious
kind	shy
funny	

#### Appearance

pretty	tall
handsome	heavy
good-looking	thin
short	

- Explain and model the second part of the task. Ask a S to read the example sentence. Then describe your own personality and appearance.
- Ss describe their personality and appearance in pairs.

## 10 LISTENING

**Learning Objective:** develop skills listening for context clues

### ▶ [CD 1, Track 41]

- Explain the task. Ss listen to three short conversations. They check (✓) the words that describe each person.
- Play the audio program once or twice. Ss listen and complete the chart individually.
- Ss check their answers in pairs. Go around the class and encourage them to use complete sentences (e.g., *Nora's not talkative. She's quiet.*)
- Go over the answers with the class. Play the audio program again if needed.

### Audio script

1.  
Man 1 Wow! Who's that?  
Woman 1 Who? The tall guy?  
Man 1 No. The very good-looking girl over there.

- Woman 1 Oh, that's Nora.  
Man 1 Is she talkative?  
Woman 1 No, she isn't. She's really quiet. But she's very nice.
2.  
Woman 2 My new classmate's name is Taylor.  
Man 2 Oh, cool. What's Taylor like?  
Woman 2 Oh, very funny.  
Man 2 Nice. And is she good-looking?  
Woman 2 Yes, he is.  
Man 2 He? Is Taylor a guy?  
Woman 2 Yes, he is. Sorry!
3.  
Woman 3 Who's that short guy over there?  
Woman 4 That's my brother, Austin.  
Woman 3 He's very talkative.  
Woman 4 Yes, he really is.  
Woman 3 Is he serious?  
Woman 4 Austin? Oh, no. But he's really funny.

### Answers

1. Nora: pretty, quiet
2. Taylor: funny, handsome
3. Austin: short, talkative

## 11 INTERCHANGE 3

See page T-118 for teaching notes.

### End of Cycle 2

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

# Unit 4 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
<b>CYCLE 1</b>	<b>1 Word Power</b>	<b>TSS</b> Unit 4 Extra Worksheet	<b>GAME</b> Spell or Slime (Clothes)
	<b>2 Speaking</b>		<b>SS</b> Unit 4 Vocabulary 1 <b>GAME</b> Name the Picture (Colors and clothes)
	<b>3 Pronunciation</b>		
	<b>4 Conversation</b>		<b>SS</b> Unit 4 Speaking 1
	<b>5 Grammar Focus</b>		<b>SB</b> Unit 4 Grammar plus, Focus 1 <b>SS</b> Unit 4 Grammar 1 <b>GAME</b> Sentence Runner (Possessives)
	<b>6 Listening</b>		<b>WB</b> Unit 4 exercises 1–4
<b>CYCLE 2</b>	<b>7 Snapshot</b>		<b>SS</b> Unit 4 Vocabulary 2
	<b>8 Conversation</b>		<b>SS</b> Unit 4 Speaking 2
	<b>9 Grammar Focus</b>	<b>TSS</b> Unit 4 Vocabulary Worksheet <b>TSS</b> Unit 4 Grammar Worksheet	<b>SB</b> Unit 4 Grammar plus, Focus 2 <b>SS</b> Unit 4 Grammar 2–4 <b>GAME</b> Say the Word (Present continuous statements; conjunctions)
	<b>10 Listening</b>	<b>TSS</b> Unit 4 Listening Worksheet	
	<b>11 Interchange 4</b>	<b>TSS</b> Unit 4 Project Worksheet <b>VID</b> Unit 4 <b>VRB</b> Unit 4	<b>SS</b> Unit 4 Reading 1–2 <b>SS</b> Unit 4 Listening 1–3 <b>SS</b> Unit 4 Video 1–3 <b>WB</b> Unit 4 exercises 5–8

With or instead of the following SB section	You can also use these materials for assessment
<b>Units 3–4 Progress Check</b>	<b>ASSESSMENT PROGRAM</b> Units 3–4 Oral Quiz <b>ASSESSMENT PROGRAM</b> Units 3–4 Written Quiz

Key **GAME:** Online Game    **SB:** Student's Book    **SS:** Online Self-study    **TSS:** Teacher Support Site  
**VID:** Video DVD    **VRB:** Video Resource Book    **WB:** Online Workbook/Workbook

# My Plan for Unit 4

Use the space below to customize a plan that fits your needs.

With the following SB exercises	I am using these materials in class	My students are using these materials outside the classroom
With or instead of the following SB section	I am using these materials for assessment	

## 4

## Is this coat yours?

## Cycle 1, Exercises 1–6

In Unit 4, students discuss work and free-time clothes, colors, and the weather and what people are wearing. By the end of Cycle 1, students will be able to discuss work and free-time clothes and colors using possessive adjectives, possessive pronouns, and possessives with names. By the end of Cycle 2, students will be able to discuss the weather and what people are wearing using the present continuous and conjunctions.

## 1 WORD POWER

**Learning Objective:** identify and describe clothes

## ▶ A [CD 1, Track 42]

- Focus Ss' attention on the pictures.
- Play the audio program. Ss listen and read silently. Elicit or explain the meaning of *clothes for work* and *clothes for free time*. Point out which clothes are usually worn by women, which clothes are usually worn by men, and which clothes can be worn by both men and women.
- Play the program again. Ss listen and repeat.
- Read out the names of different clothes in the pictures. Ss point to the clothes.
- **Option:** Elicit names of other clothes from the class and write the words on the board. Model the pronunciation. Ss repeat.

**TIP**

To avoid overwhelming Ss with too much new vocabulary, present the words on the page and limit the number of extra words you teach each day.

- **Option:** Books closed. Ask: "Who is wearing (a blouse)?" Ss wearing (a blouse) stand up or raise their hands.

**B**

- Explain the task. Elicit the names of one or two clothing items for warm weather. Then elicit the names of one or two clothing items for cold weather.

- Point out that some clothes can go in both columns.
- Ss complete the chart individually. Then they compare answers in pairs or small groups.
- Elicit answers from the class. Ask two Ss to write the answers on the board.

**Possible answers****Clothes for warm weather**

cap  
T-shirt  
shorts  
sneakers  
swimsuit

**Clothes for cold weather**

hat  
scarf  
sweater  
coat  
gloves  
boots

**C Pair work**

- Demonstrate the activity by indicating several clothing items that Ss are wearing.
- Ss complete the task in pairs. Then elicit answers from the class.

**TIP**

To regularly review vocabulary, make it part of your teaching routine. For example, start each class with a vocabulary game or warm-up activity.

- For more practice with clothing vocabulary, play **Kim's Game** – download it from the website. Ss look at pictures of people wearing different clothes. Then they list the clothes from memory.

## 2 SPEAKING

**Learning Objective:** identify colors

### A [CD 1, Track 43]

- Focus Ss' attention on the colors. Then play the audio program. Ss listen and read silently.
- Play the audio program again. Ss listen and repeat.
- **Option:** Point to different clothes and other objects in the classroom. Ask: "What color is this? What color are these?" Elicit answers from the class.

### B Group work

- Explain the task and model the example conversation with a S. Ss repeat. Then ask different pairs of Ss to model the conversation.
- Ss complete the task in small groups.
- Elicit names of Ss who like different colors. Ask: "Is your favorite blue? green?"

### C Group work

- Focus Ss' attention on Exercise 1 on page 22. Explain the task. Hold up your book and point to the suit. Read the first statement. Then point to the socks and read the second statement.
- Read the statements again. Ss repeat.
- Ss complete the task in small groups. Go around the class and give help as needed.
- Elicit descriptions from the class.
- **Option:** Write 10 colors on the board. Ss work in teams to find two items of each color. They can look in the Student's Book or in the classroom. The first team to find two objects of each color wins.

## 3 PRONUNCIATION

**Learning Objective:** sound more natural when saying words with *s* and *sh*

### A [CD 1, Track 44]

- Elicit words that begin with *s* or *sh*. Write them in two columns on the board.
- Play the audio program. Ss listen and read silently.
- Play the audio program again. Ss listen and repeat.

### B

- Explain the task. Read the sentences slowly. Ss listen and repeat. Then ask different Ss to read the sentences aloud.
- **Option:** Ss write their own sentences with the letters *s* and *sh*. Then they read their sentences in pairs.
- **Option:** Write this tongue twister on the board:  
*She sells seashells by the seashore.*  
Explain the meaning of any new words. Point out that this sentence is difficult for native English speakers to say quickly. Then Ss practice reading the tongue twister in pairs.

## 4 CONVERSATION

**Learning Objective:** use possessive adjectives and pronouns in a conversation about clothing and colors

### [CD 1, Track 45]

- Focus Ss' attention on the picture and set the scene. Ashley and Jessica are doing laundry at home.
- Write these focus questions on the board:
  1. What *clothes* are they talking about?
  2. What *colors* are the *clothes*?
- Play the audio program. Then elicit answers to the focus questions. (Answers: 1. a blouse, jeans  
2. blue)
- Elicit or explain any new vocabulary.

### Vocabulary

**dry:** not wet

**disaster:** a very bad event

**problem:** something that causes difficulty

- Ask the class: "What's the disaster? What's the problem?" Play the audio program. Ss listen and read silently. Then elicit the answers. (Answers: All their clothes are blue. The problem is the blue jeans.)
- Play the audio program again. Ss listen and repeat, line by line. Then they practice the conversation in pairs. Go around the class and give help as needed.
- **Option:** Ask one or two pairs to role-play the conversation for the class.

## 5 GRAMMAR FOCUS

**Learning Objective:** use possessive adjectives, possessive pronouns, and possessives with names

### ▶ [CD 1, Track 46]

#### Possessives

- Focus Ss' attention on the possessive adjectives in the first column of the Grammar Focus box.
- Hold up your book and say: "This is *my* book." Indicate a nearby S's book and say: "This is *your* book." Continue with the remaining possessive adjectives.
- Focus Ss' attention on the possessive pronouns in the second column of the Grammar Focus box. Hold up your book and say: "This book is *mine*." Continue with the remaining possessive pronouns.
- Play the audio program for the first and second columns. Ss listen and read silently.
- Focus Ss' attention on the third column. Point out that names are made possessive by adding 's. The pronunciation follows the same pronunciation rules as plural -s endings. Refer Ss to Unit 2, Exercise 4. Point out that *whose* means "what person's."
- Play the audio program for the third column.

#### A

- Explain the first part of the task and model the first short conversation with a S.

- Ss complete the task individually or in pairs. Then ask different Ss to write the short conversations on the board. Go over the answers as a class.

#### Answers

1. A: This isn't **my** raincoat. Is it **yours**?  
B: No, it's not **mine**. Ask Emma. Maybe it's **hers**.
2. A: Hey! These aren't **our** sneakers!  
B: You're right. **Ours** are over there.
3. A: Are these **your** gloves, Erin?  
B: No, they're not **mine**. Maybe they are Logan's. **His** gloves are gray.
4. A: **Whose** T-shirts are these? Are they Haley's and Brad's?  
B: No, they're not **their** T-shirts. **Theirs** are white, not blue.

- Explain the second part of the task. Ss practice the conversations in pairs.

#### B Class activity

- Explain the task. Then ask four Ss to read the example conversation.
- Ss put things (e.g., a watch, glasses, a pen) in a box or bag. Then they choose a different thing.
- Ss go around the class and find the owners. When they find the owner, they sit down.

## 6 LISTENING

**Learning Objective:** listen for details in a short conversation about clothing and colors

### ▶ A [CD 1, Track 47]

- Explain the task. Play the first part of the audio program. Ask Ss to identify number 1 (Answer: Sarah)
- Play the audio program. Ss number the boxes.
- Go over answers with the class.

#### Audio script

**Announcer** Welcome to Fashion Week Fashion. Let's see some cool fashion!  
Number one is in a beautiful black blouse. Her skirt is blue, and her black high heels are from Italy. Thank you, number one.  
And here's number two. Her skirt is black, her blouse is blue, and her blue high heels are Japanese. Looking good!  
Say hello to number three. His suit is light gray, his tie is dark green, and his shoes are brown.  
Now for number four, handsome in a dark gray suit. He has a light green tie, and his shoes are black. Well done!

Let's welcome number five. Her cap is green, and she has a beige jacket. Her jeans are blue, and her sneakers are purple. Very nice!  
Last up is pretty number six with purple sneakers and blue jeans. Her jacket is dark brown, and her cap is red. Wonderful, number six!

#### Answers

- |           |         |           |
|-----------|---------|-----------|
| 1. Sarah  | 3. Kyle | 5. Alicia |
| 2. Amanda | 4. Cody | 6. Andrea |

#### B Pair work

- Explain the task and model the example conversation with a S.
- Ss complete the task in pairs.

#### End of Cycle 1

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.



## 7 SNAPSHOT

**Learning Objective:** discuss the seasons and the weather

### ▶ [CD 1, Track 48]

- Focus Ss' attention on the pictures.
- Play the audio program. Ss listen and read silently.
- Play the audio program again. Ss listen and repeat.
- **Option:** Focus Ss' attention on the thermometers. Elicit or explain the difference between *Fahrenheit* and *Celsius*. Elicit the temperatures in each picture.
- Read the focus questions aloud. Ss discuss the questions in small groups. If possible, put Ss from different countries and/or cities in each group.
- Elicit answers from the class. Write their answers on the board.

#### TIP

If your writing is hard to read, use capital letters or draw lines on the board to keep your writing straight.

- **Option:** If Ss come from countries with seasons that don't match the photos in the Snapshot, elicit or teach words that do (e.g., *rainy season*, *monsoon season*).
- **Option:** Ss work in pairs. They label the colors and objects in the pictures. Set a five-minute time limit. Then elicit the answers. Ss get one point for each correct answer.

! For a new way to practice seasons and weather, try **Vocabulary Steps** – download it from the website. Ss rank their favorite seasons and weather.

## 8 CONVERSATION

**Learning Objective:** use the present continuous in a short conversation about clothing and weather

### ▶ [CD 1, Track 49]

- Focus Ss' attention on Exercise 4 on page 23. Write these questions on the board:
  1. *Who are they?*
  2. *Where are they?*

Elicit the answers. (Answers: Ashley and Jessica; at home)
- Focus Ss' attention on Exercise 8 on page 25. Set the scene. Ashley and Jessica are leaving a store. Ask these questions and write them on the board:
  1. *Which one is Ashley? What is she wearing?*
  2. *Which one is Jessica? What is she wearing?*
  3. *What's the weather like?*
  4. *What season is it?*

Elicit answers from the class. (Possible answers: 1. She's the woman on the right. She's wearing pants, shoes, and a jacket. 2. She's the woman on the left. She's wearing a hat, gloves, a scarf, a coat, jeans, and boots. 3. It's snowing. It's cold and windy. 4. It's winter.)

- Play the audio program. Ss listen and read silently. Elicit or explain the meaning of any new vocabulary. Point out that *What's the matter?* means "What's the problem?"
- Play the audio program again. Ss listen and repeat. Encourage Ss to try to copy the speakers' intonation.
- Ss practice the conversation in pairs. Go around the class and give help as needed.

#### TIP

If some Ss find practicing the conversation too easy, make the task more challenging. For example, they can role-play the conversation from memory, continue the conversation, or focus on their pronunciation.

- **Option:** Ask one or two pairs to role-play the conversation for the class.

! For a new way to practice this conversation, try **Moving Dialog** – download it from the website.

## 9 GRAMMAR FOCUS

**Learning Objectives:** use present continuous statements and the conjunctions *and*, *but*, and *so*; use present continuous yes/no questions and adjective + noun

### ▶ [CD 1, Track 50]

#### Present continuous statements

- Focus Ss' attention on the left side of the Grammar Focus box. Explain that we use the present continuous to talk about actions that are happening now.
- Focus Ss' attention on the first column in the Grammar Focus box. Elicit or explain the pattern for positive present continuous statements: Subject + *be* + verb + *-ing*.
- Focus Ss' attention on the second column in the Grammar Focus box. Elicit or explain the pattern for negative present continuous statements: Subject + *be* + *not* + verb + *-ing*.
- Point out that the contractions in the second column have the same meaning as the contractions in the first column.
- Play the audio program for the left side of the Grammar Focus box. Ss listen and read silently.
- **Option:** Ask Ss to underline the present continuous statements in the Conversation on page 25. Then elicit the answers. (Answers: It's snowing. Well, you're wearing your coat. And I'm not wearing boots!)

#### Conjunctions

- Focus Ss' attention on the right side of the Grammar Focus box. Point out that we use the conjunction *and* to join two similar sentences. We use the conjunction *but* to join two contrasting sentences. We use *so* to indicate that we're adding a consequence or result. Elicit or explain that we use a comma in these sentence.
- Play the audio program for the right side of the Grammar Focus box. Ss listen and read silently.

#### TIP

To help explain general grammar concepts, teach your Ss common terms such as *subjects*, *verbs*, and *contractions*.

#### A

- Explain the first part of the task. Read the first two sentences in item 1 to model the task.
- **Option:** For lower-level classes, point out that the verb for all answers is *wear*.
- Ss complete the task individually. Go around the class to give help and encourage Ss to use contractions.
- Ss compare their sentences in pairs. Then ask different Ss to write the answers on the board. Go over the answers with the class.

#### Answers

1. My name is Dylan Jones. **I'm wearing** a new gray suit. **I'm wearing** new black shoes, too. It's raining, but **I'm not wearing** a raincoat.
  2. It's very hot and sunny today. Michael **is wearing** light blue shorts and white sneakers. He's **wearing** a white T-shirt, but he **isn't wearing** a cap.
  3. Adriana Fuentes is from Mexico. She's **wearing** a pretty yellow dress and a brown belt. She's **wearing** high heels and a light brown jacket, but she **isn't wearing** a coat. Wow, it's really windy!
  4. Hee-sun and Kun-woo are here with me today. They're 10 years old. It's really cold, so they're **wearing** winter clothes. They're **wearing** boots, gloves, hats, and scarves. And they're **wearing** heavy coats!
- **Option:** Ss work in pairs. They take turns reading the sentences aloud. Go around the class and help Ss with pronunciation.
  - For more practice with clothing and the present continuous, play **Change Chairs** – download it from the website.

▶ [CD 1, Track 51]

**Present continuous yes/no questions**

- Focus Ss' attention on the Grammar Focus box. Explain the pattern for present continuous yes/no questions:  
*Be + subject + verb + -ing?*  
Point out that the contractions *she's not* and *she isn't* and *they're not* and *they aren't* have the same meaning.
- Play the audio program for the Grammar Focus box. Ss listen and read silently.

**Adjective + noun**

- Focus Ss' attention on the Adjective + noun box. Point out the positions of the adjectives and nouns in the sentences. Read the text aloud. Ss listen and read silently.

**B Pair work**

- Explain the task and model the example conversation with a S. Then Ss complete the task in pairs.
- Ask different pairs of Ss to read the questions and answers. Correct any incorrect answers as a class.

**Answers**

1. Yes, he is.
2. No, he's not./No, he isn't.
3. Yes, he is.
4. No, he is not./No, he isn't.
5. Yes, he is.
6. No, he's not./No, he isn't.
7. No, she's not./No, she isn't.
8. Yes, she is.
9. Yes, she is.
10. No, they're not./No, they aren't.
11. Yes, they are.
12. No, they're not./No, they aren't.

**C**

- Ss write four new questions individually. Then they ask and answer the questions in pairs.

**10 LISTENING**

**Learning Objective:** listen for main ideas about what people are wearing

▶ **A [CD 1, Track 52]**

- Set the scene. Kayla and John are at a party. They are talking about other people's clothes. Then explain the task and go over the pronunciation of the names.
- Play the audio program once or twice. Ss listen and complete the task. Then elicit the answers.

**Audio script**

*John* Hi, Kayla! Great to see you!  
*Kayla* Hi, John.  
*John* That's a beautiful dress. You look great in pink.  
*Kayla* Thanks. You look good, too. Your brown jacket is really nice. And that's a cool cap.  
*John* Thanks!  
*Kayla* So, who's here?  
*John* Hmm. Let's see. Well, there's Ryan. He's really nice.  
*Kayla* Where's Ryan?  
*John* He's over there. He's wearing black jeans and a light green T-shirt.

*Kayla* Who's Ryan with?  
*John* The woman in the orange blouse and white skirt? That's Amber.  
*Kayla* Amber?  
*John* Yeah. She's very funny. She's friends with Robert.  
*Kayla* Where's Robert?  
*John* He's wearing a shirt and tie. He's talking to Brittany. She's wearing . . .  
*Kayla* What's the matter, John?  
*John* Well, she's wearing a pink dress, too. Um, it looks like yours.

**Answers**

Kayla, John, Robert, Brittany, Ryan, Amber

**B Group work**

- Explain the task and model the conversation with two Ss. Then Ss ask questions in small groups.

**C Group work**

- Ss write five questions individually. Then they ask and answer the questions in small groups.

**11 INTERCHANGE 4**

See pages T-116 and T-117 for teaching notes.

**End of Cycle 2**

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle and for assessment tools.

## SELF-ASSESSMENT

**Learning Objectives:** reflect on one's learning; identify areas that need improvement

- Ask: "What did you learn in Units 3 and 4?" Elicit Ss' answers.
- Ss complete the Self-assessment. Explain to Ss that this is not a test; it is a way for them to evaluate what they've learned and identify areas where they need additional practice. Encourage them to be honest, and point out they will not get a bad grade if they check (✓) *A little*.

- Ss move on to the Progress check exercises. You can have Ss complete them in class or for homework, using one of these techniques:
  1. Ask Ss to complete all the exercises.
  2. Ask Ss: "What do you need to practice?" Then assign exercises based on their answers.
  3. Ask Ss to choose and complete exercises based on their Self-assessment.

## 1 SPEAKING

**Learning Objective:** demonstrate one's ability to ask and answer questions about countries of origin, nationalities, and languages

- Explain the first part of the task. Ask two Ss to read question 1 and the answer.
- Ss match the questions and answers individually. Then they compare answers in pairs.
- To check answers, ask different pairs of Ss to read the questions and answers.

### Answers

1. h	3. a	5. d	7. b
2. c	4. f	6. g	8. e

- Explain the second part of the task. Ask a S to read question 1 to you. Then answer with your own information.
- Ss complete the task in pairs. Go around the class and give help as needed.

## 2 LISTENING

**Learning Objective:** demonstrate one's ability to understand descriptions of people

### ▶ A [CD 1, Track 53]

- Explain the task. Then play the audio program. Ss complete the task.
- Play the audio program again. Ss listen and check their answers.
- Ss compare their answers in pairs. Play the audio program as many times as needed.
- To check answers, ask: "What's (Jacob) like?" Continue with the remaining names.

### Audio script

1.  
*Woman* Where's your friend Jacob?  
*Man* He's over there.  
*Woman* Is he that tall man?  
*Man* No, Jacob is the short man with glasses.  
*Woman* What's he like?  
*Man* He's a little serious, but he's very nice.

2.  
*Woman* What's Monica like?  
*Man* Hmm. She's a little tall, and she's very talkative.  
*Woman* Is she pretty?  
*Man* Oh, yes. And she's very friendly.

3.  
*Woman* What's your friend Hannah like?  
*Man* She's very quiet and shy. And she's a little short.  
*Woman* Is she really serious?  
*Man* No, she's actually very funny.

4.  
*Woman* Who's that?  
*Man* Oh. That's my friend Ki-nam.  
*Woman* Wow! He's really tall.  
*Man* Yes. And he's very friendly and talkative.

### Answers

1. Jacob: short, serious, nice
2. Monica: tall, talkative, pretty, friendly
3. Hannah: short, quiet, shy, funny
4. Ki-nam: tall, friendly, talkative

### B

- Explain the task and model the example questions.
- Ss write their questions individually. Go around the class and give help as needed.
- Ss take turns asking and answering their questions in pairs.

## 3 SPEAKING

**Learning Objective:** demonstrate one's ability to discuss clothes and possessions

### Class activity

- Set the scene. Ss imagine they are roommates with a messy room. They are looking for their clothes.
- Explain the first part of the task and focus Ss' attention on the pictures. Point out that the Ss' pictures can be very simple. If needed, draw very simple sketches on the board as examples.
- Ss draw pictures individually. Go around the class and make sure each picture is on a different piece of paper.
- Collect the pictures and put them in a bag or box. Then each S takes three pictures from the bag or box. Make sure Ss don't take their own pictures.
- Explain the second part of the task. Then ask two pairs of Ss to model the example conversations. Point out that when Ss find the owners, they should return the pictures.
- Ss perform the second part of the task. They continue until all Ss have their own pictures.

## 4 SPEAKING

**Learning Objective:** demonstrate one's ability to discuss and compare favorite seasons, colors, and clothes

### A

- Explain the first part of the task and focus Ss' attention on the chart.
- Ss complete the *Me* column of the chart individually. Go around the class and help with vocabulary as needed.
- Explain the second part of the task.
- **Option:** For lower-level classes, elicit questions Ss can ask their partners:
  1. *What's your favorite season?*
  2. *What's your favorite color?*
  3. *What are your favorite clothes?*If needed, write them on the board.

- Ss complete the task in pairs. Go around the class and make sure Ss complete the *My partner* column of the chart.
- **Option:** Each pair joins another pair. Ss compare answers in small groups.

### B

- Explain the task. Ask different Ss to model the example sentences. Remind Ss that *and* joins similar sentences, *but* joins contrasting sentences, and *so* adds a consequence or result.
- Ss write sentences individually. Go around the class and give help as needed.
- Elicit sentences from the class. Ask different Ss to write them on the board.

## 5 SPEAKING

**Learning Objective:** demonstrate one's ability to ask and answer questions about people's appearance and clothes

### Group work

- Focus Ss' attention on the picture and explain the task. Ask four Ss to model the example conversation. Point out that Ss ask: "Is it . . . ?" when they don't know if the person is male or female.
- Ss play the game in small groups. Go around the class and encourage Ss to use short answers. The S who guesses correctly thinks of the next classmate.
- **Option:** For small classes, play this game as a class.

## WHAT'S NEXT?

**Learning Objective:** become more involved in one's learning

- Focus Ss' attention on the Self-assessment again. Ask: "How well can you do these things now?"
- Ask Ss to underline one thing they need to review. Ask: "What did you underline? How can you review it?"
- If needed, plan additional instruction, activities, or reviews based on Ss' answers.

# Unit 5 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
<b>CYCLE 1</b>	<b>1 Snapshot</b>		<b>SS</b> Unit 5 Vocabulary 1
	<b>2 Conversation</b>		<b>SS</b> Unit 5 Speaking 1
	<b>3 Grammar Focus</b>		<b>SB</b> Unit 5 Grammar plus, Focus 1 <b>SS</b> Unit 5 Grammar 1–2 <b>GAME</b> Name the Picture (Time) <b>GAME</b> Sentence Stacker (Present continuous and time expressions)
	<b>4 Listening</b>		<b>WB</b> Unit 5 exercises 1–4
<b>CYCLE 2</b>	<b>5 Conversation</b>		<b>SS</b> Unit 5 Speaking 2
	<b>6 Pronunciation</b>		
	<b>7 Grammar Focus</b>		<b>SB</b> Unit 5 Grammar plus, Focus 2 <b>SS</b> Unit 5 Grammar 3 <b>GAME</b> Speak or Swim (Present continuous Wh-questions) <b>GAME</b> Sentence Runner (Present continuous questions)
	<b>8 Word Power</b>	<b>TSS</b> Unit 5 Vocabulary Worksheet <b>TSS</b> Unit 5 Grammar Worksheet <b>TSS</b> Unit 5 Listening Worksheet <b>TSS</b> Unit 5 Extra Worksheet	<b>SS</b> Unit 5 Vocabulary 2
	<b>9 Interchange 5</b>		
	<b>10 Reading</b>	<b>TSS</b> Unit 5 Project Worksheet <b>VID</b> Unit 5 <b>VRB</b> Unit 5	<b>SS</b> Unit 5 Reading 1–2 <b>SS</b> Unit 5 Listening 1–3 <b>SS</b> Unit 5 Video 1–3 <b>WB</b> Unit 5 exercises 5–9

Key **GAME:** Online Game    **SB:** Student's Book    **SS:** Online Self-study    **TSS:** Teacher Support Site  
**VID:** Video DVD    **VRB:** Video Resource Book    **WB:** Online Workbook/Workbook



# My Plan for Unit 5

Use the space below to customize a plan that fits your needs.

With the following SB exercises	I am using these materials in class	My students are using these materials outside the classroom
With or instead of the following SB section	I am using these materials for assessment	

## 5

# What time is it?

## Cycle 1, Exercises 1–4

In Unit 5, students discuss cities, time zones, and people's activities. By the end of Cycle 1, students will be able to discuss cities and time zones using time expressions. By the end of Cycle 2, students will be able to discuss people's activities using the present continuous.

### 1 SNAPSHOT

**Learning Objective:** discuss cities and international time zones

#### ▶ [CD 1, Track 54]

- Focus Ss' attention on the pictures. Then play the audio program. Ss listen and repeat.
- Ask the first question. Elicit answers from the class.

#### TIP

To give all Ss a chance to answer questions, don't always call on the first Ss who raise their hands. Instead, give Ss time to think and wait until more Ss raise their hands.

- Ask the second question. Elicit answers from the class.
- **Option:** Bring atlases, world maps, or globes to class. Ss use them to answer the questions. Go over the pronunciation of additional cities as needed.
- **Option:** Ask: "Where are these cities?" Ss list the country for each city in pairs or small groups. Then elicit the answers. Ss get one point for each correct answer. (Answers: Mexico City, Mexico; New York, the United States; Dubai, United Arab Emirates; Seoul, South Korea)
- **Option:** Based on the time of day in each picture, have Ss guess what other types of television programs might be on in each city.

### 2 CONVERSATION

**Learning Objective:** use time expressions and times of day in a short conversation

#### ▶ [CD 1, Track 55]

- Books closed. Write these questions on the board:
  1. Where is Brian?
  2. Where is Amar?
- Play the audio program. Ss listen for the answers. Then elicit the answers from the class. (Answers: 1. New York 2. Australia)
- **Option:** Ask Ss to find New York and Australia on a world map or globe.
- Books open. Focus Ss' attention on the picture. Set the scene. Brian is at home on vacation in New York. Amar is in Australia. He's sleeping. Brian is calling Amar.
- Write these focus questions on the board:
  1. Is it 2:00 P.M. in New York?
  2. Is it 2:00 A.M. in Australia?

Then play the audio program again. Ss listen for the answers. Elicit the answers. (Answers: 1. Yes 2. Yes)

- Elicit the meaning of any new vocabulary. Encourage Ss to guess.

#### Vocabulary

**vacation:** time off of work

**Right?:** Is this correct?

**Congratulations:** what you say when you are happy for someone's success

- Play the audio program again. Ss listen and repeat.
- Ss practice the conversation in pairs.
- **Option:** Ask one or two pairs to role-play the conversation for the class.
- **!** For a new way to practice this conversation, try the **Onion Ring** technique – download it from the website.

### 3 GRAMMAR FOCUS

**Learning Objectives:** ask and answer questions using time expressions; use times of day

#### What time is it?

#### ▶ [CD 1, Track 56]

- Focus Ss' attention on the clocks. Play the audio program. Ss listen and read silently.
- Point out that *o'clock* is for exact hours only, not hours + minute. Point out the uses of *after* and *to*. Explain that *five after two* means "five minutes after two," and *a quarter after two* means "fifteen minutes after two."
- Play the audio program again. Ss listen and repeat.
- **Option:** Draw more clocks on the board with different times. Ask: "What time is it?" and elicit the answers. Elicit different ways of saying each time when possible.

#### A Pair work

- Explain the task and model the example conversation with a S.
- Ss complete the task in pairs. Encourage Ss to answer in different ways when possible.
- Elicit answers from the class.

#### TIP

To encourage quiet Ss to speak more loudly, don't walk closer to them and repeat their answers. Instead, move away from the Ss slowly and encourage them to speak louder so everyone can hear them.

#### Answers

1. It's ten (minutes) after ten./It's ten-ten.
  2. It's one (minute) after six./It's six-oh-one.
  3. It's ten (minutes) to six./It's five-fifty.
  4. It's eight-thirty.
  5. It's five (minutes) after nine./It's nine-oh-five.
  6. It's twelve forty-five./It's a quarter to one.
- **Option:** Ask Ss to draw 10 clock faces on a piece of paper and number them. Then read a list of 10 different times aloud (e.g., 3:10, 6:30, 12:15, 4:40, 1:05, 2:25, 5:35, 11:50, 8:20, 5:30). Ss draw the times on the clock faces. Then ask different Ss to draw the clocks on the board. Go over the answers as a class.
  - For more practice with times, play **Concentration** – download it from the website. Ss match cards with times (e.g., 4:00) and cards with clock faces.

#### Is it A.M. or P.M.?

#### ▶ [CD 1, Track 57]

- Focus Ss' attention on the pictures. Point out that the place is the same, but the time of day is different. (Students may recognize the Golden Gate Bridge of San Francisco, in the U.S.)
- Play the audio program. Ss listen and read silently.
- Point out that *noon* is 12:00 P.M. and *midnight* is 12:00 A.M. Explain these guidelines for using the time expressions:
  1. in the morning = 1:00 A.M. to noon
  2. in the afternoon = noon to about 5:00 P.M.
  3. in the evening = about 5:00 P.M. to about 9:00 P.M.
  4. at night = about 7:00 P.M. to after midnight
- Tell Ss that *afternoon* has stress on the last syllable (**afternoon**), but *morning* and *evening* have stress on the first syllable (**morning**, **evening**).
- Play the audio program again. Ss listen and repeat.

#### B Pair work

- Explain the task and model the example with a S:

S: It's eight o'clock in the morning.  
T: It's 8:00 A.M.
- Ss complete the task in pairs. Then they change roles. Go around the class and check Ss' use of time expressions.

#### Answers

2. It's 3:00 P.M.
  3. It's 6:00 P.M.
  4. It's midnight.
  5. It's ten (o'clock) in the morning.
  6. It's four (o'clock) in the afternoon.
  7. It's seven (o'clock) in the evening.
  8. It's noon.
- **Option:** Ss underline the time expressions in the Conversation on page 30. Then elicit the answers. (Answers: But what time is it there?, It's 2:00 P.M. / And it's two o'clock in Australia, too. / That's right - it's two o'clock in the morning! / 2:00 A.M.?)

#### TIP

To raise Ss' awareness of a grammar structure's meaning and use, connect the Grammar Focus to the previous Conversation.

- For more practice with A.M. and P.M., play **Run For It!** – download it from the website. Put signs with A.M. and P.M. on the walls and read out sentences with different time expressions.

## 4 LISTENING

**Learning Objective:** listen for specific information about times in a short conversation

### A [CD 1, Track 58]

- Explain the task and set the scene. Lauren and John are calling friends in different cities around the world.
- Play the audio program once or twice. Ss listen and complete the chart.

#### Audio script

Lauren What time is it now, John?  
John It's four o'clock.  
Lauren OK. It's 4:00 P.M. here in Vancouver, so it's 7:00 A.M. in Bangkok. I'm calling Tanawat.  
John Now? He's sleeping!  
Lauren Oh, you're right. Well, let's call your friend Richard. What time is it in London?  
John It's 1:00 A.M.  
Lauren Oh, that's late. What time is it in Tokyo?  
John 9:00 A.M.  
Lauren Great. I'm calling Misaki.  
John Wait a minute. She's in São Paulo this week. Remember?  
Lauren Oh, right. Well, I have her phone number in São Paulo.  
John What time is it there?

Lauren Um . . . it's nine in the evening. . . . She's watching television, of course. She does that every evening.  
John So are you calling her?  
Lauren Sure. We have to tell someone we're getting married!

- Ss compare their answers in pairs. Elicit the answers and write the correct answers on the board. (Answers: Vancouver: 4:00 P.M., Bangkok: 7:00 A.M., London: 1:00 A.M., Tokyo: 9:00 A.M., São Paulo: 9:00 P.M.)

### B [CD 1, Track 59]

- Explain that Ss will listen to the conversation again and check the correct answers in the chart.
- **Option:** Have Ss try to complete the chart from memory. Then play the audio to check their answers.
- Play the audio program once or twice. Ss listen and complete the chart.
- Ss read the answers aloud: 1. Tanawat is **sleeping**. 2. Richard is in **London**. 3. Misaki is **watching TV**.

### End of Cycle 1

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

## Cycle 2, Exercises 5–10

## 5 CONVERSATION

**Learning Objective:** use present continuous Wh-questions in a conversation about someone's activities

### A [CD 1, Track 60]

- Books closed. Ask these focus questions: "What time is it? What is Jay doing?"
- Play the audio program. Then elicit the answers from the class. (Answers: 3:00 A.M., cooking)

- Books open. Focus Ss' attention on the picture and elicit or explain any new vocabulary.
- Play the audio program again. Ss listen and read silently.
- Play the audio program again. Ss listen and repeat. Then they practice the conversation in pairs.

## 6 PRONUNCIATION

**Learning Objective:** sound more natural when asking yes/no and Wh-questions with rising and falling intonation

### A [CD 1, Track 61]

- Explain the task and focus Ss' attention on the arrows. Point out that yes/no questions have rising intonation and Wh-questions have falling intonation.
- Play the audio program. Ss listen and read silently. Play the audio program again. Ss listen and repeat.

### B [CD 1, Track 62]

- Play the first question and model the task.
- Play the audio program. Ss complete the task individually.

#### Audio script

1. Are you wearing a coat?  
2. What are you doing now?  
3. What time is it?  
4. Is it midnight?  
5. What color is his T-shirt?  
6. Are you from Thailand?

- Play the audio program again to check answers.

#### Answers

1. ↗ 2. ↘ 3. ↘ 4. ↗ 5. ↘ 6. ↗

# 7 GRAMMAR FOCUS

**Learning Objectives:** ask and answer present continuous Wh-questions; use the conjunction so

## ▶ [CD 1, Track 63]

- Focus Ss' attention on the pictures and the labels. Point out that when it is 4:00 A.M. in San Diego, it is 6:00 A.M. in Guadalajara.
- Ask Ss about the time in different cities. For example:  
T: What time is it in Washington, D.C.?  
Ss: It's 7:00 A.M.

### Present continuous Wh-questions

- Play the audio program. Ss listen and read silently.
- Elicit or explain the pattern for present continuous Wh-questions:  
Wh-word + *be* + subject + verb + *-ing*?

#### TIP

To help Ss remember how to form a new structure, write it on the board using different colors for important features. For example:

What's *Victoria* doing?  
*She's* sleeping.

- **Option:** Ss underline the present continuous Wh-questions in the Conversation on page 32. Then elicit the answers. (Answers: What are you doing? ... why are you cooking now? What are you making?)
- Review the meaning of *so*. Read the statement about Leticia: "It's 6:00 A.M., so she's getting up." Ask: "Why is Leticia getting up?" Elicit the answer. (Answer: It's 6:00 A.M.)
- Play the audio program for the questions and answers again. Ss listen and repeat.
- For the last picture, ask Ss: "What time is it? What are you doing now?" Elicit Ss' answers. (Possible answers: I'm studying English. I'm talking.)
- **Option:** Ss imagine it is a different time of the day. Ask: "What time is it? What are you doing?" Elicit answers with *so*. For example:  
T: What are you doing, John?  
S: It's 5:00, so I'm cooking dinner.

## A Pair work

- Explain the task and model the first two questions with different Ss.
- Ss complete the task in pairs. Go around the class and help Ss with grammar as needed.
- Ask different pairs to ask and answer the questions. If Ss make any errors, encourage them to try to correct them.

### Answers

1. Lya and Erin are having breakfast.
2. Tamara is eating dinner.
3. She's working in Cairo.
4. He's checking his messages in Osaka.
5. He's sleeping.
6. He's wearing a suit and tie.
7. It's 6:00 A.M./It's six (o'clock) in the morning.
8. It's noon.

## B Group work

- Focus Ss' attention on the spelling box. Read the text in the spelling box aloud. Ss listen and read silently.
- Explain these spelling rules for present continuous verbs:
  1. For most verbs, add *-ing* to the base form (e.g., *sleeping*).
  2. If the base form ends with a vowel + a consonant, double the final consonant and add *-ing* (e.g., *getting*).
  3. If the base form ends with a silent *e*, drop the *e* and add *-ing* (e.g., *having*).
- Explain the first part of the task. Write *who*, *what*, *where*, *when*, and *why* on the board, and elicit example questions for each Wh-word. Point out that Ss should use each Wh-word at least once.
- Ss work individually. Go around the class and help with grammar and spelling as needed.
- Explain the second part of the task. Then Ss ask and answer their questions in small groups.

#### TIP

To help Ss avoid common errors, write the target feature on a card. For example, if your Ss forget the *-ing* ending when practicing the present continuous, write *-ing* on a card. When a S forgets to use the *-ing* ending, hold up the card.

- **Option:** Elicit questions from each group. Ss ask different groups their questions.
- For more practice asking and answering present continuous Wh-questions, play **Hot Potato** – download it from the website.

## 8 WORD POWER

**Learning Objective:** describe people's activities

### ▶ A [CD 1, Track 64]

- Focus Ss' attention on the pictures. Play the audio program. Ss listen and repeat.
- Say the verbs or phrases under the pictures in random order. Ask different Ss to find the matching picture and form a complete sentence. For example:  
T: watch a movie  
S1: They're watching a movie.  
T: read  
S2: She's reading.
- **Option:** Ss write complete sentences about each picture.

### B Pair work

- Explain the task. Point to the first picture and model the example conversation with a S.
- Ss complete the task in pairs. Go around the class and check Ss' use of grammar and rising or falling intonation.
- **Option:** Ss look through Units 1–5 in pairs or small groups. They ask and answer present continuous questions about the people in the pictures. Go around the class and give help as needed.

### C Group work

- Explain the task. Point to the activity (riding bikes) and to the conversation in the book. Model the example with some Ss.
- Divide the class into two teams. Each team writes an activity on a piece of paper.
- Each team gives their paper to a pair of Ss on the other team. The pair reads the activity silently so their team doesn't know what it is. Then the pair acts out the activity. Their team asks yes/no questions to guess what they are doing.
- Then a pair from the other team acts out their activity. Their team guesses.
- Repeat until everyone has had a chance to mime an activity.
- **Option:** For added challenge, set a time limit.

## 9 INTERCHANGE 5

See page T-119 for teaching notes.



# 10 READING

**Learning Objectives:** skim and read for details in messages between friends

## A [CD 1, Track 65]

- Focus Ss' attention on the title and pictures. Explain that this conversation is taking place on social media between two women, Eva and Pam.
- Focus Ss' attention on the names *Eva35* and *PamL*. Elicit or explain that these are Eva's and Pam's screen names or online IDs.
- Explain the task. Explain that *skim* means "to read quickly to find general information."
- Write these questions on the board:
  1. *Where are they?*
  2. *What are they doing?*Point out that Ss can complete the task quickly by finding the answers to these questions.
- Ss complete the task individually. Go over the answers by pointing to each picture and asking "What's her name?"

### Answers

top picture: Pam  
bottom picture: Eva

## B

- Explain the task. Ss read the text more carefully. Point out that they can find the answers quickly by looking for the phrases from the list. Ask: "Who is watching a movie?" Ss look through the conversation to find the answer. (Answer: Eva)
- Ss complete the task individually.
- Ss compare their answers in pairs. Then go over the answers with the class.

### Answers

1. **Eva** is watching a movie.
2. **Eva** is visiting friends.
3. **Pam** is working in an office.
4. **Lety** is making coffee.
5. **Paul** is calling Eva on her cell phone.
6. **Pam's** boss is calling Pam.

- Ss read the conversation again. Elicit or explain any new vocabulary.

### Vocabulary

**message:** to communicate online, especially by text or through a website

**social media:** websites/online communities where people share ideas, personal messages, and photos or videos

**report:** information about a subject, written or spoken

## C Pair work

- Explain the task. Take a piece of paper and model having an online conversation with a S. Pass the paper back and forth as you ask and answer written questions. Read them aloud on each turn.
- Ss write an online conversation in pairs. They take turns writing questions and answers on one piece of paper. Go around the class and give help with grammar, vocabulary, and spelling as needed.

### TIP

To encourage Ss to write conversations using their own ideas, have them close their Student's Books.

- *Option:* Ask one or two pairs to read their online chats aloud.

## End of Cycle 2

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

# Unit 6 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
<b>CYCLE 1</b>	<b>1 Snapshot</b>		<b>SS</b> Unit 6 Vocabulary 1
	<b>2 Conversation</b>		<b>SS</b> Unit 6 Speaking 1
	<b>3 Word Power</b>	<b>TSS</b> Unit 6 Vocabulary Worksheet	<b>SS</b> Unit 6 Vocabulary 2 <b>GAME</b> Spell or Slime (Family)
	<b>4 Grammar Focus</b>		<b>SB</b> Unit 6 Grammar plus, Focus 1 <b>GAME</b> Sentence Runner (Simple present statements 1) <b>GAME</b> Sentence Stacker (Simple present statements 2)
	<b>5 Pronunciation</b>	<b>TSS</b> Unit 6 Extra Worksheet	<b>WB</b> Unit 6 exercises 1–4
<b>CYCLE 2</b>	<b>6 Conversation</b>		<b>SD</b> Unit 6 Speaking 2
	<b>7 Grammar Focus</b>	<b>TSS</b> Unit 6 Grammar Worksheet <b>TSS</b> Unit 6 Listening Worksheet	<b>SB</b> Unit 6 Grammar plus, Focus 2 <b>SS</b> Unit 6 Grammar 1–2 <b>GAME</b> Work Keys (Simple present questions)
	<b>8 Listening</b>		
	<b>9 Speaking</b>		
	<b>10 Interchange 6</b>		
	<b>11 Reading</b>	<b>TSS</b> Unit 6 Project Worksheet <b>VID</b> Unit 6 <b>VRB</b> Unit 6	<b>SS</b> Unit 6 Reading 1–2 <b>SS</b> Unit 6 Listening 1–2 <b>SS</b> Unit 6 Video 1–3 <b>WB</b> Unit 6 exercises 5–10

With or instead of the following SB section	You can also use these materials for assessment
<b>Units 5–6 Progress Check</b>	<b>ASSESSMENT PROGRAM</b> Units 5–6 Oral Quiz <b>ASSESSMENT PROGRAM</b> Units 5–6 Written Quiz

Key **GAME:** Online Game    **SB:** Student's Book    **SS:** Online Self-study    **TSS:** Teacher Support Site  
**VID:** Video DVD    **VRB:** Video Resource Book    **WB:** Online Workbook/Workbook

# My Plan for Unit 6

Use the space below to customize a plan that fits your needs.

With the following SB exercises	I am using these materials in class	My students are using these materials outside the classroom

With or instead of the following SB section	I am using these materials for assessment

# 6

# I ride my bike to school.

In Unit 6, students discuss transportation, family, and daily and weekly routines. By the end of Cycle 1, students will be able to discuss transportation and family using simple present statements. By the end of Cycle 2, students will be able to discuss daily and weekly routines using simple present questions.

## Cycle 1, Exercises 1–5

### 1 SNAPSHOT

**Learning Objective:** describe kinds of transportation

#### [CD 2, Track 1]

- Focus Ss' attention on the title and pictures. Elicit or explain any new vocabulary.

#### Vocabulary

**transportation:** ways of going to different places  
**get around:** go from place to place

- Play the audio program. Ss listen and read silently.
- Play the audio program again. Ss listen and repeat.
- Explain the first task. Ss check the kinds of transportation they use individually. Then they compare answers in groups. Write this model conversation on the board:

A: I walk and I take the bus. How about you, Joe?

B: I take the subway. How about you, Maria?

- Ss complete the task in groups. Elicit their answers.
- Explain the second task. Ss make a list of other kinds of transportation in groups. Point out that they can list unusual kinds of transportation.
- Elicit answers from each group and write them on the board. (Possible answers: boat, ship, plane, helicopter, truck, horse, camel) Explain or draw pictures of any new vocabulary

#### TIP

To collect vocabulary for future warm-ups, reviews, and games, make a Vocabulary box. As you present new words, ask different Ss to write them on pieces of paper and put them in the box.

- For more practice with transportation vocabulary, play **Sculptures** – download it from the website.

### 2 CONVERSATION

**Learning Objective:** use simple present statements in a conversation about transportation

#### [CD 2, Track 2]

- Books closed. Write this focus question on the board:  
*What three kinds of transportation do the speakers talk about?*  
Play the audio program and Ss listen for the answer. Elicit the answer. (Answer: a car, the bus, the train)
- Books open. Use the picture to set the scene. Yuto and Austin are in front of Austin's house.
- Ask these questions:
  1. What are Austin and Yuto wearing?
  2. What are they looking at?
  3. What color is the car?
  4. Whose car is it?

Then elicit the answers. (Answers: 1. T-shirts and jeans  
2. a car 3. blue 4. Austin's sister's)

- Play the audio program again. Ss listen and read along silently.
- Elicit or explain any new vocabulary.

#### Vocabulary

**suburbs:** area outside of a city where many people live

**downtown:** the business center of a city

**public transportation:** transportation everyone can use, such as buses, trains, and subways

- Play the audio program again. Ss listen and repeat.
- Ss practice the conversation in pairs. Go around the class and give help as needed.
- **Option:** Ask one or two pairs to role-play the conversation for the class.

- For a new way to practice this conversation, try **Moving Dialog** – download it from the website.

### 3 WORD POWER

**Learning Objective:** describe family relationships

#### ▶ A [CD 2, Track 3] Pair work

- Focus Ss' attention on the pictures. Point out that this is the family of Austin from Exercise 2.
- Ss study the family. Read the names (e.g., *Tom, Lisa*) aloud. Ss repeat. Then read the words for family relationships (e.g., *husband, wife*). Ss listen and repeat.
- Focus Ss' attention on the words in the box. Explain that the words on the left (i.e., *kids, mom, dad*) are informal ways to say the words on the right. Read the words. Ss repeat.
- Explain the task and read the first sentence. Ss complete the sentences in pairs.
- Play the audio program again. Ss listen and check their answers.

#### Answers

Lisa is Tom's **wife**.  
Megan and Austin are their **children/kids**.  
Tom is Lisa's **husband**.  
Austin is Lisa's **son**.  
Megan is Tom's **daughter**.  
Austin is Megan's **brother**.  
Megan is Austin's **sister**.  
Tom and Lisa are Austin's **parents**.

- **Option:** Play the audio program again. Ss listen and repeat.

#### B Pair work

- Explain the task and ask a S to model the example sentences aloud. Then tell the class about your family.
- Ss talk about their families in pairs.
- **Option:** Ask Ss to bring pictures of their families to class to show their classmates.

### 4 GRAMMAR FOCUS

**Learning Objective:** use simple present statements with regular and irregular verbs

#### ▶ [CD 2, Track 4]

##### Simple present statements

- Focus Ss' attention on the Grammar Focus box.
- Explain that we use the simple present for things that happen regularly (e.g., *I walk to school!*) We also use the simple present for things that are permanent (e.g., *I come from New York.*)
- Play the audio program. Ss listen and read silently.
- Point out the -s ending on the verbs that follow *he* and *she*. Explain that regular simple present verbs with *he, she,* and *it* end in -s.
- Point out *don't* and *doesn't* in the negative sentences. Explain that *don't* and *doesn't* are contractions of *do not* and *does not*.
- Elicit or explain the meaning of *use, far, near, alone,* and *need*.

#### A

- Focus Ss' attention on the verb endings box. Point out that *study* changes to *studies* because it ends in consonant + *y*, and *watch* changes to *watches* because it ends in *ch*.
- Read the text in the verb endings box aloud. Ss listen and repeat.
- Set the scene for the exercise. Tom Mitchell from Exercise 3 is talking about his family.

- Elicit or explain any new vocabulary.

#### Vocabulary

**retired:** not working because of age

- Explain the first part of the task and model the first sentence. Point out that the pronoun for *my family* and *I* is *we*. Elicit or explain that simple present verbs with *we* don't end in -s.
- Ss complete the task individually. Go around the class and give help as needed.
- Explain the second part of the task. Ss compare answers in pairs. Then elicit answers from the class and write them on the board.

#### Answers

1. My family and I **live** in the suburbs. My wife and I **work** near here, so we **walk** to work. Our daughter Megan **works** downtown, so she **drives** to work. Our son **doesn't** drive. He **rides** his bike to school.
2. My parents **live** in the city. My mother **takes** the subway to work. My father is retired, so he **doesn't** work now. He also **uses** public transportation, so they **don't** need a car.

▶ [CD 2, Track 5]

**Simple present statements with irregular verbs**

- Focus Ss' attention on the Grammar Focus box. Remind Ss that regular simple present verbs with *he, she, and it* end in *-s*.
- Point out that irregular simple present verbs change in different ways. Elicit or explain that *have, do, and go* change to *has, does, and goes* with *he, she, and it*.
- Play the audio program. Ss listen and read silently.

**B**

- Set the scene. Yuto is Austin's friend from Exercise 2 on page 36. He is talking about his family and Austin.
- Explain the first part of the task and model the first sentence.
- Ss complete the task individually. Then they compare answers in pairs.
- Elicit answers from the class and write them on the board.

## 5 PRONUNCIATION

**Learning Objectives:** differentiate between third-person singular *-s* endings and use them correctly to sound more natural

▶ [CD 2, Track 6]

- Point out that the pronunciation of third-person singular *-s* endings in the simple present follows the same rules as the pronunciation of *-s* endings for plural nouns.
- Play the audio program. Ss listen and read silently.

### Cycle 2, Exercises 6–11

## 6 CONVERSATION

**Learning Objective:** use simple present questions in a conversation about daily routines

▶ [CD 2, Track 7]

- Text covered. Focus Ss' attention on the picture. Ask the class: "Where are the speakers? What are they wearing? What do you think they're talking about?" Encourage Ss to make guesses.
- Play the audio program. Ss listen. Then ask them if their guesses were correct.
- Text uncovered. Ask the class: "What time does Adam get up on Sundays? What time does Paige get up?" Play the audio program again. Ss listen for the answers. Elicit the answers. (Answers: Adam gets up at noon. Paige gets up at ten o'clock.)

### Answers

1. My parents **have** a house in the suburbs. My mom and dad **go** downtown to work. My parents are very busy, so I **do** a lot of work at home.
2. My brother doesn't live with us. He **has** an apartment in the city. He **goes** to school all day, and he **does** his homework at night.
3. I **have** a new friend. His name is Austin. We **go** to the same school, and sometimes we **do** our homework together.

### C Pair work

- Explain the task and model the example sentences. Point out that Ss should try to use the verbs *have, do, and go*.
- Ss complete the task in pairs. Go around the class and write down any grammar errors you hear. Then write them on the board and correct them as a class.
- **Option:** Ss take notes about their partner's family. Then they tell the class. For example: "My partner has one brother and two sisters. They . . ."

- Play the audio program again. Ss listen and repeat.
- **Option:** If Ss have trouble pronouncing /s/ and /z/ correctly, tell them to say the sounds with their fingers on their throats. The sound /z/ causes a vibration, but the sound /s/ does not.

### End of Cycle 1

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

- Elicit or explain the meaning of any new vocabulary.

#### Vocabulary

**Let's . . . :** I suggest that we . . .

- Play the audio program again. Ss listen and repeat.
- Ss practice the conversation in pairs.
- ! For a new way to practice this conversation, try the **Onion Ring** technique – download it from the website.



# 7 GRAMMAR FOCUS

**Learning Objective:** use simple present questions and time expressions

## ▶ [CD 2, Track 8]

### Simple present questions

- Focus Ss' attention on the left column of the Grammar Focus box. Elicit or explain the pattern for simple present yes/no questions:

*Do/Does + subject + verb?*

- Focus Ss' attention on the right column of the Grammar Focus box. Elicit or explain the pattern for simple present Wh-questions:

*Wh-word + do/does + subject + verb?*

- Play the audio program for the Grammar Focus box. Ss listen and read silently. Point out that yes/no questions have rising intonation and Wh-questions have falling intonation.

### Time expressions

- Focus Ss' attention on the time expressions box. Elicit or explain the meaning of any new words. Explain the following rules:
  1. Use *at* with specific times (e.g., *9:00*, *noon*, *midnight*) and with *night*.
  2. Use *in the* with *morning*, *afternoon*, and *evening*.
  3. Use *on* with specific days of the week (e.g., *Sundays*, *weekends*, *weekdays*).
- Read the time expressions aloud.
- **Option:** Ss underline the time expressions in the Conversation in Exercise 6. Elicit the answers. (Answers: Sunday morning, in the afternoon, late, on weekends, at noon, late, at noon, at ten o'clock, early, a Sunday)

- For more practice with time expressions, play **Tic-Tac-Toe** – download it from the website.

## A

- Explain the task and model the first question.
- Ss complete the task individually. Go around the class and give help as needed.
- Elicit answers from the class.

### Answers

1. **Do** you get up late on Sundays?
2. **Do** you have lunch at home every day?
3. What time **does** your father leave work on Fridays?
4. **Does** your mother cook on weekdays?
5. **Does** your father shop on Saturdays?
6. **Do** you take a walk in the evening?
7. When **do** you listen to music?
8. What time **do** you check your email?
9. What time **do** your parents have dinner?
10. When **do** you study English?
11. **Does** your best friend ride a bike on weekends?
12. **Does** your father drive to work every morning?

## B Pair work

- Explain the task. Ask two Ss to model the example conversation.
- Ss complete the task in pairs.

- For more practice with simple present Wh-questions and time expressions, try **Line Up!** – download it from the website. Ask questions such as: "What time do you get up?"

## C

- Explain the first part of the task. Explain that *unscramble* means "to put in the correct order."
- Write the first question on the board and demonstrate how to unscramble it. Point out that every question begins with a capital letter and ends with a question mark.
- Ss complete the task individually. Go around the class and check Ss' use of capital letters.
- Ss compare their answers in pairs. Then ask different pairs of Ss to read the conversations.

### Answers

1. What time do you eat dinner?
2. Do you check your messages every morning?
3. Does this class start at seven o'clock?
4. When do you listen to music?
5. Do you and your friends play sports on weekends?

- Explain the second part of the task. Ss ask and answer the questions in pairs. This time, they use their own information. Remind Ss to use rising intonation for yes/no questions and falling intonation for Wh-questions.
- Ss complete the task in pairs. Go around the class and check their use of intonation.
- **Option:** Ss write three scrambled questions individually. Then they exchange scrambled questions with a partner and unscramble them.

## 8 LISTENING

**Learning Objective:** listen for details about someone's weekly routine

### ▶ [CD 2, Track 9]

- Focus Ss' attention on the days of the week. Read each one aloud. Ss repeat.
- Explain the task. Then go over the activities in the chart. Elicit or explain any new vocabulary. Ensure Ss understand that a *routine* is a "usual pattern of activities."
- Play the audio program. Ss listen for any activities Kayla talks about. Then elicit the activities they hear.
- Play the audio program again. Ss listen and check the days she does each thing.
- Ss compare answers in small groups. Play the audio program again for Ss to check their answers. Then elicit the answers from the class.

#### TIP

If Ss feel nervous about listening to audio recordings or have difficulty answering questions when they listen, have them work together in pairs or small groups. Explain that they can help each other.

#### Audio script

**Man** Do you get up early every day, Kayla?  
**Kayla** Well, I get up early on weekdays and on Saturdays. I go to school from Monday to Friday, and I work on Saturdays, so I get up around seven o'clock.

**Man** How about on Sundays?  
**Kayla** Sundays? That's the day I sleep late.  
**Man** What else do you do? I mean, what do you do for fun during the week?  
**Kayla** I love tennis. I play three times a week – on Mondays, Tuesdays, and Thursdays. Oh, and I also go shopping on Saturdays after work.  
**Man** What about the rest of the weekend? When do you see your friends?  
**Kayla** Let's see. I see friends on Fridays and Saturdays. That's in the evening. But not on Sunday evenings. My family always eats dinner together then.  
**Man** When do you study?  
**Kayla** Every day!  
**Man** Wow! You're really busy!

#### Answers

*get up early:* Monday, Tuesday, Wednesday, Thursday, Friday, Saturday  
*go to work:* Saturday  
*play tennis:* Monday, Tuesday, Thursday  
*go shopping:* Saturday  
*see friends:* Friday, Saturday  
*dinner with family:* Sunday  
*study:* Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

## 9 SPEAKING

**Learning Objectives:** write and discuss weekly routines

### A

- Explain the task. Ss write their weekly activities in the chart. Ask three Ss to share things they will write in the chart.
- Ss complete the task individually. Go around the class and give help as needed.

### B Group work

- Explain the task. Then ask three Ss to read the example conversation.

- List these words on the board: *Mondays, Tuesdays, Wednesdays, Thursdays, Fridays, Saturdays, Sundays, weekdays, weekends*. Point out that we use *on* and the plural form of days of the week to talk about routine activities (e.g., *on Mondays*).
- Ss complete the task in small groups. Go around the class and give help as needed. Encourage Ss to talk about all their routines.
- Ask different groups to share their information with the class.

#### TIP

To make sure that all Ss participate, tell them they will share information or answers with the class.

## 10 INTERCHANGE 6

See page T-120 for teaching notes.

# 11 READING

**Learning Objectives:** scan and read for details in an article; sequence events in daily schedules

## A [CD 2, Track 10]

- Read the title aloud. Explain that a *schedule* is a list of planned activities.
- Ss cover the interview and focus their attention on the picture.
- Read the question. Encourage Ss to use the picture to make predictions. Elicit predictions from the class, and ask for their reasons. (Possible prediction: Mike travels for his job.)
- Ss uncover the text. Tell them to scan the interview to check their predictions. Explain that *scan* means “to read quickly to find specific information.” Encourage Ss to look for words like *early*, *late*, *in the morning/afternoon/evening*, and for clock times.

### TIP

To encourage Ss to scan, set a time limit. This helps Ss focus on finding the words that will help them complete the task.

- Elicit the answer. (Answer: Mike’s job is sleeping in different hotels.)

## B

- Explain the first part of the task. Ss read the article individually and underline any words they don’t know.
- Ss share information about the words they underlined in small groups. Elicit or explain the meaning of any remaining words.

### Vocabulary

**strange:** not the way things usually are

**travel blog:** a website with information about travel

**lights:** lamps, etc.

**noise:** sounds, especially unwanted sounds

**tourist:** a person who travels and visits places for fun

**travel agency:** a company that plans travel for people

- Explain the second part of the task. Ss number the events in Mike’s schedule individually. Then they compare answers in pairs.

- Elicit the answers from the class.

### Answers

- 3
  - 1
  - 4
  - 5
  - 2
- 2:00 P.M. – 4:00 P.M.
  - 6:00 A.M.
  - 7:00 P.M.
  - 10:00 P.M.
  - 8:00 A.M.

## C

- Elicit or explain the meanings of *early bird* and *night owl*. Give examples (e.g., Mike gets up at 6:00 A.M., so he’s an early bird. I go to bed at one o’clock in the morning, so I’m a night owl.)

### Vocabulary

**early bird:** a person who gets up early

**night owl:** a person who stays up late

- Explain the first part of the task. Model the task by writing five sentences about your schedule on the board. Ask: “Am I an early bird or a night owl?”
- Ss complete the task individually. Go around the class and give help as needed.
- Explain the second part of the task. Ss read their sentences in pairs. They take turns reading their sentences aloud.
- Ask: “Who is an early bird? Who is a night owl?” Elicit answers from the class.
- **Option:** Ss tell the class about their partner’s schedule.

## End of Cycle 2

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle and for assessment tools.

## SELF-ASSESSMENT

**Learning Objectives:** reflect on one's learning; identify areas that need improvement

- Ask: "What did you learn in Units 5 and 6?" Elicit Ss' answers.
- Ss complete the Self-assessment. Explain to Ss that this is not a test; it is a way for them to evaluate what they've learned and identify areas where they need additional practice. Encourage them to be honest, and point out they will not get a bad grade if they check (✓) *A little*.
- Ss move on to the Progress check exercises. You can have Ss complete them in class or for homework, using one of these techniques:
  1. Ask Ss to complete all the exercises.
  2. Ask Ss: "What do you need to practice?" Then assign exercises based on their answers.
  3. Ask Ss to choose and complete exercises based on their Self-assessment.

## 1 LISTENING

**Learning Objective:** demonstrate one's ability to understand times and descriptions of activities

▶ [CD 2, Track 11]

- Explain the task. Focus Ss' attention on the chart and read the names of the people aloud.
- Play the audio program once or twice. Ss listen and complete the chart individually.
- Ss compare answers in small groups. Play the audio program again if needed.
- To check answers, ask: "Where is (Chelsea)? What time is it there? What is (she) doing?"

### Audio script

1.  
*Chelsea* Hello?  
*Stephanie* Hey, Chelsea! It's Stephanie. I'm calling from Los Angeles!  
*Chelsea* Stephanie! How's it going?  
*Stephanie* I'm good. So, how are things in New York?  
*Chelsea* Oh, everything's great.  
*Stephanie* What time is it there?  
*Chelsea* It's about twelve o'clock.  
*Stephanie* It's noon? Oh, I'm sorry. Are you having lunch now?  
*Chelsea* No, no it's OK. I'm just watching television.  
 2.  
*Carlos* Hello?  
*Stephanie* Hi, Carlos. It's Stephanie, in Los Angeles. How are you doing?

*Carlos* I'm not sure, Stephanie. It's a little early for me.  
*Stephanie* Really? What time is it in Mexico City?  
*Carlos* Well, it's a quarter after eleven in the morning here.  
*Stephanie* 11:15 A.M.?  
*Carlos* Yeah. I'm having breakfast right now.  
*Stephanie* You're having breakfast?  
*Carlos* Yeah. I always get up late on Saturdays.  
 3.  
*Nicholas* Hello?  
*Stephanie* Hi, Nicholas!  
*Nicholas* Um, hi, uh, is this Madison?  
*Stephanie* No! It's Stephanie.  
*Nicholas* Oh, hi, Stephanie.  
*Stephanie* So, Nicholas, how are things in Sydney?  
*Nicholas* Things are fine, but . . . do you know it's three-thirty in the morning here?  
*Stephanie* Oh, I'm sorry!  
*Nicholas* It's OK. I'm not sleeping.  
*Stephanie* What are you doing?  
*Nicholas* I'm playing a new video game. It's really fun! That's why I'm not sleeping.

### Answers

	1. Chelsea	2. Carlos	3. Nicholas
<b>City</b>	New York	Mexico City	Sydney
<b>Time</b>	12:00 noon	11:15 A.M.	3:30 A.M.
<b>Activity</b>	watching television	having breakfast	playing a new video game

## 2 SPEAKING

**Learning Objective:** demonstrate one's ability to ask and answer questions about current activities

- Set the scene and explain the task.
- Focus Ss' attention on the pictures. Ask: "Who is on vacation: the man or the woman? What is she doing?" Elicit Ss' answers.
- Elicit vacation places and activities and write them on the board.
- Ss role-play the conversation in pairs. Then they change roles and role-play the conversation again.

## 3 SPEAKING

**Learning Objective:** demonstrate one's ability to discuss personal routines

### A

- Explain the task and focus Ss' attention on the chart. Point out that Ss should choose one day of the week and write activities for *in the morning*, *in the afternoon*, *in the evening*, and *at night*. If needed, elicit activities from the class.
- Ss complete the chart individually. Go around the class and give help with vocabulary as needed.

### B Pair work

- Explain the task. Ask two Ss to model the example conversation.
- Ss discuss their routines in pairs. Go around the class and give help as needed.
- **Option:** Ss take notes on their partner's activities.
- **Option:** Ss write sentences about their partner's routines. Go around the class and encourage Ss to use sentences with *and* and *but*. Then have them tell the class about their partner's routines.

## 4 SPEAKING

**Learning Objective:** demonstrate one's ability to ask and answer questions about routines and lifestyles

### A

- Explain the task and focus Ss' attention on the chart.
- Ask different Ss to read the questions aloud.
- Ss complete the task individually. Go around the class and make sure Ss check only Yes or No.

### B Class activity

- Explain the task. Point out that Ss try to find classmates whose answers are the same as their own. Ss should find a different classmate to answer each question and write his or her name on the line.
- Ss go around the class and complete the task. Go around the class and encourage Ss to look at each other when they talk and to change partners often.
- Elicit answers from the class. Ask: "Do you live with your parents? Who says yes? Who says no?" Elicit names of Ss from the class. Continue with the remaining questions.

## 5 SPEAKING

**Learning Objective:** demonstrate one's ability to ask and answer questions about people's appearance and habits and routines

### Group work

- Explain the task and model the example questions.

- To model the activity, choose a famous living person. The class asks yes/no questions to guess the person.
- Ss play the game in small groups. Go around the class and make sure Ss take turns and ask yes/no questions.
- **Option:** Ss can ask only 10 questions for each famous person. If no one guesses correctly after 10 questions, the S who chose the person gets one point.

## WHAT'S NEXT?

**Learning Objective:** become more involved in one's learning

- Focus Ss' attention on the Self-assessment again. Ask: "How well can you do these things now?"

- Ask Ss to underline one thing they need to review. Ask: "What did you underline? How can you review it?"
- If needed, plan additional instruction, activities, or reviews based on Ss' answers.

# Unit 7 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
<b>CYCLE 1</b>	<b>1 Snapshot</b>		<b>SS</b> Unit 7 Vocabulary 1
	<b>2 Conversation</b>		<b>SS</b> Unit 7 Speaking 1
	<b>3 Grammar Focus</b>		<b>SB</b> Unit 7 Grammar plus, Focus 1 <b>SS</b> Unit 7 Grammar 1 <b>GAME</b> Say the Word (Simple present short answers)
	<b>4 Listening</b>		<b>WB</b> Unit 7 exercises 1–4
<b>CYCLE 2</b>	<b>5 Word Power</b>	<b>TSS</b> Unit 7 Vocabulary Worksheet <b>TSS</b> Unit 7 Listening Worksheet <b>TSS</b> Unit 7 Extra Worksheet	<b>SD</b> Unit 7 Vocabulary 2 <b>GAME</b> Spell or Slime (Furniture) <b>GAME</b> Sentence Runner (Furniture; <i>There is, there are</i> )
	<b>6 Conversation</b>		<b>SS</b> Unit 7 Speaking 2
	<b>7 Grammar Focus</b>	<b>TSS</b> Unit 7 Grammar Worksheet	<b>SB</b> Unit 7 Grammar plus, Focus 2 <b>SS</b> Unit 7 Grammar 2 <b>GAME</b> Sentence Stacker ( <i>There is, there are</i> )
	<b>8 Interchange 7</b>		
	<b>9 Pronunciation</b>		
	<b>10 Listening</b>		
	<b>11 Speaking</b>		
	<b>12 Reading</b>	<b>TSS</b> Unit 7 Project Worksheet <b>VID</b> Unit 7 <b>VRB</b> Unit 7	<b>SS</b> Unit 7 Reading 1–2 <b>SS</b> Unit 7 Listening 1–3 <b>SS</b> Unit 7 Video 1–3 <b>WB</b> Unit 7 exercises 5–10

Key **GAME:** Online Game    **SB:** Student's Book    **SS:** Online Self-study    **TSS:** Teacher Support Site  
**VID:** Video DVD    **VRB:** Video Resource Book    **WB:** Online Workbook/Workbook

# My Plan for Unit 7

Use the space below to customize a plan that fits your needs.

With the following SB exercises	I am using these materials in class	My students are using these materials outside the classroom

With or instead of the following SB section	I am using these materials for assessment



## 7

# Does it have a view?

## Cycle 1, Exercises 1–4

### 1 SNAPSHOT

**Learning Objective:** describe living spaces in houses and apartments

#### [CD 2, Track 12]

- Focus Ss' attention on the pictures. Ask the class: "Who lives in a house? Who lives in an apartment?" Ss raise their hands.
- Set the scene. Two people are describing the house and the apartment.
- Play the audio program. Ss listen and read silently.

#### Audio script


##### House

The house has two floors, a garage, and a yard. The first floor has a living room, a dining room, a kitchen, a laundry room, and stairs to the second floor. The second floor has a hall, four bedrooms, and a bathroom.

##### Apartment

The apartment building has a lobby and an elevator. The apartment has a living room, a kitchen, a bedroom, a bathroom, and a closet.

In Unit 7, students describe houses and apartments, and discuss furniture and dream homes. By the end of Cycle 1, students will be able to describe houses and apartments using simple present questions and short answers. By the end of Cycle 2, students will be able to discuss furniture, appliances, and dream homes using statements with *there is/there are*.

- Read the words in the Snapshot aloud. Ss listen and repeat.
- Elicit or explain any new vocabulary.
- **Option:** Bring magazines with pictures of rooms to class. Use the pictures to explain the vocabulary.
- If needed, point out that *first floor* means "ground floor" in the U.S. Also, point out that many buildings in the U.S. don't have a 13th floor because some people think the number 13 is unlucky.
- Go over the focus questions. Ss discuss the questions in small groups. Then elicit their answers.
-  For more practice with house and apartment vocabulary, play the **Chain Game** – download it from the website. Begin with this sentence: "My house has a yard."

### 2 CONVERSATION

**Learning Objective:** use simple present short answers in a conversation about a new home

#### [CD 2, Track 13]


- Books closed. Set the scene. Julia is telling Ethan about her new apartment. Ask this focus question: "What rooms does the apartment have?" Encourage Ss to make guesses.
- Play the audio program and elicit the answer. (Answer: a living room, a bedroom, a bathroom, a kitchen)
- Write these focus questions on the board:
  1. Does Julia like her apartment?
  2. Does it have a good view?

Books open. Play the audio program again. Ss listen and read silently. Elicit the answers to the focus questions. (Answers: 1. yes 2. no)

- Elicit or explain any new vocabulary.

#### Vocabulary

**view:** the scene you see from a specific place, usually a nice or interesting scene such as a lake  
**another:** one more thing or person

- Play the audio program again. Ss listen and repeat.
- Ss practice the conversation in pairs.
- **Option:** Ask one or two pairs to role-play the conversation for the class.
-  For a different way to practice the conversation, try **Say It With Feeling!** – download it from the website.

### 3 GRAMMAR FOCUS

**Learning Objective:** use simple present yes/no questions and short answers

#### ▶ [CD 2, Track 14]

##### Simple present short answers

- Focus Ss' attention on the Grammar Focus box. If needed, review the pattern for simple present yes/no questions from Unit 6, Exercise 7: *Do/Does* + subject + verb?
- Elicit or explain the pattern for short answers to simple present yes/no questions:  
Yes, + subject + *do/does*.  
No, + subject + *don't/doesn't*.
- Play the audio program. Ss listen and read silently. Point out that we usually stress *do* and *does* in short answers, but not in questions.

#### A

- Explain the task. Read Julia's first question and elicit Ethan's answer from the class.
- Ss complete the task individually. Then go over the answers as a class. Ask different Ss to read each line of the conversation.
- Ss practice the conversation in pairs.

##### Answers

Julia: **Do** you **live** in an apartment?  
Ethan: No, I **don't**. I **live** in a house.

Julia: **Does** it **have** a yard?  
Ethan: Yes, it **does**.  
Julia: That sounds nice. **Do** you **live** alone?  
Ethan: No, I **don't**. I **live** with my family.  
Julia: **Do** you **have** any brothers or sisters?  
Ethan: Yes, I **do**. I **have** four sisters.  
Julia: Really? **Does** your house **have** many bedrooms?  
Ethan: Yes, it **does**. It **has** four.  
Julia: **Do** you **have** your own bedroom?  
Ethan: Yes, I **do**. I'm really lucky.

#### B Pair work

- Explain the task. Ask two Ss to read the example questions aloud.
- Ss read the conversation again. Then they take turns asking and answering the questions in pairs. Go around the class and give help as needed.
- Ask different pairs of Ss to read the questions and answers. Correct any mistakes as a class.

##### Answers

1. No, he doesn't. (He lives in a house.)
2. Yes, it does.
3. No, he doesn't. (He lives with his family.)
4. Yes, he does.

#### C Pair work

- Ss write five questions individually. Then they take turns asking and answering the questions in pairs.

### 4 LISTENING

**Learning Objective:** listen for main ideas and details in short descriptions of homes

#### ▶ [CD 2, Track 15]

- Focus Ss' attention on the pictures. Elicit information about each picture.
- Explain the task. Then play the audio program. Ss listen and complete the task individually.
- Play the audio program again. Ss listen and check their answers. Then elicit the answers from the class.

##### Audio script

1. My family lives on the first floor of a house. Another family lives on the second floor. The people on the second floor are nice – but they're not very quiet!
2. I live in an apartment downtown. It's in a large, modern building. I have a great view of the city, and I'm close to lots of stores and restaurants.
3. My apartment is very small. It has just one room with a very small kitchen. It doesn't have a bedroom, so I sleep on the sofa.

4. My family and I live in an old house in the country. The house is a little small, but we have a nice yard and lots of trees. We like it a lot!

##### Answers

2, 1, 4, 3

#### End of Cycle 1

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

## 5 WORD POWER

**Learning Objective:** discuss furniture and other household items

### A [CD 2, Track 16]

- Focus Ss' attention on the pictures. Play the audio program. Ss listen, point to the correct pictures, and repeat.
- **Option:** Write this model conversation on the board:

A: What's this?

B: It's a stove.

A: What are these?

B: They're lamps.

Ss work in pairs. They use the model conversation to ask and answer questions about the items.

### B

- Focus Ss' attention on the task. Ask: "Where does a table go? Where does a stove go?" Point out that some items can go in more than one room.
- Ss complete the chart individually. Then they compare answers in pairs.

### Possible answers

**A kitchen has:** a table, a stove, chairs, curtains, a microwave, cupboards, pictures, a refrigerator, a rug, a coffee maker

**A dining room has:** a table, chairs, curtains, pictures, a rug, cupboards

**A living room has:** an armchair, a bookcase, a coffee table, curtains, a desk, lamps, a mirror, pictures, a rug, cupboards

**A bedroom has:** an armchair or a chair, a bed, a bookcase, curtains, a desk, a dresser, a lamp, a mirror, pictures, a rug

### C Group work

- Explain the task and model the example sentence.
- Ss complete the task in small groups.

#### TIP

To help Ss connect to new vocabulary, personalize the activities whenever possible. For example, encourage Ss to talk about furniture in their homes.

- **Option:** Ss share information about their classmates' furniture.



For more practice with furniture vocabulary, play **Change Chairs** – download it from the website. Start with this instruction: "Change chairs if you have a bookcase in your living room."

## 6 CONVERSATION

**Learning Objective:** use *there is* and *there are* in a conversation about furniture

### ▶ [CD 2, Track 17]

- Books closed. Set the scene. Eric is in Lara's new apartment. Lara is talking about furniture. Tell Ss to listen and write down any furniture they hear.
- Play the audio program. Elicit answers from the class. (Answers: chairs, table, sofa, armchairs, rug, lamp)
- Books open. Text covered. Focus Ss' attention on the subtitle and the picture. Write these focus questions on the board:
  1. What furniture *does* Lara have in the kitchen?
  2. What furniture *does* she need in the kitchen?
  3. What furniture *does* she have in the living room?
  4. What furniture *does* she need in the living room?

Elicit or explain the difference between *have* and *need*. Then elicit possible answers from the class. Encourage Ss to guess.

#### TIP

To prepare Ss for the listening task, elicit predictions by using the title and picture. Then play the audio program.

- Text uncovered. Play the audio program. Ss listen and read silently. Then elicit the answers to the focus questions. (Answers: 1. chairs 2. a table 3. a lamp 4. a sofa, armchairs, a rug)
- Play the audio program again. Ss listen and repeat.
- Ss practice the conversation in pairs.

## 7 GRAMMAR FOCUS

**Learning Objective:** use *there is/there are* and *some*, *no*, and *any* to describe rooms

### ▶ [CD 2, Track 18]

#### There is, there are

- Focus Ss' attention on the Grammar Focus box. Explain that we usually use *there is/there are* to give information about the things in a place. We use *there is* with singular nouns and *there are* with plural nouns.
- Play the audio program. Ss listen and read silently.
- Remind Ss that we use *a/an* with singular nouns. Point out that we use *some* with plural nouns in positive statements, and we use *any* with plural nouns in negative statements.
- Write this on the board:

*There's no* (+ singular noun).  
*There isn't a* (+ singular noun).  
*There are no* (+ plural noun).  
*There aren't any* (+ plural noun).

Point out that *not any* and *no* have the same meaning.

#### A

- Explain the first part of the task. Focus Ss' attention on the picture of Ann's apartment. Elicit several sentences with *There* about the picture.

- Ss complete the task individually. Go around the class and give help as needed.
- Ask different Ss to write the answers on the board.

#### Answers

1. **There's no** dresser in the bedroom./**There isn't a** dresser in the bedroom.
2. **There are some** chairs in the kitchen.
3. **There's a** lamp in the living room.
4. **There isn't a** refrigerator./**There's no** refrigerator.
5. **There aren't any** rugs on the floor./**There are no** rugs on the floor.
6. **There aren't any** curtains on the windows./**There are no** curtains on the windows.
7. **There isn't an** armchair in the bedroom./**There's no** armchair in the bedroom.
8. **There aren't any** books in the bookcase./**There are no** books in the bookcase.

#### B

- Explain the task. Elicit examples from the class and write them on the board. Encourage Ss to use *some*, *no*, and *any* at least once in their sentences.
- Ss write sentences individually. Go around the class and give help with vocabulary and spelling as needed.
- Ss compare their sentences in pairs. Then elicit sentences from the class and ask different Ss to write them on the board.

## 8 INTERCHANGE 7

See page T-121 for teaching notes.

## 9 PRONUNCIATION

**Learning Objective:** sound more natural when using the sounds /θ/ and /ð/

### A [CD 2, Track 19]

- Write the words *three* and *there* on the board. Point out that *th* has different sounds in these words.
- Say the words *three* and *there* aloud. Ss repeat.
- If Ss have trouble making the sounds correctly, tell them to put one hand in front of their mouths. Point out that words with /θ/ produce air. Words with /ð/ do not produce air.
- Explain the task and focus Ss' attention on the sentences. Play the audio program. Ss listen.
- Play the audio program again. Ss listen and repeat.

### B Pair Work

- Explain the task. Then focus Ss' attention on the model sentence. Read it aloud. Ss repeat.
- Ss list words with /θ/ and /ð/ in pairs. Go around the class and give help as needed.
- Write the headings /θ/ and /ð/ on the board. Elicit words with each sound from the class. Ask different Ss to write them under the correct heading.
- Read the words aloud. Ss listen and repeat.
- Ss work in pairs. They write two sentences using words from the board. Then they read them aloud. Go around the class and give help as needed.

## 10 LISTENING

**Learning Objective:** listen for specific information in a conversation about buying furniture

### [CD 2, Track 20]

- Set the scene. Courtney and Jacob are shopping for furniture for Courtney's new apartment.
- Explain the task and focus Ss' attention on the chart. Ss listen for the words in the chart and decide which things Courtney likes.
- Play the audio program two or three times. Ss listen and complete the chart. If needed, pause the audio program every few lines.

#### TIP

If an audio program is long, pause it where appropriate (e.g., after the speakers discuss each item). It may be helpful to mark where you plan to pause the audio program in this book.

#### Audio script

Jacob What website is that?  
Courtney Oh, it's a furniture website. I'm buying a few things for the living room. Look at these blue armchairs.  
Jacob They're really cool!

Courtney Yeah, I love them. I need two for the living room. But they're so expensive.  
Jacob What about that sofa? It's really nice.  
Courtney No. I don't like that color. And I have a sofa now – from my parents. It's blue, too!  
Jacob Hey, look at that rug. . . . It's great! And it matches the chairs.  
Courtney Um . . . it's . . . a little boring. Oh! I really like that coffee table.  
Jacob Yeah, it's really beautiful. Hey, you need a bookcase, right? Look at that bookcase.  
Courtney No, I don't like it. It's too big.  
Jacob Those yellow lamps are nice.  
Courtney I don't need any lamps. And I don't like yellow. Oh, I know! I need some curtains.  
Jacob Do you like those curtains there?  
Courtney No, not really. Hey, look at that mirror.  
Jacob It's great. But it's a little expensive.  
Courtney That's OK. It's perfect!

- Go over the answers with the class.

#### Answers

Likes: armchairs, a coffee table, a mirror  
Doesn't like: a sofa, a rug, a bookcase, lamps, curtains

## 11 SPEAKING

**Learning Objectives:** describe a home using *there is/there are* and the simple present

### A

- Focus Ss' attention on the title and pictures. Elicit or explain the meaning of any new words.
- Explain the task and read the focus questions aloud.
- Ask a S to read the example description.

- Elicit adjectives to describe a home (e.g., *beautiful, nice, big, new, old*) and write them on the board.
- Ss complete the task individually.

### B Pair Work

- Explain the task and ask two Ss to model the example conversation. Then Ss complete the task in pairs.

# 12 READING

**Learning Objective:** scan and read for details in an article about unusual hotels

## ▶ A [CD 2, Track 21]

- Explain that Ss are going to read about different types of hotels. Focus Ss' attention on the first picture. Ask: "What is unusual about this room?" (Possible answers: the shape of the room; the room is *clear* [you can see through it])
- Read the task and question aloud.
- Ss scan the article to find the answer. Ask them to raise their hands when they find it. Then elicit the answer. (Answer: The Roxbury)

### TIP

To encourage Ss to scan quickly, ask them to raise their hands when they find the answers.

## B

- Explain the first part of the task. Focus Ss' attention on the words and phrases in the box.
- Ask Ss to scan the article and find the phrase *yellow road*. Ss raise their hands when they find it. Ask a volunteer to read the example sentence. Elicit or explain the reference to the classic movie *The Wizard of Oz*.
- Tell Ss to scan the text to find the remaining words and phrases.

### TIP

To help Ss decide what reading strategy to use (here, scanning), focus their attention on the purpose of the task. For example, say: "We want to know what's in each hotel, so just look for these phrases."

- Ss scan the article again and underline any new vocabulary.
- Elicit or explain any new vocabulary. Point out that *just like* is an adverb used to describe things that are very similar.

## Answers

1. In the Wizard's Emeralds room, there is a **yellow road**.
  2. There is a **round bed** in Maryann's Coconut Cream Pie room.
  3. In George's Spacepad, there are two **sofas**. There is a red **bathtub**, but there isn't a **shower**.
  4. There is a view of the **moon/stars** and the **stars/moon**.
  5. There is an **air conditioner** to keep the room cool.
  6. There are sometimes **animals** playing outside.
  7. There isn't a **TV**.
- Ss read the article and complete the sentences individually. Then go over their answers as a class.

## Vocabulary

**air conditioner:** an appliance to cool the air

**bathtub:** the container that you sit in to wash yourself

**heater:** a machine that warms air or water

**moon:** the round object in the sky at night

**nature:** plants, animals, and the land outside

**shower:** the part of the bathroom you stand in to wash your body

**stars:** points of light in the sky at night

**unusual:** different than most

## C Group work

- Explain the task and read the focus questions aloud.
- Ss discuss the questions in small groups. Go around the class and encourage Ss to give reasons.
- Elicit answers from each group. Encourage other Ss to ask questions.

## End of Cycle 2

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

# Unit 8 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
<b>CYCLE 1</b>	<b>1 Word Power</b>		<b>SS</b> Unit 8 Vocabulary 1 <b>GAME</b> Name the Picture (Jobs)
	<b>2 Speaking</b>		
	<b>3 Conversation</b>		<b>SS</b> Unit 8 Speaking 1
	<b>4 Grammar Focus</b>	<b>TSS</b> Unit 8 Extra Worksheet	<b>SB</b> Unit 8 Grammar plus, Focus 1 <b>SS</b> Unit 8 Grammar 1 <b>GAME</b> Speak or Swim (Simple present Wh-questions 1) <b>GAME</b> Sentence Runner (Simple present Wh-questions 2)
	<b>5 Pronunciation</b>		<b>WB</b> Unit 8 exercises 1–4
<b>CYCLE 2</b>	<b>6 Snapshot</b>		
	<b>7 Conversation</b>		<b>SS</b> Unit 8 Speaking 2
	<b>8 Listening</b>		
	<b>9 Grammar Focus</b>	<b>TSS</b> Unit 8 Vocabulary Worksheet <b>TSS</b> Unit 8 Grammar Worksheet <b>TSS</b> Unit 8 Listening Worksheet	<b>SB</b> Unit 8 Grammar plus, Focus 2 <b>SS</b> Unit 8 Vocabulary 2 <b>SS</b> Unit 8 Grammar 2 <b>GAME</b> Word Keys (Placement of adjectives)
	<b>10 Interchange 8</b>		
	<b>11 Speaking</b>		
	<b>12 Reading</b>	<b>TSS</b> Unit 8 Project Worksheet <b>VID</b> Unit 8 <b>VRB</b> Unit 8	<b>SS</b> Unit 8 Reading 1–2 <b>SS</b> Unit 8 Listening 1–3 <b>SS</b> Unit 8 Video 1–3 <b>WB</b> Unit 8 exercises 5–7

With or instead of the following SB section	You can also use these materials for assessment
<b>Units 7–8 Progress Check</b>	<b>ASSESSMENT PROGRAM</b> Units 7–8 Oral Quiz <b>ASSESSMENT PROGRAM</b> Units 7–8 Written Quiz <b>ASSESSMENT PROGRAM</b> Units 1–8 Test

**Key**    **GAME:** Online Game    **SB:** Student's Book    **SS:** Online Self-study    **TSS:** Teacher Support Site  
**VID:** Video DVD    **VRB:** Video Resource Book    **WB:** Online Workbook/Workbook



# My Plan for Unit 8

Use the space below to customize a plan that fits your needs.

With the following SB exercises	I am using these materials in class	My students are using these materials outside the classroom

With or instead of the following SB section	I am using these materials for assessment

## 8

# Where do you work?

## Cycle 1, Exercises 1–5

### 1 WORD POWER

**Learning Objective:** discuss common jobs

#### A [CD 2, Track 22]

- Books closed. Write the word *teacher* on the board. Say: "I am a teacher. *Teacher* is a job. Name some other jobs." Elicit jobs from the class and write them on the board.

#### TIP

To avoid teaching words Ss already know, start by eliciting the words they know. Then teach any remaining vocabulary.

- Books open. Focus Ss' attention on the pictures. Read the jobs aloud. Ss listen and repeat.
- Explain the first part of the task. Ss match the jobs with the pictures individually. Then they compare answers in pairs.
- Play the audio program. Ss listen and check their answers. One S writes the answers on the board.

#### Audio script

- j, police officer
- o, taxi driver
- p, vendor
- g, host
- n, server
- d, chef
- k, receptionist
- a, accountant
- i, office manager
- f, front desk clerk
- b, bellhop
- h, nurse
- e, doctor
- l, salesperson
- c, cashier
- m, security guard

#### Answers


1. j   3. p   5. n   7. k   9. i   11. b   13. e   15. c  
2. o   4. g   6. d   8. a   10. f   12. h   14. l   16. m

- Play the audio program again. Ss listen and repeat.

In Unit 8, students discuss jobs and workplaces using simple present Wh-questions, and discuss opinions about jobs using *be* + adjective and adjective + noun. By the end of Cycle 1, students will be able to discuss jobs and workplaces using simple present Wh-questions. By the end of Cycle 2, students will be able to give opinions about jobs using *be* + adjective and adjective + noun.

#### B Pair work

- Explain the task. Focus Ss' attention on the police officer in part A. Model the example conversation with a S.
- Focus Ss' attention on the receptionist in part A. Ask two Ss to model the task.
- Point out that Ss should ask about the people in random order.
- Ss complete the task in pairs. Go around the class and help Ss with pronunciation as needed.

 For more practice with vocabulary for jobs, play **Bingo** – download it from the website.

#### TIP

Ss usually forget about 80 percent of new words after 24 hours. To help them remember new vocabulary, recycle or review the words during the next class.

## 2 SPEAKING

**Learning Objective:** discuss workplaces and other job information

### A Pair work

- Focus Ss' attention on the pictures. Ask: "What are these places?" Elicit the answers. (Answers: a hospital, an office, a store, a hotel)
- Explain the task. Then ask two Ss to model the example conversation. Elicit other jobs in a hospital (e.g., *receptionist, security guard*).
- Ss complete the task in pairs. Go around the class and give help with vocabulary as needed.
- Copy the chart on the board. Elicit answers from the class and ask different Ss to write them on the board.

### Possible answers

**In a hospital:** a doctor, a nurse, an accountant, a receptionist, a security guard, a *technician, a therapist, a surgeon, a custodian*

**In an office:** a doctor, a nurse, an office manager, a receptionist, a police officer, a salesperson, an accountant, a *manager, an architect, a dentist, a lawyer*

**In a store:** a cashier, a security guard, a salesperson, a *manager, a janitor, a salesclerk*

**In a hotel:** a front desk clerk, a bellhop, an office manager, an accountant, a receptionist, a security guard, a *housekeeper, a manager, a valet*  
(Note: Additional examples are italicized.)

### B Class activity

- Focus Ss' attention on the phrases and read them aloud. Elicit or explain the meaning of any new vocabulary. If needed, use the pictures in Exercises 1 and 2, show examples of uniforms or a team, or mime working, sitting, or standing.

#### TIP

To explain new words, choose appropriate techniques such as pictures, props, mime, examples, or definitions.

- Read the phrases again. Ss listen and repeat.
- Explain the task. Point out that Ss should try to ask a different S each question.
- Ask three Ss to model the example conversation.
- Ss go around the class and complete the task. Go around the class and encourage Ss to look at each other and change partners often.
- **Option:** Ss complete the task in small groups.
- Elicit answers from the class.
- For more practice with workplace and job vocabulary, play **Vocabulary Tennis** – download it from the website. Call out a workplace, and each team says a different job in that workplace.

## 3 CONVERSATION

**Learning Objective:** use simple present Wh-questions in a conversation about a job

### ▶ [CD 2, Track 23]

- Books closed. Set the scene. Jordan is asking Alicia about her brother's job.
- Write these focus questions on the board:
  1. *Where does Alicia's brother work?*
  2. *What's his job?*
  3. *What other person works there?*
  4. *What's his job?*
- Then play the audio program and Ss listen for the answers. Elicit the answers. (Answers: 1. a hotel 2. the manager 3. Jordan's brother 4. the/an accountant)
- Books open. Focus Ss' attention on the picture. Play the audio program again. Ss listen and read silently.
- Elicit or explain any new vocabulary.

### Vocabulary

**too:** also; very

**That's funny.:** That's surprising.

**Actually:** In fact (used to introduce surprising information)

- Ask the class: "Does Jordan's brother like his job? Why?"  
Then elicit the answer. (Answer: No, he doesn't. He doesn't like the manager.)
- Play the audio program again. Ss listen and repeat. Then they practice the conversation in pairs.
- For a new way to practice this conversation, try **Substitution Dialog** – download it from the website. Ss change *my brother* to *my sister* and *he* to *she*.

## 4 GRAMMAR FOCUS

**Learning Objective:** ask and answer simple present Wh-questions

### ▶ [CD 2, Track 24]

#### Simple present Wh-questions

- Focus Ss' attention on the Grammar Focus box. To explain the difference between *where*, *what*, and *how*, write this on the board:  
*Where do you work?* = What's your workplace?  
*What do you do?* = What's your job?  
*How do you like it?* = What's your opinion about it?
- If needed, point out that we call *how* a Wh-word because we're asking for information.
- Elicit or explain the pattern for simple present Wh-questions:  
Wh-word + *do/does* + subject + verb?
- Play the audio program. Ss listen and read silently.
- **Option:** Play the audio program again. Ss listen and repeat.

#### A

- Explain the task. Then read the first two lines of the first conversation with a S.
- Ss complete the conversations individually. Go around the class and give help as needed.

- Ss practice the conversations in pairs. Tell them to correct their answers while they practice.

#### Answers

1. A: **What** does your sister **do**?  
B: My sister? She's a teacher.  
A: **How** does she **like** it?  
B: It's difficult, but she loves it.
2. A: **Where** does your brother **work**?  
B: In an office. He's an accountant.  
A: Oh? **How** does he **like** it?  
B: He doesn't really like it.
3. A: **How** do your parents **like** their jobs?  
B: Oh, I guess they like them.  
A: I don't remember. **Where** do they **work**?  
B: In a big hospital. They're doctors.
4. A: **What** do you **do**?  
B: I'm a student.  
A: I see. **How** do you **like** your classes?  
B: They're great. I like them a lot.

- **Option:** Ask four different pairs of Ss to read the conversations for the class.

#### B Pair work

- Focus Ss' attention on the pictures. Explain the task.
- Ask the class: "Where does Chad work?" Elicit the answer. (Answer: He works in a store/clothing store.)
- Ss complete the task in pairs. Go around the class and check Ss' use of grammar.

## 5 PRONUNCIATION

**Learning Objective:** sound more natural when asking simple present Wh-questions with *do*

### ▶ [CD 2, Track 25]

- Focus Ss' attention on the model questions. Explain that we usually reduce *do* + pronoun in conversation.
- Play the audio program. Ss listen and read silently.
- Play the audio program again. Ss listen and repeat.
- **Option:** Write these questions on the board:  
*Where does she work?*  
*What does he do?*  
Point out that we also reduce *does* with pronouns. Read out the questions. Ss repeat.

- **Option:** Ss underline all the examples of *does* + pronoun in Exercise 3 on page 51. Then play the audio program for Exercise 3. Ss listen and pay attention to the reductions. Then they practice the conversation again in pairs.

#### End of Cycle 1

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

## 6 SNAPSHOT

**Learning Objective:** use adjectives to give opinions about jobs

### ▶ [CD 2, Track 26]

- Focus Ss' attention on the pictures and the focus questions. Explain that they will be listening to and reading different answers to these questions.
- Play the audio program. Ss listen and read silently.
- Ask Ss to identify the jobs mentioned. (Answers: lawyer, photographer, software engineer, pilot)

- Ask Ss to identify the adjectives that the people use to describe their jobs.
- Play the audio program again. Ss listen and repeat.
- Read the focus questions aloud. Elicit the answers.
- As Ss tell you what jobs they think are interesting, write each job on the board. Elicit adjectives to describe each job and write them below the job.
- **Option:** Ask Ss for other jobs that these adjectives describe. Write their answers on the board.

## 7 CONVERSATION

**Learning Objective:** use adjectives + nouns in a conversation about jobs

### ▶ [CD 2, Track 27]

- Books closed. Set the scene. Jack and Paula are talking about their new jobs. Ask: "What does Paula do? What does Jack do?"

- Then play the audio program and elicit the answers. (Answers: 1. She's a math teacher. 2. He's a firefighter.)
- Books open. Play the audio program again. Ss listen and read silently. Elicit or explain any new vocabulary.
- Ask the class: "What's Jack's job like? What's Paula's job like?"
- Play the audio program again. Ss listen and repeat. Then they practice the conversation in pairs.

## 8 LISTENING

**Learning Objective:** listen for specific information discussed using *be* + adjective and adjective + noun

### ▶ [CD 2, Track 28]

- Focus Ss' attention on the chart. Elicit possible answers for the questions *What do they do?* and *What's it like?*
- Explain the task. Then play the audio program. Ss listen and complete the task individually. Re-play the audio if needed. Elicit the answers from the class.

#### Audio script

- Man Where do you work now, Yasmin?  
 Yasmin I have a new job. I work downtown.  
 Man What do you do, exactly?  
 Yasmin I'm a street vendor. I sell ice cream.  
 Man Really? What's it like?  
 Yasmin It's an exciting job. I talk to lots of cool people every day.
- Man What do you do, Kana?  
 Kana I work in an office.  
 Man Really? What do you do, exactly?  
 Kana I'm a manager.  
 Man What's it like? I don't think that's an easy job.  
 Kana No, it isn't. I have a difficult job, but I like it!

- Woman Where do you work, Luke?  
 Luke At a store.  
 Woman Oh, are you a salesperson? Or a cashier?  
 Luke No, actually, I'm a security guard.  
 Woman Really? How do you like it?  
 Luke It's pretty boring. I don't like it very much.
- Woman What do you do, Brandon?  
 Brandon I work at the city hospital.  
 Woman The city hospital? Are you a doctor?  
 Brandon No, I'm a nurse.  
 Woman What's that like? Is it interesting?  
 Brandon Oh, yes! Every day is different. I really like it!

#### Answers

1. street vendor/ice cream vendor, exciting
2. office manager, not easy/difficult
3. security guard, boring
4. nurse, interesting

## 9 GRAMMAR FOCUS

**Learning Objective:** use *be* + adjective and adjective + noun

### ▶ [CD 2, Track 29]

#### Placement of adjectives

- Books closed. Write this on the board:

*My job is great.*

*I have a great job.*

Point out that these sentences have the same meaning.

- Ask the class: "What is the adjective in these sentences? What is the noun?" (Answers: great, job)
- Books open. Focus Ss' attention on the Grammar Focus box. Point out that the pairs of sentences in each row have the same meaning. Elicit or explain the patterns for using *be* + adjective and adjective + noun to describe a job:  
*A/An + (subject)'s + job + is + adjective.*  
*A/An + (subject) + has + a/an + adjective + job.*
- Play the audio program. Ss listen and read silently.
- Option:** Ss underline the adjectives and circle the nouns in the Grammar Focus box.

#### A

- Explain the task. Point out that Ss should write a different sentence that has the same meaning.

- Ss complete the task individually. Go around the class and give help with grammar as needed.
- Ask different Ss to read the sentence pairs to the class.

#### Answers

1. A photographer has an interesting job.
2. A pilot has an exciting job.
3. A teacher has a stressful job.
4. A cashier's job is boring.
5. An accountant's job is difficult.
6. A receptionist's job is easy.

#### B Group work

- Explain the first part of the task. Focus Ss' attention on the chart. Ask: "What jobs are easy?" Elicit ideas from the class.
- Ss complete the chart individually.
- Explain the second part of the task. Elicit or explain what a graphic designer does. Ask three Ss to model the example conversation.
- Ss complete the task in small groups. Then elicit different opinions from the class.

#### TIP

To make Ss feel confident about sharing their opinions, give them time to write down their ideas before the discussion.

## 10 INTERCHANGE 8

See page T-122 for teaching notes.

## 11 SPEAKING

**Learning Objective:** discuss different people's jobs

#### Group work

- Explain the task. Focus Ss' attention on the two lists of questions. Ask different Ss to read out the questions. Elicit or explain any new vocabulary.
- Write this short conversation on the board:  
*A: Do you have a job?*  
*B: Yes, I do./No, I don't, but my brother has a job.*
- Ask two Ss to read out the conversation. Explain that if Student B answers "yes," Student A should ask the questions in the left column. If Student B answers "no," Student A should ask the questions in the right column.
- Tell Ss to take notes on their classmates' answers.

- Ss complete the task in small groups. All group members participate in asking Student B the questions. Go around the class and write down any errors you hear.
- Ask different Ss to tell the class about their classmates' jobs.
- Option:** Write the sentences with errors you noted on the board. Then have Ss correct them in pairs or small groups.

#### TIP

To help Ss develop oral fluency, don't interrupt and correct their errors. Instead, take note of any errors you hear and go over them later as a class, without mentioning who made the errors.

- For a new way to teach this exercise, try the **Onion Ring** technique – download it from the website.

# 12 READING

**Learning Objectives:** make predictions and read for specific information in an article about jobs

## A [CD 2, Track 30]

- Focus Ss' attention on the title. Explain that a *dream job* is someone's idea of a perfect job. It may seem difficult or impossible to achieve. Elicit Ss' dream jobs.
- Focus Ss' attention on the pictures and labels. Ask Ss to look at the photos without reading the paragraphs. Elicit or explain the meaning of any new words. Ask: "What do you think these people do?"
- Ss discuss the answers in pairs, referring to the photos. Then elicit their answers.

## B

- Ss read the article individually. Point out that they should continue reading without stopping to look up new words.

### TIP

To build reading fluency, encourage Ss to read the entire article without looking up new words. Point out that they will discuss any new words later.

- Ss discuss the meaning of any new words in pairs or small groups. Then elicit or explain any remaining new vocabulary.

### Vocabulary

**crocodile:** a large reptile, with a long mouth and sharp teeth, that lives in lakes and rivers

**researcher:** someone who studies a subject to find out new information about it

**flavor:** the taste of something, such as sweet, salty, chocolate, etc.

**expert:** someone who has a lot of skill or knowledge about something

**taste:** to experience the flavor of a food in your mouth

- Explain the task and read the sentences aloud. Explain that Ss will choose *True* (correct) sentences or *False* (incorrect) sentences.
- Ss complete the task individually.
- Ss compare their answers in groups. Then go over the answers with the class and encourage Ss to correct the statements that are false.

### Answers

1. F 2. T 3. F 4. T 5. F

## C

- Explain the first part of the task. To help Ss, write these focus questions on the board:
  1. What is the workplace of your dream job?
  2. What days do you work?
  3. What hours do you work?
  4. What do you wear?
  5. What do you do, exactly?
  6. What do you like about your dream job?
- Ss complete the task individually. Go around the class and help with vocabulary and spelling as needed.
- **Option:** Ss write the description for homework.
- Once their dream job descriptions are written, each S reads the description to the class but does not tell the job. The other Ss guess the job.
- **Option:** In very large classes, Ss read their descriptions in groups.



For a new way to teach this exercise, try **Reading Race** – download it from the website.

## End of Cycle 2

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle and for assessment tools.



## SELF-ASSESSMENT

**Learning Objectives:** reflect on one's learning; identify areas that need improvement

- Ask: "What did you learn in Units 7 and 8?" Elicit Ss' answers.
- Ss complete the Self-assessment. Explain to Ss that this is not a test; it is a way for them to evaluate what they've learned and identify areas where they need additional practice. Encourage them to be honest, and point out they will not get a bad grade if they check (✓) *A little*.

- Ss move on to the Progress check exercises. You can have Ss complete them in class or for homework, using one of these techniques:

1. Ask Ss to complete all the exercises.
2. Ask Ss: "What do you need to practice?" Then assign exercises based on their answers.
3. Ask Ss to choose and complete exercises based on their Self-assessment.

## 1 SPEAKING

**Learning Objective:** demonstrate one's ability to describe living spaces, rooms, and furniture

### A

- Set the scene and explain the task. Point out that Ss can draw simple pictures or write the names of the furniture. Draw simple pictures on the board to demonstrate, if needed.
- **Option:** Ss label their pictures with the names of the furniture.
- Focus Ss' attention on the picture. Point to different rooms in the picture and ask: "What's this room?" Ss label each room in the apartment.
- Review the vocabulary in the box. Then elicit the names of other furniture and household items. Write them on the board.

- Ss complete the task individually.

### B Pair work

- Explain the task. Then model the example conversation with a S. Take the role of Speaker A, and give the S the role of Speaker B. Ask the class to help the S if needed.
- Ss role-play the conversation in pairs. Then they change roles. Go around the class and give help as needed.
- **Option:** Ss change partners and role-play the conversation again.

## 2 SPEAKING

**Learning Objective:** demonstrate one's ability to ask and answer questions about work

### A

- Explain the task. Ss complete the conversations individually. Then they compare answers in pairs.
- To check answers, ask different pairs of Ss to read the conversations. Correct any errors as a class.

#### Answers

1. A: **Where does your father work?**  
B: My father? He works in a store.

- A: **What does he do?**  
B: He's a salesperson.  
A: **How does he like it/his job?**  
B: He likes his job a lot!
2. A: **What do you do?**  
B: I'm an accountant.  
A: **Where do you work?**  
B: I work in an office.  
A: **How do you like it/your job?**  
B: It's OK. I guess I like it.

### B Pair work

- Explain the task. Ss complete the task in pairs. Then they change roles.

## 3 LISTENING

**Learning Objective:** demonstrate one's ability to understand descriptions of jobs

### ▶ [CD 2, Track 31]

- Explain the task.
- Play the audio, pausing after each conversation. Ss listen and complete the chart. Then play the audio again. Ss listen and check their answers.

#### Audio script

1.  
*Man* Where do you work, Rachel?  
*Rachel* In a doctor's office.  
*Man* What do you do there?  
*Rachel* I'm the receptionist. I answer the phone and welcome people.  
*Man* How do you like your job?  
*Rachel* I love it.
2.  
*Woman* Hey, Daniel. I hear you're not working at the hospital now.

- Daniel* You're right. I have a new job in a school.  
*Woman* Really? Are you teaching?  
*Daniel* No. I'm still a nurse, but now I'm a school nurse.  
*Woman* Is it stressful?  
*Daniel* No, not really.
3.  
*Man* Hey, Mai, where do you work?  
*Mai* In a hotel.  
*Man* Oh, that's interesting. What do you do there?  
*Mai* I'm a front desk clerk. I help the guests when they arrive and leave. And I answer a lot of telephone calls from inside and outside the hotel.  
*Man* That's a busy job! Do you like it?  
*Mai* I do. I have a great manager.

#### Answers

- |           | Workplace | Job              |
|-----------|-----------|------------------|
| 1. Rachel | office    | receptionist     |
| 2. Daniel | school    | nurse            |
| 3. Mai    | hotel     | front desk clerk |

## 4 SPEAKING

**Learning Objective:** demonstrate one's ability to give and respond to opinions about jobs

### Group work

- Explain the task. Read the names of the jobs aloud. Ss repeat. Explain the jobs as needed.

- Ask three Ss to model the example conversation. Then elicit different adjectives that can be used to describe jobs and write them on the board.
- Ss discuss the jobs in small groups.

## WHAT'S NEXT?

**Learning Objective:** become more involved in one's learning

- Focus Ss' attention on the Self-assessment again. Ask: "How well can you do these things now?"

- Ask Ss to underline one thing they need to review. Ask: "What did you underline? How can you review it?"
- If needed, plan additional instruction, activities, or reviews based on Ss' answers.

# Unit 9 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
<b>CYCLE 1</b>	<b>1 Word Power</b>		<b>SS</b> Unit 9 Vocabulary 1 <b>GAME</b> Name the Picture (Foods 1) <b>GAME</b> Sentence Runner (Foods 2)
	<b>2 Conversation</b>		<b>SS</b> Unit 9 Speaking 1
	<b>3 Grammar Focus</b>	<b>TSS</b> Unit 9 Listening Worksheet	<b>SB</b> Unit 9 Grammar plus, Focus 1 <b>SS</b> Unit 9 Grammar 1 <b>GAME</b> Sentence Stacker (Count and noncount nouns; <i>some</i> and <i>any</i> )
	<b>4 Pronunciation</b>		<b>WB</b> Unit 9 exercises 1–5
<b>CYCLE 2</b>	<b>5 Snapshot</b>		
	<b>6 Conversation</b>		<b>SS</b> Unit 9 Speaking 2
	<b>7 Grammar Focus</b>	<b>TSS</b> Unit 9 Vocabulary Worksheet <b>TSS</b> Unit 9 Grammar Worksheet	<b>SB</b> Unit 9 Grammar plus, Focus 2 <b>SS</b> Unit 9 Grammar 2 <b>GAME</b> Speak or Swim (Adverbs of frequency)
	<b>8 Listening</b>		
	<b>9 Speaking</b>		<b>SS</b> Unit 9 Vocabulary 2
	<b>10 Interchange 9</b>		
	<b>11 Reading</b>	<b>TSS</b> Unit 9 Extra Worksheet <b>TSS</b> Unit 9 Project Worksheet <b>VID</b> Unit 9 <b>VRB</b> Unit 9	<b>SS</b> Unit 9 Reading 1–2 <b>SS</b> Unit 9 Listening 1–3 <b>SS</b> Unit 9 Video 1–3 <b>WB</b> Unit 9 exercises 6–8

**Key**    **GAME:** Online Game    **SB:** Student's Book    **SS:** Online Self-study    **TSS:** Teacher Support Site  
**VID:** Video DVD    **VRB:** Video Resource Book    **WB:** Online Workbook/Workbook

# My Plan for Unit 9

Use the space below to customize a plan that fits your needs.

With the following SB exercises	I am using these materials in class	My students are using these materials outside the classroom

With or instead of the following SB section	I am using these materials for assessment

# I always eat breakfast.

## Cycle 1, Exercises 1–4

### 1 WORD POWER

**Learning Objective:** discuss food likes and dislikes

#### A [CD 2, Track 32]

- Books closed. Write these headings on the board:  
Healthy foods    Unhealthy foods
- Elicit or explain that *healthy* means “good for you” and *unhealthy* means “bad for you.”
- Ask: “What foods are healthy? What foods are unhealthy?”
- Elicit ideas from the class and write them under the correct headings.

#### TIP

To interest Ss in the topic, elicit opinions from them whenever possible.

- Books open. Focus Ss’ attention on the title of the pie chart. Explain that it illustrates healthy foods. Point out that this chart doesn’t show how much of these foods you should eat per day (e.g., it doesn’t tell you to eat six servings of grains). It shows the portion of your foods that should come from each category, (i.e., eat mostly fruits and vegetables and only a little dairy). Also note that not everyone eats everything on the chart; for example, *vegetarians* don’t eat meat, but they eat other proteins such as nuts and beans.
- Play the first paragraph of the audio program. Ss listen and read silently.
- Use hand gestures to explain *a lot of*, *some*, and *a little*.

In Unit 9, students discuss food and describe eating habits. By the end of Cycle 1, students will be able to discuss foods they like, need, and have using *some/any* and count/noncount nouns. By the end of Cycle 2, students will be able to describe eating habits using adverbs of frequency.


- Play the rest of the audio program. Ss listen and read silently. Then play the audio program again. Ss listen and repeat.
- **Option:** Write the names of the food groups on the board. Elicit names of other foods in each group. Ask different Ss to write them on the board.

#### B Pair work

- Explain the first part of the task.
- Ss make lists individually. Go around the class and give help as needed.
- Explain the second part of the task and ask a S to read the beginning of the model conversation.
- Ss continue the conversation and compare food likes and dislikes in pairs.
- **Option:** Ss tell the class about their partner’s food likes and dislikes.

#### TIP

To make your lessons more varied, change focus regularly. For example, change from pair work to a class activity or from writing to speaking.

-  For more practice with food vocabulary, play the **Chain Game** – download it from the website. Use the sentence: “I like (carrots) . . .”

## 2 CONVERSATION

**Learning Objective:** use *some/any* and count/noncount nouns in a conversation about food

### ▶ [CD 2, Track 33]

- Focus Ss' attention on the picture. Ask: "What foods can you see?" (Possible answers: lettuce, vegetables)
- Play the audio program. Ss listen and read silently. Then elicit or explain any new vocabulary.

### Vocabulary

**all right:** OK  
**potato salad:** pieces of potato mixed with mayonnaise and seasonings  
**buy:** to pay money to get something

- Play the audio program again. Ss listen and repeat. Then they practice the conversation in pairs

## 3 GRAMMAR FOCUS

**Learning Objectives:** differentiate between *some/any* and categorize count/noncount nouns

### ▶ [CD 2, Track 34]

#### Count and noncount nouns

- Books closed. Put four or five count items (e.g., *lemons, oranges, books*) on your desk. Say: "I can count these (lemons). One, two, three, four, five. (Lemon) is a count noun."
- Put a noncount item (e.g., *a loaf of unsliced bread, a bowl of rice, a pitcher of water*) on your desk. Say: "I can't count this (bread). (Bread) is a noncount noun."
- Books open. Focus Ss' attention on the words at the top of each column in the Grammar Focus box. Point out that plural count nouns usually end in *-s* or *-es* and that noncount nouns don't.
- Point out that we use *a* and *an* only with singular count nouns.

#### Some and any

- Focus Ss' attention on the questions and answers in the Grammar Focus box. Explain that we use *some* and *any* with plural nouns and noncount nouns. We use *some* in positive statements. We use *any* in negative statements and questions.
- Play the audio program. Ss listen and read silently.
- Point out that we often omit the noun in answers with *some* and *any* (e.g., *Yes, let's get some.*)

### A

- Explain the task. Ss complete the conversation individually. Then they compare answers in pairs. To check answers, ask Ss to read the conversation.

#### Answers

Keith: Oh, they don't have **any** potato salad.  
Jane: But we have lots of potatoes at home. Let's make **some**.  
Keith: Great. Do we have **any** mayonnaise?  
Jane: No. We need to buy **some**. And we need **some** onions.  
Keith: Oh, no, I don't want **any** onions in the salad.

Jane: OK, don't worry. Let's get **some** celery, then.  
Keith: No, I don't want **any** celery. I have an idea. Let's put **some** apples in it.  
Jane: Are you serious? Apples in potato salad? Well, OK . . .

### B

- Ss complete the chart individually. Go around the class and give help as needed. If Ss have difficulty, point out that all the nouns in Exercise 1 with *-s* or *-es* endings are count nouns.
- Ss compare their charts in pairs.
- Copy the chart onto the board. Ask different Ss to write the answers in the chart.
- **Option:** Ss add other foods they know to the chart on the board.



For more practice reviewing food vocabulary with count and noncount nouns, play **Picture It!** – download it from the website. One S draws a picture of a food. The other Ss guess the word and use it in the sentence: "It's a/an . . ." or "They're . . ."

- **Option:** Ss discuss which foods in the chart are good (healthy) and bad (unhealthy) for you. Write this conversation on the board:

A: *Eggs are good for you, but cream is not.*

B: *Are you sure? I think eggs are bad for you.*

Ss practice in pairs. Have Ss share any disagreements with the class.

### TIP

Don't expect Ss to master new grammar immediately. To help them internalize the new structures, give Ss plenty of time, exposure, and practice with the new structures throughout the unit and course.

## 4 PRONUNCIATION

**Learning Objective:** sound more natural when stressing words in sentences and questions

### ▶ A [CD 2, Track 35]

- Books closed. Write the conversations on the board.
- Ask Ss to listen for the stressed words in each question and answer.
- Play the audio program once or twice. Elicit the stressed words from the class.
- Books open. Play the audio program. Ss listen and read silently to check their answers. Elicit or explain that we stress the important words in a sentence.
- Play the audio program again. Ss listen and repeat. Then Ss practice the conversation in pairs. Go around the class and check Ss' use of stress.

### B Pair work

- Explain the task. Have two Ss read the example conversation. Point out that they need to ask questions about the food in the pictures and refer to the shopping list to find out what food they need.
- Have two Ss model the activity for the class.
- Ss ask and answer questions in pairs. Go around the class and check Ss' use of stress.

! For a new way to teach sentence stress, try **Walking Stress** – download it from the website.

### End of Cycle 1

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

### Cycle 2, Exercises 5–11

## 5 SNAPSHOT

**Learning Objective:** discuss common breakfast foods in different countries

### ▶ [CD 2, Track 36]

- Books closed. Elicit or explain that *breakfast* is the meal that people have in the morning. Ask: "Who has a big breakfast? Who has a small breakfast? Who doesn't have breakfast?" Ss raise their hands.
- Books open. Focus Ss' attention on the pictures. Point out that these are common breakfast foods in the United States, Japan, and Costa Rica.

- Play the audio program. Ss listen and read silently. Elicit or explain any new vocabulary.
- Play the audio program again. Ss listen and repeat.
- Read out the questions and task. Ss complete the task individually.
- Ss compare answers in small groups. If possible, put Ss from different countries in each group. Then elicit answers from the class.



## 6 CONVERSATION

**Learning Objective:** use adverbs of frequency in a conversation about food

### ▶ [CD 2, Track 37]

- Text covered. Focus Ss' attention on the title and picture. Set the scene. Eva and Kaito are talking about breakfast.
- Ask: "What are the people eating?" Encourage Ss to make guesses.

- Text uncovered. Play the audio program. Ss listen and read silently.
- If needed, point out that people in the United States and Canada don't usually have fish for breakfast, so Eva is surprised.
- Elicit or explain any new vocabulary. If Ss have questions about *always*, *usually*, *sometimes*, or *never*, preview the Grammar Focus box in Exercise 7.
- Play the audio program again. Ss listen and repeat.
- Ss practice the conversation in pairs.

## 7 GRAMMAR FOCUS

**Learning Objective:** use adverbs of frequency

### ▶ [CD 2, Track 38]

- Books closed. Write this on the board:  
always (100%)  
usually (about 80%–99%)  
often (about 60%–80%)  
sometimes (about 20%–60%)  
hardly ever (about 1%–20%)  
never (0%)
- Elicit or explain that these words are adverbs of frequency. *Always* means "100 percent of the time," and *usually* means "almost always." *Often* means "a lot of the time," and *sometimes* means "some of the time." *Hardly ever* means "rarely," and *never* means "not ever."
- Books open. Focus Ss' attention on the Grammar Focus box. Play the audio program. Ss listen and read silently.
- Point out that adverbs usually go before the verb in a sentence, but *sometimes* can also go before the subject. Explain that *ever* means "at any time," and that questions with *ever* are usually answered with adverbs of frequency.

### A

- Explain the first part of the task. Then copy the example sentence on the board. Model how to make a caret (^) between the words *you* and *have*, and write the adverb above it.
- **Option:** Ss underline the verb in each sentence.
- Ss put the adverbs in the correct places individually. Ask different Ss to write the complete sentences on the board.

### Answers

A: Do you **usually** have a big breakfast?  
B: Well, on Sunday I **always** have a big breakfast with my friends.

A: Do you **ever** eat breakfast at work on weekdays?

B: Yes, I **sometimes** have breakfast at the office restaurant./Yes, **sometimes** I have breakfast at the office restaurant.

A: Do you **often** eat breakfast at your desk?

B: No, I **hardly ever** eat breakfast at my desk.

- Explain the second part of the task. Ss practice the conversation in pairs.

### B

- Books closed. Copy the words for the first item on the board. Explain the task and model how to unscramble the sentence.
- Books open. Ss complete the task individually. If needed, elicit or explain that a *snack* is food you eat between meals. Snacks include foods like apples and potato chips.
- Ss compare their sentences in pairs. Then ask different Ss to write the correct sentences on the board. If needed, correct the sentences with the class.

### Answers

1. I hardly ever have beef for lunch.
2. I never eat snacks when I watch TV.
3. I sometimes eat eggs for breakfast./Sometimes I eat eggs for breakfast.
4. I usually have dinner with my family.

### C

- Explain the first part of the task. Then rewrite the first sentence from part B on the board, changing the adverb of frequency if necessary to make the sentence true about you. For example:  
I *never have beef* for lunch.
- Ss rewrite the sentences individually.
- Explain the second part of the task. Then ask two Ss to model the example conversation.
- Ss compare information in pairs.

## 8 LISTENING

**Learning Objective:** identify adverbs of frequency in a spoken conversation

### ▶ [CD 2, Track 39]

- Books closed. Set the scene. Devon and Victoria are in a restaurant. They are talking about food.
- Review the pronunciation of the words in the chart.

#### TIP

To help Ss recognize key vocabulary in an audio recording, review or pre-teach their pronunciation.

- Ask the class: "What foods do Devon and Victoria talk about?" Play the audio program and have Ss listen for the answers. Elicit the answers. (Answers: soup, noodles, chicken, meat, fish, eggs, beef, vegetables, carrots)
- Books open. Focus Ss' attention on the chart and explain the task.
- Play the audio program a few times. Pause after every few lines if needed. Ss listen and complete the chart. Then they compare answers in pairs.

### Audio script

Devon So, what looks good, Victoria?  
 Victoria I don't know yet.  
 Devon Well, the soup is really good. Do you like noodles?  
 Victoria Oh, yeah. I often eat noodles for lunch. I just don't want them tonight.  
 Devon OK, well, the chicken is great here. How about that?  
 Victoria Oh, no. I never eat chicken. I don't like meat.  
 Devon Really?  
 Victoria Yeah. Sometimes I have fish or eggs, but never chicken or beef.  
 Devon So, do you eat a lot of vegetables?  
 Victoria Yes. Carrots are my favorite. I often have some in the afternoon for a snack.

### Answers

	Often	Sometimes	Never
noodles	✓		
chicken			✓
fish		✓	
eggs		✓	
carrots	✓		

## 9 SPEAKING

**Learning Objective:** ask and answer questions about eating habits using adverbs of frequency

### A

- Focus Ss' attention on the chart and explain the first part of the task. Ask different Ss to read the questions. Point out that all the questions have adverbs of frequency or the word *ever*.
- Elicit or explain any new vocabulary.

#### Vocabulary

**habit:** something you usually do  
**lunch:** the noon meal  
**dinner:** the evening meal

- Ss write two more questions individually. Go around the class and make sure Ss use an adverb of frequency or *ever* in each question.

- Elicit new questions from the class and write them on the board. For example, "What is something you always have for . . . ?, Do you usually make . . . ?, Do you ever make . . . for your family?"
- Explain the second part of the task. Ask two Ss to model the example conversation. Point out where the answers go on the chart.
- Ss complete the middle column in pairs, taking turns asking and answering the questions. When the pairs finish, each S finds a new partner to complete the last column with. Go around the class and make sure the Ss complete the chart.

### B Class activity

- Explain the task and ask a S to model the example sentences. Then Ss tell the class about their partners' mealtime habits.

## 10 INTERCHANGE 9

See page T-123 for teaching notes.

# 11 READING

**Learning Objective:** scan and read for details in an article about food

## A [CD 2, Track 40]

- Read the title aloud. Elicit or explain the meaning of *festival*. Ask: "What do you think a food festival is? Does your city have a food festival?"
- Focus Ss' attention on the pictures and read the question aloud. Elicit answers from the class.

## B

- Explain the first part of the task. Ss read the article individually and underline any words they don't know.
- Elicit or explain any new vocabulary. Then Ss read the article again.

### Vocabulary

**festival:** a special event or period when people celebrate something

**fight:** when people try to hurt each other

**garlic:** a vegetable like a small onion with a strong taste and smell

**cooking:** the activity of preparing food

**monkeys:** animals with long tails that live in trees

**humans:** people

**bones:** the hard pieces inside a person or animal

**anise:** a plant that tastes like fennel or licorice

**seed:** the small part of a plant from which new plants grow

- Explain the second part of the task. Use the example to model the task. Point out that Ss can find the answer quickly by scanning the article for the phrase *tomato fight*.
- Ss correct the sentences individually. Go around the class and give help as needed.

- Ss compare their answers in pairs. Ask different Ss to write the correct sentences on the board.

## Answers

1. There's a big tomato fight in ~~Mexico~~ **Spain** once a year.
2. People in California ~~don't~~ **really** like garlic.
3. Some people in the U.S. use ~~tomatoes~~ **garlic** to make ice cream and popcorn.
4. The Monkey Buffet Festival happens in ~~Spain~~ **Thailand**.
5. In Thailand, people give fruit to the ~~tourists~~ **monkeys**.
6. Some Mexicans make bread in the shape of **humans, flowers, bones, and animals** ~~houses and other buildings~~.

- **Option:** Play the audio program. Ss listen and read along silently.

## C Group work

- Explain the task and read the questions. Point out that *celebration* means "a special day or event."
- Ss discuss the questions in small groups. Go around the class and encourage Ss to ask follow-up questions.
- **Option:** Each group shares information with the class.

## End of Cycle 2

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

# Unit 10 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
<b>CYCLE 1</b>	<b>1 Snapshot</b>		<b>SS</b> Unit 10 Vocabulary 1
	<b>2 Conversation</b>		<b>SS</b> Unit 10 Speaking 1
	<b>3 Grammar Focus</b>		<b>SB</b> Unit 10 Grammar plus, Focus 1 <b>SS</b> Unit 10 Grammar 1 <b>GAME</b> Sentence Runner (Simple present Wh-questions 1) <b>GAME</b> Word Keys (Simple present Wh-questions 2)
	<b>4 Listening</b>		
	<b>5 Speaking</b>		<b>WB</b> Unit 10 exercises 1–3
<b>CYCLE 2</b>	<b>6 Conversation</b>		<b>SS</b> Unit 10 Speaking 2
	<b>7 Grammar Focus</b>		<b>SB</b> Unit 10 Grammar plus, Focus 2 <b>SS</b> Unit 10 Grammar 2
	<b>8 Pronunciation</b>	<b>TSS</b> Unit 10 Vocabulary Worksheet <b>TSS</b> Unit 10 Grammar Worksheet <b>TSS</b> Unit 10 Extra Worksheet	
	<b>9 Listening</b>	<b>TSS</b> Unit 10 Listening Worksheet	<b>GAME</b> Sentence Stacker (Can for ability)
	<b>10 Word Power</b>		<b>SS</b> Unit 10 Vocabulary 2 <b>GAME</b> Speak or Swim (Abilities and talents)
	<b>11 Interchange 10</b>		
	<b>12 Reading</b>	<b>TSS</b> Unit 10 Project Worksheet <b>VID</b> Unit 10 <b>VRB</b> Unit 10	<b>SS</b> Unit 10 Reading 1–2 <b>SS</b> Unit 10 Listening 1–3 <b>SS</b> Unit 10 Video 1–3 <b>WB</b> Unit 10 exercises 4–10

With or instead of the following SB section	You can also use these materials for assessment
<b>Units 9–10 Progress Check</b>	<b>ASSESSMENT PROGRAM</b> Units 9–10 Oral Quiz <b>ASSESSMENT PROGRAM</b> Units 9–10 Written Quiz

**Key**    **GAME:** Online Game    **SB:** Student's Book    **SS:** Online Self-study    **TSS:** Teacher Support Site  
**VID:** Video DVD    **VRB:** Video Resource Book    **WB:** Online Workbook/Workbook

# My Plan for Unit 10

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Use the space below to customize a plan that fits your needs.

With the following SB exercises	I am using these materials in class	My students are using these materials outside the classroom

With or instead of the following SB section	I am using these materials for assessment

# What sports do you like?

## Cycle 1, Exercises 1–5

In Unit 10, students discuss sports to watch and play, and discuss skills, abilities, and talents. By the end of Cycle 1, students will be able to discuss sports they watch and play using simple present Wh-questions. By the end of Cycle 2, students will be able to discuss skills, abilities, and talents using *can* and *can't*.

### 1 SNAPSHOT


**Learning Objective:** discuss popular sports


#### ▶ [CD 2, Track 41]

- Books closed. Elicit the names of sports and write them on the board. Ask: "Where do people play these sports?" Elicit the names of countries.
- Books open. Focus Ss' attention on the Snapshot. Point out that there is a picture for each sport listed in the quiz.
- If needed, explain that *soccer* is an American term. In other countries, people call this sport *football*. In the U.S. and Canada, *football* refers to a different sport, also called *American football*.
- **Option:** Write this on the board:  
play + *game*  
go + verb + *-ing*

Explain that we use *play* with games and *go* with sports that are not games. Ask Ss to find examples in the Snapshot.

- Read the first question and the task. Ss complete the quiz.
- Play the audio program. Ss listen and read silently.
- Play the audio program again. Ss listen and check their guesses.
- Ss discuss the last two questions in small groups. If possible, put Ss from different countries in each group. Then elicit answers from the class.

 For more practice with sports vocabulary, play **Mime** – download it from the website.

 For more practice with sports vocabulary, play **Sculptures** – download it from the website.

### 2 CONVERSATION

**Learning Objectives:** use simple present Wh-questions in a conversation about sports

#### ▶ [CD 2, Track 42]


- Text covered. Set the scene. Tara and Victor are talking about sports. Ask: "What sports are they talking about?" Play the audio program and elicit the answers. (Answers: basketball, soccer, tennis)
- Text uncovered. Write these questions on the board:
  1. Does Victor like sports?
  2. What sports does he like?
  3. Does he ever play those sports?
- Play the audio program. Ss listen and read silently. Then elicit the answers to the focus questions. (Answers: 1. Yes, he does. 2. basketball, soccer, tennis. 3. He doesn't play them very often.)
- Elicit or explain any new vocabulary.

#### Vocabulary

**free time:** time when you're not working or studying

**athlete:** someone who plays sports well

- **Option:** Ask a few pairs to role-play the conversation for the class.

 For a new way to practice this Conversation, try **Look Up and Speak!** – download it from the website.

- **Option:** Ss share information about free-time activities. To review adverbs of frequency, write this conversation on the board:

A: What do you usually do in your free time?

B: I usually (go swimming), and I often (play tennis).  
How about you?

A: Well, I never (play tennis). But sometimes I (play volleyball).

Model the conversation with a S. Then Ss practice it with their own information in pairs.

- Play the audio program again. Ss listen and repeat. Then they practice the conversation in pairs.

### 3 GRAMMAR FOCUS

**Learning Objective:** ask and answer simple present Wh-questions

#### ▶ [CD 2, Track 43]

##### Simple present Wh-questions

- Focus Ss' attention on the Grammar Focus box. Elicit or explain that Wh-questions ask for information.
- To review the meanings of Wh-question words, write this on the board:

Who  
Where  
How often  
When  
What time

Elicit or give examples of questions using each Wh-word.

- Elicit the pattern for simple present Wh-questions:  
Question word + *do/does* + subject + verb?  
If needed, refer Ss to Unit 8, Exercise 4.
- Play the audio program. Ss listen and read silently.

#### A

- Explain the first part of the task. Ask two Ss to model the first three lines of the first conversation.
- Ss complete the task individually. Then they compare answers in pairs or small groups.

#### TIP

In mixed-level classes, include at least one strong S in each pair or group when they complete tasks involving grammar accuracy. Encourage Ss to collaborate and help each other.

- Elicit answers from the class and write them on the board.

#### Answers

1. A: **How often** do you go bike riding?  
B: Oh, about once or twice a week.  
A: I love to go bike riding. I go every Sunday.  
B: Really? **What time/When** do you go?  
A: Usually at about ten in the morning.  
B: Oh, yeah? **Who** do you go with?  
A: A group of friends. Come with us next time!
2. A: I watch sports on TV every weekend.  
B: Really? **What sports/What** do you like to watch?  
A: Soccer. It's my favorite!  
B: **When** do you usually watch soccer?  
A: In the evenings or on weekends.  
B: And **where** do you usually watch it?  
A: No, at my brother's house. He has a home theater!

- Ss practice the conversations in pairs.

#### B

- Explain the task. Then ask two Ss to model the first two lines of the conversation.
- Ss complete the task individually. Then they compare answers in pairs.
- Ask different Ss to write the questions on the board. If needed, correct the questions with the class.
- **Option:** Ss practice the conversation in pairs.

#### Answers

- A: **What sports do you like?**  
B: I like a lot of sports, but I really love volleyball!  
A: **Who do you usually play with?**  
B: I usually play with my sister and some friends.  
A: **When do you practice?**  
B: We practice on Saturdays.  
A: **What time do you start?**  
B: We start at about noon.  
A: **Where do you play?**  
B: We usually play at a sports club, but sometimes we play on the beach.

#### C Pair work

- Explain the task. Then ask two Ss to model the example conversation.
- Ss write questions about sports or other activities individually. Go around the class and give help as needed.
- **Option:** If Ss have trouble thinking of questions to ask, elicit questions from the class and write them on the board.
- Ss work in pairs. They take turns asking and answering their questions. Then ask different Ss to tell the class their partners' answers.
- **Option:** Ss write sentences about their partners before they tell the class.

- ! For a new way to practice Wh-questions, try **Question Exchange** – download it from the website.



## 4 LISTENING

**Learning Objective:** listen to a conversation about sports using simple present Wh-questions

### ▶ [CD 2, Track 44]

- Explain the task. Then play the audio program three times. First, Ss listen and write the speakers' favorite sports. Then they listen and check (✓) *Play* or *Watch*. Finally, they listen and check their answers.

#### Audio script

1.  
**Woman** Hey, James. What do you think of soccer?  
**James** I like it. Actually, I like lots of sports!  
**Woman** Oh, yeah? What sports do you like?  
**James** Let's see. I like tennis and bike riding . . . and especially football. It's my favorite.  
**Woman** Football's my favorite, too. So, when do you play it?  
**James** In the fall and winter.

2.  
**Man** What sports do you like, Brianna?  
**Brianna** You know, I don't like sports very much.  
**Man** So you never play sports?  
**Brianna** No, I don't. Oh, wait – I do like tennis.  
**Man** Oh, really? When do you play?  
**Brianna** About once a week. I play with a friend at my gym.

3.  
**Woman** Do you play volleyball, Matthew?  
**Matthew** Uh, no. I think it's a little boring.  
**Woman** I see. Do you like any sports?  
**Matthew** Oh, sure. My favorite sport is baseball. I love baseball. Now that's an exciting sport!  
**Woman** How often do you play?  
**Matthew** Well, I don't really play – I'm too busy. But I watch it on TV a lot!

4.  
**Man** Do you like tennis, Nicole?  
**Nicole** It's OK, but it's not my favorite.  
**Man** What's your favorite sport?  
**Nicole** Hmm. I guess my favorite sport is basketball.  
**Man** Really? Where do you play?  
**Nicole** Oh, I don't play basketball. But a lot of my friends do, and I like to watch them play.

- Elicit the answers from the class.

#### Answers

	Favorite sport	Play	Watch
1. James	football	✓	
2. Brianna	tennis	✓	
3. Matthew	baseball		✓
4. Nicole	basketball		✓

## 5 SPEAKING

**Learning Objective:** discuss free-time activities

### A

- Focus Ss' attention on the chart and explain the first part of the task. Ask different Ss to read the questions.
- Ss write one more question individually.
- Elicit new questions from the class and write them on the board. (e.g., *What's your favorite team?*)
- Explain the second part of the task. Ask two Ss to model the example conversation.

- Ss complete the task in pairs. When the pairs finish, each S finds a new partner to work with.

### B Class activity

- Explain the task. Then Ss use their notes to tell the class about their partners' free-time activities.

### Cycle 2, Exercises 6–12

### End of Cycle 1

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

## 6 CONVERSATION

**Learning Objective:** use *can* for ability in a conversation about talents

### ▶ [CD 2, Track 45]

- To explain *can*, say: "I can write." Then write a sentence on the board. Say: "I can't dance (or sing or draw)." Then dance (or sing or draw) badly.

- Play the audio program. Ss listen and read silently.
- Elicit or explain the meaning of any new vocabulary. (e.g., *talent show, audition*).
- Play the audio program again. Ss listen and repeat. Then they practice the conversation in pairs.

## 7 GRAMMAR FOCUS

**Learning Objective:** ask and answer questions using *can* for ability

### ▶ [CD 2, Track 46]

#### Can for ability

- Focus Ss' attention on the Grammar Focus box. Point out the patterns for statements, yes/no questions, and Wh-questions:

Subject + *can/can't* + verb.

*Can* + subject + verb?

Yes, + subject + *can*. / No, + subject + *can't*.

What + *can* + subject + *do*?

Subject + *can* + verb.

Who + *can* + verb?

Subject + *can*.

- Play the audio program. Ss listen and read silently.
- Point out that we pronounce *can* as /kən/ in statements and questions. However, we pronounce it as /kæn/ in short answers.
- **Option:** Play the audio program again. Ss listen and repeat.

#### A

- Focus Ss' attention on the pictures. Read the verbs aloud. Ss repeat. Then elicit or explain any new vocabulary.
- Explain the task and ask a S to model the example sentence.
- Ss complete the sentences individually. Then they compare answers in pairs. Go around the class and encourage Ss to read the sentences aloud.

#### TIP

To build Ss' confidence, have them compare answers in pairs or small groups. Then check answers as a class.

- Elicit the answers from the class and write them on the board.

#### Answers

1. Ben **can** swim.
2. Sara **can** fix cars.
3. Diane **can't** sing.
4. Jeff **can't** ice-skate.
5. Lisa **can** play the piano.
6. Megan **can't** cook.

#### B Pair work

- Explain the task. Ask two Ss to model the example conversation for the class.
- Ss practice asking and answering the questions in pairs. Then they change roles and practice again. Go around the class and check Ss' pronunciation of *can* and *can't*.

#### C Group work

- Explain the task. Ask a S: "Can you draw?"
- Ss complete the task in small groups.

#### TIP

To develop Ss' proficiency with grammar, it is often more effective for Ss to practice the structures in a speaking or writing activity than to complete a mechanical task.

- For more practice asking and answering questions with *can* and *can't*, play **Hot Potato** – download it from the website.

## 8 PRONUNCIATION

**Learning Objective:** sound more natural when using *can* and *can't*

### ▶ A [CD 2, Track 47]

- Play the audio program. Ss listen and read silently. Then play the audio program again. Ask different Ss to read the sentences aloud.

#### B Pair work

- Explain and model the task. Then Ss complete the task in pairs. Go around the class and listen to Ss' pronunciation of *can* and *can't*.

- **Option:** Ask Ss to get in groups. Write these patterns on the board:

Pablo *can't* draw, but he *can* sing.

Misaki *can't* sing, but she *can* act.

Ss use this pattern to write five sentences about the people in their group. Then they practice reading them aloud. Go around the class and check their pronunciation of *can* and *can't*.

## 9 LISTENING

**Learning Objective:** listen for details in a conversation about people's abilities using *can*

### ▶ [CD 2, Track 48]

- Focus Ss' attention on the pictures. Elicit the verb for each picture and write it on the board. (Answers: draw, swim, take pictures/photos, sing, cook, use a computer, play the piano, paint)
- Explain the task. Tell Ss that they will not hear the people talk about all of the abilities in the photos. Then play the audio program two or three times. Ss listen and write their answers.

#### Audio script

1.  
*Woman* Are you good at sports, Joshua?  
*Joshua* No, not really, but I like to swim. I can swim very well. I often go swimming on the weekends. And I can play the piano well. But I can't sing.

2.  
*Man* What do you do on weekends, Monica?  
*Monica* I love to cook for my friends and family. I can cook well. And I love to take photos with my new camera. I think I can do that really well, too.

3.  
*Woman* That's a beautiful picture, Anthony.  
*Anthony* Oh, thank you very much. I'm an architect, so I can draw really well. I often do my work on a computer, so I can use computers really well, too. Oh, I can paint, too, but I don't paint for my job. It's just something I do for fun.

- Elicit the answers from the class.

#### Answers

1. A	3. M	5. M	7. J
2. J	4. Ø	6. A	8. A

## 10 WORD POWER

**Learning Objective:** discuss talents and abilities

### ▶ A [CD 2, Track 49]

- Explain the task. Then read the abilities and talents in the word map aloud. Ss repeat.
- Describe how a word map works. Then elicit or explain the meaning of any new vocabulary.

#### Vocabulary

**talent:** a natural ability to do something well  
**musical:** related to music  
**artistic:** related to art  
**athletic:** related to athletes and sports  
**technical:** related to industry or science

- Ss complete the word map individually. Then they compare answers in pairs.
- Play the audio. Ss listen and check their answers.

#### Answers

*Musical or artistic:* make electronic music, take good photos  
*Athletic:* ride a horse, run a marathon, skateboard  
*Technical:* build a robot, design a website, edit a video, fix a computer  
*Other:* bake cookies, do math in your head, play chess, tell good jokes

### B Group work

- Explain the task and focus Ss' attention on the example list. All Ss in each group should copy of the list. Encourage groups to choose a different classmate for each talent or ability.
- Ask three Ss to model the example conversation.
- Ss complete the task in small groups.

### C Class activity

- Explain the task. Have two Ss model the conversation.
- Ss take their lists from part B, go around the class, and check their guesses. They check (✓) all the yes answers. Encourage Ss to give complete short answers.
- When Ss finish, they sit down. Elicit the number of correct guesses for each group. Then ask: "Who can bake cookies?" Elicit the answers. Continue with the remaining abilities and talents.

For more practice with abilities and talents, play **Change Chairs** – download it from the website. Begin: "Change chairs if you can bake cookies."

#### TIP

Encourage Ss to keep a vocabulary notebook to record new words, definitions, pronunciations, parts of speech, and example sentences.

## 11 INTERCHANGE 10

See page T-124 for teaching notes.

# 12 READING

**Learning Objective:** scan and read for details in an article about people's talents

## ▶ A [CD 2, Track 50]

- Focus Ss' attention on the title and pictures. Explain the meaning of *world records*.
- Read the question aloud. Elicit answers from the class.
- Focus Ss' attention on the pictures. Invite Ss to talk about what they see. Ask Ss to guess what records are being set in the pictures.

## B

- Explain the first part of the task. Ss read about the world records individually.
- Explain the second part of the task. Ss scan the article for specific information and check the correct answers to the questions. Point out that Ss can find the answers by scanning for the names and key words in the text.
- Ss complete the task individually.
- Elicit the answers.

### Answers

1. b   2. b   3. a   4. b   5. b

- **Option:** Play the audio program. Ss listen and read along silently.

- Ss read the article again and underline any new words. Then elicit or explain the meanings of any new words.

### Vocabulary

**base jumping:** the sport of jumping from a structure with a parachute

**marathon:** an activity that lasts a very long time; usually, a long running race

**surfing:** the sport of riding ocean waves on a board

**squash (v):** to crush something flat

**muscles:** parts of the body that are connected to bones and help you move

## C Group work

- Explain the task and read the questions.
- Ss complete the task in small groups. Go around the class and give help as needed.
- Ask a S from each group to tell the class their opinions and examples.
- **Option:** Ss can look up world records and report on their findings to the class.

## End of Cycle 2

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle and for assessment tools.

## SELF-ASSESSMENT

**Learning Objectives:** reflect on one's learning; identify areas that need improvement

- Ask: "What did you learn in Units 9 and 10?" Elicit Ss' answers.
- Ss complete the Self-assessment. Explain to Ss that this is not a test; it is a way for them to evaluate what they've learned and identify areas where they need additional practice. Encourage them to be honest, and point out they will not get a bad grade if they check (✓) *A little*.

- Ss move on to the Progress check exercises. You can have Ss complete them in class or for homework, using one of these techniques:
  1. Ask Ss to complete all the exercises.
  2. Ask Ss: "What do you need to practice?" Then assign exercises based on their answers.
  3. Ask Ss to choose and complete exercises based on their Self-assessment.

## 1 SPEAKING

**Learning Objective:** demonstrate one's ability to make and respond to suggestions about food

### Group work

- Set the scene and explain the task. Point out that Ss should complete their charts with the food they choose for the party.
- If needed, elicit examples of each type of food and write them on the board. For example:

Main dishes: sandwiches, hamburgers, pizza  
Salads: green salad, potato salad, fruit salad  
Drinks: lemonade, soda, coffee

Desserts: cake, cookies, ice cream

- Read out the useful expressions. Point out that Ss should use these to ask and talk about the kinds of food they want and don't want.
- Ss complete the activity in small groups. Go around the class and help as needed.
- Ask each group to tell the class about the foods for its party.
- **Option:** Ask each group to write the foods for its party on the board. Then the class votes for the best foods.

## 2 SPEAKING

**Learning Objective** demonstrate one's ability to discuss snacks and eating habits

### Pair work

- Explain the task and read out the snacks. Then ask two Ss to model the example conversation. Point out that Student B should answer using *always, usually, sometimes, hardly ever, or never*. Student A should check (✓) the adverb of frequency that Student B uses.

- Ss complete the activity in pairs. They take turns asking all the questions in the survey. Go around the class and encourage Ss to listen to each other and not look at each other's charts.

### TIP

If you don't have enough class time for the speaking activities, assign each S a speaking partner. Then have Ss complete the activities with their partners for homework.

## 3 LISTENING

**Learning Objective:** demonstrate one's ability to understand descriptions of sports

### ▶ [CD 2, Track 51]

- Explain the task. Ss read the two choices for each answer silently.
- Play the audio program once or twice. Ss listen and complete the task. Then elicit the answers.

#### Audio script

1.  
*Stephanie* Do you play any sports, Raymond?  
*Raymond* Yes, I do.  
*Stephanie* What do you play?  
*Raymond* I play soccer.
2.  
*Stephanie* So who do you play soccer with?  
*Raymond* Some friends from work. We have a team.
3.  
*Stephanie* When does your team practice?

- Raymond* We practice at 6:00 A.M.  
*Stephanie* 6 o'clock? That's early!  
4.  
*Stephanie* So how often do you practice?  
*Raymond* Every day. We practice before work.  
*Stephanie* Wow!  
5.  
*Stephanie* And when do you play?  
*Raymond* On the weekends. Please come and watch.  
*Stephanie* OK. That sounds great!  
6.  
*Stephanie* Where do you play?  
*Raymond* We always play at the park.

#### Answers

1. I play soccer.
2. Some friends from work.
3. At 6:00 A.M.
4. Every day.
5. On the weekends.
6. At the park.

## 4 SPEAKING

**Learning Objective:** demonstrate one's ability to ask and answer questions about likes and dislikes

### A

- Explain the task. If needed, elicit examples of sports, activities, foods, and clothes. Point out that *I love* means you really like something a lot.
- Ss complete the chart individually.

### B Pair work

- Explain the task. Ask two Ss to model the conversation. Then elicit follow-up questions Ss can ask with *who*, *where*, *how often*, and *when*.
- Ss complete the task in pairs.
- **Option:** Ask different Ss to share information about their partners.

## 5 SPEAKING

**Learning Objective:** demonstrate one's ability to talk about job-related abilities

### Group work

- Focus Ss' attention on the pictures and read out the jobs. Ss listen and repeat. Then explain the task and read out the abilities in the box.

- Write *chef* on the board. Ask the class: "What can a chef do well?" Elicit Ss' answers and write them on the board. (Possible answers: plan meals, cook noodles, make salads, bake cookies, use a stove)
- Ask two Ss to model the example conversation. Encourage Student A to use an idea from the board.
- Ss make lists for the remaining three jobs in small groups. Then elicit ideas from the class and ask different Ss to write them on the board.

## WHAT'S NEXT?

**Learning Objective:** become more involved in one's learning

- Focus Ss' attention on the Self-assessment again. Ask: "How well can you do these things now?"

- Ask Ss to underline one thing they need to review. Ask: "What did you underline? How can you review it?"
- If needed, plan additional instruction, activities, or reviews based on Ss' answers.

# Unit 11 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
<b>CYCLE 1</b>	<b>1 Word Power</b>		<b>SS</b> Unit 11 Vocabulary 1 <b>GAME</b> Sentence Runner (Months and dates)
	<b>2 Conversation</b>	<b>TSS</b> Unit 11 Extra Worksheet	<b>SS</b> Unit 11 Speaking
	<b>3 Grammar Focus</b>		<b>SB</b> Unit 11 Grammar plus, Focus 1 <b>SS</b> Unit 11 Grammar 1 <b>GAME</b> Word Keys (The future with <i>be going to</i> )
	<b>4 Pronunciation</b>		
	<b>5 Listening</b>		
	<b>6 Interchange 11</b>		<b>WB</b> Unit 11 exercises 1–4
<b>CYCLE 2</b>	<b>7 Snapshot</b>	<b>TSS</b> Unit 11 Vocabulary Worksheet	
	<b>8 Conversation</b>		<b>SS</b> Unit 11 Speaking 2
	<b>9 Grammar Focus</b>		<b>SB</b> Unit 11 Grammar plus, Focus 2 <b>SS</b> Unit 11 Grammar 2 <b>GAME</b> Sentence Stacker (The future and Wh-questions with <i>be going to</i> )
	<b>10 Word Power</b>	<b>TSS</b> Unit 11 Grammar Worksheet <b>TSS</b> Unit 11 Listening Worksheet	<b>SS</b> Unit 11 Vocabulary 2 <b>GAME</b> Say the Word (Ways to celebrate)
	<b>11 Speaking</b>		
	<b>12 Reading</b>	<b>TSS</b> Unit 11 Project Worksheet <b>VID</b> Unit 11 <b>VRB</b> Unit 11	<b>SS</b> Unit 11 Reading 1–2 <b>SS</b> Unit 11 Listening 1–3 <b>SS</b> Unit 11 Video 1–3 <b>WB</b> Unit 11 exercises 5–7

Key **GAME:** Online Game    **SB:** Student's Book    **SS:** Online Self-study    **TSS:** Teacher Support Site  
**VID:** Video DVD    **VRB:** Video Resource Book    **WB:** Online Workbook/Workbook



# My Plan for Unit 11

Use the space below to customize a plan that fits your needs.

With the following SB exercises	I am using these materials in class	My students are using these materials outside the classroom

With or instead of the following SB section	I am using these materials for assessment

# I'm going to have a party.

## Cycle 1, Exercises 1–6

### 1 WORD POWER

**Learning Objective:** state dates using months and ordinal numbers

#### A [CD 2, Track 52]

- Set the scene. Write today's date on the board. Say: "Today is (date)."
- Focus Ss' attention on the months.
- Play the audio program. Ss listen and read silently.
- Play the audio program again. Ss listen and repeat.

#### B [CD 2, Track 53]

- Focus Ss' attention on the dates.
- Explain the first part of the task. Ss complete the missing dates individually.
- Elicit the answers and write them on the board. Ss check their answers.
- Explain the second part of the task. Play the audio program. Ss listen and read silently.
- Play the audio program again. Ss listen and repeat.
- **Option:** Point out that we also call these dates *ordinal numbers*. Contrast ordinal numbers with cardinal numbers (e.g., *one, two, three*).

! For a new way to practice dates, play **Bingo** – download it from the website.

In Unit 11, students discuss evening, weekend, and birthday plans, and plans to celebrate holidays, special occasions, and festivals. By the end of Cycle 1, students will be able to discuss evening, weekend, and birthday plans using statements and yes/no questions with *be going to*. By the end of Cycle 2, students will be able to discuss plans to celebrate holidays, special occasions, and festivals using Wh-questions with *be going to*.

#### C Class activity

- Books closed. Write five dates (e.g., *November 18th*, *May 22nd*) on the board. Point out that we write the month and then the number. Read the dates aloud and have Ss repeat.
  - **Option:** Model other ways to write dates. For example:  
November 18<sup>th</sup>    November 18    18 November  
November eighteenth    11/18
  - Write your birthday on the board. Say: "My birthday is . . ." Explain that your birthday is the date you were born.
  - Books open. Explain the task. Ask two Ss to model the example conversation.
  - Ss take their pencils and notebooks, go around the class, and complete the activity by making a list of their classmates' birthdays. Continue until most Ss have at least five birthdays on their list. While Ss make their lists, list the names of the Ss in the class on the board.
  - Ask the class about each S in the class: "When is (Juan)'s birthday?" Ask different Ss to write the birthdays on the board. The class helps with spelling as needed.
  - **Option:** Make a list of 10 dates (e.g., *January 21st*, *October 7th*). Dictate them to the class and have the Ss write them down. Then ask different Ss to write the dates on the board. Alternatively, Ss dictate dates to each other in pairs.
- 🎲 For more practice with months and dates, play **Line Up!** – download it from the website. Ss line up in the order of their birthdays.

### 2 CONVERSATION

**Learning Objective:** use the future with *be going to* in a conversation about plans

#### A [CD 2, Track 54]

- Text covered. Focus Ss' attention on the picture and set the scene. Ava is asking Martin about his weekend plans. Elicit or explain what kind of cake is shown (a special cake/a birthday cake).

- Text uncovered. Play the audio program. Ss listen and read silently.
- Play the audio program again. Ss read, listen, and repeat.
- Ss practice the conversation in pairs.

## 3 GRAMMAR FOCUS

**Learning Objective:** use the future with *be going to* in statements and yes/no questions

### ▶ [CD 2, Track 55]

#### The future with *be going to*

- Focus Ss' attention on the Grammar Focus box. Elicit or explain that we use *be going to* to talk about future plans.
- Write this on the board:  
*I'm going to study tonight. = I'm planning to study tonight.*  
Point out that these sentences have the same meaning.
- Elicit or explain the pattern for statements and yes/no questions with *be going to*:  
Subject + *be going to* + verb.  
*Be* + subject + *going to* + verb?  
Yes, + subject + *be*.  
No, + subject + *be* + *not*.
- Play the audio program. Ss listen and read silently.
- **Option:** Play the audio program again. Ss listen and repeat.

#### A

- Focus Ss' attention on the pictures. Explain the task. Ask a S to model the example sentence.
- **Option:** Elicit the activities in the remaining pictures. Write possible phrases for each picture on the board. For example:
  1. *go biking, go bike riding*
  2. *swim, go swimming*
  3. *shop, go shopping*
  4. *watch a soccer game*

5. *work*
6. *dance, go dancing*
7. *play the drums*
8. *go to the movies, watch a movie, see a movie*

- Ss complete the task individually. Go around the class and help with spelling and punctuation as needed.
- Ss compare sentences in pairs. Then elicit sentences from the class and ask different Ss to write them on the board.

#### Possible answers

1. He's going to go biking.
2. He's going to swim./He's going to go swimming.
3. She's going to go shopping.
4. They are going to watch a soccer game.
5. She's going to work./She's going to go to work.
6. They're going to dance./They're going to go dancing.
7. He's going to play (the) drums.
8. They're going to go to the movies./They're going to watch/see a movie.

#### B Pair work

- Explain the task. Model the example question, and ask a S to respond.
  - Ss complete the task in pairs.
  - Ss share information about their partner's weekend plans with another pair.
- ! For a new way to practice yes/no questions with *be going to*, try **Question Exchange** – download it from the website.
- 🎲 For more practice using statements with *be going to*, play the **Chain Game** – download it from the website. Begin with this sentence: "This weekend, I'm going to go swimming."

## 4 PRONUNCIATION

**Learning Objective:** sound more natural by reducing *going to* when talking about future plans

### ▶ A [CD 2, Track 56]

- Explain the task and play the audio program. Ss listen and read silently.
- Point out that we use this reduction when we talk about future plans (i.e., *be going to* + verb). We do not use it to talk about the present continuous (i.e., with *be going to* + noun).
- Write these two sentences on the board:  
*I'm going to have a party.*  
*I'm going to a party.*

Ask: "Which sentence talks about future plans?" Ss explain their answers.

- Play the audio program again. Ss listen and repeat. Then they practice the conversations in pairs. Go around the class and check Ss' use of the reduction.

#### B Pair work

- Explain the task. Then Ss complete the task in pairs. Go around the class and check Ss' use of the reduction.

## 5 LISTENING

**Learning Objective:** listen for specific information about future plans

### A

- Focus Ss' attention on the picture and explain the task. Ss complete the left-hand column of the chart individually. Elicit guesses from the class.

### B [CD 2, Track 57]

- Explain the task. Then play the audio program once or twice, pausing after each interview. Ss listen and complete the right-hand column of the chart.

#### Audio script

*Jacob* Hello, everyone! I'm Jacob with the Real City website. It's Friday evening, and it's going to be a long weekend, because Monday is a holiday. I'm talking with people waiting for the subway. I'm finding out how they're going to spend the Monday holiday. What's your name?

*Morgan* It's Morgan.

*Jacob* What are you going to do on Monday? Are you going to go to the gym?

*Morgan* No, not on Monday. I'm going to meet a friend. We're going to run together in the park.

*Jacob* Great! Have fun. And what's your name?

*Isaac* I'm Isaac. Nice to meet you.

*Jacob* Nice to meet you, too. Are you going home now, Isaac?

*Isaac* No, I'm not. I'm going to go to a concert with some friends tonight.

*Jacob* That's great. What are you going to do on Monday? It's a holiday, you know.

*Isaac* Oh, I'm going to play the drums all day. I need to practice. I really want to be in a band.

*Jacob* Well, good luck with that, Isaac! Hi there. I'm Jacob from Real City News. Can I ask your name?

*Brian* Sure. I'm Brian.

*Jacob* Are you going to do anything interesting on Monday, Brian?

*Brian* I don't think so. I'm going to work at home this weekend, and on Monday, too. I have all my work right here in my bag.

*Jacob* I see. So, Monday really isn't a holiday for you.

*Brian* No. It really isn't.

*Jacob* OK, I have time for one more person.

*Lauren* Oh, hi. I'm Lauren.

*Jacob* What are you going to do on Monday, Lauren?

*Lauren* I'm going to play computer games on my laptop.

*Jacob* Alone?

*Lauren* No, not alone. I'm going to play online. A lot of my friends are going to play online, too!

*Jacob* Sounds like fun.

- Elicit the answers from the class.

#### Answers

Morgan is going to meet a friend/run in the park.  
Isaac is going to play the drums all day.  
Brian is going to work at home.  
Lauren is going to play computer games online.

## 6 INTERCHANGE 11

See page T-125 for teaching notes.

### End of Cycle 1

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

### Cycle 2, Exercises 7–12

## 7 SNAPSHOT

**Learning Objective:** discuss common holidays

### [CD 2, Track 58]

- Focus Ss' attention on the pictures. Then play the audio program. Ss listen and read silently.
- Play the audio program again. Ss listen and repeat.

- Ss discuss the questions in small groups. Go around the class and help with vocabulary as needed. Then elicit information from each group.
- **Option:** When Ss say their favorite holiday, have them give the date also.

## 8

## CONVERSATION

**Learning Objective:** use Wh-questions with *be going to* in a conversation about a holiday

## ▶ [CD 2, Track 59]

- Books closed. Write *Valentine's Day* on the board. Ask the class: "When is Valentine's Day? How do people celebrate it?" If needed, explain that Valentine's Day is on February 14th. To celebrate, people exchange cards with people they love or really like. Some people give their husband, wife, boyfriend, or girlfriend a present, such as chocolate or flowers. Sometimes they go out for dinner.

- Books open. Set the scene. Allie and Jim are talking about their plans for Valentine's Day.
- Write these questions on the board:
  - Who is going to go out for dinner on Valentine's Day?
  - Where are they going to go?
  - Who is going to go dancing?
- Play the audio program. Ss listen for the answers. (Answers: 1. Jim and Marissa 2. the Red Rose/a fancy restaurant 3. Allie and Matt)
- Play the audio program again. Ss listen and repeat. Then they practice the conversation in pairs.



For a new way to practice this Conversation, try **Moving Dialog** – download it from the website.

## 9

## GRAMMAR FOCUS

**Learning Objective:** use *be going to* in Wh-questions

## ▶ [CD 2, Track 60]

**Wh-questions with be going to**

- Focus Ss' attention on the Grammar Focus box. Point out the pattern for the first three Wh-questions: Wh-question + *be* + subject + *going to* + verb?
- Point out the patterns for positive and negative statements with *be going to*:  
Positive: Subject + *be* + *going to* + verb.  
Negative: Subject + *be* + *not* + *going to* + verb.
- Play the audio program. Ss listen and read silently.
- Option:** Play the audio program again. Ss listen and repeat.

**A**

- Explain the task. Read the first line of the first conversation and elicit the second line from the class. Point out that Ss should use the words in parentheses.
- Ss complete the task individually. Go around the class and give help as needed. Then Ss compare their answers in pairs.
- Ask different Ss to read the conversations. If needed, correct any errors as a class. Then Ss practice the conversations in pairs.

**Answers**

- A: Where **are** you **going to spend** Thanksgiving?  
B: My parents and I **are going to visit** my grandparents.
- A: Who **are** you **going to invite** to your Independence Day picnic?  
B: I'm **going to ask** my family and some good friends.
- A: What **are** you **going to do** for New Year's Day?  
B: I don't know. I'm **not going to do** anything special.
- A: How **are** your children **going to celebrate** Halloween?  
B: They **are going to go** to their school's party.
- A: What **is** your sister **going to do** for Valentine's Day?  
B: Her boyfriend **is going to take** her out to dinner.

**B Group work**

- Explain the task and focus Ss' attention on the time expressions in the box. Point out that these expressions are for future time.
- Read the time expressions aloud. Ss listen and read silently. Read the time expressions again. Ss listen and repeat.
- Ask three Ss to model the example conversation.
- Ss complete the activity in groups. Go around the class and encourage Ss to ask and answer questions using different time expressions and the names of holidays.
- Option:** Ask different Ss to share information about their groups with the class.

## 10 WORD POWER

**Learning Objective:** discuss ways of celebrating special occasions

### A [CD 2, Track 61]

- Focus Ss' attention on the title and pictures. Elicit or explain the meaning of any new vocabulary.
- Play the audio program. Ss listen and read silently.
- Play the audio program again. Ss listen and repeat.

### B Pair work

- Elicit special occasions from the class (e.g., a baby shower, graduation, a wedding, an anniversary, Mother's Day, Father's Day, a high school reunion). Then write them on the board.
- Explain the task. Read the questions and ask two Ss to model the example conversation. Point out that the conversation is about future plans, so Ss should use *be going to*.
- Ss discuss the questions in pairs. Go around the class and encourage Ss to ask follow-up questions and give more information.
- Ask different pairs to share their information.

## 11 SPEAKING

**Learning Objective:** discuss plans for holidays and festivals using the future with *be going to*

### A Pair work

- Focus Ss' attention on the title. If needed, explain that a *holiday* is a special day when people don't go to work or school in order to celebrate a special occasion (e.g., *New Year's Day*). A *festival* is a special day or days that people celebrate with special activities or food. Festivals can celebrate many things, including religious events, cultural events, and times of year (e.g., *Spring Festival*).
- Focus Ss' attention on the pictures. Read the names of the holiday and festival aloud. Elicit or give information about them.

#### Vocabulary

**Carnival:** a famous street festival in Rio de Janeiro, Brazil, usually in February or March, celebrated with parades, music, and dancing

**Cherry Blossom Festival:** a Japanese festival that celebrates the beginning of spring and the cherry blossoms

- **Option:** Ask Ss to research information about these holidays before class.
- Explain the task and read the questions. Point out that Ss can choose any holiday or festival they plan to celebrate.
- Ask two Ss to model the example conversation.

- Ss work individually. They choose a holiday or festival and make notes about their plans for it. Go around the class and encourage Ss to answer all the questions. Help with vocabulary as needed.

#### TIP

To build Ss' confidence and make discussions more successful, give Ss time to think about what to say before they begin the discussion.

- Ss work in pairs. They take turns asking and answering questions about the holiday or festival. Have Ss take notes about their partner's plans.

### B Class activity

- Explain the task. Then Ss use their notes to tell the class about their partner's plans.
- **Option:** Ss write sentences about their partner's plans before they speak.

## 12 READING

**Learning Objective:** scan and read for details in a blog post about birthday celebrations

### ▶ A [CD 2, Track 62]

- Read the title and the heads aloud. Encourage Ss to look at the pictures. Ask the class: "Who are the people? Where are they from?" Elicit the answers. (Answers: Harry Baker, Australia; Jim Dixon, Jamaica; Victoria Smith, U.K.; Jiang Li, China)
- **Option:** Ss find the places on a map or in an atlas.
- Focus Ss' attention on the task. Ss complete the task individually. Tell Ss to raise their hands when they find the answer.
- To check answers, ask: "Who sends a letter when people are 100 years old?" Elicit the answer. (Answer: the Queen). Then ask a follow-up question: "In what country?" (Answer: the U.K.).

#### TIP

To improve Ss' reading skills, have them discuss the title, the heads, and the pictures before they read.

- Have Ss read the blog post individually and underline any words they don't know. Elicit or explain any new vocabulary.

#### Vocabulary

**sugar:** sweet granules used to flavor drinks and food

**custom:** something a group of people always do, especially on a special occasion

**flour:** a powder made from wheat or other grains that is used to make bread and cakes

**Queen:** the female ruler in some countries, such as the U.K.'s Queen Elizabeth II

- **Option:** Read the text aloud. Ss listen and read along silently.

### B

- Explain the task.
- Write the first question on the board. Point out that Ss can find the information quickly by looking for key words (e.g., *eat, food*).
- Ss complete the task individually. Go around the class and give help as needed.
- Ss compare their answers in pairs. Then ask different Ss to write the correct answers on the board.

#### Answers

1. Australia and China celebrate birthdays with food.
2. Jim is going to the store to buy flour.
3. You need bread, butter, and sugar.
4. In China, noodles mean long life.

### C Group work

- Read the questions and explain the task. Point out that Ss should take notes about their classmates' plans.
- Ss discuss the questions in small groups. If possible, put Ss from different countries in each group. Go around the class and help with vocabulary as needed.
- Ask Ss from each group to share information about their classmates' plans.

! For a new way to practice reading for specific information, try **Reading Race** – download it from the website. Include three questions about each person. For example:

1. Where does (Harry Baker) live?
2. Who is going to celebrate (his) birthday with (him)?
3. How is (he) going to celebrate (his) birthday?

### End of Cycle 2

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.



# Unit 12 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
<b>CYCLE 1</b>	<b>1 Word Power</b>	<b>TSS</b> Unit 12 Vocabulary Worksheet	<b>SS</b> Unit 12 Vocabulary 1 <b>GAME</b> Speak or Swim (Parts of the body)
	<b>2 Conversation</b>		<b>SS</b> Unit 12 Speaking 1
	<b>3 Grammar Focus</b>		<b>SB</b> Unit 12 Grammar plus, Focus 1 <b>SS</b> Unit 12 Grammar 1 <b>GAME</b> Name the Picture (Health problems) <b>GAME</b> Say the Word (Illnesses and expressions)
	<b>4 Listening</b>	<b>TSS</b> Unit 12 Extra Worksheet	<b>WB</b> Unit 12 exercises 1–3
<b>CYCLE 2</b>	<b>5 Snapshot</b>		<b>SS</b> Unit 12 Vocabulary 2
	<b>6 Conversation</b>		<b>SS</b> Unit 12 Speaking 2
	<b>7 Listening</b>		
	<b>8 Pronunciation</b>		
	<b>9 Grammar Focus</b>	<b>TSS</b> Unit 12 Grammar Worksheet <b>TSS</b> Unit 12 Listening Worksheet	<b>SB</b> Unit 12 Grammar plus, Focus 2 <b>SS</b> Unit 12 Grammar 2 <b>GAME</b> Speak or Swim (Advice)
	<b>10 Speaking</b>		
	<b>11 Interchange 12</b>		
	<b>12 Reading</b>	<b>TSS</b> Unit 12 Project Worksheet <b>VID</b> Unit 12 <b>VRB</b> Unit 12	<b>SS</b> Unit 12 Reading 1–2 <b>SS</b> Unit 12 Listening 1–3 <b>SS</b> Unit 12 Video 1–3 <b>WB</b> Unit 12 exercises 4–8

With or instead of the following SB section	You can also use these materials for assessment
<b>Units 11–12 Progress Check</b>	<b>ASSESSMENT PROGRAM</b> Units 11–12 Oral Quiz <b>ASSESSMENT PROGRAM</b> Units 11–12 Written Quiz

**Key**    **GAME:** Online Game    **SB:** Student's Book    **SS:** Online Self-study    **TSS:** Teacher Support Site  
**VID:** Video DVD    **VRB:** Video Resource Book    **WB:** Online Workbook/Workbook



In Unit 12, students discuss the body and common ailments, discuss common remedies, and give health advice. By the end of Cycle 1, students will be able to discuss the body and common ailments using *have* + noun and *feel* + adjective. By the end of Cycle 2, students will be able to discuss common remedies and give health advice using imperatives.

## 1 WORD POWER

**Learning Objective:** identify parts of the body

### A [CD 3, Track 1]

- Focus Ss' attention on the pictures. Write these questions on the board:
  1. *Where is the man?*
  2. *What's he doing?*
  3. *What's he wearing?*
  4. *What's he like?*
- Ss discuss the questions in pairs. Then elicit answers from the class. (Possible answers: 1. He's on the beach. 2. He's going surfing. 3. He's wearing a T-shirt and shorts/a swimsuit. 4. He's handsome/in shape.)

#### TIP

To help Ss focus, start each class with a warm-up activity.

- Focus Ss' attention on the vocabulary. Play the audio program. Ss listen and read silently.
- Play the audio program again, or model the words one by one. Ss listen and repeat.
- Point out the irregular plurals *teeth* and *feet*. Note that *hair* is a noncount noun.
- Point out the silent letters: *b* in *thumb*, *k* in *knee*, and *w* in *wrist*.
- **Option:** Books closed. Say the parts of the body in random order. Ss repeat the words and point to their own bodies.

### B Group work

- Explain the task and model the example conversation with four Ss.
- Books closed. Ss take turns making sentences until there are no body parts to add or someone makes a mistake.
- **Option:** Write these numbers and phrases on the board like column headers:

1    2    10    32    a lot of

Ss take turns coming to the board and writing the name of a body part in the correct column. The S says, e.g., "I have two hands."

#### TIP

Be sensitive to Ss' comfort levels when you talk about body parts. Some Ss are more comfortable working with classmates of the same gender. Others are more comfortable talking about pictures than themselves.

- For more practice with this vocabulary, play **Simon-Says** – download it from the website. Give instructions such as "Simon says touch your toes."
- **Option:** Draw a picture of a "monster" on the board (e.g., with two heads and six arms). Ask Ss to describe the picture. For example, Ss say: "It has two heads. It has six arms." Ask Ss to draw pictures of monsters individually. Then they take turns describing each other's pictures in pairs.

## 2 CONVERSATION

**Learning Objective:** use *have* + noun and *feel* + adjective in a conversation about health problems

### ▶ [CD 3, Track 2]

- Books closed. Set the scene. Craig and Nathan are talking. Nathan isn't feeling well. Ask: "What part of his body does he talk about?" Play the audio program. Ss listen for the answer. (Answer: his stomach)
- Books open. Focus Ss' attention on the title and the picture.
- Ask the class: "What is Craig going to do?" Then play the audio program. Ss listen for the answer. Elicit the answer. (Answer: He's going to have some pizza.)

- Elicit or explain the meaning of any new vocabulary. To explain the meaning of *flu*, use gestures or the picture in Exercise 3.

### Vocabulary

**What's wrong?:** What's the problem?

**That's too bad.:** a phrase used to express sympathy

- Play the audio program again. Ss listen and repeat. Then Ss practice the conversation in pairs.
- **Option:** Ask one or two pairs to role-play the conversation for the class.

! For a new way to practice this Conversation, try **Say It With Feeling!** – download it from the website.

## 3 GRAMMAR FOCUS

**Learning Objective:** use *have* + noun and *feel* + adjective to discuss common health problems

### ▶ [CD 3, Track 3]

- Focus Ss' attention on the Grammar Focus box. Point out that we use *How are you?* and *How do you feel?* to ask about people's health. We ask *What's the matter?* and *What's wrong?* when we think there's a problem.
- Ask the class: "What does Craig ask Nathan in Exercise 2?" Elicit the answer. (Answer: "What's wrong?") Then ask: "What does Nathan say?" Elicit the answers. (Answers: "I have a stomachache. I just feel really sick.")

- Write these patterns on the board:

*have* + noun

*feel* + adjective

Point out that we use *have* + noun for specific physical problems (e.g., a *headache*, a *backache*, the *flu*). We use *feel* + adjective for the way we feel in general (e.g., *better*, *well*).

- **Option:** Write these sentences on the board:

1. Nathan \_\_\_\_\_ well.
2. Nathan \_\_\_\_\_ a stomachache.
3. Nathan \_\_\_\_\_ the flu.
4. Nathan \_\_\_\_\_ really sick.

Ss review the conversation in Exercise 2 and complete the sentences. Then elicit the answers and write them on the board. (Answers: 1. doesn't feel 2. has 3. doesn't have 4. feels)

- Play the audio program. Ss listen and read silently.
- **Option:** Play the audio program again. Ss listen and repeat.

### ▶ A [CD 3, Track 4]

- Focus Ss' attention on the pictures. Point out that all these phrases include nouns, so the pattern is *have* + noun.
- Play the audio program. Ss listen and read silently. Then play the program again. Ss listen and repeat.
- Point out that we can use *sore* with other body parts that hurt (e.g., *sore leg*, *sore wrist*).

### B Class activity

- Read out the useful expressions. Point out that Ss should use the first two expressions to respond to someone who feels healthy. They should use the second two expressions to respond to someone who doesn't feel well.
- Explain the task and model the example conversation with a S. Take the role of Speaker B and mime a backache as you answer. The S takes the role of Speaker A.
- Then ask two other Ss to role-play the conversation with a different health problem.
- Ss walk around the class to complete the activity. They take turns asking and answering questions about health and responding. Mingle with the Ss and give help as needed.

! For a new way to practice asking how people feel, try **Question Exchange** – download it from the website. Ss exchange pieces of paper with different adjectives (e.g., *great*, *awful*).

## 4 LISTENING

**Learning Objective:** listen for specific information in conversations about health problems

### A

- Focus Ss' attention on the pictures and explain the task. Ss write their guesses under the pictures.

### ▶ B [CD 3, Track 5]

- Play the audio program once or twice. Ss listen and check their guesses.
- Elicit the answers and write them on the board.
- **Option:** Ss ask and answer questions about the people in part A. Write this on the board:

A: *What's the matter with Amber?*

B: *Her wrist and elbow feel terrible.*

Model the conversation with a S. Ss practice the conversation in pairs.

#### Audio script

1.  
*Amber* Ow!  
*Man* Are you OK, Amber?  
*Amber* Uh, not really. My elbow and wrist feel terrible. Ouch!  
*Man* Do you want to rest?  
*Amber* Good idea.

2.  
*David* I think I'm going to go home early. I don't feel well.  
*Woman* What's the matter, David?  
*David* I think I have a cold. I have a headache, and I have a sore throat.  
*Woman* Oh, that's too bad. Get better, OK?

3.  
*Alyssa* Ooh!  
*Man* What's wrong?  
*Alyssa* Oh, it's my eyes. They're really dry.  
*Man* Well, take a break, Alyssa. Finish your work later.  
*Alyssa* OK, thanks.

4.  
*Woman* Here. Have some ice cream, Nicholas.  
*Nicholas* Oh, I love ice cream, but I can't eat any cold food.  
*Woman* Why not?  
*Nicholas* I have a really bad toothache.  
*Woman* Oh, I'm sorry.

#### Answers

1. elbow, wrist  
2. head, throat  
3. eyes  
4. tooth

### End of Cycle 1

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

## Cycle 2, Exercises 5–12

## 5 SNAPSHOT

**Learning Objective:** discuss common remedies for health problems

### ▶ [CD 3, Track 6]

- Focus Ss' attention on the pictures. Then play the audio program. Ss listen and read silently.
- Play the audio program again. Ss listen and repeat.
- Read the questions aloud. Ss discuss them in small groups. Then elicit answers from the class.
- **Option:** Ask Ss to list other medications or remedies they have at home for different health problems.

## 6 CONVERSATION

**Learning Objective:** use imperatives in a conversation between a doctor and a patient

### ▶ [CD 3, Track 7]

- Text covered. Set the scene and focus Ss' attention on the picture. Ms. Lake is talking to Dr. Yun. Ask the class: "How does Ms. Lake feel?" Encourage Ss to use the picture to make guesses.
- Play the audio program. Ss listen for the answers. Elicit the answers. (Answers: Ms. Lake feels exhausted. She can't sleep at night.)

- Text uncovered. Play the audio program again. Ss listen and read silently. Elicit or explain any new vocabulary.

#### Vocabulary

**exhausted:** very, very tired

**Let's take a look at you.:** I'm going to examine you.

**take one pill:** eat or swallow one pill

- Play the audio program again. Ss listen and repeat. Then they practice the conversation in pairs.

## 7 LISTENING

**Learning Objective:** listen for specific information about health advice discussed using imperatives

### ▶ [CD 3, Track 8]

- Set the scene and explain the task. Dr. Yun from Exercise 6 is talking to four other patients. Ask the class: "What does she give each person?"
- Play the audio program once or twice. Ss complete the task individually. Then they compare answers in pairs or small groups.

#### Audio script

- Dr. Yun What's the matter, Roberto?  
Roberto I think I have a cold. I feel awful. I have a sore throat and a headache.  
Dr. Yun OK. Let's take a look. . . . Yes, you have a cold. Let me give you some cold medicine. Take one pill every four hours.  
Roberto [coughs]  
Dr. Yun Do you have a cough, too?  
Roberto Yeah.  
Dr. Yun All right. I'll give you some cough syrup, too. I hope it helps.
- Dr. Yun What can I do for you, Courtney?  
Courtney I have really itchy eyes, and, well, it's my nose.

- Dr. Yun Is it difficult to breathe?  
Courtney A little. I think it's my allergies.  
Dr. Yun I see. Well, try these eye drops. And I'm going to give you some nasal spray.  
Courtney Thank you.  
3.  
Dr. Yun How are you feeling today, Ryan?  
Ryan Not so great. I have a really bad earache.  
Dr. Yun Let's take a look. Hmm. I'm going to give you some aspirin.  
Ryan OK. Anything else?  
Dr. Yun Yes. Don't go swimming for a week.  
4.  
Dr. Yun How do you feel today, Samantha?  
Samantha A little better. But I have a sore knee. It really hurts, actually.  
Dr. Yun Hmm. Let me see. Yes. Well, I'm going to give you some ice packs. Put one on your knee every evening for a few hours.  
Samantha OK. Thank you, doctor.

- Play the audio program again. Ss check their answers. Elicit the answers and write them on the board.

#### Answers

1. Roberto: cough syrup, cold medicine
2. Courtney: eye drops, nasal spray
3. Ryan: aspirin
4. Samantha: ice packs

## 8 PRONUNCIATION

**Learning Objective:** sound more natural when using imperatives

### ▶ A [CD 3, Track 9]

- Explain the task and focus Ss' attention on the model sentences. Remind Ss that yes/no questions have rising intonation. Point out that statements, including the imperative, use falling intonation.

- Play the audio program. Ss listen and read silently. Play the audio program again. Ss listen and repeat.

### B Pair work

- Explain the task. If needed, play the audio program for Exercise 6 again.
- Ss practice the conversation in pairs.

## 9 GRAMMAR FOCUS

**Learning Objective:** use positive and negative imperatives

### ▶ [CD 3, Track 10]

#### Imperatives

- Focus Ss' attention on the Grammar Focus box. Elicit or explain that we use imperatives to give instructions or orders.
- Elicit or explain the pattern for making positive and negative imperatives:  
Positive: Verb.  
Negative: *Don't* + verb.  
Point out that imperatives use only the base form of the verb.
- **Option:** Refer Ss to the conversation in Exercise 6 on page 81. Ask the class: "What instructions does Dr. Yun give Ms. Lake?" Ss underline the instructions. Elicit the answers. (Answers: Take one pill every evening after dinner. And don't drink coffee, tea, or soda. Try to relax.)

- Play the audio program. Ss listen and read silently.
- **Option:** Play the audio program again. Ss repeat.
- Explain the task and go over the words in the box. Point out that four sentences are positive imperatives and four sentences are negative.
- Ask two Ss to model the example sentences.
- Ss complete the task individually. Then they compare answers in pairs.
- To check answers, ask different Ss to read the sentences aloud.

#### Answers

1. **Call** a dentist.
2. **Don't worry** too much.
3. **Take** a hot bath.
4. **Don't go** to school.
5. **Stay** in bed.
6. **See** a doctor.
7. **Don't drink** coffee.
8. **Don't eat** any candy.

## 10 SPEAKING

**Learning Objective:** give advice for common health problems using the imperative

### A

- Explain the task. Point out that more than two answers are possible.
- Ss complete the task individually. Go around the class and help with vocabulary as needed.

#### Possible answers

1. Put some ice on your feet.  
Don't wear those shoes.
2. Take some aspirin.  
Don't play video games.  
Rest for a while.
3. Use some eye drops.  
See a doctor.  
Close your eyes for a few minutes.
4. Don't drink coffee.  
Listen to relaxing music.  
Drink warm milk.  
Don't exercise late at night.

- Ss compare answers in small groups. While they work, write each problem on the board.
- Elicit answers from the class and ask different Ss to write them under the correct problem on the board.

### B Group work

- Explain the task. Model the example conversation aloud, using mime and intonation if possible. Ss repeat. Then ask two Ss to model the example conversation. Focus Ss' attention on their intonation.
- Ss complete the task in pairs. Go around the class and encourage Ss to use mime and to think about their intonation.

! For a new way to practice the conversation in part B, try **Substitution Dialog** – download it from the website. Tell Ss to underline *My feet hurt* and *Take a hot bath*. Then elicit substitutions and write them on the board.

## 11 INTERCHANGE 12

See page T-126 for teaching notes.



## 12 READING

**Learning Objective:** scan and read for main ideas in a health quiz

### A [CD 3, Track 11]

- Books closed. Write the title on the board and read the question.
- As a class, Ss make a list of ways their bodies keep them alive.
- Books open. Ss scan the quiz. Ask the class: "Are any of your ideas the same as these? Which ones?" Elicit answers from the class.
- Ss scan the text for new words in pairs or small groups. They ask each other about the meaning of new words. Then elicit or explain the meaning of any remaining new words. Draw on the board or mime where appropriate.
- Ss complete the quiz individually. Then they check their answers using the key at the bottom of the quiz.

#### TIP

To teach Ss to scan a text quickly, remind them not to read every word, but to let their eyes pass over the text quickly and look for key words.

#### Vocabulary

**heart:** the part of the body in the chest that moves blood around the body

**skin:** the outer layer that covers a person

**brain:** the part inside the head that thinks and feels

**billion:** 1,000,000,000

**million:** 1,000,000

**cell:** the smallest part of a plant or animal

### B

- Focus Ss' attention on the questions. Have different Ss read the questions aloud.
- Point out that Ss can find the answers easily by scanning the article for key words in each question. Ask: "What are the key words in the questions?" Elicit the answers. (Answers: 1. lose, hour 2. signals, electricity 3. changes, age 4. cells, stomach 5. small living things)


- Ss complete the task individually. Go around the class and give help as needed.
- Ss compare their answers in pairs. Then ask different Ss to share their answers with the class.
- **Option:** After answers have been checked, have Ss come to the board and write the answers as complete sentences. (See Answers.)

#### Answers

1. Your body loses **small pieces of skin** every hour.
2. **Your brain** sends signals and makes electricity.
3. **Your natural smell** changes as you age.
4. **Brain cells** live in the stomach.
5. **Bacteria** is another name for small living things.

### C Group work

- Read the questions and explain the task.
- Ss discuss the questions in small groups.
- Elicit groups' answers.

 For more practice with this vocabulary, play **Tic-Tac-Toe** – download it from the website. Play using nine words from the reading, such as *heart, brain, skin, asleep, cells, stomach, electricity, smell, bacteria*.

### End of Cycle 2

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle and for assessment tools.

## SELF-ASSESSMENT

**Learning Objectives:** reflect on one's learning; identify areas that need improvement

- Ask: "What did you learn in Units 11 and 12?" Elicit Ss' answers.
- Ss complete the Self-assessment. Explain to Ss that this is not a test; it is a way for them to evaluate what they've learned and identify areas where they need additional practice. Encourage them to be honest, and point out they will not get a bad grade if they check (✓) *A little*.

- Ss move on to the Progress check exercises. You can have Ss complete them in class or for homework, using one of these techniques:
  1. Ask Ss to complete all the exercises.
  2. Ask Ss: "What do you need to practice?" Then assign exercises based on their answers.
  3. Ask Ss to choose and complete exercises based on their Self-assessment.

## 1 SPEAKING

**Learning Objective:** demonstrate one's ability to ask and answer questions about holiday plans

### A

- Focus Ss' attention on the chart and explain the task. Point out that Ss should choose popular holidays. If needed, elicit names of holidays from the class and write them on the board.
- Ss complete the questions in the first column individually. Go around the class and help with spelling if needed.

### B Class activity

- Explain the task. To model the task, choose a holiday and ask different Ss the first question: "Are you going to eat special food on (holiday)?" When a S answers "Yes, I am," pretend to write the S's name in the second column of the chart.
- Ss go around the class and ask their questions. Go around the class and encourage Ss to change partners often.
- **Option:** Elicit results from the class. Ask: "What did you find out about your classmates' holiday plans?"

## 2 SPEAKING

**Learning Objective:** demonstrate one's ability to ask and answer questions about future plans using future time expressions

- Explain the task. If needed, elicit future time expressions (e.g., *tonight, tomorrow, next week*) and write them on the board.

- Ss complete the questions individually and add one more question. Then they ask and answer their questions in pairs. Go around the class and check Ss' grammar, intonation, and reduction of *going to*.
- **Option:** Ss change partners and ask the questions again.

## 3 LISTENING

**Learning Objective:** demonstrate one's ability to understand conversations about problems

### ▶ [CD 3, Track 12]

- Explain the task and focus Ss' attention on the pictures. Have Ss read the sentences silently.
- Play the audio program once or twice. Ss complete the task individually.

#### Audio script

1.  
*Man* Hi. How are you?  
*Woman* Oh, not so good.  
*Man* What's the matter? Are you sick?  
*Woman* No, I'm not sick. I just don't feel very happy.
2.  
*Man* This hamburger isn't very good.  
*Woman* Really? What's wrong with it?  
*Man* I don't know. It needs . . . something.  
*Woman* Well, it has lettuce and onions on it.  
*Man* Yeah, but something is wrong. Oh, I know.
3.  
*Man* How do you feel?  
*Woman* Terrible. I have a headache, and my whole body feels sore.  
*Man* I think you have the flu. Go home and get some rest.  
*Woman*: Good idea.

4.  
*Woman* Are you going to go to Angela's party?  
*Man* No, I don't think so.  
*Woman* Why not? It's going to be fun.  
*Man* Well, it's a dance party, and everyone's going to dance. But I can't dance at all.
5.  
*Man* How do you feel today?  
*Woman* Oh, about the same.  
*Man* Maybe you need a new chair.  
*Woman* Maybe I need a new job!
6.  
*Woman* So, how is it today?  
*Man* It's OK. It doesn't hurt much.  
*Woman* John! You have a toothache. You need to go today.  
*Man* I'll just take some more aspirin.  
*Woman* Dr. Vance is really nice. And I'll go with you.  
*Man* I don't know. Maybe this afternoon.

- To check answers, elicit the problem with the person in each conversation.

#### Answers

1. This person feels sad.
2. This person needs some ketchup.
3. This person has the flu.
4. This person can't dance very well.
5. This person has a backache.
6. This person doesn't want to go to the dentist.

## 4 SPEAKING

**Learning Objectives:** demonstrate one's ability to discuss problems, ask how people are, and give advice

### A

- Explain the task. Then ask two Ss to model the example sentences. Point out that the problems can be real or imaginary.
- Ss complete the task individually. Go around the class and give help as needed.

### B Class activity

- Explain the first part of the task. Collect problems and advice from each S. Put the problems in one box and the advice in another box.

- Explain the second part of the task. Each S takes a paper from each box. Make sure Ss don't take their own papers.
- Ask two pairs of Ss to model the example conversations. Point out that when Ss find good advice for their problems, they keep both papers. After they find good advice for their problem and give their advice to another S, they sit down.
- Ss go around the class and complete the activity. When most Ss are sitting down, ask the Ss to read out their problems and the advice they got.

## WHAT'S NEXT?

**Learning Objective:** become more involved in one's learning

- Focus Ss' attention on the Self-assessment again. Ask: "How well can you do these things now?"
- Ask Ss to underline one thing they need to review. Ask: "What did you underline? How can you review it?"
- If needed, plan additional instruction, activities, or reviews based on Ss' answers.

# Unit 13 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
<b>CYCLE 1</b>	<b>1 Word Power</b>	<b>TSS</b> Unit 13 Vocabulary Worksheet	<b>SS</b> Unit 13 Vocabulary 1 <b>GAME</b> Speak or Swim (Places and things 1) <b>GAME</b> Spell or slime (Places and things 2)
	<b>2 Listening</b>		
	<b>3 Conversation</b>		<b>SS</b> Unit 13 Speaking 1
	<b>4 Pronunciation</b>		
	<b>5 Grammar Focus</b>		<b>SB</b> Unit 13 Grammar plus, Focus 1 <b>SS</b> Unit 13 Grammar 1
	<b>6 Listening</b>	<b>TSS</b> Unit 13 Listening Worksheet	<b>WB</b> Unit 13 exercises 1–4
<b>CYCLE 2</b>	<b>7 Snapshot</b>		<b>SS</b> Unit 13 Vocabulary 2
	<b>8 Conversation</b>	<b>TSS</b> Unit 13 Extra Worksheet	<b>SS</b> Unit 13 Speaking 2
	<b>9 Grammar Focus</b>	<b>TSS</b> Unit 13 Grammar Worksheet	<b>SB</b> Unit 13 Grammar plus, Focus 2 <b>SS</b> Unit 13 Grammar 2 <b>GAME</b> Speak or Swim (Prepositions of place; Directions 1) <b>GAME</b> Sentence Runner (Prepositions of place; Directions 2)
	<b>10 Interchange 13</b>		
	<b>11 Reading</b>	<b>TSS</b> Unit 13 Project Worksheet <b>VID</b> Unit 13 <b>VRB</b> Unit 13	<b>SS</b> Unit 13 Reading 1–2 <b>SS</b> Unit 13 Listening 1–3 <b>SS</b> Unit 13 Video 1–3 <b>WB</b> Unit 13 exercises 5–7

Key **GAME:** Online Game    **SB:** Student's Book    **SS:** Online Self-study    **TSS:** Teacher Support Site  
**VID:** Video DVD    **VRB:** Video Resource Book    **WB:** Online Workbook/Workbook

# My Plan for Unit 13

Use the space below to customize a plan that fits your needs.

With the following SB exercises	I am using these materials in class	My students are using these materials outside the classroom

With or instead of the following SB section	I am using these materials for assessment

## Cycle 1, Exercises 1–6

### 1 WORD POWER

**Learning Objective:** describe places and where to buy certain items or do certain things

#### A [CD 3, Track 13]

- Focus Ss' attention on the list of things. Read out the things. Ss repeat. Elicit or explain any new vocabulary.

#### Vocabulary

**debit card:** a card used to pay for things from your bank account

**gasoline:** gas; a liquid that makes cars go

- Focus Ss' attention on the pictures. Read out the places. Ss repeat. Elicit or explain any new vocabulary.
- Explain the first part of the task. Ss match the items individually. Then they compare their answers in pairs.
- Play the audio program. Ss listen and check their answers. Then elicit the answers from the class.

#### Audio script

- You can buy a backpack at a department store.
- You can buy cold medicine at a drugstore.
- You can get a debit card at a bank.
- You can buy eggs at a supermarket.
- You can get an espresso at a coffee shop.
- You can buy gasoline at a gas station.
- You can buy a magazine at a bookstore.
- You can get stamps at a post office.

#### Answers

1. d 2. b 3. e 4. h 5. g 6. c 7. f 8. a

- Play the audio program again. Ss listen and repeat.
- Option:** Ask the class: "Where can you get (stamps)?" Elicit the answer. Repeat with the other items, in random order.

#### B Pair work

- Explain the task. Elicit other things you can get or do in a bank (e.g., *get money, change money, deposit a check*) and write them on the board. Help with vocabulary if needed. Then ask two Ss to model the example conversation.
- Ss complete the task in pairs. Go around the class and help with vocabulary as needed.

In Unit 13, students discuss stores, their locations, and things to buy there, and ask for and give directions to various locations. By the end of Cycle 1, students will be able to discuss stores, items to buy in stores, and store locations using prepositions of place. By the end of Cycle 2, students will be able to ask for and give directions to various locations.

- Write the places in part A as headings on the board. Then elicit ideas from the class and ask different Ss to write them under each heading. If some ideas are true only in some countries, ask Ss to write the appropriate countries next to the ideas.

#### Possible answers

*a post office:* mail a letter, send a package, rent/check a post office box

*a drugstore:* buy/get newspapers, candy, medications, or cards

*a gas station:* buy/get drinks, candy, snacks, or maps

*a department store:* buy/get furniture, clothes, or personal items; have a snack

*a bank:* get/change/deposit money, deposit a check, pay a bill

*a bookstore:* buy/get magazines, books, newspapers, or maps

*a coffee shop:* eat breakfast, lunch, or dinner; have coffee/tea and a dessert

*a supermarket:* buy/get food, medications, or magazines

- For more practice with vocabulary for places, play **Sculptures** – download it from the website. Teams form sculptures that illustrate different activities in different places.

- For more practice with vocabulary for places and things, play **Vocabulary Tennis** – download it from the website. Write nine places on the board, and have each team say something you can get or do there.

#### TIP

Review vocabulary regularly by making it part of your teaching routine. For example, ask each S to say a word from a previously taught category (e.g., *places, things you buy*) when you take attendance. Alternatively, you can start each class with a vocabulary warm-up activity.

## 2 LISTENING

**Learning Objective:** listen to a conversation about looking for a missing item and shopping

### ▶ A [CD 3, Track 14]

- Set the scene. Vanessa can't find her phone and is talking about places where she may have left it. Tom is talking about things he needs to buy at those places.
- Tell Ss to listen only for the things Tom needs. Then play the audio program. Ss listen and complete the *What does Tom need?* column in the chart.
- Tell Ss to listen only for the places to buy the things Tom needs. Then play the audio program again. Ss listen and complete the *Where is he going to get it?* column in the chart.
- Play the audio again. Ss check their answers.

#### Audio script

1.  
Tom Hi, Vanessa. What's the matter?  
Vanessa I can't find my cell phone!  
Tom That's too bad. What are you going to do?  
Vanessa Well, first I'm going to go back to the bookstore. Maybe it's there.  
Tom Great! I'll go with you.  
Vanessa Why? Do you need a book?  
Tom No. But I'm going to buy some magazines.  
2.  
Vanessa They don't have my phone. This is terrible.  
Tom Where are you going to look next? The post office?  
Vanessa No, I'm going to go to the drugstore. I hope it's there.  
Tom Oh, cool. I'll go with you again. I need some ice packs for my elbow.  
Vanessa OK. Let's go.

3.  
Tom So, do you have it?  
Vanessa No, it's not here! I'm really worried now.  
Tom Let's see. What about the supermarket? Do you think it's there?  
Vanessa No, I never go shopping there. But maybe it's at the department store. I'm going to go there next.  
Tom Can I come, too?  
Vanessa You're really nice, Tom, but I can go alone.  
Tom No, really, I want to go. I need a new coat.  
4.  
Tom So, do you have your phone?  
Vanessa No, I don't. I'm going to ask at the coffee shop and then go home, because . . .  
Tom What's that?  
Vanessa Oh! It's my cell phone! It's in one of my shopping bags, under a sweater.  
Tom That's wonderful. So, umm, you're not going to the coffee shop, then?  
Vanessa Well, no. I have my phone now, so I can go home.  
Tom OK. I think I'll go to the coffee shop anyway. I really need a cup of coffee.  
Vanessa You know what? I'll go with you!

- Ss compare their answers in pairs. Elicit answers from the class and write them on the board.

#### Answers

1. magazines; the bookstore
2. ice packs; the drugstore
3. a coat; the department store
4. (a cup of) coffee; the coffee shop

### B Pair work

- Read the questions and explain the task. Then model the example sentence. Ss complete the task in pairs.

## 3 CONVERSATION

**Learning Objective:** use prepositions of place in a conversation about looking for a specific location

### ▶ [CD 3, Track 15]

- Focus Ss' attention on the picture and set the scene. Ask: "What is the woman looking for? Where is it?"

- Play the audio program. Ss listen for the answer. Then elicit the answers. (Answers: 1. a restroom 2. in the department store on Third Avenue/on the corner of Third and Market). Elicit any new vocabulary.
- Play the audio program again. Ss listen and repeat. Then they practice the conversation in pairs.

## 4 PRONUNCIATION

**Learning Objective:** sound more natural when using compound nouns

### ▶ A [CD 3, Track 16]

- Focus Ss' attention on the compound nouns. Explain that *compound nouns* are two words that join together to make a new noun. Point out that we usually stress the first word in a compound noun.

- Play the audio program. Ss listen and read silently. Then play the audio program again. Ss listen and repeat.

### B Pair work

- Explain the task. Model the first sentence for Ss.
- Ss complete the task in pairs.



## 5 GRAMMAR FOCUS

**Learning Objective:** use prepositions of place to describe locations

### TIP

To show Ss the purpose of your lesson, explain the connection between exercises. For example, say: "You just learned the names of different places and how to pronounce them. In this Grammar Focus, you're going to learn to describe their location."

### ▶ [CD 3, Track 17]

#### Prepositions of place

- Focus Ss' attention on the Grammar Focus box. If desired, remind Ss that we use the prepositions *next to* and *on to* to talk about the location of things. (See Unit 2, Exercise 9.) Explain that when we talk about the location of places, the meaning of *next to* is the same, but the meaning of *on* is a little different.
- Focus Ss' attention on the pictures. Elicit or explain the rules for using each preposition:
  1. Use *on* with a street or avenue.
  2. Use *on the corner of* with two streets or avenues.
  3. Use *across from* with a place.
  4. Use *next to* with a place.
  5. Use *between* with two places.
- Play the audio program. Ss listen and read silently.
- **Option:** Play the audio program again. Ss listen and repeat.

### A

- Focus Ss' attention on the map. Read the names of the streets and places aloud. Ss repeat. Elicit or explain any new vocabulary.
- Explain the task and model the example sentence.
- Ss complete the task individually. Then they compare answers in pairs.
- Ask Ss to raise their hands when they finish comparing answers in pairs. Go around the class and mark an X next to any wrong answers. Then Ss correct the wrong answers in pairs.

- Elicit the answers from the class.

### Answers

1. The coffee shop is **on** Main Street. It's **next to** the shoe store.
2. The movie theater is **on the corner of** Park and Third. It's **next to/across from** the park.
3. The gas station is **across from** the parking lot. It's **on the corner of** Second and Market.
4. The post office is **on the corner of** Main and Second. It's **next to** the hospital.
5. The bank is **between** the restaurant and the department store. It's **on** Third Avenue.

- **Option:** For more practice, write these sentences on the board:

1. The drugstore is \_\_\_\_\_ the supermarket.
2. The supermarket is \_\_\_\_\_ Main and Third.
3. Maria's Restaurant is \_\_\_\_\_ Third Ave.
4. The bank is \_\_\_\_\_ Market and Main.
5. The bookstore is \_\_\_\_\_ the post office.

Ss write the sentences and complete them with the correct prepositions. Then elicit the answers from the class. (Answers: 1. next to 2. on the corner of 3. on 4. between 5. across from)

### B Pair work

- Explain the task and ask a S to read the places. Model the example conversation with a S.
- Ss complete the task in pairs. They take turns asking about the places. Go around the class and give help as needed.
- **Option:** Ss ask their partners about additional places on the map.
- Elicit locations for each place from the class. Ask: "Where is . . . ?"
- **Option:** Bring in maps of the area around the school. Ss ask and answer questions about places near the school.

## 6 LISTENING

**Learning Objectives:** listen for details and make inferences about locations

### ▶ [CD 3, Track 18]

- Explain the task. Then play the audio program two or three times, pausing after each conversation. Ss listen, look at the map, and number the places.

#### Audio script

1.  
*Man* Hmm. I think it's on Third Avenue.  
*Woman* Is it near the Globe Movie Theater?  
*Man* Yes, it is. It's right across from the movie theater.  
*Woman* Oh, yeah, yeah. There's a restaurant there.  
*Man* Right. It's between the restaurant and Harrow's Department Store.

2.  
*Woman* Is it near Harrow's Department Store?  
*Man* Not really. It's on Main Street, next to the shoe store.  
*Woman* Is there a shoe store on Main Street? I don't know it.  
*Man* OK, well, it's also across from the Globe Movie Theater.  
*Woman* OK. I know the Globe. Thank you very much.

3.  
*Man* Where is it?  
*Woman* Well, it's not far from the Second Avenue Bookstore.

*Man* So it's on Second Avenue?  
*Woman* Yes, it is. And it's next to the post office.  
*Man* Is it near the corner of Second Avenue and Market Street?  
*Woman* Actually, it's on that corner. It's across from the gas station.  
*Man* Thanks.  
4.  
*Woman* Is it near the movie theater?  
*Man* No, it isn't. It's on Second Avenue, across from the parking lot.  
*Woman* On the corner of Second Avenue and Market Street?  
*Man* Yes, that's right. It's across from the hospital, too.  
*Woman* OK. Thanks!

- Ss compare their answers in pairs. Elicit the answers and write them on the board.

#### Answers

3, 1, 4, 2

#### End of Cycle 1

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

### Cycle 2, Exercises 7–11

## 7 SNAPSHOT

**Learning Objective:** discuss popular tourist attractions

### ▶ [CD 3, Track 19]

- Focus Ss' attention on the pictures. Play the audio program. Ss listen and repeat.
- Ss discuss the questions in small groups. Then elicit answers from the class.
- **Option:** Display a large map of New York City and talk about the location of each tourist attraction.

## 8 CONVERSATION

**Learning Objectives:** ask for and give directions in a conversation about finding a popular tourist destination

### ▶ [CD 3, Track 20]

- Focus Ss' attention on the picture and set the scene. A tourist in New York City is asking a man for directions.
- Write these questions on the board:
  1. What buildings does the woman ask about?
  2. Where are they?
- Play the audio program. Ss listen for the answers. Then elicit the answers. (Answers: 1. Rockefeller Center, Radio City Music Hall, the Empire State Building 2. Sixth Avenue and 49th Street, across from Rockefeller Center, right behind her)
- Point out that in the phrase *on the right*, *right* is a direction. In the phrases *right across from* and *right behind you*, however, *right* means "exactly" or "directly."
- Play the audio program again. Ss listen and repeat. Then they practice the conversation in pairs.

## 9 GRAMMAR FOCUS

**Learning Objective:** ask for and give directions

### ▶ [CD 3, Track 21]

#### Directions

- Focus Ss' attention on the Grammar Focus box. Point out that *How do I get to . . . ?* and *How can I get to . . . ?* have the same meaning. Also, point out that *Walk up* and *Go up* mean about the same thing.
- **Option:** Point out that the avenues on this map go north and south. When people go north, they often say "go/walk up." When they go south, they often say "go/walk down." Use gestures to explain the meanings of *turn right*, *turn left*, *on the right*, and *on the left*.
- Play the audio program. Ss listen and read silently.

#### A

- Set the scene. Ss imagine they are tourists in New York City. They are at Grand Central Terminal, and they want to go to six places:
  1. The Empire State Building
  2. The New York Public Library
  3. Bryant Park
  4. Rockefeller Center
  5. The Museum of Modern Art (MoMA)
  6. The United NationsRead out the names of the places. Ss repeat.
- Elicit the locations of the places on the map:
  1. The Empire State Building: on Fifth Avenue between 33rd and 34th streets
  2. The New York Public Library: on Fifth Avenue between 40th Street and 42nd Street
  3. Bryant Park: on Sixth Avenue between 40th Street and 42nd Street
  4. Rockefeller Center: between Fifth Avenue and Sixth Avenue and between 48th Street and 51st Street
  5. MoMA: on 53rd Street, between Fifth Avenue and Sixth Avenue
  6. The United Nations: on First Avenue, between 42nd Street and 49th Street
- Explain the task. Ss take turns role-playing the tourist and the New Yorker. The tourist asks for directions and the New Yorker gives directions. Point out that they should follow the arrows to each place.
- Model the example conversation with a S, and ask the class to follow the arrows with their finger.

S: Excuse me. How do I get to the Empire State Building?

T: Walk up 42nd Street. Turn left on Madison Avenue, and go down Madison Avenue. Then turn right on 34th Street. Walk up 34th Street and turn left on Fifth Avenue. It's between 33rd and 34th Streets.

- Ss complete the activity in pairs. S1 plays the tourist and S2 plays the New Yorker. Then they change roles and complete the activity again.
- Elicit directions to each place from the class. Encourage Ss to give alternate directions if possible.

#### Possible answers

1. *The Empire State Building:* Walk up 42nd Street. Turn left on Madison Avenue, and go down Madison Avenue. Then turn right on 34th Street. Walk up 34th Street and turn left on Fifth Avenue. It's between 33rd Street and 34th Street.
2. *The New York Public Library:* Walk up Fifth Avenue. It's on the left, between 40th Street and 42nd Street.
3. *Bryant Park:* Walk up Fifth Avenue. Turn left on 42nd Street. It's behind the library, between Fifth Avenue and Sixth Avenue.
4. *Rockefeller Center:* Go up Sixth Avenue. It's between 48th Street and 51st Street.
5. *The Museum of Modern Art (MoMA):* Walk up Fifth Avenue to 53rd Street. Turn left. It's on 53rd between Fifth and Sixth Avenues.
6. *The United Nations:* Walk down Madison Avenue to 42nd Street. Turn left. Go down 42nd Street to First Avenue. Turn left on First Avenue. It's right in front of you.

#### B Pair work

- Explain the task. Elicit names of local places that Ss might ask about and write them on the board.
- Model the task with a S. The S reads part A and you read part B. Starting from the school, give directions to the nearest bus stop. (Use one of the examples from the board if there is no bus stop nearby.)
- Ss work in pairs. They take turns asking for and giving directions to places near the school.
- Ask a couple of pairs of Ss to repeat one of their conversations for the class. Have the class listen for whether the directions are correct.

## 10 INTERCHANGE 13

See pages T-127 and T-128 for teaching notes.

# 11 READING

**Learning Objective:** read for details and make inferences in an article about a popular destination

## A [CD 3, Track 22]

- Set the scene and explain the task. The guide has information for tourists in Palermo, Buenos Aires. If possible, point out the location on a world map.
- Ss skim the guide individually to find where they can have some tea. Elicit the answer. (Answer: the Japanese Gardens)
- **Option:** Ss listen to the audio program and read the information silently.

## B

- Explain that Ss should follow the map as they read.
- Ss read the tourist information individually and underline any new words.
- Explain the second part of the task. Point out that Ss can find most of the answers easily by scanning the article for the key words and phrases.
- Ss complete the task individually. Then they compare answers in pairs. Elicit the answers from the class and write them on the board.

### Answers

1. You can see horses at the Campo Argentino del Polo.
2. You can look at the sky at the Galileo Galilei planetarium.
3. You can see many types of plants in the Japanese Gardens.
4. You can find a statue of a writer at the Statue of Domingo Faustino Sarmiento.
5. You can see some art at MALBA/the art museum.

- Elicit or explain the meaning of any new vocabulary.

### Vocabulary

**sculpture:** a piece of art made from stone, wood, or clay

**planetarium:** a building with a machine showing the stars and planets

**telescope:** a tube-shaped piece of equipment used to see things far away

**monument:** a building or structure to remember a historical event or famous person

**statue:** a sculpture of a person or animal

**polo:** a game played on horseback, with long wooden hammers and a ball

- **Option:** Ss write three more *Where can you . . . ?* questions about the article in pairs. Then they exchange questions with another pair and answer the questions.

## C Pair work

- Explain the task. Elicit some ideas for places and things to see or do from the class.
- Ss complete the task in pairs.
- **Option:** Put Ss who like different places in pairs. They ask for information about each other's places.
- **Option:** Write these question-starters on the board to help Ss with their conversations:
  - Where can you see . . . ?*
  - Where can you eat . . . ?*
  - Where can you play . . . ?*
  - Where can you . . . ?*
- Elicit information from several pairs.

## End of Cycle 2

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

# Unit 14 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
<b>CYCLE 1</b>	<b>1 Snapshot</b>		<b>SS</b> Unit 14 Vocabulary 1 <b>GAME</b> Name the Picture (Things people hate to do)
	<b>2 Conversation</b>		<b>SS</b> Unit 14 Speaking 1
	<b>3 Grammar Focus</b>		<b>SB</b> Unit 14 Grammar plus, Focus 1 <b>SS</b> Unit 14 Grammar 1
	<b>4 Pronunciation</b>		
	<b>5 Grammar Focus</b>	<b>TSS</b> Unit 14 Vocabulary Worksheet	<b>GAME</b> Key Words (Simple past statements)
	<b>6 Speaking</b>		<b>WB</b> Unit 14 exercises 1–4
<b>CYCLE 2</b>	<b>7 Conversation</b>		<b>SS</b> Unit 14 Speaking 2
	<b>8 Grammar Focus</b>	<b>TSS</b> Unit 14 Grammar Worksheet	<b>SB</b> Unit 14 Grammar plus, Focus 2 <b>SS</b> Unit 14 Grammar 2 <b>GAME</b> Say the Word (Simple past yes/no questions) <b>GAME</b> Sentence Runner (Simple past)
	<b>9 Listening</b>	<b>TSS</b> Unit 14 Listening Worksheet	
	<b>10 Word Power</b>	<b>TSS</b> Unit 14 Extra Worksheet	<b>SS</b> Unit 14 Vocabulary 2
	<b>11 Interchange 14</b>		
	<b>12 Reading</b>	<b>TSS</b> Unit 14 Project Worksheet <b>VID</b> Unit 14 <b>VRB</b> Unit 14	<b>SS</b> Unit 14 Reading 1–2 <b>SS</b> Unit 14 Listening 1–3 <b>SS</b> Unit 14 Video 1–3 <b>WB</b> Unit 14 exercises 5–7

With or instead of the following SB section	You can also use these materials for assessment
<b>Units 13–14 Progress Check</b>	<b>ASSESSMENT PROGRAM</b> Units 13–14 Oral Quiz <b>ASSESSMENT PROGRAM</b> Units 13–14 Written Quiz

Key **GAME:** Online Game    **SB:** Student's Book    **SS:** Online Self-study    **TSS:** Teacher Support Site  
**VID:** Video DVD    **VRB:** Video Resource Book    **WB:** Online Workbook/Workbook

# My Plan for Unit 14

Use the space below to customize a plan that fits your needs.

With the following SB exercises	I am using these materials in class	My students are using these materials outside the classroom

With or instead of the following SB section	I am using these materials for assessment

In Unit 14, students discuss past weekend activities and past vacation activities. By the end of Cycle 1, students will be able to discuss weekend activities using simple past statements with regular and irregular verbs. By the end of Cycle 2, students will be able to discuss vacation activities using simple past yes/no questions and short answers.

## 1 SNAPSHOT

**Learning Objective:** talk about weekend activities and chores

### ▶ [CD 3, Track 23]

- Books closed. Elicit activities that Ss do on the weekends (e.g., *watch television, play sports*) and write them on the board. Encourage Ss to say both things they like to do and things they don't like to do.
- Ss make lists of things they do on the weekends individually. Then they compare answers in small groups.
- Books open. Focus Ss' attention on the title and pictures. Then play the audio program. Ss listen and read silently.
- Encourage Ss to use the pictures to guess the meaning of any new vocabulary. Explain the meaning of any remaining vocabulary.
- Play the audio program again. Ss listen and repeat.

- Read the focus questions aloud. Ss check (✓) the activities they do on weekends. Then Ss discuss the questions in small groups. Go around the class and help with vocabulary as needed.
- Write each activity in the Snapshot on the board. Then ask the class: "Who answers email?" Ss raise their hands. Write the number of Ss who raise their hands next to the activity. Continue with the remaining activities.
- Ask the class: "What other things do you do on the weekends?" Elicit answers from the class and write them on the board. For each activity, ask: "Who likes to do this?" Write the number of Ss who raise their hands next to the activity and elicit Ss' reasons.

! For a new way to practice the vocabulary in this Snapshot, try **Vocabulary Steps** – download it from the website. Ss rank the activities from most favorite to least favorite.

• For more practice with this vocabulary, play **Simon Says** – download it from the website. Give instructions such as "Simon says exercise." Include the activities you elicited from the class. Ss mime the activities.

## 2 CONVERSATION

**Learning Objective:** use simple past statements with regular verbs in a conversation about last weekend

### ▶ [CD 3, Track 24]

- Text covered. Set the scene. Shaun and Yuna are in class on Monday morning. They are talking about their weekends.
- Focus Ss' attention on the title and picture. Ask the class: "Who studied? Who didn't study?" Encourage Ss to guess. Then play the audio program. Ss listen for the answers. Elicit the answers. (Answers: Yuna studied. Shaun didn't study.)
- Write these activities on the board:
 

1. exercise	4. study for our test
2. clean	5. watch TV shows
3. visit parents	

Ask the class: "Who did each activity – Shaun or Yuna?" Play the audio program once or twice. Ss listen for the answers. Then elicit the answers. (Answers: 1. Yuna 2. Yuna 3. Yuna 4. Yuna 5. Shaun)

### TIP

To give Ss a reason for listening, ask focus questions before playing the audio program.

- Text uncovered. Play the audio program again. Ss listen and read silently. Then elicit or explain any new vocabulary.
- **Option:** Point out that Shaun and Yuna are talking about activities in the past. Ask Ss to find and underline the simple past tense forms of the activities on the board. Then elicit the answers. (Answers: 1. exercised 2. cleaned 3. visited (parents) 4. studied (for our test) 5. watched (TV shows))
- Play the audio program again. Ss listen and repeat. Then they practice the conversation in pairs.
- **Option:** Ask one or two pairs to role-play the conversation for the class.

! For a new way to practice this conversation, try the **Onion Ring** technique – download it from the website.



### 3 GRAMMAR FOCUS

**Learning Objective:** use positive and negative simple past statements with regular verbs to talk about activities

#### ▶ [CD 3, Track 25]

##### Simple past statements

- Focus Ss' attention on the Grammar Focus box. Point out that we use the simple past to talk about actions that happened in the past.
- Elicit or explain the pattern for positive and negative simple past statements:  
Positive: Subject + simple past form of verb.  
Negative: Subject + *didn't* + base form of verb.
- Elicit or explain that *did* is the past form of *do*, and *didn't* is the contraction of *did not*. Point out that we use *didn't* for all subjects.
- Play the audio program for the first two columns. Ss listen and read silently.

##### Regular simple past verbs

- Elicit or explain that regular simple past verbs end in *-ed*.
- Focus Ss' attention on the Spelling column of the Grammar Focus box. Explain these rules for spelling regular simple past verbs:
  1. For most verbs, add *-ed* (e.g., *stayed*, *watched*).
  2. For verbs ending with *e*, add *-d* (e.g., *exercised*).
  3. For verbs ending with a consonant + *y*, change the *y* to *i* and add *-ed* (e.g., *studied*).
  4. For some verbs ending with a vowel + a consonant, double the consonant and add *-ed* (e.g., *shopped*).
- Play the audio program. Ss listen and read silently.

- **Option:** Play the audio program again. Ss listen and repeat.

#### A

- Explain the task and model the first sentence. Point out that Ss should use the verbs in parentheses.
- Ss complete the task individually. Then they compare their answers in pairs.
- Ask different Ss to write the answers on the board. Go over any grammar or spelling errors with the class.

#### Answers

On Friday night, I **wanted** to go out, but my friends **didn't call**. I **decided** to stay home, and I **played** video games. On Saturday, I **visited** my friend Pablo. We **talked** and **listened** to music. In the evening, he **invited** some friends over, and we **cooked** a great meal. I **didn't work** very hard on Sunday. I **didn't study** at all. I just **walked** to the mall and **shopped**.

#### B

- Explain the task.
- Ss complete the sentences individually. Go around the class and help with grammar and spelling. Then Ss compare answers in pairs.

#### Answers

1. Yesterday, I **watched/didn't watch** a basketball game.
2. Last night, I **stayed/didn't stay** home.
3. Last week, I **cleaned/didn't clean** the house.
4. Last month, I **shopped/didn't shop** for clothes.
5. Last year, I **visited/didn't visit** a different country.

### 4 PRONUNCIATION

**Learning Objectives:** differentiate between the three pronunciations of simple past *-ed* endings and sound more natural when using them

#### ▶ A [CD 3, Track 26]

- Explain the task and focus Ss' attention on the chart.
- Play the audio program. Ss listen and read silently.
- **Option:** Explain these pronunciation rules:
  1. *-ed* sounds like /t/ when the verb ends with a voiceless consonant sound such as /k/ or /tʃ/ (e.g., *worked*, *watched*).
  2. *-ed* sounds like /d/ when the verb ends with a vowel sound or a voiced consonant sound such as /n/ (e.g., *cleaned*, *stayed*).
  3. *-ed* sounds like /ɪd/ when the verb ends with the sound /t/ or /d/ (e.g., *wanted*, *visited*).
- Play the audio program again. Ss listen and repeat.

#### ▶ B [CD 3, Track 27]

- Explain the task and play the audio program. Ss listen and complete the task.
- Play the audio program again. Ss listen and check their answers. Then they compare their answers in pairs.
- Copy the chart onto the board. Elicit the correct answers and write them in the chart.

#### Answers

/t/	/d/	/ɪd/
worked	cleaned	wanted
watched	stayed	visited
cooked	exercised	decided
shopped	listened	invited

- **Option:** Ss work in pairs. They practice the conversation in Exercise 2 on page 92 again and concentrate on pronouncing the *-ed* endings.

## 5 GRAMMAR FOCUS

**Learning Objective:** use positive and negative simple past statements with irregular verbs to talk about activities

### ▶ [CD 3, Track 28]

#### **Simple past statements: irregular verbs**

- Remind Ss of the pattern for positive and negative simple past statements:  
Subject + simple past form of verb. (positive)  
Subject + *didn't* + base form of verb. (negative)
- Focus Ss' attention on the sentences below the pictures. Point out that the verbs *do, get, go, come, meet,* and *have* are irregular. We do not make the simple past form of these verbs by adding *-ed*.
- Play the audio program. Ss listen and read silently. Elicit the irregular past tense forms of *do, get, go, come, meet,* and *have*.
- **Option:** Play the audio program again. Ss listen and repeat.

### ▶ A [CD 3, Track 29]

- Focus Ss' attention on the chart and explain the task. Point out that the verbs in the *Past* columns are irregular simple past forms. Ss complete the *Present* columns with the simple present forms. Encourage Ss to guess.

- Ss complete the chart individually. Then they compare their answers in small groups. While they work, copy the chart onto the board.
- Play the audio program once or twice. Ss listen and check their answers. Then elicit answers from the class and ask different Ss to write them in the chart on the board. Point out that the past form of *read* is spelled the same as the present form but is pronounced /rɛd/.

#### Answers

buy	make	see
eat	read	sit
feel	ride	take

#### B Pair work

- Explain the task and focus Ss' attention on the pictures in the Grammar Focus box. Then model the example sentences.
- Ss complete the task in pairs. Then they change partners and complete the task again.
- **Option:** Ss complete the task in pairs. Then each pair joins another pair to talk about their partner's activities.
- **Option:** To make the task more challenging, Ss also use the verbs in part A.

## 6 SPEAKING

**Learning Objective:** discuss activities and chores from last weekend

### A

- Explain the task and focus Ss' attention on the example list. Point out that Ss can use regular and irregular simple past verbs from pages 92–94. They can also use irregular verbs from the appendix in the back of the book.
- Ss complete the task individually. Go around the class and help with vocabulary and spelling as needed.

### B Group work

- Explain the task and ask three Ss to model the conversation.
- Ss discuss their weekends in small groups. Go around the class and note any grammar or pronunciation errors.
- Ask Ss to share information about their classmates' weekends.
- **Option:** Correct any grammar or pronunciation errors with the class.

For more practice with regular and irregular simple past verbs, play the **Chain Game** – download it from the website. Start with this sentence: "Last (weekend/week/month/year), I saw a movie."

### End of Cycle 1

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

## 7 CONVERSATION

**Learning Objective:** use simple past yes/no questions in a conversation about a vacation

▶ [CD 3, Track 30]

- Focus Ss' attention on the picture and set the scene. Kim is asking Martin about his vacation last summer. Write these focus questions on the board:
  1. Did Martin go to Sydney?
  2. Did he go with his brother?
  3. Did they climb a bridge?
  4. Did Martin have fun?
  5. Did his sister like climbing?

- Play the audio program. Ss listen and read silently. Then elicit the answers to the focus questions. (Answers: 1. yes 2. no 3. yes 4. yes 5. no)
- Elicit or explain the meaning of any new vocabulary. Use pictures or mime where appropriate.
- Play the audio program again. Ss listen and repeat. Then they practice the conversation in pairs.
- **Option:** Ask one or two pairs to role-play the conversation for the class.

! For a new way to practice this conversation, try **Musical Dialog** – download it from the website.

## 8 GRAMMAR FOCUS

**Learning Objective:** ask and answer simple past yes/no questions

▶ [CD 3, Track 31]

### Simple past yes/no questions

- Focus Ss' attention on the Grammar Focus box. Point out the pattern for simple past yes/no questions and short answers:
 

*Did + subject + (simple present verb)?*  
*Yes, + (subject) + did.*  
*No, + (subject) + didn't.*
- Point out that we use *did* and *didn't* for all subjects.
- Play the audio program. Ss listen and read silently.

### A

- Explain the first part of the task. Then model the example question in the first conversation.
- Ss complete the task individually. Then they compare answers in pairs.
- Tell Ss to raise their hands when they finish the exercise. Go around, circle any wrong answers, and have Ss correct them in pairs.
- To check the answers, ask different pairs to read each conversation. If needed, correct the answers with the class.

### Answers

1. A: **Did** you **have** a good summer?  
 B: Yes, I **did**. I **had** a great summer. I **went** out with my friends a lot.
2. A: **Did** you **go** anywhere last summer?  
 B: No, I **didn't**. I **stayed** here. I **got** a part-time job, so I **made** some extra money.

3. A: **Did** you **take** any classes last summer?  
 B: Yes, I **did**. I **took** tennis lessons, and I **played** tennis every day!
4. A: **Did** you **speak** English last summer?  
 B: No, I **didn't**. But I **read** blogs in English, and I **watched** English movies.

- Explain the second part of the task. Ss practice the conversations in pairs. Go around the class and help Ss with pronunciation and intonation.

### B Pair work

- Write the four questions from part A on the board. Then explain the task and ask two Ss to model the example conversation.
- Books closed. Ss ask you the questions on the board one by one. Answer with your own information.
- Ss ask and answer the questions in pairs. Go around the class and encourage Ss to ask follow-up questions and give more information.

### TIP

To decide if your Ss need more grammar explanation or controlled practice, pay attention to how they use the grammar in speaking activities. If they make a lot of errors, review or further explain the grammar in a later class.

! For more practice with simple past yes/no questions, play **Hot Potato** – download it from the website.

## 9 LISTENING

**Learning Objective:** listen for specific information about activities discussed using simple past yes/no questions

### ▶ [CD 3, Track 32]

- Set the scene. Different people are asking Fernando, Olivia, Cameron, and Abigail about their summers.
- Explain the task. Then play the first conversation in the audio program. Ss listen.
- Play the rest of the audio program two or three times, pausing after each conversation. Ss listen and complete the chart individually.

#### Audio script

1.  
*Woman* Hello, Fernando. Did you have a good summer?  
*Fernando* Oh, I had an OK summer, I guess. I visited my brother in Veracruz.  
*Woman* That's nice! Did you go to the beach?  
*Fernando* No, I didn't. It rained all summer, so we usually did things indoors.
2.  
*Man* Hi, Olivia. How are you? Did you have a good summer?  
*Olivia* Yes, I did, thanks. I just relaxed.

- Man* Did you read any good books?  
*Olivia* Books? Well, no . . . but I watched a lot of interesting videos online!
3.  
*Woman* So, Cameron, did you do anything interesting last summer?  
*Cameron* Oh, yeah! You know how I love to be outdoors. I played baseball and rode my bike every day!  
*Woman* Baseball and bike riding! You're a really good athlete!  
*Cameron* Yeah, . . . well, I try.
4.  
*Man* Did you have a job last summer, Abigail?  
*Abigail* Well, no, . . . but I did a lot of work.  
*Man* What do you mean? Did you get a job?  
*Abigail* No. But my parents and I painted our house. And I worked in the yard a lot.

- To check answers, ask the class: "What did Fernando do last summer?" Elicit the answer. Then ask about the remaining three people.

#### Answers

1. Fernando: visited his brother
2. Olivia: watched videos
3. Cameron: went bike riding, played baseball
4. Abigail: worked in the yard, painted the house

## 10 WORD POWER

**Learning Objective:** discuss free-time activities

### ▶ A [CD 3, Track 33]

- Explain the first part of the task and read out the words in the list. Then focus Ss' attention on the chart and read out the verbs. Point out that each verb goes with two words or phrases in the list.
- Ss complete the chart individually. Then they compare answers in pairs.
- Play the audio program. Ss check answers.

#### Answers

get: a new bike, up late  
go: camping, swimming  
have: a barbecue, a picnic  
meet: new people, old friends  
play: beach volleyball, soccer  
take: a summer class, a trip

### B Pair work

- Focus Ss' attention on the list. Ask different Ss to read each phrase in the list. Elicit or explain any new vocabulary. *Exhibits* are special shows of paintings or artifacts at museums. Explain the first part of the task. Ss add two activities to the list. Then each S chooses six questions.
- Explain the second part of the task and ask two Ss to model the example conversation. Point out that the Ss answering the questions should give more information about their summer activities. The Ss asking the questions should take notes.
- Ss take turns asking and answering questions in pairs. Go around the class and encourage Ss to add information to their answers.

### C Class activity

- Explain the task and model the example. Elicit other things Alma did. Encourage Ss to make guesses.
- Ask different Ss to tell the class about their partner's summer. Encourage them to use their notes.

## 11 INTERCHANGE 14

See page T-129 for teaching notes.

## 12 READING

**Learning Objectives:** scan and read for main ideas and details in texts about people's activities

### ▶ A [CD 3, Track 34]

- Focus Ss' attention on the pictures. Read out the questions.
- Point out that main ideas are usually found at the beginning or end of a paragraph. Tell Ss to read only the beginning and end of each paragraph.
- Ss complete the task individually.
- Elicit the answers from the class. (Possible answers: Armando had a busy weekend. Juliette saw an old friend. Jessie had fun learning something new. Nick had a terrible weekend.)

### B

- Explain the first part of the task. Ss read the social media posts individually and underline any new words.
- Ss discuss the meanings of any new words they don't understand in small groups. Then elicit or explain any remaining new vocabulary. Use pictures or mime where appropriate.

#### Vocabulary

**broke down:** stopped working

**bang:** a sudden loud noise

**parasailing:** a sport in which you wear a parachute and sail through the air being pulled by a boat

**instructor:** someone who teaches

**chores:** boring jobs you must do

- **Option:** Play the audio program. Ss listen and read silently.
- Explain the second part of the task. Tell Ss that there is one mistake in each sentence. Ask a S to model the example sentence and identify the error. Then ask different Ss to read the remaining sentences. Explain any new vocabulary, if needed.

- Ss correct the sentences individually. Then they compare answers in pairs.
- Ask different Ss to write the correct sentences on the board. Go over the sentences with the class and correct any errors.

#### Possible answers

1. Nick's best friend got married.
2. On the way to the wedding, Nick's car broke down.
3. Jessie's parasailing class was amazing.
4. It was Jessie's first parasailing class.
5. Armando did chores on Saturday morning.
6. Armando fixed his bike and walked his dog.
7. Juliette went running on Saturday evening.
8. Marie is married and has a baby.

### C Pair work

- Explain the task. Model the answers to the questions with your own information.
- Ss tell about their weekend in pairs. Go around the class and help with vocabulary and pronunciation.
- **Option:** Ss write about their weekend for homework.
- Ss tell the class about their weekend. Encourage Ss to ask follow-up questions.
- **Option:** In large classes, Ss share their weekend activities in small groups.

#### TIP

If you don't have enough class time, do only Part A in class. Then have Ss read the article in detail and complete the remaining activities for homework.

### End of Cycle 2

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle and for assessment tools.

## SELF-ASSESSMENT

**Learning Objectives:** reflect on one's learning; identify areas that need improvement

- Ask: "What did you learn in Units 13 and 14?" Elicit Ss' answers.
- Ss complete the Self-assessment. Explain to Ss that this is not a test; it is a way for them to evaluate what they've learned and identify areas where they need additional practice. Encourage them to be honest, and point out they will not get a bad grade if they check (✓) *A little*.

- Ss move on to the Progress check exercises. You can have Ss complete them in class or for homework, using one of these techniques:

1. Ask Ss to complete all the exercises.
2. Ask Ss: "What do you need to practice?" Then assign exercises based on their answers.
3. Ask Ss to choose and complete exercises based on their Self-assessment.

## 1 LISTENING

**Learning Objective:** demonstrate one's ability to understand conversations about where to get things

**[CD 3, Track 35]**

- Explain the task and read out the focus questions. Then play the audio program once or twice. Ss listen and complete the chart individually.

### Audio script

1.  
*Man* What are you looking for?  
*Woman* I'm mailing some postcards, and I need some stamps.  
*Man* Well, you can get some at the drugstore. It's across from the park.  
*Woman* Oh. Great! Thanks!
2.  
*Woman* So what do we need?  
*Man* I think we have everything – sandwiches, fruit salad, cookies. Oh, wait. We don't have any drinks. We need some juice.  
*Woman* Let's stop at the supermarket on the way. We can get some juice there.  
*Man* Good idea.

3.  
*Man* Excuse me. Is there a gas station around here?  
*Woman* Um, I think there's a gas station on the corner of Main and First. Just drive down Main Street for four blocks. It's on the left. You can't miss it.  
*Man* I'm glad it's not far. I really need more gas!
4.  
*Woman* Can you help me? Is there a restroom around here?  
*Man* Oh, sure. There's a library not far from here. They have a restroom. Go up this street for two blocks and turn left.  
*Woman* Thanks a lot.

- To check answers, ask: "What does the woman in the first conversation need? Where can she find it?" Elicit the answers from the class. Continue with the remaining people.

### Answers

What?	Where?
1. stamps	drugstore
2. juice	supermarket
3. gasoline	gas station
4. restroom	library

## 2 SPEAKING

**Learning Objectives:** demonstrate one's ability to discuss where places are and to ask for and give directions

### A Pair work

- Explain the task and read out each place. Then ask two Ss to model the example conversation.
- Ss work in pairs. They take turns asking and answering questions about the places.

- To check answers, ask the class about each place: "Is there a . . . near here?" Then elicit the answers.

### B Pair work

- Explain the task. Ask Ss to model the conversation.
- Ss work in pairs. They take turns giving directions and making guesses.
- **Option:** Ss change partners and repeat the activity.

## 3 SPEAKING

**Learning Objective:** demonstrate one's ability to discuss past activities

### A

- Focus Ss' attention on the picture and explain the task. Then model the task. Write on the board two sentences about your last vacation that are true, and two that are false. Point out which sentences are true and which are false, but do not label them.
- Ss write four statements individually. Go around the class and help with vocabulary and spelling as needed.

### B Pair work

- Explain the task and ask two Ss to model the example conversation. Tell Ss to check (✓) each correct guess.
- Ss complete the task in pairs.
- Elicit who got the most correct guesses. Ask the class: "Who has four correct guesses? three correct guesses? two correct guesses?" Ss raise their hands.

## 4 SPEAKING

**Learning Objective:** demonstrate one's ability to ask and answer questions about past activities

### A

- Explain the task and focus Ss' attention on the list of activities. If needed, read out each phrase. Explain that *to download* is to copy files, such as computer programs, music, or movies off the Internet.
- Ss complete the task individually. Go around the class and help Ss with vocabulary and spelling as needed.

### B Pair work

- Explain the task and ask two Ss to model the example conversation. Point out that Ss should ask about each activity and answer with follow-up information. Also point out that Ss can ask: "What else did you do last weekend?" to find out about the additional activities.

- **Option:** For lower-level classes, elicit a *Did you . . . ?* question for each phrase.
- Ss complete the activity in pairs. Go around the class and give help as needed. Encourage Ss to change the order of the questions and take notes on their partner's answers.

### C Group work

- Explain the task. Ask a S to model the example sentence.
- Each pair joins another pair. Ss talk about their partner's weekend.

## WHAT'S NEXT?

**Learning Objective:** become more involved in one's learning

- Focus Ss' attention on the Self-assessment again. Ask: "How well can you do these things now?"

- Ask Ss to underline one thing they need to review. Ask: "What did you underline? How can you review it?"
- If needed, plan additional instruction, activities, or reviews based on Ss' answers.



# Unit 15 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
<b>CYCLE 1</b>	<b>1 Snapshot</b>		
	<b>2 Conversation</b>		<b>SS</b> Unit 15 Speaking 1
	<b>3 Grammar Focus</b>		<b>SB</b> Unit 15 Grammar plus, Focus 1 <b>SS</b> Unit 15 Grammar 1 <b>GAME</b> Speak or Slime (Past of be)
	<b>4 Pronunciation</b>		
<b>CYCLE 2</b>	<b>5 Conversation</b>		<b>SS</b> Unit 15 Speaking 2
	<b>6 Grammar Focus</b>	<b>TSS</b> Unit 15 Grammar Worksheet <b>TSS</b> Unit 15 Extra Worksheet	<b>SB</b> Unit 15 Grammar plus, Focus 2 <b>SS</b> Unit 15 Vocabulary 1 <b>SS</b> Unit 15 Grammar 2 <b>GAME</b> Sentence Stacker (Wh-questions with <i>did</i> , <i>was</i> , and <i>were</i> ) <b>GAME</b> Sentence Runner (Past of <i>be</i> and Wh-questions)
	<b>7 Listening</b>	<b>TSS</b> Unit 15 Listening Worksheet	
	<b>8 Word Power</b>	<b>TSS</b> Unit 15 Vocabulary Worksheet	<b>SS</b> Unit 15 Vocabulary 2 <b>GAME</b> Spell or Slime (School days)
	<b>9 Speaking</b>		
	<b>10 Interchange 15</b>		
	<b>11 Reading</b>	<b>TSS</b> Unit 15 Project Worksheet <b>VID</b> Unit 15 <b>VRB</b> Unit 15	<b>SS</b> Unit 15 Reading 1–2 <b>SS</b> Unit 15 Listening 1–3 <b>SS</b> Unit 15 Video 1–3 <b>WB</b> Unit 15 exercises 1–7

**Key**    **GAME:** Online Game    **SB:** Student's Book    **SS:** Online Self-study    **TSS:** Teacher Support Site  
**VID:** Video DVD    **VRB:** Video Resource Book    **WB:** Online Workbook/Workbook

# My Plan for Unit 15

Use the space below to customize a plan that fits your needs.

With the following SB exercises	I am using these materials in class	My students are using these materials outside the classroom

With or instead of the following SB section	I am using these materials for assessment

# Where were you born?

## Cycle 1, Exercises 1–4

### 1 SNAPSHOT

**Learning Objective:** talk about where famous people were born

#### ▶ [CD 3, Track 36]

- Focus Ss' attention on the title and pictures. Ask: "What do you know about these people?" Elicit information from the class.
- Play the audio program. Ss listen and read silently.
- Elicit or explain any new vocabulary.

#### Vocabulary

**comedian:** someone who tells jokes, often as a job

**actress:** a woman who performs in plays, in movies, or on TV [Note: Actor is often used for both males and females.]

**game designer:** someone who creates video games

In Unit 15, students discuss family and personal history, school experiences, and memories. By the end of Cycle 1, students will be able to discuss family and personal history using the past of *be*. By the end of Cycle 2, students will be able to discuss school experiences and memories using *Wh*-questions with *did*, *was*, and *were*.

- Play the audio program again. Ss listen and practice.
- Read the first task. Ss match the people with the countries individually. Then they check their answers at the bottom of the Snapshot. Ask: "Who has five correct answers? four? three?" Ss raise their hands.
- Read the last two questions: "What famous people were born in your country? What do they do?" Ss discuss the questions in small groups. Then elicit information from the class.

### 2 CONVERSATION

**Learning Objective:** use the past of *be* in a conversation about someone's personal history

#### ▶ [CD 3, Track 37]

- Books closed. Set the scene. Bianca is a customer in a beauty salon. The hairstylist, Mario, is asking her about her life. Write these questions on the board:
  1. Where is Bianca from?
  2. Where are Mario's parents from?
- Play the audio program. Ss listen for the answers. Then elicit the answers. (Answers: 1. Brazil 2. Milan)
- Play the audio program again. Ss listen and read along silently. Elicit or explain the meaning of any new vocabulary.

#### Vocabulary

**pretty:** quite; very

**bilingual:** able to use or speak two languages

#### TIP

If Ss ask about new structures in the Conversation, explain that they'll learn about them in the Grammar Focus on the next page.

- Play the audio program again. Ss listen and repeat. Then they practice the conversation in pairs.
- **Option:** Ask one or two pairs to role-play the conversation for the class.

! For a new way to practice this conversation, try **Moving Dialog** – download it from the website.

### 3 GRAMMAR FOCUS

**Learning Objectives:** use the past of *be* in short statements and to ask and answer questions

#### ▶ [CD 3, Track 38]

##### Statements with the past of *be*

- Write this on the board:

*I/He/She/It + was + complement.*

*You/We/They + were + complement.*

If needed, explain that a *complement* follows the verb at the end of a sentence.

- Elicit or explain that *was* and *were* are the past forms of *be*. We use *was* with the pronouns *I, he, she, and it*. We use *were* with the pronouns *you, we, and they*.
- Focus Ss' attention on the first two columns of the Grammar Focus box. Play the audio program. Ss listen and read silently.
- Point out that *wasn't* is the contraction for *was not* and *weren't* is the contraction for *were not*.

##### Yes/No questions with the past of *be*

- Focus Ss' attention on the right-hand column of the grammar chart. Point out that this column has yes/no questions.
- Elicit or explain the pattern for yes/no questions and short answers with the past of *be*:  
*Was/Were + subject + complement?*  
*Yes, + subject + was/were.*  
*No, + subject + wasn't/weren't.*
- Ask individual Ss the questions in the chart.

##### TIP

To demonstrate contractions, use your hands. For example, say "This thumb is *was*. This finger is *not*. When you push them together, you get *wasn't*."

- **Option:** Play the audio program again. Ss listen and repeat.

##### A

- Set the scene and explain the task. Then model the example sentence.
- Ss complete the task individually. Then they compare answers in pairs.
- To check answers, ask different Ss to read the sentences.

##### Answers

My family and I **were** all born in Brazil – we **weren't** born in the U.S. I **was** born in the city of Recife, and my brother **was** born there, too. My parents **weren't** born in Recife. They **were** born in Rio de Janeiro. In Rio, my father **was** a teacher and my mother **was** an engineer. They have their own business in Recife now.

##### B Pair work

- Direct Ss' attention to the picture. Have Ss identify the teacher. (Mr. Walker) Ask what subject the students are studying. (chemistry/science)
- Explain the task and model the first question with a S.
- Ss ask and answer the questions in pairs.

##### Answers

1. No, she wasn't. She was late.
2. No, it wasn't. It was chemistry/science class.
3. No, it wasn't. It was raining.
4. No, it wasn't. It was 10:05.
5. No, he wasn't.
6. No, they weren't.
7. No, they weren't. They were at their desks.
8. No, they weren't. They were closed.

- For more practice with the past tense of *be*, play **Run For It!** – download it from the website. Read out sentences with *was, were, wasn't, and weren't*.

## 4 PRONUNCIATION

**Learning Objective:** sound more natural when using negative contractions

### A [CD 3, Track 39]

- Focus Ss' attention on the chart. Point out that some contractions have one syllable and others have two syllables. Play the audio program. Ss listen and repeat.

### B [CD 3, Track 40]

- Play the audio program. Ss listen and read silently. Then play the audio program again. Ss listen and repeat.
- Ask different Ss to read the sentences aloud. Check their pronunciation of negative contractions.

! For a different way to teach this Pronunciation, try **Stand Up, Sit Down** – download it from the website.

#### TIP

To hear if Ss are using correct pronunciation or intonation, ask them to repeat the word, sentence, or question individually.

### Cycle 2, Exercises 5–11

## 5 CONVERSATION

**Learning Objective:** use Wh-questions with *did*, *was*, and *were* in a conversation about someone's personal history

### A [CD 3, Track 41]

- Text covered. Focus Ss' attention on the picture and set the scene. Remind Ss that Mario and Bianca were in Exercise 2 on page 100. In that conversation, Mario asked Bianca about her life. Explain that now Bianca is asking Mario about his life.
- Write this on the board:
  1. What was Mario's major in college?
    - a) hair design
    - b) English
    - c) photography
  2. Why did he become a hairstylist?
    - a) He needed the money.
    - b) He liked hair design.
    - c) He liked people.

Play the audio program. Ss listen for the answers. Then elicit the answers. (Answers: 1. c 2. a)

### C

- Explain the task. Then model the example sentence. Ss listen and repeat.
- Ss write four sentences individually. Go around the class and give help as needed.
- Ss read their sentences in pairs. Go around the class and listen for correct pronunciation.
- **Option:** Ask different Ss to write their sentences on the board. Read each sentence aloud. Ss listen and repeat.

### End of Cycle 1

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

- Text uncovered. Play the audio program again. Ss listen and read silently.
- Elicit or explain the meaning of any new vocabulary.

#### Vocabulary

**grow up:** grow from a child into an adult

**college:** university

**major:** the main subject someone studies in college

- Play the audio program again. Ss listen and practice. Then they practice the conversation in pairs.
- **Option:** Ask one or two pairs to role-play the conversation for the class.
- **Option:** Ss underline all the Wh-questions. Then elicit the Wh-questions from the class. (Answers: . . . where did you grow up? And when did you come to Los Angeles? How old were you then? What was your major? Why did you become a hairstylist? So, what do you think?)

## 6 GRAMMAR FOCUS

**Learning Objective:** ask and answer Wh-questions with *did*, *was*, and *were*

### ▶ [CD 3, Track 42]

- Books closed. Write this on the board:
  - Wh-word + *did* + subject + verb (+ complement)?
  - Wh-word + *was/were* + subject (+ complement)?Point out that the first pattern is for simple past Wh-questions. The second pattern is for Wh-questions with the past of *be*.
- Books open. Focus Ss' attention on the Grammar Focus box. Then play the audio program. Ss listen and read silently.
- Option:** Play the audio program again. Ss listen and repeat.

### A


- Explain the task. Then ask two Ss to model the first question and answer.
- Ss complete the task individually. Then they compare answers in pairs.
- Ask different pairs of Ss to read out the questions and matching answers. Then write the answers on the board. (Answers: 1. e, 2. d, 3. f, 4. a, 5. b, 6. c)

### B Pair work

- Explain the task. To model the task, have the class ask you a few of the questions from part A. Answer with your own information.
- Ss complete the task in pairs. They take turns asking and answering the questions.
- Option:** Each pair joins another pair. Ss take turns sharing information about their partners.

### C Group work

- Focus Ss' attention on the *saying years* box. Say the years and have Ss repeat. Ask several Ss when they were born. Encourage them to answer with a complete sentence.
- Ss ask and answer the questions in small groups.
- Option:** Ask Ss about their classmates (e.g., *When was [Ss name]'s mother born?*).

 For more practice with Wh-questions and answers, play **Concentration** – download it from the website. Ss match Wh-questions with answers.

## 7 LISTENING

**Learning Objective:** listen for specific information about peoples' lives discussed using Wh-questions with *did*, *was*, and *were*

### ▶ A [CD 3, Track 43]

- Focus Ss' attention on the sentences and explain the task. Play the audio program. Ss listen and write the year of birth. Then play the audio program again. Ss listen and check their answers.

#### Audio script

##### 1. Melissa

My name is Melissa, and I was born in 1984 in Canada, but I didn't grow up there. My family moved to the United States in 1986, so I really grew up here in America. I went to school and college here, and I became a tour guide in 2004. I give tours to Canada.

##### 2. Colin

I'm Colin. I grew up in the U.K., and I still live here now, but I wasn't born here. I was born in South Africa in 2000. My parents moved to the U.K. in 2002, so I went with them, of course. I'm a student, and I'm going to be a doctor someday.

##### 3. Kumiko

My name is Kumiko and I live here in Japan, but I wasn't born here. I was born in Hawaii, in 1965. My parents, two sisters, and I moved to Japan in 1967, and I grew up here. I'm a reporter for a local Japanese-language TV station.

##### 4. Omar

I'm Omar. I'm an architect. I was born in 1974, in Egypt. I grew up in Egypt – I went to school and college there, and I became an architect in Egypt. I moved here to France last year. I really like it here, but I'm planning to return to Egypt next year. I want to start my own business there.

- To check answers as a class, ask different Ss to read out the sentences. (Answers: 1. 1984, 2. 2000, 3. 1965, 4. 1974)

### ▶ B [CD 3, Track 44]

- Play the audio program again. Ss listen and write the place (country) where the people grew up in the sentences. Then play the audio program again. Ss listen and check their answers.
- To check answers as a class, ask different Ss to read out the sentences. (Answers: 1. the United States/ America, 2. the U.K., 3. Japan, 4. Egypt)

## 8 WORD POWER

**Learning Objective:** discuss school memories

### A [CD 3, Track 45]

- Explain the task and focus Ss' attention on the word map. Read the categories and the words in the list.
- Ss complete the word map individually. Then they compare their answers in small groups.
- Play the audio program. Ss listen and check their answers.

#### Answers

Classes	Types of Schools	Places
geography	college	auditorium
history	elementary school	cafeteria
P.E.	high school	computer lab
science	middle school	library

- **Option:** Play the audio program. Ss listen and repeat.
- Elicit or explain any new vocabulary.

#### Vocabulary

**auditorium:** a large room where people sit to watch a performance

**cafeteria:** a large room in a school or office where people eat

**elementary school:** school for children from about 5 to 11 years old

**geography:** the study of countries of the world and the earth's surface

**high school:** school for teenagers from about 14 to 18 years old

**history:** the study of important past events

**middle school:** school between elementary school and high school for young teenagers from about 11 to 14 years old

**physical education:** exercise and sports classes in school

**science:** the study of biology, chemistry, physics, etc.

- **Option:** Ss work in small groups. They add other words to the categories. Elicit new words from each group and write them on the board.
- **Option:** Because the names and grades of schools differ from place to place, you may want to discuss variations with the class. For example, other names for *elementary school* include *primary school*, *grade school*, and *grammar school*. In addition, some places don't have separate middle schools or junior high schools.

### B Pair work

- Explain the first part of the task and focus Ss' attention on the questions. Ask different Ss to read the questions aloud. Point out that Ss should take notes on their partner's answers.
- Ss complete the task in pairs. They take turns asking and answering the questions. Go around the class and give help as needed.
- Explain the second part of the task and ask a S to read the example sentence.
- Ss tell the class about their partner's school days.
- **Option:** For large classes, Ss share information in groups.
- For more practice with words about school, play **Vocabulary Tennis** – download it from the website. Call out different categories, such as *subjects*, *schools*, and *places*.

## 9 SPEAKING

**Learning Objective:** discuss and compare memories with others

### A Group work

- Explain the task and read out the questions. Elicit or explain any new vocabulary. Point out that one S in each group should take notes.

- Ss complete the activity in small groups.
- **Option:** Each group votes for the S with the best memory.

### B Class activity

- Explain the task. Then one S in each group shares their information with the class.

## 10 INTERCHANGE 15

See page T-130 for teaching notes.



# 11 READING

**Learning Objectives:** scan and read for specific information; sequence events in an article about events in someone's life

## A [CD 3, Track 46]

- Focus Ss' attention on the map. Explain that Sri Lanka is a country near India. Have Ss look at the map and identify the largest city in Sri Lanka. (Answer: Colombo).
- Read out the task. Ask Ss to raise their hands when they find what a "third culture kid" is.

### TIP

To help Ss develop their scanning skills, focus their attention on the purpose of the task. For example, say: "We're looking for the meaning of *third culture kid*, so scan the article for sentences that explain this phrase."

- Ss complete the first part of the task individually. Elicit the answer. (Answer: A third culture kid is a person who grew up in a different country from his or her parents. Third culture kids know and understand more than one culture.)
- Ss discuss the second part of the task as a group. Ask Ss to talk about any third culture kids they know.

## B

- Ss read the article individually and underline any new words.
- Ss discuss the meanings of any new words in pairs or small groups. Then elicit or explain any remaining new vocabulary.

### Vocabulary

**culture:** the habits, traditions, and beliefs of a group of people

**communicate:** to share or exchange information with someone else

**raise:** to take care of a child until he or she becomes an adult

**charity:** an organization that gives money, food, or help to people who need it

**way of life:** the typical habits and behavior of a person or a culture

- Explain the second part of the task. Explain that Ss choose *True* (correct) or *False* (incorrect) sentences. Then elicit the first answer from the class.
- Ss complete the task individually. Then they compare their answers in small groups.
- Ask different Ss to state the answers. With the class, restate the false statements to make them true.

### Answers

1. False
2. True
3. True
4. False
5. False
6. True

## C

- Explain the task. Ask a different S to read each event.
- Ss complete the task individually. Then they compare their answers in pairs.
- To check answers, ask: "What was the first event? the second event?" Continue until Ss read out the eighth event.

### Answers

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

## D Group work

- Explain the task and read the questions aloud. Point out that one S in each group should take notes.
- Ss complete the activity in small groups.
- Have groups share their answers with the class. Do most Ss think living in another culture is a good thing? Who gave the best reasons for their answer?

## End of Cycle 2

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

# Unit 16 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
<b>CYCLE 1</b>	<b>1 Conversation</b>		<b>SS</b> Unit 16 Speaking 1
	<b>2 Word Power</b>	<b>TSS</b> Unit 16 Vocabulary Worksheet <b>TSS</b> Unit 16 Extra Worksheet	<b>SS</b> Unit 16 Vocabulary 1 <b>GAME</b> Sentence Stacker (Prepositional phrases)
	<b>3 Listening</b>		
	<b>4 Grammar Focus</b>		<b>SB</b> Unit 16 Grammar plus, Focus 1 <b>SS</b> Unit 16 Grammar 1 <b>GAME</b> Speak or Swim (Subject and object pronouns) <b>WB</b> Unit 16 exercises 1–5
<b>CYCLE 2</b>	<b>5 Snapshot</b>		<b>SS</b> Unit 16 Vocabulary 2
	<b>6 Conversation</b>		<b>SS</b> Unit 16 Speaking 2
	<b>7 Pronunciation</b>		
	<b>8 Grammar Focus</b>	<b>TSS</b> Unit 16 Listening Worksheet	<b>SB</b> Unit 16 Grammar plus, Focus 2 <b>SS</b> Unit 16 Grammar 2 <b>GAME</b> Word Keys (Invitations; verb + to) <b>GAME</b> Speak or Swim (Verb + to)
	<b>9 Speaking</b>	<b>TSS</b> Unit 16 Grammar Worksheet	
	<b>10 Listening</b>		
	<b>11 Interchange 16</b>		
	<b>12 Reading</b>	<b>TSS</b> Unit 16 Project Worksheet <b>VID</b> Unit 16 <b>VRB</b> Unit 16	<b>SS</b> Unit 16 Reading 1–2 <b>SS</b> Unit 16 Listening 1–3 <b>SS</b> Unit 16 Video 1–3 <b>WB</b> Unit 16 exercises 6–9

With or instead of the following SB section	You can also use these materials for assessment
<b>Units 15–16 Progress Check</b>	<b>ASSESSMENT PROGRAM</b> Units 15–16 Oral Quiz <b>ASSESSMENT PROGRAM</b> Units 15–16 Written Quiz <b>ASSESSMENT PROGRAM</b> Units 9–16 Test

**Key**    **GAME:** Online Game    **SB:** Student's Book    **SS:** Online Self-study    **TSS:** Teacher Support Site  
**VID:** Video DVD    **VRB:** Video Resource Book    **WB:** Online Workbook/Workbook

# My Plan for Unit 16

Use the space below to customize a plan that fits your needs.

With the following SB exercises	I am using these materials in class	My students are using these materials outside the classroom

With or instead of the following SB section	I am using these materials for assessment

# Can I take a message?

## Cycle 1, Exercises 1–4

### 1 CONVERSATION

**Learning Objective:** use subject and object pronouns in a conversation about phone messages

#### ▶ [CD 3, Track 47]

- Set the scene. Nathan is calling a friend at work. Write these focus questions on the board:
  1. Who is Nathan calling?
  2. Where is Julie?
  3. Does Julie have Nathan's phone number?
- Play the audio program. Ss read and listen for the answers. Elicit the answers. (Answers: 1. his friend Julie Wilson 2. in a meeting 3. yes)
- Elicit or explain any new vocabulary. Use pictures where appropriate.

### 2 WORD POWER

**Learning Objective:** describe locations using the prepositional phrases with *at*, *in*, and *on*

#### ▶ A [CD 3, Track 48]

- Books open. Focus Ss' attention on the phrases in the box. Play the audio program. Ss listen and read silently.
- Elicit or explain any new vocabulary.

#### Vocabulary

**break:** a short pause from work

- **Option:** Explain when to use these prepositions:
  1. Use *at* with *home*, *work*, and *school*.
  2. Use *at the* with places in cities or towns (e.g., *mall*, *library*, *beach*).
  3. Use *in* with *bed*, *class*, and the names of countries, cities, or towns (e.g., *Mexico*, *Toronto*).
  4. Use *in the* with *hospital* and places in houses or apartments (e.g., *shower*, *yard*).
  5. Use *on* with *vacation*, *a trip*, and *his/her break*.
- Play the audio program again. Ss listen and repeat.

In Unit 16, students make phone calls and leave messages, and make, accept, and decline invitations. By the end of Cycle 1, students will be able to make phone calls and leave messages using subject and object pronouns. By the end of Cycle 2, students will be able to make, accept, and decline invitations using *Do you want to . . . ?*, *Would you like to . . . ?*, and verb + *to*.

#### Vocabulary

**meeting:** a group of people that get together for a specific reason

**message:** information from one person to another

**take a message:** write a message

- Play the audio program again. Ss listen and repeat.
- Ss take turns practicing the conversation in pairs.
- **Option:** Ask one or two pairs to role-play the conversation for the class.
- ! For a new way to practice this Conversation, try **Disappearing Dialog** – download it from the website.

#### B Pair work

- Explain the first part of the task. Elicit some names of Ss' friends or family members and write them on the board.
- Ss make lists of people they know individually.
- Explain the second part of the task and ask two Ss to model the example conversation.
- Ss exchange lists in pairs. Then they ask and answer *Where* questions about the people on the lists.
- ! For more practice with prepositional phrases, play **Run For It!** – download it from the website.

### 3 LISTENING

**Learning Objective:** listen for specific information about locations discussed using prepositions of place

#### A [CD 3, Track 49]

- Explain the task. Point out that Ss should check the reason he missed each of the three calls. Then play the audio program once or twice, pausing after each conversation. Ss listen and complete the task.

#### Audio script

1.  
Hannah Hello?  
Nathan Hi, Hannah. It's Nathan.  
Hannah Oh, hi, Nathan. Thanks for calling me back.  
Nathan Sure. Sorry I missed your call.  
Hannah Were you out shopping?  
Nathan No. I was in the shower.  
Hannah Well, I called you because I'm having a party on Saturday. It starts at about 8:00. Can you come?  
Nathan Sure.

2.  
Andrea Hello?  
Nathan Hello, Andrea? It's Nathan.  
Andrea Hey, Nathan.  
Nathan Sorry I missed your call.  
Andrea That's OK. You were busy studying, right?  
Nathan No. I was at the mall. I didn't hear my phone.  
Andrea That's OK. Listen. Can I see your notes from history class yesterday? I was sick, so I missed class.  
Nathan No problem.

3.  
Alexis Hello?  
Nathan Alexis?  
Alexis Yes. Is this Nathan?  
Nathan Yes. I'm returning your call. Sorry I missed you. I was in class.  
Alexis Really? Are you sure you weren't sleeping?  
Nathan No, no. I wasn't sleeping.  
Alexis I know. Hey, can you work on Saturday night? I know you usually work on Sunday, but Sam can't come in on Saturday, and the coffee shop gets so busy then.  
Nathan I'm so sorry, Alexis, but I have plans on Saturday. Maybe Elizabeth can do it?

- Ss compare their answers in pairs. Then elicit the answers from the class. (Answers: 1. He was in the shower. 2. He was at the mall. 3. He was in class.)

#### B [CD 3, Track 50]

- Explain the task. Replay the audio. Ss complete the task. Elicit the answers. (Answers: 1. Hannah called Nathan because she is having a party. 2. Andrea called Nathan because she needs to see Nathan's notes. 3. Alexis called Nathan because Sam can't come in to work on Saturday.)

### 4 GRAMMAR FOCUS

**Learning Objective:** use subject and object pronouns in a short phone conversation

#### A [CD 3, Track 51]

- Focus Ss' attention on the Grammar Focus box. Play the audio program. Ss listen and read silently.

#### A

- Ss complete the conversations individually. Elicit the answers. Then Ss practice the conversations in pairs.

#### Answers

- A: Can **I** speak with Ms. Murphy, please?  
B: **She's** not here. But maybe **I** can help you.  
A: Please give **her** my new cell number. It's 555-2981.
- A: Hi, this is Colin Shaw. Is Mr. Kerr there?  
B: **I'm** sorry, but **he's** not here right now. Do you want to leave a message?  
A: Yes. Please tell **him** to call me at work.
- A: Hello, this is Carol's Café. Are Lauren and Matt in?  
B: No, **they're** not. I'm their son. Can I help **you**?  
A: **I** found their keys. **They** left **them** on the table.

B: Just bring **me** the keys. I can give **them** to my parents.  
A: I'm sorry, but **I** can't. Can your mom or dad call **me**?  
B: OK.

#### B Pair work

- Explain the task. Direct Ss' attention to number 1 in part A for reference. Ss role-play the conversation in pairs. Elicit or explain the meaning of *assistant* (someone who helps another person do work).
- **Option:** Model the role play with a S for the class. Then invite pairs to role-play their conversations.

#### C Pair work

- Explain the task. Ss practice the conversation in pairs.

#### End of Cycle 1

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

## 5 SNAPSHOT

**Learning Objective:** talk about free-time activities

### [CD 3, Track 52]

- Books closed. Ask the class: “What activities do you do in your free time?” Elicit Ss’ answers and write them on the board. Then ask: “What activities are popular in the U.S.?” Encourage Ss to make guesses.
- Books open. Ss look at the Snapshot and discuss whether any of their guesses are pictured.

#### TIP


To generate interest in a topic, tell Ss to close their books and share what they already know about the topic. Then have them open their books and check the answers.

- Play the audio program. Ss listen and read silently. Then play the audio program again. Ss listen and repeat.
- Elicit or explain the meaning of any new vocabulary.

#### Vocabulary

**popular:** liked or enjoyed by many people  
**concert:** a music performance  
**amusement park:** a fun park with rides, games, and other entertainment  
**street fair:** a neighborhood festival held on the street, usually with food, art, and things to buy  
**play:** a live theatrical performance  
**musical:** a play with songs and music

- Read out the task and questions. Ss check (✓) the activities individually.
- Ss discuss the questions in small groups. If possible, put Ss from different countries in each group.
- Elicit answers from each group.

 For a different way to practice this Snapshot, try **Vocabulary Steps** – download it from the website. Ss rank the activities using criteria such as most popular, most fun, most expensive, and most dangerous.

## 6 CONVERSATION

**Learning Objectives:** make, accept, and decline invitations in a conversation about making plans; use verb + to to make plans

### [CD 3, Track 53]

- Books closed. Set the scene. Julie is calling Nathan. Remind Ss that Nathan left a message for Julie in Exercise 1.
- Write these focus questions on the board:
  1. *What does Nathan invite Julie to do?*
  2. *What is Julie going to do tonight?*
  3. *Does Julie accept Nathan’s invitation?*
- Play the audio program. Ss listen for the answers. Elicit the answers. (Answers: 1. He invites her to see a movie. 2. She’s going to work late. 3. Yes, she does.)
- Books open. Focus Ss’ attention on the picture and conversation. Ss read the conversation silently.

- Elicit or explain any new vocabulary.

#### Vocabulary


**What’s up?:** What’s new?

- Play the audio program. Ss listen and read silently.
- Play the audio program again. Ss listen and repeat.
- Ss practice the conversation in pairs.

#### TIP

To encourage Ss to listen to each other when they work in pairs, tell them to practice conversations from a distance. They can also sit back-to-back.

- **Option:** Ask one or two pairs to role-play the conversation for the class.

 For a new way to practice this Conversation, try **Say It With Feeling!** – download it from the website.

## 7 PRONUNCIATION

**Learning Objective:** sound more natural by using reductions of *want to* and *have to*

### A [CD 3, Track 54]

- Focus Ss' attention on the picture and set the scene. Speaker A is inviting Speaker B to dinner.
- Play the audio program. Ss listen and read silently.
- Play the audio program again. Ss listen and repeat.
- Elicit other things people invite each other to do and write them on the board. If needed, refer Ss to Exercise 5 on page 108.
- Ss practice the short conversation in pairs. Encourage them to substitute other activities. Go around the class and listen to Ss' pronunciation of *want to* and *have to*.

### TIP

To help Ss use reductions in a fun way, ask them to practice conversations faster and faster. This reduces anxiety and makes pronunciation sound more natural.

### B Pair work

- Focus Ss' attention on the Conversation on page 108. Play the audio program for Exercise 6. Ss pay attention to the pronunciation of *want to* and *have to*.
- Ss practice the conversation in pairs. Go around the class and help with pronunciation as needed.

## 8 GRAMMAR FOCUS

**Learning Objectives:** make, accept, and decline invitations using verb + *to*

### [CD 3, Track 55]

- Focus Ss' attention on the Grammar Focus box. Elicit or explain that we use *Do you want to . . . ?* and *Would you like to . . . ?* to make invitations. Point out that *Would you like to . . . ?* is more formal than *Do you want to . . . ?*
- Ask: "What phrases have the pattern verb + *to*?" Elicit the answer. (Possible answers: *want to*, *have to*, *need to*, *would like to*, *would love to*) Point out that *I'd* is the contraction for *I would*. Also, point out that another verb usually follows the verb + *to* pattern (e.g., *I need to work*).
- Play the audio program. Ss listen and read silently.

### A

- Explain the first part of the task and model the example invitation.
- **Option:** For lower-level classes, point out that all the answers are either *want to* or *like to*.
- Ss complete the invitations individually. Then they compare answers in pairs.
- Ask different Ss to read out the invitations. Encourage Ss to use reductions when they read the questions with *want to*.

### Answers

1. Would you **like to** go to an art festival this weekend?
2. Do you **want to** go to a volleyball game tomorrow night?
3. Would you **like to** see a comedy tonight?

4. Do you **want to** go swimming on Saturday?
5. Do you **want to** play soccer after school today?
6. Would you **like to** go to a hip-hop concert on Saturday night?

- Explain the second part of the task. Ask a S to model the example invitation and a different S to read the response.
- Ss match the invitations with the responses in pairs.
- To check answers, ask different pairs to read each invitation and response.

### Answers

1. d. I'd like to, but I can't. I'm going to go on a trip this weekend.
2. c. I don't really like volleyball. Do you want to do something else?
3. f. Tonight? I can't. I need to help my parents.
4. a. I'd like to, but I don't have a swimsuit!
5. b. I'm sorry, but I have to talk to the teacher after school.
6. e. Yes, I'd love to. It's my favorite type of music.

- Ss practice the conversations in pairs. Go around the class and check Ss' pronunciation and intonation.

### B Pair work

- Write these time expressions on the board:  
*tomorrow night*                      *after school today*  
*tonight*                                      *this weekend*  
*on Saturday*                              *on Sunday afternoon*  
Tell Ss to copy the time expressions and write their plans next to each one.
- Explain the task and ask two Ss to model the example conversation.
- Ss complete the task in pairs. Go around the class and encourage Ss to use their own information.



## 9 SPEAKING

**Learning Objective:** make invitations and give excuses with *have to*, *need to*, and *want to*

### A

- Focus Ss' attention on the title. Elicit or explain that an excuse is a reason for not doing something. Point out that an excuse can be the truth or a lie.
- Explain the task and ask different Ss to read out the excuses. Elicit or explain any new vocabulary. (e.g., *babysit*, *already*).
- Ss check (✓) *Often*, *Sometimes*, or *Never* individually. Then they compare answers in pairs.
- **Option:** Elicit other excuses and write them on the board.

### B

- Explain the task and model the example sentence. Then Ss write three sentences individually. Go around the class and help as needed.

### C Class activity

- Explain the task. Then ask two Ss to model the example conversation. Student B completes the response with an excuse (e.g., *I have to babysit*).
- Ask two Ss to model the conversation using a different invitation and excuse. For example:  
S1: Do you want to go to a musical on Friday night?  
S2: I'm sorry, but I can't. I have to study.
- Ss go around the class, making invitations and responding with excuses.

## 10 LISTENING

**Learning Objective:** listen for main ideas and details as people change plans

### A [CD 3, Track 56]

- Set the scene and explain the task. Then play the audio program. Ss listen and check (✓) *Will be late* or *Can't come*. Then play the audio program again. Ss listen and check their answers.

#### Audio script

- Woman Hello. Doctor Roy's office.  
Jason Hello. This is Jason Miller. I'm sorry, but I can't come at 11:00 today.  
Woman I see. Well, how about 3:00?  
Jason No, sorry, I can't come in today. I have to work. Is 11:00 tomorrow OK?  
Woman Let me see. . . . Yes. That's fine. See you tomorrow.
- Man Hello. Zachary Kendall's office.  
Jessica Hi. This is Jessica Pascal. I have a meeting with Mr. Kendall at 10:00, but I'm not going to be on time. My bus was late this morning.  
Man OK. What time can you be here?  
Jessica At 10:30.  
Man OK. I'll tell him. Thanks for calling.
- Woman Hello. Easton Art Museum.  
Christian Hi. My name's Christian Everly. I bought a ticket to the art festival on Saturday, but I can't come. My parents are visiting from out of town. Can I get my money back?  
Woman I'm sorry; we can't do that. But I can sell you two more tickets for your parents.  
Christian No, I don't think so. They don't really like festivals.

- Grandpa Hello?  
Danielle Hi, Grandpa!  
Grandpa Hi, Danielle! Are you coming to help me with my computer tonight?  
Danielle Well . . . I'm calling about that. I can't come tonight because I need to study for a test.  
Grandpa OK. I understand. School comes first. You can help me another time.  
Danielle Thanks for being so nice, Grandpa.

- Ss compare their answers in pairs. Then go over the answers with the class. (Answers: 1. Jason can't come. 2. Jessica will be late. 3. Christian can't come. 4. Danielle can't come.)

### B [CD 3, Track 57]

- Play the audio program again. Ss listen and write the names of the people who can't come and their excuses. Play the audio program again if needed.
- Elicit the answers from the class.

#### Answers

First name	Excuse
Jason	He has to work.
Christian	His parents are visiting.
Danielle	She needs to study for a test.

#### TIP

To help Ss focus on a complex listening task, have them listen two or three times. Each time they should listen for a different thing.

## 11 INTERCHANGE 16

See page T-131 for teaching notes.

# 12 READING

**Learning Objective:** skim and scan a text for information about special events

## ▶ A [CD 3, Track 58]

- Focus Ss' attention on the guide. Point out that the article is intended to interest readers in a festival in Austin, Texas.
- Explain the task. Ss skim the guide and complete the task individually. Then they compare their answers in small groups. (Answer: Austin City Limits is a music festival.)

## B

- Explain the first part of the task. Ss read the guide individually and underline any new words.
- Ss discuss the meanings of any new words in small groups. Elicit or explain any remaining new vocabulary.

### Vocabulary

**stage:** a platform that people perform on

**autograph:** a famous person's signature

**food court:** an area where different types of food are sold

**art market:** an area where different arts and crafts are sold

- Explain the second part of the task.
- Point out that Ss can find the answers quickly by scanning the guide for the key words in each statement.

- Ss complete the task individually. Then they compare the answers in small groups.
- Elicit answers from the class. Ask different Ss to read the statements and say *true* or *false*. For false statements, elicit a correction from the class.

### Answers

1. False (195,000 people)
2. True
3. False (You can buy clothes.)
4. False (ACL Eats is the name of the food court.)
5. True

## C Group work

- Explain the task. Ss their favorite kinds of events, and any special events where they live, in small groups.
- Ask groups to share information about their favorite events with the class.

! For a new way to teach this reading, try **Reading Race** – download it from the website.

## End of Cycle 2

See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle and for assessment tools.

## SELF-ASSESSMENT

**Learning Objectives:** reflect on one's learning; identify areas that need improvement

- Ask: "What did you learn in Units 15 and 16?" Elicit Ss' answers.
- Ss complete the Self-assessment. Explain to Ss that this is not a test; it is a way for them to evaluate what they've learned and identify areas where they need additional practice. Encourage them to be honest, and point out they will not get a bad grade if they check (✓) *A little*.

- Ss move on to the Progress check exercises. You can have Ss complete them in class or for homework, using one of these techniques:

1. Ask Ss to complete all the exercises.
2. Ask Ss: "What do you need to practice?" Then assign exercises based on their answers.
3. Ask Ss to choose and complete exercises based on their Self-assessment.

## 1 SPEAKING

**Learning Objective:** demonstrate one's ability to discuss one's past

### A Pair work

- Explain the task and focus Ss' attention on the chart. Point out that Ss should choose three years and add a new question. Then Ss complete the chart with information about their partners.
- To model how to complete the chart, write a year on the board. Then have different Ss ask you each question about that year. Answer the questions with information about your life.

- Working individually, Ss choose three years and write them down. Then they complete the last question with their own idea.
- Ss work in pairs. They take turns asking and answering questions to complete the chart.

### B Class activity

- Explain the task and ask a S to model the example sentence.
- Elicit information from different Ss in the class.
- **Option:** For large classes, Ss can tell about just one year. Alternatively, Ss can share information in groups.

## 2 SPEAKING

**Learning Objective:** demonstrate one's ability to ask and answer questions about someone from the past

### Group work

- Focus Ss' attention on the pictures. Ask: "Who are these people?" (Answers: Audrey Hepburn, Nelson Mandela, Paul Walker) Then ask: "What do you know about them?"
- Explain the first part of the task. Point out that Ss should not choose people who are still alive today.
- Model the example questions. Elicit other possible questions and write them on the board. Then ask three Ss to model the example conversation.

- To model the task, think of a famous person from the past, someone no longer living. The class asks you yes/no questions with *was/were* to guess the person.
- Ss play the game in small groups. The S who guesses the person correctly thinks of the next person.
- **Option:** Tell Ss they can ask only ten questions to guess the person.
- **Option:** Ss research information about famous people from the past before class.

## 3 LISTENING

**Learning Objective:** demonstrate one's ability to understand phone calls and leave or take a messages

### ▶ [CD 3, Track 59]

- Explain the task. Ss listen to statements and questions from six phone conversations. They choose the best response to each statement or question.
- Ss read the answer choices silently. Then play the audio program once or twice. Ss listen and complete the task.

#### Audio script

1. Can I give her a message?
2. Can you ask him to call me?

3. Do you have my number?
4. We had a great barbecue on Sunday. Why didn't you come?
5. There's an interesting new movie at Cinema City. Do you want to go tonight?
6. Hi. This is Amanda. Is Benjamin there, please?

- Elicit the answers from the class.

#### Answers

1. Yes. Please tell her to call me.
2. Sure. Does he have your number?
3. No, I don't.
4. I had a terrible headache.
5. I'd love to, but I can't.
6. I'm sorry. He's not here right now.

## 4 SPEAKING

**Learning Objective:** demonstrate one's ability to ask and answer questions about things one wants, needs, and has to do

### A Class activity

- Explain the task and focus Ss' attention on the chart. Then elicit yes/no questions for each phrase from the class.
- Ask two Ss to model the example conversation. Point out that when Student B answers "Yes, I do," Student A should write Student B's name in the chart.
- Ss go around the class and complete the chart. Encourage Ss to change partners often and to try to write a different name on each line.

### B Pair work

- Explain the task and write this model conversation on the board:  
A: Emiko *needs to do* laundry tomorrow.  
B: Vlad *needs to do* laundry, too.  
Ss use the model conversation to compare their answers in pairs.
- Elicit answers from the class. Ask: "Who needs to do laundry tomorrow? Who wants to go home early?" Continue with the remaining questions.

## 5 SPEAKING

**Learning Objective:** demonstrate one's ability to make, accept, and refuse invitations

### A

- Elicit weekend activities from the class (e.g., *go to the beach, have a picnic, study*). Write them on the board.

- Explain the task. Then Ss complete the task individually. Go around the class and give help as needed.

### B Class activity

- Explain the task. Ask two different pairs of Ss to model the example conversations.
- Ss go around the class and complete the task, using their lists from part A.

## WHAT'S NEXT?

**Learning Objective:** become more involved in one's learning

- Focus Ss' attention on the Self-assessment again. Ask: "How well can you do these things now?"

- Ask Ss to underline one thing they need to review. Ask: "What did you underline? How can you review it?"
- If needed, plan additional instruction, activities, or reviews based on Ss' answers.

# Interchange activities

## INTERCHANGE 1

**Learning Objective:** speak more fluently when exchanging names, phone numbers, and email addresses

### A

- Explain the task. If needed, explain who Emma Watson and Usain Bolt are. Elicit examples of celebrities.
- Focus Ss' attention on the example screen. Ask Ss to spell the name and say the phone number. Then read aloud the email address: "U-S-A-I-N-B-O-L-T underscore eight-seven at C-U-P dot O-R-G." Point out that this is not Bolt's real phone number or email address.
- Ss complete the task individually. Go around the class and give help as needed.

### B Class activity

- Explain the activity and model the conversation with a strong S. Take the role of Student B and give the S the role of Student A.
- Focus Ss' attention on the useful expressions in the box. Write them on the board and read them aloud. Ss repeat.
- Ss practice the conversation in pairs. Then they change roles.
- Ss complete the activity. They take their books, go around the class, introduce themselves to three "celebrities," and complete the cards.

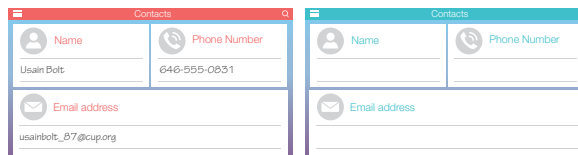
#### TIP

To modify this activity for small classroom or one-on-one situations, the T and S/Ss can fill out several cards and leave them at stations around the room. Then pairs move around and pretend to be different celebrities at each spot.

## Interchange activities

### INTERCHANGE 1 Celebrity classmates

**A** Imagine you are a celebrity. Write your name, phone number, and email address on the screens.



**B CLASS ACTIVITY** Go around the class. Introduce yourself to three "celebrities." Ask and answer questions to complete the screens.

**A:** Hi. My name is Emma Watson.

**B:** I'm Usain Bolt. Nice to meet you, Emma.

**A:** Usain, what's your email address?

**B:** It's U-S-A-I-N-B-O-L-T underscore eight-seven at C-U-P dot O-R-G.

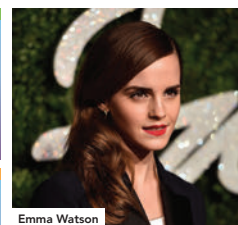
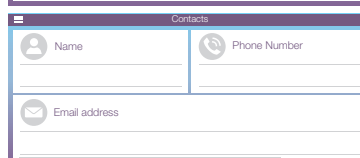
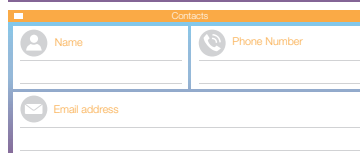
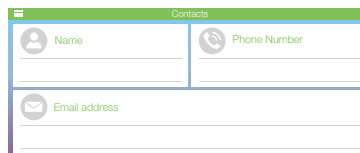
**A:** I'm sorry. Can you repeat that?

#### useful expressions

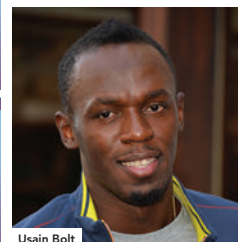
I'm sorry.

Can you repeat that?

How do you spell that?



Emma Watson



Usain Bolt

## INTERCHANGE 2 Find the differences

**PAIR WORK** How are the two pictures different? Ask questions to find the differences.

**A:** Where are the sunglasses?

**B:** In picture 1, they're on the bicycle.

**A:** In picture 2, they're on the table.



Interchange 2 115

## INTERCHANGE 2

**Learning Objective:** speak more fluently when comparing the locations of items in a room

### Pair work

- Focus Ss' attention on the pictures. Elicit the names of the things in the pictures and write them on the board (e.g., *bag, bed, bicycle, book, cell phone, chair, desk, laptop, pizza box, slice of pizza, sunglasses, table, tablet, umbrella, wastebasket*).
- Explain that there are six differences between the pictures. All of the things on the board are in both pictures, but some are in different locations.
- Explain the activity and model the conversation with a S. Then Ss complete the activity in pairs.
- Ss complete the activity. Then review the answers as a class. Write the headings Picture 1 and Picture 2 on the board. Ask a S to read the model sentences and write the items and their locations under the correct headings:
 

	Picture 1	Picture 2
<i>sunglasses</i>	<i>on the bicycle</i>	<i>on the table</i>
- Elicit other differences from the class. Encourage Ss to use complete sentences, and correct them if needed. Ask different Ss to go to the board and write the locations under each heading.

### Possible answers

	Picture 1	Picture 2
cell phone	in front of the tablet	next to the tablet
bag	under the table	under the bed
book	on the chair	on the bed
sunglasses	on the bicycle	on the table
laptop	on the bed	on the desk
umbrella	in the wastebasket	next to the wastebasket



# INTERCHANGE 4

**Learning Objective:** speak more fluently when describing what people are wearing

## Group work

- Focus Ss' attention on the pictures. Ask: "Who are these people?" Elicit answer from the class. (Answer: celebrities)
- Read the names of the celebrities aloud. Ss listen and repeat.
- **Option:** Ask Ss to share information about the celebrities.
- Explain the task. Ask two Ss to model the example conversation.
- Point out that the conversation uses present continuous statements, yes/no questions, and short answers. Explain that we usually ask: "Is it . . . ?" in guessing games about people.
- Ss complete the activity in small groups.
- **Option:** To make the game more challenging, Ss give very little information. The other Ss ask more questions about the clothes. Write this example conversation on the board:

A: He's wearing a jacket.

B: Is he wearing a tie?

A: No, he isn't.

C: Is the jacket gray?

A: Yes, it is.

C: Is it Bradley Cooper?

A: Yes, it is.

## TIP

To increase Ss' talking time, introduce challenging rules. For example, Ss must ask at least two questions about a person's clothes before they guess the person's identity.

## INTERCHANGE 4 Celebrity fashions

**GROUP WORK** Describe the people in the pictures. Don't say the person's name. Your classmates guess the person.

A: He's wearing blue jeans, a beige shirt, and a black jacket. Who is it?

A: No, it isn't.

B: Is it Liam Hemsworth?

B: Is it John Cho?

A: That's right.



Bradley Cooper



Rashida Jones



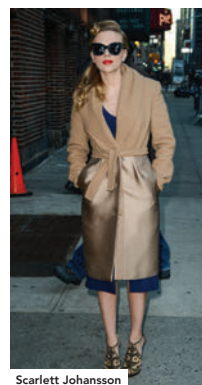
Neymar



Cristiano Ronaldo



Idris Elba



Scarlett Johansson





Ariana Grande



John Cho



Ang Lee



Kate Middleton



Zoe Saldana



Liam Hemsworth

# INTERCHANGE 3

**Learning Objective:** speak more fluently when asking and answering personal questions

## A Class activity

- Write the first two rows of the chart on the board: the headings (*Question, Name, Name*) and the first question (*What's your last name?*).
- Focus Ss' attention on the chart in their books. Explain that they will ask one classmate all the questions and record the answers in the first column of the chart. Then they will repeat with a second classmate.
- Model the activity by asking a S the first question and writing the answer on the chart on the board.
- Ss go around the classroom taking turns asking and answering the questions. Encourage Ss to talk to someone new or that they don't talk to usually. Go around the class and give help as needed.
- **Option:** If Ss finish early, they can do the activity again with new partners.

### TIP

When teaching one-on-one, have the S answer a second time, pretending to be a friend or celebrity.

## B Class activity

- Explain the task. Ask a S to read the example aloud. Model an example using information about two Ss.
- Ss tell the class two things about their partners.
- **Option:** For very large classes, Ss can share information in large groups.

## INTERCHANGE 3 Let's talk!

**A CLASS ACTIVITY** Talk to your classmates. Ask two different classmates each question. Write their names and answers.



Question	Name:	Name:
What's your last name?		
Where are you from?		
What is your parents' first language?		
How do you spell your best friend's name?		
What's your best friend like?		
What is your email address?		
What is your phone number?		

**B CLASS ACTIVITY** Tell the class two things about your partners.

"Yumi's last name is Suzuki. Francisco is from Guatemala."

- **Option:** While Ss do the activity, write down any errors you hear. Pay particular attention to use of the pronouns *he* and *she*. After Ss finish, write the errors on the board. Ss correct them as a class.

## INTERCHANGE 5 What's wrong with this picture?

**GROUP WORK** What's wrong with this picture? Tell your classmates.  
 "Mia and Karen are playing basketball, but they're wearing dresses!"



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- Elicit answers from different groups.

### Possible answers

**Mrs. Chen** is wearing a coat, a scarf, and boots. It's snowing under her umbrella.

**Mia and Karen** are playing basketball, but they're wearing dresses, Mia is wearing boots, and Karen is wearing high heels.

**Ethan** is under the tree. He's wearing headphones, but music is coming from the tree.

**Robert and Erica** are dancing near the tree, but they're wearing suits.

**Mr. Jones** is watching a soccer game on TV, but he's sitting on top of the car. A giraffe is driving the car.

**Sarah** is making spaghetti, but she's making it on the washing machine.

**Mr. Torres, Mrs. Torres, Camila Torres, and Samuel Torres** are eating pizza, but they're wearing pajamas, robes, and slippers.

**Zach** is riding his bike, but he's riding it in the lake.

**Chris** is carrying (shopping) bags, but she's walking in the lake.

**Liz** is swimming in the lake, but she's wearing a dress, boots, and a hat.

## INTERCHANGE 5

**Learning Objective:** speak more fluently when discussing people's actions

### Group work

- Focus Ss' attention on the picture. Elicit or explain any new vocabulary (e.g., *park, tree, lake, pizza, carry, giraffe, washing machine*).
- Explain the task and read the model statement.

- Set a 10-minute time limit. Ss complete the task in small groups.

### TIP

To challenge Ss to work more quickly on any exercise, set a time limit. Write the time limit on the board. Every few minutes, revise the number and tell the class how much time they have left.

- Option:** Groups of Ss write sentences about the picture for five minutes. Encourage them to use the conjunctions *and* and *but*. The group with the most grammatically and factually correct sentences wins.

# INTERCHANGE 6

**Learning Objective:** speak more fluently about daily and weekly routines

## A Class activity

- Explain the task and focus Ss' attention on the chart. Ask different Ss to read the phrases. Use the illustrations to explain new vocabulary. Then ask three Ss to model the example conversation.
- Point out that Ss must change the phrases to yes/no questions. For example, they change *Find someone who . . . gets up at 5:00 A.M. on weekdays* to *Do you get up at 5:00 A.M. on weekdays?*
- If needed, elicit how to change two or three more phrases in the chart to yes/no questions. Point out that Ss must use positive questions for phrases with *doesn't*. For example, *Find someone who . . . doesn't eat breakfast* changes to *Do you eat breakfast?*
- **Option:** For lower-level classes, tell the Ss to write Wh-questions for all the phrases.
- Ss go around the class and complete the chart. Go around the class and encourage them to look at each other, change partners often, and write different names on each line.

### TIP

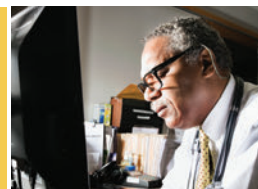
To control large classes during *Find someone who . . .* activities, divide the class in half. Ask each half to stay on one side of the classroom.

- Continue until most Ss complete the chart.

## INTERCHANGE 6 Class survey

**A CLASS ACTIVITY** Go around the class and find this information. Try to write a different name on each line.

Find someone who ...	Name
gets up at 5:00 A.M. on weekdays	
gets up at noon on Saturdays	
does homework on Sunday night	
works at night	
works on weekends	
has a pet	
dances on Friday night	
lives alone	
takes a bus to class	
rides a motorcycle to class	
cooks on weekends	
plays the drums	
has two brothers	
writes emails every day	
speaks three languages	
doesn't eat breakfast	



work at night



cook on the weekends



play the drums

**A:** Do you get up at 5:00 A.M. on weekdays, Kun-woo?  
**B:** No, I get up at six-thirty.  
**A:** Do you get up at 5:00 A.M. on weekdays, Yasmin?  
**C:** Yes, I get up at 5:00 A.M. every day.

**B GROUP WORK** Compare your answers.

**A:** Kun-woo gets up at six-thirty on weekdays.  
**B:** Yasmin gets up at 5:00 on weekdays.  
**C:** Lucas gets up at . . .

## B Group work

- Explain the task. Then ask three Ss to model the example conversation. Point out that they can also ask *Who* questions to compare information (e.g., *Who gets up at 5:00 A.M. on weekdays?*).
- Ss complete the task in small groups. Go around the class and encourage Ss to use complete sentences.
- **Option:** Ss take notes on the answers. Then ask *Who* questions to elicit answers from the class for each phrase.



## INTERCHANGE 7 Find the differences

A **PAIR WORK** Find the differences between Tony's apartment and Nicole's apartment.



Tony's apartment



Nicole's apartment

A: There are four chairs in Tony's kitchen, but there are three chairs in Nicole's kitchen.  
B: There is a sofa in Tony's living room, but there is no sofa in Nicole's living room.

B **GROUP WORK** Compare your answers.

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### Bathroom

6. There are some curtains in Nicole's bathroom, but there are no curtains in Tony's bathroom.
7. There's a rug in Nicole's bathroom, but there's no rug in Tony's bathroom.

### Bedroom

8. There's a dresser in Nicole's bedroom, but there's no dresser in Tony's bedroom.
9. There's a mirror in Nicole's bedroom, but there isn't a mirror in Tony's bedroom.
10. There's a desk in Tony's bedroom, but there isn't a desk in Nicole's bedroom.
11. There's a chair in Tony's bedroom, but there isn't a chair in Nicole's bedroom.
12. There are some pictures in Nicole's bedroom, but there are no pictures in Tony's bedroom.

### Living room

13. There's a sofa in Tony's living room, but there's no sofa in Nicole's living room.
14. There's one lamp in Tony's living room, but there are two lamps in Nicole's living room.
15. There's a coffee table in Nicole's living room, but there isn't a coffee table in Tony's living room.
16. There's a bookcase in Nicole's living room, but there's no bookcase in Tony's living room.
17. There's a TV in Tony's living room, but there isn't a TV in Nicole's living room.

## INTERCHANGE 7

**Learning Objective:** speak more fluently when comparing rooms and furniture

### A Pair work

- Focus Ss' attention on the pictures. Explain the task and ask two Ss to model the example conversation. Then Ss complete the task in pairs.

### B Group work

- Each pair joins another pair, and Ss compare their answers.

### Possible answers

#### Kitchen

1. There are four chairs in Tony's kitchen, but there are three chairs in Nicole's kitchen.
2. There are some curtains in Nicole's kitchen, but there aren't any curtains in Tony's kitchen.
3. There's a microwave in Tony's kitchen, but there's no microwave in Nicole's kitchen.
4. There's a clock in Nicole's kitchen, but there's no clock in Tony's kitchen.
5. There's a coffee maker in Nicole's kitchen, but there's no coffee maker in Tony's kitchen.

# INTERCHANGE 8

**Learning Objective:** speak more fluently when discussing the perfect job

## A Pair work

- Explain the first part of the task.
- If needed, explain the patterns for simple present statements and yes/no questions with *want to*:

Subject + *want to* + verb.

Do/Does + subject + *want to* + verb?

- Ask different Ss to read the survey questions aloud. Elicit or explain any new vocabulary. Use the pictures as needed.

## Vocabulary

**outdoors:** outside

**perform:** act, sing, or dance in front of people

- Ss check *Yes* or *No* in the *Me* column individually.
- Explain the second part of the task. Ss take turns asking a partner the questions. As they listen to the answers, they check *Yes* or *No* in the *My partner* column. Model the task with a S.
- Ss complete the task in pairs.
- **Option:** Ask: "Do you want to talk to people? Who says yes? Who says no?" Elicit responses from the class and write the totals on the board. Continue with other questions from the survey.

## B Pair work

- Explain the task. Focus Ss' attention on the positive and negative sentences in the box. Have Ss read them aloud. Elicit or explain any new vocabulary. Tell Ss to use sentences like these in their conversations.
- Then ask two Ss to model the example conversation.

## INTERCHANGE 8 The perfect job

**A PAIR WORK** Imagine you're looking for a job. What do you want to do? First, check (✓) your answers to the questions. Then ask your partner the same questions.

Do you want to . . . ?	Me		My partner	
	Yes	No	Yes	No
work from 9 to 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
work in an office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
work outdoors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
work at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
work with a team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use a computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
use English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
travel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
talk to people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
help people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
wear a suit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
perform in front of people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



work from 9 to 5



work outdoors



work with a team



perform in front of people

<p><b>Positive</b></p> <p>It's easy. / It's an easy job.              It's exciting. / It's an exciting job.              It's terrific. / It's a terrific job.              It's pretty relaxing. / It's a pretty relaxing job.</p>	<p><b>Negative</b></p> <p>It's difficult. / It's a difficult job.              It's boring. / It's a boring job.              It's very stressful. / It's a very stressful job.              It's really dangerous. / It's a really dangerous job.</p>
--	--

**B PAIR WORK** Think of a good job for your partner. Go to pages 50 and 53 for ideas.

**A:** You want to travel and use English. Do you want to be a pilot?

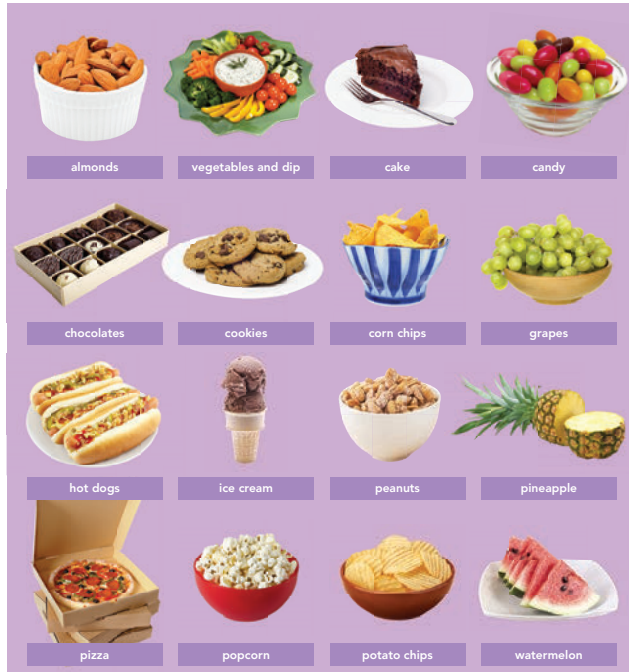
**B:** No, a pilot's job is very stressful.

**A:** OK, do you want to be . . . ?

- Ss complete the task in pairs. Then they share the information with the class.
- **Option:** Ss write about a good job for themselves or their partners.

## INTERCHANGE 9 Planning a party

A You're planning a small party. Choose two sweet and two salty snacks you want to serve.



B **PAIR WORK** Get together with a partner. Compare your choices and decide on only two sweet and two salty snacks for your party.

A: Let's have pizza, popcorn, chocolates, and candy.

B: Oh, I never eat pizza and popcorn together. And I hardly ever eat chocolates or candy. Let's have pizza, hot dogs, grapes, and watermelon.

A: Well, I like grapes, but I don't like watermelon. Let's have . . .

C **GROUP WORK** Present your choices to the other pairs. Can you decide on only four snacks for the class?

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## INTERCHANGE 9

**Learning Objective:** speak more fluently about eating habits and preferences

### A

- Focus Ss' attention on the pictures. Read the name of each food aloud. Ss repeat.
- Explain the task.
- Elicit or explain *sweet* and *salty* using examples from the pictures.
- Ss complete the activity individually. Go around the class and give help as needed.

### B Pair work

- Explain the task and ask two Ss to model the example conversation.
- Point out that Ss should talk about each type of food and use adverbs of frequency.
- Ss compare their answers in pairs. Go around the class and give help as needed while each pair tries to agree on two sweet and two salty snacks for the party.

### C Group work

- Ask pairs to share the two sweet and two salty snacks they chose with another pair. While pairs talk, copy these headings onto the board:  
*Sweet Salty*
- Explain the second part of the task. Elicit answers from the small groups and write them on the board. Get the class to agree on four snacks for the party.



# INTERCHANGE 10

**Learning Objective:** speak more fluently about talents and abilities

## A Class activity

- Focus Ss' attention on the chart. Ask different Ss to read the questions. Use the pictures to explain or elicit the meaning of a *hidden talent* and any other new vocabulary.
- Explain the first part of the task. Ss work individually to write two more questions.
- Explain the second part of the task. Ask two Ss to model the example conversation.
- **Option:** Elicit possible follow-up questions for each answer. For example, to follow the first question:  
B: Yes, I can.  
A: Is it fun to do handstands?  
OR  
B: No, I can't.  
A: Can you stand on one leg?
- Point out that Ss should write the names of classmates who answer yes in the *Can* column. They should write the names of classmates who answer no in the *Can't* column.
- Ss complete the activity. Go around the class and encourage Ss to change partners often and ask follow-up questions.
- Continue until most Ss have completed their charts.

## B Class activity

- Explain the task and ask a S to model the example sentences. Point out that Ss should change the pronoun *your* in *make your own clothes* to *his* or *her*.
- Ask different Ss to share answers about their classmates.
- **Option:** In large classes, Ss can share their answers in groups.

# INTERCHANGE 10 Hidden talents and abilities

**A CLASS ACTIVITY** Add two more activities to the list. Then go around the class. Find someone who can and someone who can't do each thing. Try to write a different name on each line.

Can you . . . ?	Can	Can't
do a handstand		
do yoga		
juggle three balls		
make your own clothes		
play two musical instruments		
raise one eyebrow		
say the alphabet backward		
say "hello" in three languages		
swim underwater		
whistle a song		



do a handstand



make your own clothes



raise one eyebrow



say the alphabet backward



whistle a song



juggle balls

**A:** Can you do a handstand?  
**B:** Yes, I can. OR No, I can't.

**B CLASS ACTIVITY** Share your answers with the class.

"Nick can't do a handstand, but Sylvia can. And Yan-mei can do yoga."

**C** Do you have any other hidden talents or abilities?

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## C

- Ask: "Do you have any other hidden talents?" Ss raise their hands.
- Ask different Ss to share their answers.

## INTERCHANGE 11 Take a guess

**A PAIR WORK** Add one more activity to the list. Is your partner going to do any of these things? Check (✓) your guesses.

Is your partner going to . . . ?	My guesses		My partner's answers	
	Yes	No	Yes	No
1. play video games tonight	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. eat special food this month	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. buy some cheese this week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. wear a suit this month	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. wake up early tomorrow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. have a big breakfast on Saturday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. study for a test tomorrow night	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. drive a car over the weekend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. get a new apartment next year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. watch a soccer game on Sunday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**B PAIR WORK** Ask and answer questions to check your guesses.

**A:** Are you going to play video games tonight?

**B:** Yes, I am. I'm going to play my favorite video game.

**C CLASS ACTIVITY** How many of your guesses are correct? Who has the most correct guesses?

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## INTERCHANGE 11

**Learning Objective:** speak more fluently when discussing plans

### A Pair work

- Explain the task and focus Ss' attention on the chart. Ask different Ss to read the activities aloud. Have Ss add their own question to the chart. Point out that Ss check (✓) their answers in the *My guesses* column.
- Ss complete the task in pairs. Go around the class and make sure Ss complete the task without asking their partner the questions.

### TIP

To check Ss' understanding of your instructions, ask questions regularly. For example: "So who are you working with?" or "In which column do you check the answers?"

### B Pair work

- Explain the task and ask two Ss to model the example conversation. Point out that Ss should check the answers in the *My partner's answers* column.
- **Option:** For lower-level Ss, elicit how to change the remaining activities into yes/no questions.
- Ss complete the task in pairs.

### C Class activity

- Explain the task. Ss count the number of answers in each column that match.
- Ask: "Who has eleven correct guesses? How about ten? Nine?" Ss raise their hands.

# INTERCHANGE 12

**Learning Objective:** speak more fluently when giving advice

## A Pair work

- Explain the task and ask different Ss to read the problems.
- Ask two Ss to model the example conversation. Elicit other advice from the class.
- Ss complete the activity in pairs. Go around the class and give help as needed. Then elicit possible advice from the class.

## Possible answers

**buy a car:** Save some money every month. / Get a bike instead.

**late for school:** Get a louder alarm clock. / Go to bed early.

**don't know any people:** Join a club. / Talk to people at work or school.

**big test tomorrow:** Ask your family to be quiet. / Study at a friend's house.

**job is stressful:** Get a new job. / Don't work on weekends.

**best friend's birthday:** Bake a cake for her. / Buy something online. Tell her the gift is coming.

- **Option:** Write the advice for each problem on the board. Then have Ss vote for the best advice.

## B Class activity

- Explain the first part of the task. Point out that the problem can be real or imaginary.
- Ss write down a problem individually. Go around the class and help with vocabulary. If Ss have trouble thinking of ideas, elicit ideas from the class.
- Explain the second part of the task and ask three Ss to model the example conversation.
- Elicit problems from different Ss. The class gives advice.

## INTERCHANGE 12 Problems, problems

**A PAIR WORK** Imagine you have these problems. Your partner gives advice.

I really want to buy a car, but I can't save any money. I spend every single penny I have.

I can never get up on time in the morning. I'm always late for school.

I'm new in town, and I don't know any people here. How can I make some friends?

I have a big test tomorrow. My family is very noisy, so I can't study!

My job is very stressful. I usually work 10 hours a day.

It's my best friend's birthday, and I don't have a gift for her. All the stores are closed!

**A:** I really want to buy a car, but . . .

**B:** Save some money every month. Don't . . .

**B CLASS ACTIVITY** Think of a problem you have. Then tell the class. Your classmates give advice.

**A:** I don't understand some vocabulary in this unit.

**B:** Review the unit and do your homework.

**C:** Don't worry. Ask the teacher.

- **Option:** Ss sit in a circle, write a problem at the top of a piece of paper, and pass it to the left. Then they write advice for the problem on their new paper and pass it to the left. Ss continue the activity for 10 minutes, and then find the papers with their original problems. Elicit problems and advice from the class.

## INTERCHANGE 13A Giving directions

### Student A

**A PAIR WORK** Look at the map. You are outside the Windsor Hotel on Oak Street between Second and Third Avenues. Ask your partner for directions to the three places below. Your map does not have names on these buildings, but your partner's map does. Listen to your partner, find the places on the map, and write their names.

garage    supermarket    flower shop

**A:** Excuse me. How do I get to the garage?

**B:** Walk down Maple Street to First Avenue. Turn ...



**B PAIR WORK** Your partner asks you for directions to three places. Your partner's map does not have names on these buildings, but your map does. Use the expressions in the box to give directions.

Go up/Go down ...	It's on the corner of ... Street	It's next to ...
Walk up/Walk down ...	and ... Avenue.	It's behind ...
Turn right/Turn left ...	It's between ... and ...	It's in front of ...
It's across from ...		

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## INTERCHANGE 13A/B

**Learning Objectives:** speak more fluently when giving directions

### A Pair work

- Ss work in pairs. Student A in each pair looks at Interchange 13A. Student B in each pair looks at Interchange 13B. Point out that Ss should not look at each other's pages.

#### TIP

For information gap activities, tell Ss to sit across from each other and place a divider, such as a large book, between them. That way, they can hear each other but not see each other's pages.

- Set the scene and explain the task. Student A asks Student B for directions to the garage, the supermarket, and the flower shop. Student B gives directions, and Student A labels the buildings.
- Ask two Ss to model the example conversation. Then go over the meanings and pronunciation of any new words.
- Ss complete the activity in pairs.

### B Pair work

- Explain the task. Student B asks Student A for directions to the coffee shop, the shoe store, and the bookstore. Student A gives directions, and Student B labels the buildings.
- Ss complete the activity in pairs.
- To check answers, each pair compares maps and labels.

#### TIP

To check answers at the end of an information gap activity, ask each pair to compare information. It's not necessary to go over the answers as a class.

## INTERCHANGE 13B Giving directions

### Student B

**A PAIR WORK** Look at the map. You are outside the Windsor Hotel on Oak Street between Second and Third Avenues. Your partner asks you for directions to three places. Your partner's map does not have names on these buildings, but your map does. Use the expressions in the box to give directions.

**A:** Excuse me. How do I get to the garage?

**B:** Walk down Oak Street to First Avenue. Turn . . .

Go up/Go down . . .	It's on the corner of . . . Street	It's next to . . .
Walk up/Walk down . . .	and . . . Avenue.	It's behind . . .
Turn right/Turn left . . .	It's between . . . and . . .	It's in front of . . .
It's across from . . .		



**B PAIR WORK** Ask your partner for directions to the three places below. Your map does not have names on these buildings, but your partner's map does. Listen to your partner, find the places on the map and write their names.

coffee shop   shoe store   bookstore

## INTERCHANGE 14 Past activities

**A PAIR WORK** What did you do when you were a child? First, check (✓) your answers to the questions. Then ask your partner the same questions. Check (✓) your partner's answers.

**A:** Did you argue with your friends as a child?

**B:** Yes, I did. OR No, I didn't.

**A:** Did you clean your room?

**B:** Yes, I did. OR No, I didn't.

Did you . . . as a child?	Me		My partner	
	Yes	No	Yes	No
 argue with your friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 clean your room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 make your bed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 get up early on weekdays	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 sleep late on weekends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 have a tablet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 play video games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
 listen to rock music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
play a musical instrument	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
play a sport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ride a bicycle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
wear braces	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**B PAIR WORK** Join another pair. Tell them what your partner did and didn't do as a child.

"Yu-jin didn't argue with her friends as a child. She cleaned her room."

## INTERCHANGE 14

**Learning Objective:** speak more fluently when asking about past activities

### A Pair work

- Explain the first part of the task and focus Ss' attention on the chart. Elicit or explain the meaning of any new vocabulary. Use the pictures or mime where appropriate. Ss complete the first part of the task by checking their answers to the questions.
- Then ask two Ss to model the example conversations. Ask different Ss to read each question. For example:  
S1: Did you argue with your friends as a child?  
S2: Did you clean your room as a child?
- Ss complete the second part of the task in pairs. Go around the class and make sure both Ss check (✓) the answers in their charts.

### B Group work

- Explain the task and ask a S to model the examples.
- Each pair joins another pair. Ss complete the activity in groups of four.
- **Option:** Each group of four joins another group of four. They share information as a group.



# INTERCHANGE 15

**Learning Objective:** speak more fluently about important life events

## A

- Focus Ss' attention on the pictures. Ask different Ss to read the sentence starters under the pictures.
- Elicit other important life events from the class and write them on the board (e.g., *started a job, visited Australia*). Explain that Ss choose four events and write the years they happened in the box. Tell Ss to add another event from their lives and the year it happened.
- Ss complete the task individually. Go around the class and give help as needed.

## B Pair work

- Explain the task and ask two Ss to model the example conversation.
- Point out that Ss should ask follow-up questions and take notes on their partner's answers. Elicit possible follow-up questions for each picture in part A and write them on the board (e.g., *How old were you? Where was your elementary school?*).
- Ss complete the task in pairs. Go around the class and encourage Ss to ask follow-up questions.
- Ask different Ss to share information about one or two important events in their partner's life.
- **Option:** In large classes, Ss can share information about their partner's life in small groups.

## INTERCHANGE 15 This is your life

**A** What were five important events in your life? Choose four events and add another important event. Then write the years when these events happened in the box.



I was born in ...



I started elementary school in ...



I went to my first musical concert in ...



I opened my first bank account in ...



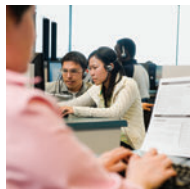
I traveled with friends in ...



I graduated from high school in ...



I moved to a new place in ...



I started learning English in ...



I ... in ...

Years	
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____

**B PAIR WORK** Ask your partner about his or her life events. Your partner will only show you the box with the years.

**A:** What happened in 2002?  
**B:** I started elementary school.

**A:** How old were you?  
**B:** I was six.



## INTERCHANGE 16 The perfect weekend

**A** You are planning your dream weekend. Write your plans for Saturday and Sunday in the charts. Use these expressions and your own ideas.

go to (the movies/a party)	play (basketball/video games)
go (dancing/shopping)	meet (my friend/teacher)
go (on a trip/picnic)	have dinner with (my brother/parents)
study for (a test/an exam)	visit (my parents/grandparents)
go out with (my girlfriend/boyfriend)	see (the dentist/doctor)

### WEEKEND PLANS

Saturday		
	Me	My partner
morning	_____	_____
lunch	_____	_____
afternoon	_____	_____
evening	_____	_____
dinner	_____	_____
after dinner	_____	_____

### WEEKEND PLANS

Sunday		
	Me	My partner
morning	_____	_____
lunch	_____	_____
afternoon	_____	_____
evening	_____	_____
dinner	_____	_____
after dinner	_____	_____

**B PAIR WORK** Compare your plans with your partner. Choose activities to do together.

**A:** What do you want to do on Saturday morning?

**B:** Let's go swimming. They opened a new pool at the gym.

**A:** Oh, I can't swim. Sorry. Maybe we can go bike riding . . .

**C GROUP WORK** Join another pair. Can you decide what to do over the weekend together?

**A:** So, would you like to go bike riding on Saturday morning?

**C:** Good idea. And how about a barbecue for lunch?

**B:** Oh, we don't have time for a barbecue. We want to go to an art festival in the afternoon . . .

Interchange 16 131

### TIP

To help Ss finish at about the same time, assign an additional task to Ss who finish early. Then go around the class and help slower Ss.

- Ss complete the task in pairs. Go around the class and make sure pairs decide on some shared activities for both days.

### C Group work

- Explain the task. Ask three Ss to model the example conversation. Create groups by combining two pairs of Ss from part B. Tell the groups to make one new chart with weekend plans for the whole group.
- Ss complete the task in their small groups (two pairs).
- **Option:** If some groups finish early, have them create a new weekend plan with different activities.
- Elicit plans from each group.

## INTERCHANGE 16

**Learning Objective:** speak more fluently when making, accepting, and declining invitations

### A

- Set the scene and explain the task. Read out the expressions in the box. If needed, explain that an *exam* is usually longer and more formal than a *test*.
- Ss complete the first column of each chart individually. Go around the class and give help as needed. If Ss have difficulty thinking of ideas, suggest different activities they can write down.

### B Pair work

- Explain the task. Ask two Ss to model the conversation. Point out that Student A should answer with a plan from one of his or her own charts. Point out that Ss write their partner's activities in the *My partner* column on the charts.
- Explain that Ss are to find some activities to do together on both days, and to make adjustments to their charts to reflect this. Model how to do this with a S and show the class how they can write the shared activity over both the *Me* and *My partner* columns.

# Grammar plus

## UNIT 1

### 1 My, your, his, her page 3

- Use *his* with males and *her* with females: **His** name is Travis. (NOT: ~~Her name is Travis.~~)  
**Her** name is Nicole. (NOT: ~~His name is Nicole.~~)

Complete the conversations with *my*, *your*, *his*, or *her*.

- A:** Hello. \_\_\_\_\_ My \_\_\_\_\_ name is Carlos.  
**B:** Hi, Carlos. What's \_\_\_\_\_ last name?  
**A:** It's Gonzales.  
**B:** How do you spell \_\_\_\_\_ last name? Is it G-O-N-Z-A-L-E-Z?  
**A:** No, it's G-O-N-Z-A-L-E-S. And what's \_\_\_\_\_ name?  
**B:** \_\_\_\_\_ name is Bill Powers. Nice to meet you.
- A:** What's Ms. Robinson's first name?  
**B:** \_\_\_\_\_ first name is Elizabeth. \_\_\_\_\_ nickname is Liz.  
**A:** I'm sorry. What's \_\_\_\_\_ first name again?  
**B:** It's Elizabeth. And what's Mr. Weber's first name?  
**A:** \_\_\_\_\_ first name is Peter.  
**B:** That's right. And \_\_\_\_\_ nickname is Pete.  
**A:** That's right, too!

### 2 The verb *be* page 5

- In questions, the verb *be* comes before the noun or pronoun: **Are you** Joshua Brown?  
**Is he** in our English class? **Is she** the teacher?
- Don't use contractions in short answers with Yes: Are you in my class?  
Yes, **I am**. (NOT: ~~Yes, I'm.~~)

Complete the conversations with the words in the box.

am	I'm	it's	she's	you're
✓ are	I am	I'm not	you	

- A:** Excuse me. \_\_\_\_\_ Are \_\_\_\_\_ you Layla Moore?  
**B:** No, \_\_\_\_\_ . \_\_\_\_\_ over there.  
**A:** OK. Thanks.
- A:** Hi. Are \_\_\_\_\_ Layla Moore?  
**B:** Yes, \_\_\_\_\_ .  
**A:** Nice to meet you. \_\_\_\_\_ Sergio Oliveira.  
\_\_\_\_\_ in my English class.  
**B:** Yes, I \_\_\_\_\_ . \_\_\_\_\_ nice to meet you too, Sergio.

# UNIT 2

## 1 This/these; it/they; plurals page 10

- Don't use a contraction with *What + are*: **What** are these? (NOT: ~~What're these?~~)
- Use *this* with singular nouns: **This** is a laptop. Use *these* with plural nouns: **These** are flash drives.

Choose the correct words.

1. **A:** ~~What's~~ / **What are** these?  
**B:** ~~It's~~ / **They're** my **flash drive** / **flash drives**.
2. **A:** ~~What's~~ / **What are** this?  
**B:** ~~It's~~ / **They're** a / **an** cell phone.
3. **A:** What's **this** / **these**?  
**B:** ~~It's~~ / **They're** a / **an** English book.

## 2 Yes/No and where questions with be page 11

- In questions with *where*, the verb comes after *Where*: **Where** is my credit card?  
(NOT: ~~Where my credit card is?~~) **Where** are my sunglasses? (NOT: ~~Where my sunglasses are?~~)

**A** Match the questions with the answers.

- |  |                              |
|--|------------------------------|
| 1. Is that your wallet? <u>  c  </u>     | a. They're in your backpack. |
| 2. Are these your glasses? <u>      </u> | b. No, it's not.             |
| 3. Where are my keys? <u>      </u>      | c. Oh, yes, it is!           |
| 4. Is this your bicycle? <u>      </u>   | d. It's on my desk.          |
| 5. Where's your tablet? <u>      </u>    | e. No, they're not.          |

**B** Complete the conversation. Use the words in the box.

are they	it is	they are	where
it	it's	this	✓ where's

- A:** Where's my dictionary?  
**B:** I don't know. Is                      in your backpack?  
**A:** No,                      not.  
**B:** Is                      your dictionary?  
**A:** Yes,                      Thanks! Now,                      are my glasses?  
**B:**                      on your desk?  
**A:** Yes,                     . Thank you!

# UNIT 3

## 1 Negative statements and yes/no questions with *be* page 17

- Use *be* + *not* to form negative statements: Ana **isn't** a student. (NOT: ~~Ana no is a student.~~)
- *You* is a singular and a plural pronoun: Are **you** from Rio? Yes, **I** am./Yes, **we** are.

**A** Unscramble the words to write negative statements.

1. is / of Canada / Toronto / the capital / not  
Toronto is not the capital of Canada.
2. Buenos Aires / not / from / we're  
\_\_\_\_\_
3. not / you and Ashley / in my class / are  
\_\_\_\_\_
4. is / my first language / Korean / not  
\_\_\_\_\_
5. from / my mother / not / is / Italy  
\_\_\_\_\_
6. my parents / not / are / they  
\_\_\_\_\_

**B** Complete the conversations.

1. **A:** Are you and your friend from Costa Rica?  
**B:** No, \_\_\_\_\_ not. \_\_\_\_\_ from the Dominican Republic.
2. **A:** \_\_\_\_\_ your first language Spanish?  
**B:** Yes, it \_\_\_\_\_. My parents \_\_\_\_\_ from Ecuador.
3. **A:** \_\_\_\_\_ Nadia and Rayan Lebanese?  
**B:** Yes, \_\_\_\_\_ are. But \_\_\_\_\_ in France now.
4. **A:** \_\_\_\_\_ my friends and I late?  
**B:** No, \_\_\_\_\_ not. \_\_\_\_\_ early!

## 2 Wh-questions with *be* page 20

- Use *what* to ask about things. Use *where* to ask about places. Use *who* to ask about people. Use *What is/are . . . like?* to ask for a description.
- Use *how* to ask for a description: **How are** you today? Use *how old* to ask about age: **How old** is he?
- In answers about age, you can use only the number or the number + years old: He's **18**. OR He's **18 years old**. (NOT: ~~He has 18 years.~~)

Complete the questions with *how*, *what*, *where*, or *who*. Then match the questions with the answers.

- |                                  |                                   |
|----------------------------------|-----------------------------------|
| 1. <u>Who</u> is that? <u>d</u>  | a. We're from Japan – from Kyoto. |
| 2. _____ is her name? _____      | b. She's 18.                      |
| 3. _____ is she like? _____      | c. Her name is Hina.              |
| 4. _____ old is she? _____       | d. She's my sister.               |
| 5. _____ your family from? _____ | e. Oh, it's really beautiful.     |
| 6. _____ is Kyoto like? _____    | f. She's very nice and friendly.  |

# UNIT 4

## 1 Possessives page 24

- The noun comes after a possessive adjective: This is **my** T-shirt.
- Don't include the noun after a possessive pronoun: This T-shirt is **mine**.
- *Whose* can be used with singular and plural nouns: **Whose** scarf is this? **Whose** sneakers are these?

Complete the conversations. Use the words in the boxes. There are two extra words in each box.

his      mine      my      your      yours      ✓ whose

1. **A:** Whose jacket is this? Is it \_\_\_\_\_, Ethan?  
**B:** No, it's not \_\_\_\_\_. Ask Matt. I think it's \_\_\_\_\_.

her      my      mine      your      yours

2. **A:** These aren't \_\_\_\_\_ gloves. Are they \_\_\_\_\_?  
**B:** No, they're not \_\_\_\_\_. Maybe they are Young-min's.

her      hers      their      theirs      whose

3. **A:** \_\_\_\_\_ sweaters are these? Are they Rachel's?  
**B:** No, they're not \_\_\_\_\_ sweaters. But these shorts are \_\_\_\_\_.

## 2 Present continuous statements; conjunctions page 26

- The present continuous is the present of *be* + verb + *-ing*: It's **raining**. She's **wearing** a raincoat.
- The two negative contractions mean the same: **He's not/He isn't** wearing a coat.  
**We're not/We aren't** wearing gloves.

Change the affirmative sentences to negative sentences. Change the negative sentences to affirmative sentences.

1. Mr. and Mrs. Liu are wearing green caps. Mr. and Mrs. Liu aren't wearing green caps.
2. It isn't snowing. \_\_\_\_\_
3. I'm wearing a winter coat. \_\_\_\_\_
4. You're wearing David's sunglasses. \_\_\_\_\_
5. Ayumi isn't wearing a scarf. \_\_\_\_\_

## 3 Present continuous yes/no questions; adjective + noun page 26

- In questions, the present continuous is *be* + subject + verb + *-ing*: **Is it raining?** **Are you wearing** a raincoat?
- Adjectives can come before nouns or after the verb *be*: He's wearing **a blue hat**. His hat **is blue**.
- Adjectives don't have a plural form: a **green hat**; two **green hats**.

Write questions using the words in parentheses. Then complete the responses.

1. **A:** Is Mr. Thomas wearing a dark blue coat? (wear, dark blue coat)  
**B:** No, he \_\_\_\_\_.
2. **A:** \_\_\_\_\_ (wear, high heels)  
**B:** No, we \_\_\_\_\_.
3. **A:** \_\_\_\_\_ (wear, a sweater)  
**B:** Yes, I \_\_\_\_\_.
4. **A:** \_\_\_\_\_ (rain)  
**B:** Yes, it \_\_\_\_\_.

# UNIT 5

## 1 What time is it? / Is it A.M. or P.M.? page 31

Remember: You can say times different ways: 1:15 = *one-fifteen* OR *a quarter after one*.

Write each sentence in a different way.

1. It's a quarter to four. *It's three forty-five.*
2. It's 7:00 P.M. *It's seven in the evening.*
3. It's six-fifteen. \_\_\_\_\_
4. It's 10 o'clock at night. \_\_\_\_\_
5. It's three-oh-five. \_\_\_\_\_
6. It's twenty-five to eleven. \_\_\_\_\_
7. It's one o'clock in the morning. \_\_\_\_\_
8. It's midnight. \_\_\_\_\_

## 2 Present continuous Wh-questions page 33

- Use the present continuous to talk about actions that are happening right now: What **are** you **doing**? **I'm talking** to you!
- In questions, the *be* verb comes after the question word: What **are you** doing?
- To form the continuous of verbs ending in *-e*, drop the *e* and add *-ing*: have → having.
- For verbs ending in vowel + consonant, double the consonant and add *-ing*: get → getting.

What are the people doing? Write conversations. Use the words in parentheses.

- A:** *What's Matt doing?* \_\_\_\_\_ (Matt)  
**B:** *He's swimming.* \_\_\_\_\_ (swim)
- A:** \_\_\_\_\_ (Jon and Megan)  
**B:** \_\_\_\_\_ (shop)
- A:** \_\_\_\_\_ (you)  
**B:** \_\_\_\_\_ (write a message)
- A:** \_\_\_\_\_ (Chris)  
**B:** \_\_\_\_\_ (cook dinner)
- A:** \_\_\_\_\_ (you and Tyler)  
**B:** \_\_\_\_\_ (watch a movie)
- A:** \_\_\_\_\_ (Sara)  
**B:** \_\_\_\_\_ (have pizza)
- A:** \_\_\_\_\_ (you and Joseph)  
**B:** \_\_\_\_\_ (study for the test)
- A:** \_\_\_\_\_ (Laura and Paulo)  
**B:** \_\_\_\_\_ (chat online)

# UNIT 6

## 1 Simple present statements page 37 and Simple present statements with irregular verbs page 38

- In affirmative statements, verbs with *he/she/it* end in *-s*: He/She **walks** to school. BUT I/You/We/They **walk** to school.
- In negative statements, use *doesn't* with *he/she/it* and *don't* with all the others: He/She/It **doesn't** live here. I/You/We/They **don't** live here.
- Don't add *-s* to the verb: She **doesn't live** here. (NOT: ~~She doesn't lives here.~~)

Elena is talking about her family. Complete the sentences with the correct form of the verbs in parentheses.

My family and I live (live) in the city. We \_\_\_\_\_ (have) an apartment on First Avenue. My sister \_\_\_\_\_ (go) to school near our apartment, so she \_\_\_\_\_ (walk) to school. My father \_\_\_\_\_ (work) in the suburbs, so he \_\_\_\_\_ (drive) to his job. My mother \_\_\_\_\_ (use) public transportation – she \_\_\_\_\_ (take) the bus to her office downtown. She \_\_\_\_\_ (have) a new job, but she \_\_\_\_\_ (not like) it very much. And me? Well, I \_\_\_\_\_ (not work) far from our apartment, so I \_\_\_\_\_ (not need) a car or public transportation. I \_\_\_\_\_ (ride) my bike to work!

## 2 Simple present questions page 39

- In questions, use *does* with *he/she/it* and *do* with all the others: **Does** he/she/it get up early? **Do** I/you/we/they get up early?
- Don't add *-s* to the verb: Does she **live** alone? (NOT: ~~Does she lives alone?~~)

A Write questions to complete the conversations.

1. **A:** Do you use public transportation?  
**B:** Yes, I use public transportation.
2. **A:** \_\_\_\_\_  
**B:** No, my family doesn't eat dinner at 5:00.
3. **A:** \_\_\_\_\_  
**B:** No, my brother doesn't take the bus to work.
4. **A:** \_\_\_\_\_  
**B:** No, I don't get up late on weekends.

- Use *in* with *the morning/the afternoon/the evening*. Use *at* with *night*: I go to school **in** the afternoon and work **at** night.
- Use *at* with clock times: She gets up **at** 8:00.
- Use *on* with days: He sleeps late **on** weekends. She has class **on** Mondays.

B Complete the conversation with *at*, *in*, or *on*.

- A:** Does your family have breakfast together \_\_\_\_\_ *in* \_\_\_\_\_ the morning?  
**B:** Well, we eat together \_\_\_\_\_ weekends, but \_\_\_\_\_ weekdays we're all busy. My parents go to work early – \_\_\_\_\_ 6:30. But we eat dinner together \_\_\_\_\_ the evening, and we have a big lunch together \_\_\_\_\_ Sundays. We eat \_\_\_\_\_ noon. Then \_\_\_\_\_ the afternoon, we take a walk or go to the movies.



# UNIT 7

## 1 Simple present short answers page 45

Remember: I/You/We/They **do/don't**. He/She/It **does/doesn't**.

Choose the correct words.

**A:** Do / **Does** your family **live / lives** in an apartment?

**B:** No, we **don't / doesn't**. We **have / has** a house.

**A:** That's nice. **Do / Does** your house have two floors?

**B:** Yes, it **do / does**. It **have / has** four rooms on the first floor. And we **have / has** three bedrooms and a bathroom on the second floor.

**A:** And **do / does** you and your family **have / has** a yard?

**B:** Yes, we **do / does**. And how about you, Tim? **Do / Does** you **live / lives** in a house, too?

**A:** No, I **don't / doesn't**. My wife and I **have / has** a small apartment in the city.

**B:** Oh. **Do / Does** you **like / likes** the city?

**A:** Yes, I **do / does**. But my wife **don't / doesn't**.

## 2 There is, there are page 47

Use *there is* with singular nouns: **There's** a bed. Use *there are* with plural nouns: **There are** two chairs.

Use *some* in affirmative statements: There are **some** chairs in the kitchen. Use *any* in negative statements: There aren't **any** chairs in the bedroom.

Read the information about the Perez family's new house. Write sentences with the phrases in the box.

there's a	there are some
there's no	there are no
there isn't a	there aren't any

1. A living room? Yes.
2. A dining room? No.
3. A microwave in the kitchen? No.
4. A table in the kitchen? Yes.
5. Curtains on the windows? Yes.
6. Rugs on the floors? No.
7. Closets in the bedrooms? Yes.
8. Bookcases in the bedrooms? No.

1. There's a living room.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

# UNIT 8

## 1 Simple present Wh-questions page 52

- Use *What* to ask about things: **What do** you do? Use *Where* to ask about places: **Where do** you work? Use *How do/does . . . like . . . ?* to ask for an opinion: **How does** he **like** his job?

Complete the conversations.

- A:** What does your husband do \_\_\_\_\_ ?  
**B:** My husband? Oh, he's a nurse.  
**A:** Really? Where \_\_\_\_\_ ?  
**B:** He works at Mercy Hospital.
- A:** Where \_\_\_\_\_ ?  
**B:** I work in a restaurant.  
**A:** Nice! What \_\_\_\_\_ ?  
**B:** I'm a chef.
- A:** How \_\_\_\_\_ ?  
**B:** My job? I don't really like it very much.  
**A:** That's too bad. What \_\_\_\_\_ ?  
**B:** I'm a cashier. I work at a clothing store.
- A:** What \_\_\_\_\_ ?  
**B:** My brother is a doctor, and my sister is a lawyer.  
**A:** How \_\_\_\_\_ ?  
**B:** They work very hard, but they love their jobs.

## 2 Placement of adjectives page 54

- Adjectives come after the verb *be*: A doctor's job **is stressful**. Adjectives come before nouns: A police officer has a **dangerous job**. (NOT: ~~A police officer has a job dangerous.~~)
- Adjectives have the same form with singular or plural nouns: Firefighters and police officers have stressful jobs. (NOT: . . . have ~~stressfuls~~ jobs.)

Use the information to write two sentences.

- accountant / job / boring  
An accountant's job is boring.  
An accountant has a boring job.
- salesperson / job / stressful  
\_\_\_\_\_  
\_\_\_\_\_
- security guard / job / dangerous  
\_\_\_\_\_  
\_\_\_\_\_
- actor / job / exciting  
\_\_\_\_\_  
\_\_\_\_\_
- host / job / interesting  
\_\_\_\_\_  
\_\_\_\_\_
- nurse / job / difficult  
\_\_\_\_\_  
\_\_\_\_\_

# UNIT 9

## 1 Count and noncount nouns; *some* and *any* page 59

- Count nouns name things you can count: *bananas, crackers, carrots*. Count nouns have a singular and plural form: **1 orange, 2 oranges**. Noncount nouns name things you can't count: *milk, oil, rice*.
- Use *some* in affirmative sentences: We have **some** butter. Use *any* in negative sentences and questions: We don't have **any** lettuce. Do we have **any** tomatoes?

Complete the conversations with *some* or *any*.

1. **A:** What do you want for lunch?  
**B:** Let's make some sandwiches.  
**A:** Good idea! We have \_\_\_\_\_ bread. Do we have \_\_\_\_\_ cheese?  
**B:** Yes, I think there's \_\_\_\_\_ in the refrigerator. Let me see. . . .  
No, I don't see \_\_\_\_\_.  
**A:** Well, let's go to the store. We need \_\_\_\_\_ milk, too.  
And do we have \_\_\_\_\_ cheese?  
**B:** Yes, we do. There's \_\_\_\_\_ lettuce here, and there are  
\_\_\_\_\_ tomatoes, too.  
**A:** Do we have \_\_\_\_\_ mayonnaise? I love \_\_\_\_\_ mayonnaise  
on my sandwiches.  
**B:** Me, too. But there isn't \_\_\_\_\_ here. Let's buy \_\_\_\_\_.
2. **A:** Let's make a big breakfast tomorrow morning.  
**B:** Good idea! What do we need? Are there \_\_\_\_\_ eggs?  
**A:** There are \_\_\_\_\_ but I think we need to buy \_\_\_\_\_ more.  
**B:** OK. And let's get \_\_\_\_\_ cereal, too. We don't have \_\_\_\_\_,  
and I love cereal for breakfast.  
**A:** Me, too. Do we have \_\_\_\_\_ blueberry yogurt?  
**B:** Yes, there's \_\_\_\_\_ in the refrigerator.  
**A:** Great! So we don't need to buy \_\_\_\_\_ at the store.  
**B:** That's right. Just eggs and cereal!

## 2 Adverbs of frequency page 61

- Adverbs of frequency usually go before the main verb: *always, almost always, usually, often, sometimes, hardly ever, almost never, never*: She **never eats** breakfast. I **almost always have** tea in the morning.  
*Sometimes* can also begin a sentence: **Sometimes I eat** broccoli.

Rewrite the conversation. Add the adverbs in the correct places.

- A:** Where do you have lunch? (usually) Where do you usually have lunch?
- B:** I go to a restaurant near work. (often) \_\_\_\_\_
- A:** Do you eat at your desk? (ever) \_\_\_\_\_
- B:** No, I stay in for lunch. (hardly ever) \_\_\_\_\_
- A:** And what do you have? (usually) \_\_\_\_\_
- B:** I have soup or a salad. (always) \_\_\_\_\_
- A:** Me, too. I have a big lunch. (never) \_\_\_\_\_

# UNIT 10

## 1 Simple present Wh-questions page 65

- Remember: *Who* = what person; *where* = what place; *how often* = what frequency; *when* = what days; *what time* = what time of day
- Remember: Use *do* or *does* after the question word.

Complete the questions with the correct question word and *do* or *does*. Then match the questions with the answers.

- |   |                                     |
|---|-------------------------------------|
| 1. <u>What</u> sport <u>do</u> you like? <u>c</u> | a. My father and my two brothers.   |
| 2. _____ you go to games with? _____              | b. Usually at four o'clock.         |
| 3. _____ often _____ your team play? _____        | c. Soccer. I love to watch my team. |
| 4. _____ they play? _____                         | d. Once or twice a month.           |
| 5. _____ they play? _____                         | e. On Sunday afternoons.            |
| 6. _____ time _____ the games start? _____        | f. At the Olympic Stadium.          |

## 2 Can for ability page 67

- Use the base form of the verb with *can*. With third-person singular, don't add an *-s* to *can* or to the base form: She **can play** the piano. (NOT: ~~She can plays the piano.~~)

**A** Write sentences about the things people can and can't do. Use *can* or *can't* with *and*, *but*, or *or*. (✓ = can, ✗ = can't)

- |   |                   |
|---|-------------------|
| 1. Olivia: ride a bike ✓                                  | drive a car ✗     |
| <u>Olivia can ride a bike, but she can't drive a car.</u> |                   |
| 2. Juan: play the piano ✓                                 | play the violin ✓ |
| _____   |                   |
| 3. Matt and Drew: act ✓                                   | sing ✗            |
| _____   |                   |
| 4. Alicia: snowboard ✓                                    | ice-skate ✗       |
| _____   |                   |
| 5. Ben: take good photos ✓                                | edit videos ✓     |
| _____   |                   |
| 6. Corinne: write poems ✗                                 | tell good jokes ✓ |
| _____   |                   |

**B** Look at part A. Answer the questions. Write short sentences.

1. Can Matt and Drew sing? No, they can't.
2. Who can tell good jokes? \_\_\_\_\_
3. Can Olivia drive a car? \_\_\_\_\_
4. Can Juan play the piano? \_\_\_\_\_
5. Who can snowboard? \_\_\_\_\_
6. What can Matt do? \_\_\_\_\_

# UNIT 11

## 1 The future with *be going to* page 73

- Use *am/is/are + going to + base form* for the future: **We're going to have** dinner with my parents tonight.
- In questions with *be going to*, the *be* verb comes before the subject: **Is he going to buy** me a gift?

**A** Complete Matthew's story. Use the correct form of *be going to* and the verbs in parentheses.

Tomorrow is going to be (be) a very exciting day. It's my birthday, and my friends and I celebrate (celebrate). In the morning, Stephen and I drive (drive) to the beach. Our friend Rosa meets (meet) us there. We stay (stay) at the beach for a few hours. Then we have (have) lunch at my favorite restaurant. After lunch, Stephen goes (go) to work, and Rosa and I see (see) a movie. After the movie, we go (go) to our friend Philip's house. He makes (make) his special homemade pizza for Rosa and me.

**B** Write questions. Then look at part A and answer the questions.

1. Matthew / celebrate / with his family?

**Q:** Is Matthew going to celebrate with his family?

**A:** No, he's going to celebrate with his friends.

2. Stephen and Matthew / ride their bikes / to the beach?

**Q:** \_\_\_\_\_

**A:** \_\_\_\_\_

3. the friends / have lunch / at a restaurant?

**Q:** \_\_\_\_\_

**A:** \_\_\_\_\_

4. Rosa and Matthew / go to a museum?

**Q:** \_\_\_\_\_

**A:** \_\_\_\_\_

5. Rosa and Matthew / have pizza / at a restaurant?

**Q:** \_\_\_\_\_

**A:** \_\_\_\_\_

## 2 Wh-questions with *be going to* page 75

- Use *is* in questions with *Who* as the subject: **Who's** going to be there? (NOT: ~~Who are going to be there?~~)

Complete the conversation with the correct form of *be going to*.

**A:** What are you going to do (do) this weekend?

**B:** I have (have) a very busy weekend. My friend Amir visits (visit) me, and we spend (spend) the weekend in the city.

**A:** That's nice. Are you staying (stay) in a hotel?

**B:** No, we stay (stay) with our friend Lara. And Lara has (have) a big party on Saturday night.

**A:** Really? And who is (be) at the party? Do you know any of Lara's friends?

**B:** No, I don't. But Amir and I meet (meet) everyone on Saturday night.

# UNIT 12

## 1 Have + noun; feel + adjective page 79

- For most health problems, use *a/an*: I have **a** cold. I have **an** earache. With *flu*, use *the*: I have **the** flu. (NOT: I have a flu.)

Complete the conversation. Use the sentences in the box.

I think I have a fever.  
Thanks.  
I feel awful, actually.  
Yes. I'm going to call my doctor in a few minutes.  
Yes, I do. And I have a stomachache, too.  
✓ Hi, Vanessa. How are you?

- A: *Hi, Vanessa. How are you?* \_\_\_\_\_  
B: I'm terrific, thanks. How about you?  
A: \_\_\_\_\_  
B: Oh, no! What's the matter?  
A: \_\_\_\_\_  
B: That's too bad. Do you have a headache?  
A: \_\_\_\_\_  
B: Are you going to see a doctor?  
A: \_\_\_\_\_  
B: Well, feel better soon.  
A: \_\_\_\_\_

## 2 Imperatives page 82

- Use the base form of the verb in affirmative imperatives: **Go** home and **rest**, Ms. Lake.
- Use *don't* + base form of the verb in negative imperatives. The form doesn't change: **Don't go** to work today, Ms. Lake.

Read the situations. Give the people advice. Use the phrases in the box.

✓ drink coffee in the evening  
eat any cold food  
exercise today or tomorrow  
take an antacid  
take two aspirins  
work too hard

1. Dave: "I can't sleep at night." *Don't drink coffee in the evening.* \_\_\_\_\_
2. Corey: "I have a headache." \_\_\_\_\_
3. Lucia: "I work 12 hours a day." \_\_\_\_\_
4. William: "My legs hurt." \_\_\_\_\_
5. Min-ho: "I have a toothache." \_\_\_\_\_
6. Fatima: "I have an awful stomachache." \_\_\_\_\_

# UNIT 13

## 1 Prepositions of place page 88

- Use *on* with the names of streets and avenues: The bookstore is **on** Center Street. The theater is **on** Park Avenue.
- *Across from* is another way of saying *opposite*: The library is **across from** the theater. = The library is **opposite** the theater.

Choose the correct words.

**A:** Excuse me. Is there a post office around here?

**B:** Yes, there is. It's **in / (on)** Maple Street.

**A:** Where on Maple?

**B:** It's **in / on** the corner of Maple Street and Second Avenue.

**A:** Next **from / to** Charlie's Restaurant?

**B:** Yes, that's right. It's across the street **from / to** the Windsor Hotel.

**A:** Thanks. Oh, and where is the bank?

**B:** It's on Oak Street – **between / next to** the hospital and police station.

**A:** Great. Thanks very much.

**B:** You're welcome.

## 2 Directions page 90

- *Walk up/Go up* mean the same thing. *Walk down/Go down* also mean the same thing.

Jenna doesn't know Manhattan at all. Correct Jenna's directions.

Write the opposite of what she says.

1. Cal How do I get to Washington Square Park?

Jenna Walk up Fifth Avenue.

You No, don't walk up Fifth Avenue. Walk down Fifth Avenue.

2. Cal How can I get to the Empire State Building?

Jenna Turn right on 32nd Street.

You \_\_\_\_\_

3. Cal How do I get to Bryant Park from Rockefeller Center?

Jenna Go down Sixth Avenue.

You \_\_\_\_\_

Jenna It's on the left.

You \_\_\_\_\_

4. Cal How do I get to Central Park?

Jenna Walk down Eighth Avenue.

You \_\_\_\_\_



# UNIT 14

## 1 Simple past statements: regular verbs and irregular verbs page 93–94

- Use simple past verbs to talk about the past. Regular verbs end in **–ed**: I **watched** TV last night. For verbs ending in **–e**, add **–d**: *live* → *lived*. For verbs ending in vowel + consonant, double the consonant and add **–ed**: *shop* → *shopped*.
- Use *didn't* + base form in negative statements. The form doesn't change: He **didn't shop** for groceries yesterday. (NOT: ~~He didn't shopped for groceries yesterday.~~)

Maya wrote an email to a friend. Complete the sentences with the simple past form of the verbs in parentheses.

Hi!

I didn't do (not do) anything special this weekend, but I \_\_\_\_\_ (have) a lot of fun. I \_\_\_\_\_ (not go) out on Friday night. I \_\_\_\_\_ (stay) home. I \_\_\_\_\_ (clean) my room and \_\_\_\_\_ (do) the laundry. I \_\_\_\_\_ (help) my sister with her homework, and then we \_\_\_\_\_ (watch) our favorite series. On Saturday, my friend Lori \_\_\_\_\_ (come) over. She \_\_\_\_\_ (need) some new shoes, so we \_\_\_\_\_ (take) the bus downtown to Todd's Shoe Store. We \_\_\_\_\_ (shop) for a long time, but Lori \_\_\_\_\_ (not like) any of the shoes at Todd's. She \_\_\_\_\_ (buy) some purple socks, but she \_\_\_\_\_ (not buy) any shoes. On our way back to my house, we \_\_\_\_\_ (stop) at the gym and \_\_\_\_\_ (exercise). We \_\_\_\_\_ (not exercise) very hard. I \_\_\_\_\_ (invite) Lori for dinner, and my dad \_\_\_\_\_ (cook) hamburgers in the yard. After dinner, Lori and I \_\_\_\_\_ (talk) and \_\_\_\_\_ (play) video games. She \_\_\_\_\_ (not stay) very late – my mother \_\_\_\_\_ (drive) her home at around ten. On Sunday, my whole family \_\_\_\_\_ (visit) my mother's best friend and her family. They have a swimming pool, so my sister and I \_\_\_\_\_ (go) swimming all afternoon.

Tell me about your weekend!

Maya

## 2 Simple past yes/no questions page 95

- Use *did* + base form in questions. The form doesn't change: **Did** you **have** fun yesterday? (NOT: ~~Did you had fun yesterday?~~)

Complete the conversation. Use the simple past form of the verbs in parentheses.

**A:** Did you enjoy (enjoy) your vacation?

**B:** Yes, I \_\_\_\_\_. My brother and I \_\_\_\_\_ (have) a great time.

**A:** \_\_\_\_\_ you \_\_\_\_\_ (make) any videos?

**B:** No, we \_\_\_\_\_. But we \_\_\_\_\_ (take) a lot of pictures.

**A:** That's good. \_\_\_\_\_ you \_\_\_\_\_ (see) a lot of interesting things?

**B:** Yes, we \_\_\_\_\_. And we \_\_\_\_\_ (eat) a lot of new foods. How about you? \_\_\_\_\_ you (have) a good summer?

**A:** Well, I \_\_\_\_\_ (not go) anywhere, but I \_\_\_\_\_ (read) a lot of good books and \_\_\_\_\_ (see) some great movies.

# UNIT 15

## 1 Past of be page 101

■ Present		Past
am/is	→	<b>was</b>
are	→	<b>were</b>

Complete the conversations with *was*, *wasn't*, *were*, or *weren't*.

- A:** Were you here yesterday?  
**B:** No, I                     . I                      home in bed.  
**A:** Oh,                      you sick?  
**B:** No. I                      just really tired.
- A:** Where                      you born?  
**B:** I                      born in Mexico City.  
**A:** Really? What about your parents?                      they born here, too?  
**B:** No, they                     . They                      born in Guadalajara.
- A:** Where                      Jamil last week?                      he on vacation?  
**B:** Yes, he                     . He and his best friend                      in Portugal.  
They                      in Oporto.  
**A:**                      it a good trip?  
**B:** Yes, it was. Jamil said it                      a terrific trip!

## 2 Wh-questions with *did*, *was*, and *were* page 101

- Don't use *did* with the past of be: Where **were** you last Tuesday? (NOT: ~~Where did you were last Tuesday?~~) Use *did* in simple past questions with other verbs: Where **did** you **go** last Tuesday?
- *Because* answers the question *Why*?

Complete the questions. Use the words in the box.

✓ how	what	where	why
how old	when	who	

- A:** How was your childhood?  
**B:** I had a fantastic childhood!
- A:**                      did you grow up?  
**B:** I grew up in Incheon, a small city in South Korea.
- A:**                      were you when you started school?  
**B:** I think I was five or six.
- A:**                      was your best friend in high school?  
**B:** My best friend was a boy named Joon-ho.
- A:**                      did you leave home?  
**B:** In 2012.
- A:**                      did you leave Incheon?  
**B:** Because I wanted to live in a big city.
- A:**                      was your first job in Seoul?  
**B:** I worked as a server in a restaurant.

# UNIT 16

## 1 Subject and object pronouns page 107

- Subject pronouns usually come before verbs, and object pronouns go after verbs: I saw **him**, but **he** didn't see **me**.

Complete the conversations.

- A:** Hello. Is Mr. Chang there?  
**B:** No, he's not here right now. Can take a message?  
**A:** Yes. Please tell \_\_\_\_\_ to call Todd Harris.  
**B:** Does \_\_\_\_\_ have your number?  
**A:** No, but please give it to \_\_\_\_\_. It's 555-0987.
- A:** Oh, hello, Kimberly!  
**A:** Hello, Mrs. Sanchez. Is Veronica home?  
**B:** No, \_\_\_\_\_ at the mall with her brother. Their dad drove \_\_\_\_\_ there this morning. Would \_\_\_\_\_ like to come in?  
**A:** Thank you, Mrs. Sanchez, but I need to go home. Anyway, my sister and \_\_\_\_\_ are going to an amusement park tomorrow and maybe Veronica can go with \_\_\_\_\_. Is that all right?  
**B:** Sure. I can give \_\_\_\_\_ your message, or \_\_\_\_\_ can text her.  
**A:** Oh, don't worry, Mrs. Sanchez. I'll text \_\_\_\_\_. Thanks a lot. Bye!

## 2 Invitations; verb + to page 109

- You can use both *Do you want to . . . ?* and *Would you like to . . . ?* to invite a person to do something.
- Don't confuse *would like to* with *like to*. *Would like to* means the same as *want to*.
- *I'd (really) like to* and *I'd love to* both mean the same as *I want to*.

Rewrite the conversations. Write the sentences in a different way.

- A:** Do you want to see a movie tonight?      **A:** Would you like to see a movie tonight?  
**B:** Oh, I can't. I need to work.      **B:** \_\_\_\_\_
- A:** Do you want to play tennis on Saturday?      **A:** \_\_\_\_\_  
**B:** I'd love to, but I have to help my parents.      **B:** \_\_\_\_\_
- A:** I want a job at Carol's café.      **A:** \_\_\_\_\_  
**B:** You need to speak to her.      **B:** \_\_\_\_\_
- A:** Would you like to go to a party with me?      **A:** \_\_\_\_\_  
**B:** I want to, but I can't. I have to study.      **B:** \_\_\_\_\_

# Grammar plus answer key

## Unit 1

### 1 My, your, his, her

- A: Hello. **My** name is Carlos.  
B: Hi, Carlos. What's **your** last name?  
A: It's Gonzales.  
B: How do you spell **your** last name? Is it G-O-N-Z-A-L-E-Z?  
A: No, it's G-O-N-Z-A-L-E-S. And what's **your** name?  
B: **My** name is Bill Powers. Nice to meet you.
- A: What's Ms. Robinson's first name?  
B: **Her** first name is Elizabeth. **Her** nickname is Liz.  
A: I'm sorry. What's **her** first name again?  
B: It's Elizabeth. And what's Mr. Weber's first name?  
A: **His** first name is Peter.  
B: That's right. And **his** nickname is Pete.  
A: That's right, too!

### 2 The verb be

- A: Excuse me. **Are** you Layla Moore?  
B: No, **I'm not**. **She's** over there.  
A: OK. Thanks.
- A: Hi. **Are you** Layla Moore?  
B: Yes, **I am**.  
A: Nice to meet you. **I'm** Sergio Oliveira. **You're** in my English class.  
B: Yes, **I am**. **It's** nice to meet you too, Sergio.

## Unit 2

### 1 This/These; it/they; plurals

- A: **What are** these?  
B: **They're** my flash drives.
- A: **What's** this?  
B: **It's** a cell phone.
- A: What's **this**?  
B: **It's an** English book.

### 2 Yes/No and where questions with be

- A**
- c 2. e 3. a 4. b 5. d
- B**
- A: **Where's** my dictionary?  
B: I don't know. Is **it** in your backpack?  
A: No, **it's** not.  
B: Is **this** your dictionary?  
A: Yes, **it** is. Thanks! Now, where **are** my glasses?  
B: **Are** they on your desk?  
A: Yes, **they are**. Thank you!

## Unit 3

### 1 Negative statements and yes/no questions with be

- A**
- We're not from Buenos Aires.
  - You and Ashley are not in my class.
  - My first language is not Korean. / Korean is not my first language.
  - My mother is not from Italy.
  - They are not my parents.
- B**
- B: No, **are** not. **We're/We are** from the Dominican Republic.
  - A: **Is** your first language Spanish?  
B: Yes, **it is**. My parents **are** from Ecuador.
  - A: **Are** Nadia and Rayan Lebanese?  
B: Yes, **they are**. But **they're/they are** in France now.
  - A: **Are** my friends and I late?  
B: No, **you're/you are** not. **You're/You are** early!

### 2 Wh-questions with be

- What** is her name? c
- What** is she like? f
- How** old is she? b
- Where** is your family from? a
- What** is Kyoto like? e

## Unit 4

### 1 Possessives

- A: **Whose** jacket is this? Is it **yours**, Ethan?  
B: No, it's not **mine**. Ask Matt. I think it's **his**.
- A: These aren't **my** gloves. Are they **yours**?  
B: No, they're not **mine**. Maybe they are Young-min's.
- A: **Whose** sweaters are these? Are they Rachel's?  
B: No, they're not **her** sweaters. But these shorts are **hers**.

### 2 Present continuous statements; conjunctions

- It's snowing.
- I'm not wearing a winter coat.
- You're not/You aren't wearing David's sunglasses.
- Ayumi is wearing a scarf.

### 3 Present continuous yes/no questions

- B: No, **he's not/he isn't**.
- A: **Are you wearing** high heels?  
B: No, **we're not/we aren't**.
- A: **Are you wearing** a sweater?  
B: Yes, **I am**.
- A: **Is it** raining?  
B: Yes, **it is**.

## Unit 5

### 1 What time is it? / Is it A.M. or P.M.?

- It's a quarter after six.
- It's 10:00 P.M.
- It's five (minutes) after three.
- It's ten thirty-five.
- It's one A.M.
- It's 12:00 A.M./It's twelve (o'clock) at night.

### 2 Present continuous Wh-questions

- A: What are Jon and Megan doing?  
B: They're shopping.
- A: What are you doing?  
B: I'm writing a message.
- A: What's Chris doing?  
B: He's cooking dinner.
- A: What are you and Tyler doing?  
B: We're watching a movie.
- A: What's Sara doing?  
B: She's having pizza.
- A: What are you and Joseph doing?  
B: We're studying for a test.
- A: What are Laura and Paulo doing?  
B: They're chatting online.

## Unit 6

### 1 Simple present statements and Simple present statements with irregular verbs

My family and I **live** in the city. We **have** an apartment on First Avenue. My sister **goes** to school near our apartment, so she **walks** to school. My father **works** in the suburbs, so he **drives** to his job. My mother **uses** public transportation – she **takes** the bus to her office downtown. She **has** a new job, but she **doesn't like** it very much. And me? Well, I **don't work** far from our apartment, so I **don't need** a car or public transportation. I **ride** my bike to work!

## 2 Simple present questions

### A

- A: Does your family eat dinner at 5:00?
- A: Does your brother take the bus to work?
- A: Do you get up late on weekends?

### B

B: Well, we eat together **on** weekends, but **on** weekdays we're all busy. My parents go to work early – **at** 6:30. But we eat dinner together **in** the evening, and we have a big lunch together **on** Sundays. We eat **at** noon. Then **in** the afternoon, we take a walk or go to the movies.

## Unit 7

### 1 Simple present short answers

- A: **Does** your family **live** in an apartment?  
B: No, we **don't**. We **have** a house.  
A: That's nice. **Does** your house have two floors?  
B: Yes, it **does**. It **has** four rooms on the first floor. And we **have** three bedrooms and a bathroom on the second floor.  
A: And **do** you and your family **have** a yard?  
B: Yes, we **do**. And how about you, Tim? **Do** you **live** in a house, too?  
A: No, I **don't**. My wife and I **have** a small apartment in the city.  
B: Oh. **Do** you **like** the city?  
A: Yes, I **do**. But my wife **doesn't**.

### 2 There is, there are

- There's no / There isn't a dining room.
- There's no / There isn't a microwave in the kitchen.
- There's a table in the kitchen.
- There are some curtains on the windows.
- There are no / There aren't any rugs on the floors.
- There are closets in the bedrooms.
- There are no / There aren't any bookcases in the bedroom.

## Unit 8

### 1 Simple present Wh-questions

- A: Really? Where **does he work**?  
2. A: Where **do you work**?  
B: I work in a restaurant.  
A: Nice! What **do you do**?  
B: I'm a chef.  
3. A: How **do you like your job**?  
B: My job? I don't really like it very much.  
A: That's too bad. What **do you do**?  
B: I'm a cashier. I work at a clothing store.  
4. A: What **do your brother and sister do**?  
B: My brother is a doctor, and my sister is a lawyer.  
A: How **do they like their jobs**?  
B: They work very hard, but they love their jobs.

### 2 Placement of adjectives

- A salesperson's job is stressful.  
A salesperson has a stressful job.
- A security guard's job is dangerous.  
A security guard has a dangerous job.
- An actor's job is exciting.  
An actor has an exciting job.
- A host's job is interesting.  
A host has an interesting job.
- A nurse's job is difficult.  
A nurse has a difficult job.

## Unit 9

### 1 Count and noncount nouns; some and any

- A: What do you want for lunch?  
B: Let's make **some** sandwiches.  
A: Good idea! We have **some** bread. Do we have **any** cheese?  
B: Yes, I think there's **some** in the refrigerator. Let me see. . .  
. . . No, I don't see **any**.  
A: Well, let's go to the store. We need **some** milk, too. And do we have **any** cheese?  
B: Yes, we do. There's **some** lettuce here, and there are **some** tomatoes, too.  
A: Do we have **any** mayonnaise? I love **some** mayonnaise on my sandwiches.  
B: Me, too. But there isn't **any** here. Let's buy **some**.

- A: Let's make a big breakfast tomorrow morning.  
B: Good idea! What do we need? Are there **any** eggs?  
A: There are **some** but I think we need to buy **some** more.  
B: OK. And let's get **some** cereal, too. We don't have **any**, and I love cereal for breakfast.  
A: Me, too. Do we have **any** blueberry yogurt?  
B: Yes, there's **some** in the refrigerator.  
A: Great! So we don't need to buy **any** at the store.  
B: That's right. Just eggs and cereal!

### 2 Adverbs of frequency (page 61)

- B: I often go to a restaurant near work.  
A: Do you ever eat at your desk?  
B: No, I hardly ever stay in for lunch.  
A: A: And what do you usually have?  
B: I always have soup or a salad.  
A: Me, too. I never have a big lunch.

## Unit 10

### 1 Simple present Wh-questions

- Who do you go to games with? a
- How often does your team play? d
- When do they play? e or Where do they play? f
- Where do they play? f or When do they play? e
- What time do the games start? b

### 2 Can for ability

#### A

- Juan can play the piano, and he can play the violin.
- Matt and Drew can act, but they can't sing.
- Alicia can snowboard, but she can't ice-skate.
- Ben can take good photos, and he can edit videos.
- Corinne can't write poems but she can tell good jokes.

#### B

- Corinne can.
- Yes, he can.
- He can act.
- No, she can't.
- Alicia can.

## Unit 11

### 1 The future with be going to

- A: Tomorrow **is going to be** a very exciting day. It's my birthday, and my friends and I **are going to celebrate**. In the morning, Stephen and I **are going to drive** to the beach. Our friend Rosa **is going to meet** us there. We're **going to stay** at the beach for a few hours. Then we're **going to have** lunch at my favorite restaurant. After lunch, Stephen **is going to go** to work, and Rosa and I **are going to see** a movie. After the movie, we're **going to go** to our friend Philip's house. He **is going to cook** dinner for Rosa and me.
- B: Q: Are Stephen and Matthew going to ride their bikes to the beach?  
A: No, they're going to drive to the beach.  
4. Q: Are the friends going to have lunch at a restaurant?  
A: Yes, they are.  
5. Q: Are Rosa and Matthew going to go to a museum?  
A: No, they're not. (They're going to see a movie.)  
6. Q: Are Rosa and Matthew going to have dinner at a restaurant?  
A: No, they're not. (They're going to have dinner at Philip's house.)

### 2 Wh-questions with be going to

- A: What **are you going to do** this weekend?  
B: I'm **going to have** a very busy weekend. My friend Amir **is going to visit** me, and we're **going to spend** the weekend in the city.  
A: That's nice. **Are you going to stay** in a hotel?  
B: No, we're **going to stay** with our friend Lara. And Lara **is going to have** a big party on Saturday night.  
A: Really? And who's **going to be** at the party? Do you know any of Lara's friends?  
B: No, I don't. But Amir and I **are going to meet** everyone on Saturday night.

## Unit 12

### 1 Have + noun; feel + adjective

- A: **Hi, Vanessa. How are you?**  
B: I'm terrific, thanks. How about you?  
A: **I feel awful, actually.**  
B: Oh, no! What's the matter?  
A: **I think I have a fever.**  
B: That's too bad. Do you have a headache?  
A: **Yes, I do. And I have a stomachache, too.**  
B: Are you going to see a doctor?  
A: **Yes. I'm going to call my doctor in a few minutes.**  
B: Well, feel better soon.  
A: **Thanks.**

### 2 Imperatives

- Take two aspirins.
- Don't work too hard.
- Don't exercise today or tomorrow.
- Don't eat any cold food.
- Take an antacid.

## Unit 13

### 1 Prepositions of place

- A: Excuse me. Is there a post office around here?  
B: Yes, there is. It's **on** Maple Street.  
A: Where on Maple?  
B: It's **on** the corner of Maple Street and Second Avenue.  
A: Next **to** Charlie's Restaurant?  
B: Yes, that's right. It's across the street **from** the Windsor Hotel.  
A: Thanks. Oh, and where is the bank?  
B: It's on Oak Street – **between** the hospital and police station.  
A: Great. Thanks very much.  
B: You're welcome.

### 2 Directions

- You: No, don't turn right on 32nd Street. Turn left on 32nd Street.
- You: No, don't go down Sixth Avenue. Go up First Avenue.  
You: No, it's not on the left. It's on the right.
- You: No, don't walk down Eighth Avenue. Walk up Eighth Avenue.

## Unit 14

### 1 Simple past statements: regular verbs and irregular verbs

Hi!  
I **didn't do** anything special this weekend, but I **had** a lot of fun. I **didn't go** out on Friday night. I **stayed** home. I **cleaned** my room and **did** laundry. I **helped** my sister with her homework, and then we **watched** our favorite series. On Saturday, my friend Lori **came** over. She **needed** some new shoes, so we **took** the bus downtown to Todd's Shoe Store. We **shopped** for a long time, but Lori **didn't like** any of the shoes at Todd's. She **bought** some purple socks, but she **didn't buy** any shoes. On our way back to my house, we **stopped** at the gym and **exercised**. We **didn't exercise** very hard. I **invited** Lori for dinner, and my dad **cooked** hamburgers in the yard. After dinner, Lori and I **talked** and **played** video games. She **didn't stay** too late – Mom **drove** her home at around ten. On Sunday, my whole family **visited** my mother's best friend and her family. They have a swimming pool, so my sister and I **went** swimming all afternoon.

### 2 Simple past yes/no questions

- A: **Did** you **enjoy** your vacation?  
B: Yes, I **did**. My brother and I **had** a great time.  
A: **Did** you **make** a lot of videos?  
B: No, we **didn't**. But we **took** a lot of pictures.  
A: That's good. **Did** you **see** a lot of interesting things?  
B: Yes, we **did**. And we **ate** a lot of new foods.  
How about you? **Did** you **have** a good summer?  
A: Well, I **didn't go** anywhere, but I **read** a lot of good books and **saw** some great movies.

## Unit 15

### 1 Past of be

- A: **Were** you here yesterday?  
B: No, I **wasn't**. I **was** home in bed.  
A: Oh, **were** you sick?  
B: No. I **was** just really tired.
- A: Where **were** you born?  
B: I **was** born in Mexico City.  
A: Really? What about your parents? **Were** they born here, too?  
B: No, they **weren't**. They **were** born in Guadalajara.
- A: Where **was** Jamil last week? **Was** he on vacation?  
B: Yes, he **was**. He and his best friend **were** in Portugal. They **were** in Oporto.  
A: **Was** it a good trip?  
B: Yes, it was. Jamil said it **was** a terrific trip!

### 2 Wh-questions with did, was, and were

- A: **How** was your childhood?  
B: I had a fantastic childhood!
- A: **Where** did you grow up?  
B: I grew up in Incheon, a small city in South Korea.
- A: **How old** were you when you started school?  
B: I think I was five or six.
- A: **Who** was your best friend in high school?  
B: My best friend was a boy named Joon-ho.
- A: **When** did you leave home?  
B: In 2012.
- A: **Why** did you leave Incheon?  
B: Because I wanted to live in a big city.
- A: **What** was your first job in Seoul?  
B: I worked as a server in a restaurant.

## Unit 16

### 1 Subject and object pronouns

- A: Hello. Is Mr. Chang there?  
B: No, **he's** not here right now. Can take a message?  
A: Yes. Please tell **him** to call Todd Harris.  
B: Does **he** have your number?  
A: No, but please give it to **him**. It's 555-0987.
- A: Oh, hello, Kimberly!  
A: Hello, Mrs. Sanchez. Is Veronica home?  
B: No, **she's** at the mall with her brother. Their dad drove **them** there this morning.  
Would **you** like to come in?  
A: Thank you, Mrs. Sanchez, but I need to go home.  
Anyway, my sister and I are going to an amusement park tomorrow and maybe Veronica can go with **us**. Is that all right?  
B: Sure. I can give **her** your message, or **you** can text her.  
A: Oh, don't worry, Mrs. Sanchez. I'll text **her**. Thanks a lot. Bye!

### 2 Invitations; verb + to

- B: Oh, I can't. I **have** to work.
- A: **Would you like** to play tennis on Saturday?  
B: **I'd like to**, but I need to help my parents.
- A: **I'd like** a job at Carol's café.  
B: You **have** to speak to her.
- A: **Do you want** to go to a party with me?  
B: **I'd like to**, but I can't. I **need** to study.

# Appendix

## Countries, nationalities, and languages

This is a partial list of countries, nationalities, and languages, many of which are presented in this book.

Countries	Nationalities	Countries	Nationalities	Countries	Nationalities
Argentina	Argentine	Haiti	Haitian	the Philippines	Filipino
Australia	Australian	Honduras	Honduran	Poland	Polish
Austria	Austrian	India	Indian	Portugal	Portuguese
Bolivia	Bolivian	Indonesia	Indonesian	Puerto Rico	Puerto Rican
Brazil	Brazilian	Ireland	Irish	Russia	Russian
Cambodia	Cambodian	Israel	Israeli	Saudi Arabia	Saudi Arabian
Canada	Canadian	Italy	Italian	Singapore	Singaporean
Chile	Chilean	Japan	Japanese	Somalia	Somalian
China	Chinese	Jordan	Jordanian	South Africa	South African
Colombia	Colombian	Laos	Laotian	South Korea	Korean
Costa Rica	Costa Rican	Lebanon	Lebanese	Spain	Spanish
Cuba	Cuban	Malaysia	Malaysian	Sudan	Sudanese
the Dominican Republic	Dominican	Mexico	Mexican	Sweden	Swedish
Ecuador	Ecuadorian	Morocco	Moroccan	Switzerland	Swiss
Egypt	Egyptian	Nepal	Nepalese	Tanzania	Tanzanian
El Salvador	El Salvadoran	the Netherlands	Dutch	Thailand	Thai
England	English	New Zealand	New Zealander	Turkey	Turkish
France	French	Nicaragua	Nicaraguan	the United Kingdom (the U.K.)	British
Germany	German	Nigeria	Nigerian	the United States (the U.S.)	American
Ghana	Ghanian	Panama	Panamanian	Uruguay	Uruguayan
Greece	Greek	Paraguay	Paraguayan	Venezuela	Venezuelan
Guatemala	Guatemalan	Peru	Peruvian	Vietnam	Vietnamese

### Languages

Afrikaans	English	Hebrew	Japanese	Portuguese	Swedish
Arabic	French	Hindi	Korean	Russian	Thai
Chinese	German	Indonesian	Malay	Spanish	Turkish
Dutch	Greek	Italian	Polish	Swahili	Vietnamese

## Irregular verbs

Present	Past	Present	Past	Present	Past
(be) am/is, are	was, were	have	had	sell	sold
become	became	know	knew	sing	sang
buy	bought	leave	left	sit	sat
come	came	make	made	sleep	slept
do	did	meet	met	speak	spoke
drink	drank	pay	paid	swim	swam
drive	drove	read	read /rɛd/	take	took
eat	ate	ride	rode	teach	taught
feel	felt	run	ran	think	thought
get	got	say	said /sɛd/	wear	wore
give	gave	see	saw	write	wrote
go	went				



# 1

# Language summary

## VOCABULARY

---

### Nouns

#### **The alphabet**

See Exercise 4 on page 3.

#### **Numbers**

(0–10)

See Exercise 11 on page 6.

#### **Titles**

Miss

Mr.

Mrs.

Ms.

#### **Other**

book

celebrity

cell phone (number)

class

classmate

email address

female

history

home phone (number)

male

name

nickname

phone number

teacher

work phone (number)

### Pronouns

#### **Subjects**

I

you

he

she

it

#### **Other**

this

what

### Adjectives

#### **Possessives**

my

your

his

her

our

#### **Other**

celebrity

first

last

married

popular

single

#### **Article**

the

### Verbs

am

are

is

### Adverbs

#### **Responses**

no

yes

#### **Other**

not

(over) there

too (= also)

### Preposition

in (my class)

### Conjunctions

and

or

## EXPRESSIONS

---

### **Saying hello**

Hello.

Hi.

Good morning.

Good afternoon.

Good evening.

How are you?

How's it going?

How are you doing?

Great. How about you?

I'm (just) fine.

I'm OK.

Pretty good.

### **Saying good-bye**

Bye.

Bye-bye.

Good-bye.

See you later.

See you tomorrow.

Have a great weekend.

Have a good evening.

Thank you. You, too.

Good night.

### **Introducing yourself and others**

Hi. My name is . . .

I'm . . .

It's nice to meet you.

Nice to meet you, too.

This is . . .

### **Checking and confirming information**

What's your (last) name (again)?

It's . . .

Is that . . . ?

Yes, that's right.

No, it's . . .

Are you . . . ?

Yes, I am.

No, I'm not.

How do you spell . . . ?

Can you repeat that?

### **Getting someone's attention**

Excuse me.

Hey, . . .

### **Thanking someone**

Thank you./Thanks.

### **Expressing surprise**

Oh!

### **Apologizing**

I'm sorry.

### **Giving an opinion**

I think . . .

# 2

# Language summary

## VOCABULARY

---

### Nouns

#### **Classroom objects**

backpack  
board  
(English) book  
chair  
clock  
desk  
dictionary  
door  
eraser  
notebook  
outlet  
paper clip  
pen  
pencil  
poster  
table  
wall  
wastebasket  
window

### **Personal items**

bag  
bicycle  
cell phone  
credit card  
energy bar  
flash drive  
glasses  
hairbrush  
headphones  
(student) ID  
(car) keys  
laptop  
newspaper  
phone case  
purse  
sunglasses  
tablet  
tablet case  
television  
ticket  
umbrella  
wallet

### **Other**

box  
car  
class(es)  
pocket  
restaurant  
quiz  
sentence

### **Pronouns**

it  
this  
that  
these  
they

### **Adjectives**

cool  
different  
great  
interesting

### **Articles**

a  
an

### **Adverbs**

maybe  
now  
where

### **Prepositions**

behind  
in  
in front of  
next to  
on  
under

## EXPRESSIONS

---

### **Identifying things**

What's this (called in English)?

I don't know.

It's a . . .

What are these (called in English)?

They're . . .

I think they're (called) . . .

### **Identifying the owner of something**

Is this your . . . ?

Yes, it is.

No, it's not.

Are these your . . . ?

Yes, they are.

No, they're not.

### **Thanking someone**

Thank you!

You're welcome.

### **Expressing pleasure**

Wow!

Oh, cool!

It's great!

### **Expressing disbelief**

Really?

### **Expressing disappointment**

Oh, no!

### **Thinking before responding**

Let me see.

Huh . . .

Hmm . . .

### **Agreeing**

You're right.

### **Realizing something**

Wait (a minute)!

# 3

# Language summary

## VOCABULARY

---

### Nouns

#### **Countries, nationalities, and languages**

See the appendix on page T-151.

#### **People**

brother  
daughter  
family  
father  
(best) friend  
mother  
parent(s)  
partner  
sister  
student

#### **Places**

capital  
city (*plural*: cities)  
country (*plural*: countries)  
world

### Pronouns

#### **Subjects**

they  
we

#### **Other**

that  
who

#### **Determiner**

a little

#### **Adjectives**

##### **Appearance**

beautiful  
cute  
good-looking  
handsome  
heavy  
pretty  
short  
tall  
thin

### Personality

friendly  
funny  
kind  
nice  
quiet  
serious  
shy  
smart  
talkative

#### **Numbers and ages**

(11–30; 40, 50, etc.)  
See Exercise 7 on page 19.

#### **Other**

early  
false  
first (language)  
large (largest)  
late  
new  
old  
true

### Adverbs

originally  
really (+ adjective)  
this week  
very (+ adjective)

### Prepositions

from (Brazil)  
in (Florida)

### Conjunctions

but  
so

## EXPRESSIONS

---

### **Asking about countries, nationalities, and languages**

Where are you from?

I'm from (Canada).

What's (San Francisco) like?

It's . . .

Are you from (Florida)?

Yes, I am.

No, I'm not.

Are you (Japanese)?

Yes, I am.

No, I'm not.

Is your first language (Portuguese)?

Yes, it is.

No, it's not.

### **Asking about people**

Who's that?

She's . . .

What's her name?

Her name is . . .

How old is she?

She's (28) years old.

What's she like?

She's . . .

Is she (talkative)?

Yes, she is.

No, she's not.

### **Getting someone's attention**

Look!

### **Introducing a different topic**

By the way, . . .

### **Introducing an explanation or idea**

Well, . . .

### **Expressing surprise**

Really?

Wow!

# 4

# Language summary

## VOCABULARY

### Nouns

#### **Clothes**

belt  
blouse  
boot(s)  
cap  
coat  
dress  
glove(s)  
hat  
(high) heels  
jacket  
jeans  
pajamas  
pants  
raincoat  
scarf  
shirt  
shoe(s)  
shorts  
skirt  
sneakers  
socks  
suit  
sweater  
swimsuit  
tie  
T-shirt

### Seasons

spring  
summer  
fall  
winter

#### **Other**

disaster  
free time  
home  
problem  
taxi  
work

### Adjectives

#### **Colors**

beige  
black  
(dark/light) blue  
(dark/light) brown  
(dark/light) gray  
(dark/light) green  
orange  
pink  
purple  
red  
white  
yellow

### Weather

cloudy  
cold  
cool  
hot  
humid  
sunny  
warm  
windy

#### **Possessives**

my  
your  
his  
her  
our  
their

#### **Other**

all  
dry  
favorite  
new

### Pronouns

#### **Possessives**

mine  
yours  
his

hers  
ours  
theirs  
whose

### Verbs

ask  
rain  
snow  
wear

### Adverb

today

### Prepositions

around (the world)  
at (home)

### Conjunction

and  
but  
so

## EXPRESSIONS

### **Talking about preferences**

What are your favorite colors?  
My favorite colors are . . .

### **Asking about and describing clothing**

What color is/are . . . ?  
It's/They're . . .  
Are you wearing . . . ?  
Yes, I am.  
No, I'm not. I'm wearing . . .

### **Talking about the weather**

It's snowing/raining/. . .  
It's cloudy/cold/hot/sunny/. . .

### **Making a contrast**

. . . , but . . .

### **Getting someone's attention**

Hey!  
Look.

### **Asking about a problem**

What's the matter?

### **Expressing distress**

Oh, no!

### **Making a suggestion**

Let's . . .

### **Agreeing with a suggestion**

Good idea!

### **Expressing pleasure**

Great!

# 5

# Language summary

## VOCABULARY

### Nouns

#### Meals

breakfast  
lunch  
dinner

#### Other

basketball  
bike  
boss  
cheese  
coffee  
job  
messages  
movie  
report  
soccer  
social media  
spaghetti  
time zone

tomato sauce

vacation

### Adjectives

hungry  
same

### Verbs

call  
check (messages)  
cook  
dance  
do  
drive  
eat  
get (hungry/married)  
get up  
go (to work)  
have (breakfast/lunch)  
help

listen to music

make (coffee)

message

play (soccer/basketball)

read

remember

ride (a bike)

ring

run

shop

sleep

study

swim

take (a walk)

visit

watch (a movie)

work

write (a report)

### Adverbs

#### Times

at night  
in the afternoon  
in the evening  
in the morning

#### Clock times

6:00 A.M./6:00 P.M.  
midnight  
noon  
a quarter after (six)  
a quarter to (six)

#### Other

(right) now  
there  
why

### Conjunction

so

## EXPRESSIONS

### Talking about the time

What time is it?

It's . . . A.M./P.M.

It's . . . o'clock (in the morning/. . .).

It's . . . after . . .

It's a quarter after . . .

It's . . . -thirty.

It's a quarter to . . .

It's . . . to . . .

### Talking about current activities

What are you doing?

I'm . . .

Are you . . . -ing?

Sure.

Yes, I am.

No, I'm not. I'm . . . -ing.

### Pausing while messaging

Oh, wait.

Be right back.

### Talking on the phone

Hello?

Hi, . . . This is . . .

### Checking information

Right?

That's right.

Oh, really?

### Apologizing

I'm really sorry.

That's OK.

### Giving a reason

. . . , so . . .

### Expressing a positive opinion

I love . . .

Oh, that's good.

Lucky you.

### Wishing someone well

Congratulations

Good luck

# 6

# Language summary

## VOCABULARY

---

### Nouns

#### Transportation

bike  
bus  
car  
motorcycle  
subway  
train  
taxi/cab

#### Family

brother  
child (*plural*: children)  
daughter  
father/dad  
husband  
kid(s)  
mother/mom  
parents  
sister  
son  
wife

#### Places

apartment  
hotel  
house  
park  
restaurant  
room  
school  
suburbs

### Days of the week

Monday  
Tuesday  
Wednesday  
Thursday  
Friday  
Saturday  
Sunday  
weekday  
weekend

### Other

bed  
blog  
businesspeople  
drums  
homework  
job  
lights  
noise  
pet  
routine  
schedule  
survey  
tourist  
travel agency

### Pronouns

#### Object pronouns

me  
us

### Determiner

a lot of

### Adjectives

alone  
busy  
professional  
public  
retired  
strange

### Verbs

exercise  
live  
meet  
need  
pay  
see (family/friends)  
serve  
start  
stop  
take (a taxi/cab; the train/subway)  
use

### Adverbs

#### Times

all day  
at night  
early  
every day  
late  
weekly

### Places

downtown  
far (from here)  
here  
near (our house)

### Other

also  
sometimes  
then  
together  
when

### Prepositions

at (9:00/noon/midnight/  
night)  
by (bus/car)  
in (the morning/the  
afternoon/the  
evening)  
on (Sundays/weekdays/  
weekends)  
with (our parents)

## EXPRESSIONS

---

### Talking about routines

What time do you ... ?

At ...

When do they ... ?

On ...

Does he ... ?

Yes, he ... every morning.

What do you do on ... ?

On ..., I ...

### Idioms

early bird

night owl

### Responses

Sure.

Yeah.

### Asking for more information

What else ... ?

# 7

# Language summary

## VOCABULARY

---

### Nouns

#### **Parts of houses and apartment buildings**

bathroom  
bathtub  
bedroom  
closet  
dining room  
elevator  
(first/second) floor  
garage  
hall  
kitchen  
laundry room  
living room  
lobby  
room  
shower  
stairs  
window  
yard

### **Kinds of homes**

cabin  
beach house  
loft  
villa

### **Furniture**

armchair(s)  
bed  
bookcase  
chair(s)  
coffee table  
cupboard(s)  
curtain(s)  
dresser  
lamp  
mirror  
picture(s)  
rug  
sofa

### **Appliances**

air conditioner  
coffee maker  
heater  
microwave  
refrigerator  
stove

### **Other**

bubble  
difference  
fan (person)  
fiction  
forest  
moon  
mountains  
outside  
rabbit  
science  
squirrel  
stars  
story  
TV  
view

### **Determiners**

any  
lots of  
no  
some

### **Adjectives**

another  
big  
clear  
dream (home)  
expensive  
giant  
lucky  
outside  
small  
unusual

### **Verb**

love

### **Adverbs**

just (like)  
next (weekend)

## EXPRESSIONS

---

### **Asking about and describing a home**

What's the house/apartment like?

It's (really) nice.

It has . . .

Does it have . . . ?

Yes, it does.

No, it doesn't.

There's a/an . . .

There's no . . .

There isn't a/an . . .

There are some . . .

There aren't any . . .

There are no . . .

### **Expressing agreement**

That's true.

### **Expressing approval**

Awesome!

That's great.

This . . . is great.

That sounds nice.

### **Expressing luck**

I'm lucky.

### **Giving an example**

For example . . .



# 8

# Language summary

## VOCABULARY

### Nouns

#### Jobs

accountant  
bellhop  
cashier  
chef  
doctor  
firefighter  
front desk clerk  
graphic designer  
host  
ice cream flavor expert  
lawyer  
manager  
nurse  
office manager  
photographer  
pilot  
police officer

receptionist  
researcher  
salesperson  
security guard  
server  
software engineer  
taxi driver  
vendor

#### Workplaces

(high) school  
hospital  
hotel  
office  
store

#### Other

camera  
computer  
crocodile  
ice cream

money  
people (*singular: person*)  
photo  
uniform

### Adjectives

boring  
dangerous  
difficult  
easy  
exciting  
fun  
important  
interesting  
perfect  
professional  
relaxing  
stressful  
sweet  
terrific

### Verbs

agree  
guess  
hate  
perform  
sit  
stand  
talk  
taste  
teach  
travel

### Adverbs

after (work)  
exactly  
hard  
outdoors  
pretty (+ adjective)

## EXPRESSIONS

### Exchanging information about work

Where do you work?

I work in a/an . . .

What do you do?

I'm a/an . . .

What time/When do you start/finish work?

I start/finish work at . . .

What do you do after work?

I . . .

Where does your brother work?

He works . . .

What does he do?

He . . .

### Talking about likes and dislikes

She loves it.

How do you like it?

I really like it.

It's OK.

They hate it.

I like it a lot.

### Exchanging personal information

How are things (with you)?

Not bad.

I hear . . .

### Giving surprising information

Actually, . . .

Guess what!

### Expressing interest

That's funny.

That's interesting.

### Expressing uncertainty

I guess . . .

### Expressing concern

Please be careful!

# 9

# Language summary

## VOCABULARY

### Nouns

#### Meals

breakfast  
lunch  
dinner  
snack

#### Dairy (food)

cheese  
milk  
yogurt

#### Desserts

cake  
candy  
chocolate(s)  
cookies  
ice cream

#### Drinks

coffee  
milk  
(orange) juice  
(green) tea

#### Fats and oils

butter  
cream  
mayonnaise  
oil

### Grains

bread  
cereal  
cracker(s)  
noodles  
pasta  
rice

### Fruit

apple(s)  
banana(s)  
blueberries (*singular:*  
blueberry)  
grape(s)  
kiwi(s)  
lemon(s)  
mango(es)  
orange(s)  
pineapple  
watermelon

### Meat and other proteins

almond(s)  
bean(s)  
beef  
chicken  
egg(s)  
fish  
hamburger(s)  
hot dog(s)  
nuts  
peanuts

### Vegetables

broccoli  
carrot(s)  
celery  
garlic  
lettuce  
onion(s)  
(red) peppers  
potato(es)  
tomato(es)

### Other food

corn chips  
dip  
pickle(s)  
popcorn  
potato chips  
(potato) salad  
pizza  
sandwich(es)  
soup

### Other

animal(s)  
bone(s)  
celebration  
festival  
fight  
flower  
habit  
health  
human(s)  
monkey(s)  
ton(s)

### Adjectives

good  
mealtime  
messy  
other  
squash(ed)  
sweet  
typical

### Verbs

buy  
come  
put  
throw  
try  
want

### Adverbs

#### Adverbs of frequency

always  
hardly ever  
never  
often  
sometimes  
usually

#### Other

(Japanese-) style

### Prepositions

at (my desk)  
for (breakfast)

## EXPRESSIONS

### Talking about likes and dislikes

I like . . .  
I don't like . . .  
I don't want . . .  
I hate . . .  
I love . . .

### Talking about things you need

Do we have any . . . ?  
No. We need some.  
Yes, we do.  
Do we need any . . . ?  
Yes, we need some . . .  
No, we don't need any . . .

### Making a suggestion

How about . . . ?

### Agreeing to do something

All right.  
OK.  
Sure.

### Accepting an invitation

That's very nice of you. Thanks!

### Expressing surprise

Are you serious?  
Really?

## VOCABULARY

### Nouns

#### Sports

base jumping  
baseball  
basketball  
bike riding  
football  
golf  
hiking  
hockey  
ice-skating  
parachuting  
skateboarding  
skydiving  
snowboarding  
soccer  
surfing  
swimming  
tennis  
volleyball

#### Other

ability  
athlete  
audition  
beach

chess  
(sports) club  
contest  
eyebrow  
free time  
gym  
handstand  
head  
horse  
joke  
marathon  
muscles  
music  
record  
robot  
piano  
poem  
song  
talent  
talent show  
team  
theater  
tower  
TV  
unicycle

video  
video games  
violin  
website

### Determiner

all

### Adjectives

artistic  
athletic  
electronic  
hidden  
musical  
technical

### Verbs

act  
bake  
build  
cook  
dance  
design  
do (yoga/math)  
draw  
drive

edit  
enter  
fix  
juggle  
make (clothes)  
paint  
play (chess/the piano/  
the violin)  
practice  
raise  
ride  
sing  
squash  
swim  
take (photos)  
tell  
whistle

### Adverbs

about  
backward  
well

### Time expressions

once/twice a week  
tomorrow

## EXPRESSIONS

### Talking about sports

What sports do you like/play/watch?  
I love/play/watch (soccer).  
I don't like/play (golf).  
I (really) love (tennis).  
Who do you play/watch soccer with?  
With some friends from work.  
How often do you practice?  
We practice twice a week.  
When do you practice?  
We practice on Tuesdays and Thursdays.  
What time do you start?  
We start at six in the evening.  
Where do you play?  
We play on the beach/at a gym/  
at a sports club.

### Expressing an opinion

I think . . .

### Talking about abilities and talents

What can I do?  
Can you sing?  
Yes, I can.  
No, I can't.  
Can they sing?  
Yes, they can sing very well.  
No, they can't sing at all.

### Giving a compliment

You can . . . very well.  
Thanks.

### Asking for clarification

What do you mean?

### Expressing interest

Really?  
Oh, yeah?

### Agreeing to do something

Of course we can.

## VOCABULARY

### Nouns

#### Months

January  
February  
March  
April  
May  
June  
July  
August  
September  
October  
November  
December

#### Holidays, festivals, and special occasions

birthday  
Christmas

Halloween  
Independence Day  
New Year's Day/Eve  
Thanksgiving  
Valentine's Day  
wedding

#### Other

birthday cake  
boyfriend  
dance  
fireworks  
flour  
gift  
girlfriend  
letter  
parade  
party  
picnic  
present

Queen  
restaurant  
sugar  
surprise

#### Pronoun

anything

#### Adjectives

##### Dates

(1st–31st)  
See Exercise 1 on page 72.

##### Other

fancy  
special  
traditional

#### Verbs

ask  
bake

celebrate  
cook  
decorate  
give  
go on a picnic  
invite  
order  
take (someone) out

#### Adverbs

##### Time expressions

next month  
next summer  
next week  
next year  
this weekend  
tomorrow  
tomorrow afternoon  
tomorrow night  
tonight

## EXPRESSIONS

### Talking about future plans

Are you going to do anything exciting this weekend?

Yes, I am. I'm going to . . .

No, I'm not. I'm going to . . .

What are your plans?

What are you going to do?

I'm going to . . .

Where are you going to go?

I'm going to go to . . .

How are you going to get there?

We're going to . . .

Who's going to be there?

. . . is/are going to be there.

When are you going to . . . ?

We're going to . . . at . . .

### Talking about dates

When is your birthday?

It's August 9th.

### Wishing someone a good birthday

Happy birthday!

### Expressing anticipation

I hope so!

### Exchanging information

How about you?

### Expressing approval

(That) sounds like fun.

Nice!

That's nice.

How fancy!

Wow!

## VOCABULARY

### Nouns

#### Parts of the body

ankle  
arm  
back  
brain  
chest  
chin  
ear  
elbow  
eye  
eyebrow  
finger(s)  
foot (*plural*: feet)  
hair  
hand  
head  
heart  
hip  
knee  
leg  
mouth  
neck  
nose  
shoulder  
skin  
stomach

throat  
thumb  
toe(s)  
tooth (*plural*: teeth)  
wrist

#### Health problems

backache  
cold  
cough  
dry eyes  
earache  
fever  
the flu  
headache  
sore throat  
stomachache  
toothache

#### Medications/ remedies

antacid  
aspirin  
chamomile tea  
chicken soup  
cold medicine  
cough syrup  
eye drops  
ice pack  
nasal spray

### Other

bacteria  
cells  
dentist  
electricity  
hour  
part  
patient  
rest  
signals  
soda

### Adjectives

#### Positive feelings

better  
fantastic  
fine  
great  
terrific

#### Negative feelings

awful  
exhausted  
horrible  
miserable  
sick  
sore  
terrible  
tired

### Other

noisy  
wrong

### Verbs

beat  
feel  
have  
hurt  
lose  
relax  
stay up  
take a look

### Adverbs

much  
so (= very)  
well

## EXPRESSIONS

### Talking about health problems

How are you?  
How do you feel (today)?  
I feel better.  
Not so good/well.  
What's the matter?  
What's wrong?  
I feel sick/terrible.  
I don't feel well.

### Expressing sympathy

That's too bad.  
I'm sorry to hear that.  
That's good.  
I'm glad to hear that.

### Refusing something politely

Do you want . . . ?  
No, but thanks anyway.

### Asking for permission

Is that OK?

### Giving a suggestion

I have an idea.  
Take/Don't take . . .  
Eat/Don't eat . . .

### Asking for more information

Anything else?

## VOCABULARY

---

### Nouns

#### Places

avenue  
bank  
bookstore  
center  
coffee shop  
department store  
drugstore  
flower shop  
garage  
gas station  
library  
movie theater  
museum  
parking lot  
planetarium  
post office  
restaurant  
restroom  
shoe store  
square  
street  
supermarket

### Form of address

sir

#### Other

attraction  
competition  
debit card  
espresso  
garden  
gasoline  
magazine  
map  
monument  
package  
painting  
plant(s)  
polo  
sculpture  
stamps  
statue  
telescope  
tourist

### Verbs

go down/up  
turn around  
turn left/right  
walk down/up

### Adverb

right

### Prepositions

across from  
behind  
between  
next to  
on  
on the corner of  
on the left/right

## EXPRESSIONS

---

### Asking for and giving locations

Is there a . . . around here?

Yes, there is. It's next to/across from/ . . .

(No.) I don't think so.

Where is the . . . ? Is it far from here?

It's right behind you.

### Asking for and giving directions

How do/can I get to . . . ?

Walk/Go up . . .

Walk/Go down . . .

Turn left/right on . . .

It's on the left/right.

You can't miss it.

### Getting someone's attention

Excuse me.

### Asking for help

Can you help me?

### Expressing urgency

It's an emergency!

### Pausing before responding

Hmm.

# 14

# Language summary

## VOCABULARY

---

### Nouns

bang  
barbecue  
beach volleyball  
braces  
chores  
exhibit  
instructor  
lesson  
library  
mall  
music  
parasailing  
relatives  
shopping  
tablet  
test  
vacation  
white-water rafting

### Adjective

different

### Verbs

argue  
break down  
clean  
climb  
come home  
decide  
do laundry  
get married  
go camping  
go out  
hang out  
have fun  
invite (someone) over  
listen  
make (your) bed

paint

play  
see (a movie)  
speak  
stay  
take (classes/lessons)  
travel  
visit  
watch

### Other

anywhere

### Adverbs

#### Time expressions

last month  
last night  
last summer  
last week  
last weekend  
last year  
yesterday

## EXPRESSIONS

---

### Talking about past activities

Did you . . . last summer?

Yes, I did. I . . .

No, I didn't. I . . .

What did you do?

I . . .

I didn't . . .

Did you do anything else?

### Giving opinions about past experiences

Did you like . . . ?

Yes, I did. I liked it a lot.

We loved it!

Did you have a good summer?

Yes, I did. I had a great summer.

No, I didn't.

### Greeting someone who's been away

Welcome back.



## VOCABULARY

---

### Nouns

#### **Classes at school**

chemistry  
geography  
history  
photography  
physical education  
science

#### **Places at school**

auditorium  
cafeteria  
classroom  
computer lab  
library

#### **Types of Schools**

elementary school  
middle school  
high school  
college

### Jobs

actress  
comedian  
engineer  
game designer  
hairstylist  
musician  
photographer  
singer  
teacher

### Other

charity  
communicate  
culture  
raise  
major  
way of life

### Adjectives

angry  
bilingual  
on time  
sunny  
young

### Verbs

be born  
begin  
believe  
graduate  
grow up  
need  
open a bank account  
spend (time)  
start (school)  
turn (an age)  
work

### Adverb

on time

### Preposition

for (. . . years)

### Conjunction

because

## EXPRESSIONS

---

### **Exchanging personal information**

When were you born?

I was born in 1990.

Where were you born?

I was born in Brazil.

Were you born in the United States?

Yes, I was.

No, I wasn't. I was born in . . .

Where did you grow up?

I grew up in New York.

How old were you in . . . ?

I was . . .

What was your favorite . . . ?

It was . . .

### **Asking about someone**

Who was . . . ?

He was . . .

What was he like?

He was . . .

He wasn't . . .

### **Asking for an opinion**

What do you think?

## VOCABULARY

---

### Nouns

amusement park  
art market  
autograph  
barbecue  
camping  
comedy  
concert  
excuse  
(street) fair  
(art) festival  
food court

invitation  
message  
musical  
musician  
play  
show  
shower  
stage  
trip

### Verbs

babysit  
call (you) back  
go out with (my  
girlfriend/boyfriend)  
have to  
help  
need to  
want to  
would like/love to

### Adjective

amazing

### Adverbs

already  
around (seven o'clock)

### Prepositions

at (home/school/work)  
at the (beach/library/  
mall)  
in (bed/class/Mexico)  
in a (meeting)  
in the (hospital/shower)  
on (her break/a trip/  
vacation)

## EXPRESSIONS

---

### **Making a phone call**

Hello. Is . . . there/in?

Hi. Can I speak to/with . . . ?

I'm sorry, but she's in a meeting right now.

Sorry I called you at work.

### **Taking a phone message**

Do you want to leave a message?

Can I take a message?

Sure. Please give her my number.

Yes. Please ask/tell her to call me.

I'll give her your message.

### **Making and accepting an invitation**

Do you want to . . . (with me)?

Would you like to . . . (with me)?

Sure. I'd really like to . . . (with you).

Yes, I'd love to.

### **Declining an invitation and making an excuse**

I'm sorry, but I can't. I have to . . ./I need to . . .

I'd like to, but . . .

### **Suggesting a different activity**

I don't really like . . .

Do you want to do something else?

### **Asking what is happening**

What's up?

### **Asking for a favor**

Can you . . . ? Please . . .

### **Offering to help**

Can I help you?

### **Expressing happy surprise**

Terrific!

# Workbook answer key

## 1 What's your name?

### Exercise 1

Hi, Nancy.  
Hello, Mr. Garcia.  
It's nice to meet you, Ms. Baker.  
Nice to meet you, too, John.

### Exercise 2

- A: Hi. What's your name?  
B: My name is Lisa. And what's your name?  
A: My name is James.
- A: What's his name?  
B: His name is Michael.  
A: And what's her name?  
B: Her name is Susan.

### Exercise 3

- A: Hello, Mr. Wilson.  
B: Good morning, David. How are you?  
A: I'm OK, thank you.
- A: Hi. How are you, Mrs. Turner?  
B: I'm just fine, thank you. How about you, Mr. Smith?  
A: Pretty good, thanks.
- A: How's it going, Ken?  
B: Great. How are you doing?  
A: Pretty good.

### Exercise 4

- A: My name is Ellen Miller.  
B: I'm Rob Williams.
- A: Hello, Carol. How's it going?  
B: Fine, thanks.
- A: How do you spell your last name?  
B: R-O-G-E-R-S
- A: I'm Rich Martinez.  
B: It's nice to meet you

### Exercise 5

3: three  
8: eight  
1: one  
7: seven  
10: ten  
5: five  
6: six  
0: zero  
9: nine  
4: four

### Exercise 6

- 604-555-4731
- 949-555-3802
- brian.johnson039@cup.org
- 773-555-1779
- mariabradley\_7@cup.org
- tina-fox\_952@cup.org

### Exercise 7

- A: What's your name?  
B: I'm Momoko Sato.  
A: It's nice to meet you, Momoko.
- A: Hello. I'm Josh Brown. I'm in your English class.  
B: Yes, and you're in my math class, too.
- A: What's his name?  
B: It's Chris Allen.  
A: He's in our English class.  
B: You're right!

### Exercise 8

- Amy: Excuse me. Are you Alex Walker?  
Carlos: No, I'm not. He's over there.  
Amy: Oh, I'm sorry.
- Amy: Excuse me. Are you Alex Walker?  
Alex: Yes, I am.  
Amy: Hi, Alex. My name is Amy Clark.  
Alex: Oh, you're in my English class.  
Amy: That's right. It's nice to meet you.  
Alex: Nice to meet you, too.

### Exercise 9

- A: Hi. Are you Andrea Nelson?  
B: No, I'm not.  
A: Oh, I'm sorry. What's your name?  
B: Kerry Moore.  
A: How do you spell your first name?  
B: K-E-R-R-Y.  
A: And how do you spell your last name?  
B: M-O-O-R-E.  
A: What's your phone number?  
B: It's 618-555-7120.  
A: And what's your email address?  
B: It's kmoore19@cup.org.

### Exercise 10

#### A

- A: Good-bye.  
B: See you tomorrow.
- A: Excuse me. Are you Min-ji Park?  
B: Yes, I am. It's nice to meet you.
- A: Good evening.  
B: Hello.

#### B

- b. 3  
c. 4  
d. 2

## 2 Where are my keys?

### Exercise 1

#### A

2. a laptop
3. an umbrella
4. a wallet
5. a wastebasket
6. a tablet
7. a notebook
8. a hairbrush

#### B

2. This is a laptop.
3. This is an umbrella.
4. This is a wallet.
5. This is a wastebasket.
6. This is a tablet.
7. This is a notebook.
8. This is a hairbrush.

### Exercise 2

/z/ = doors, umbrellas, keys, energy bars

/s/ = books, laptops, desks, tablets

/ɪz/ = quizzes, boxes, purses, hairbrushes

### Exercise 3

2. A: What's this?  
B: It's a flash drive.
3. A: What are these?  
B: They're pencils.
4. A: What are these?  
B: They're paper clips.
5. A: What are these?  
B: They're sunglasses.
6. A: What's this?  
B: It's a purse.

### Exercise 4

Clara: Wow! What's this?

Kevin: It's a purse.

Clara: Oh, cool. Thank you, Kevin.

Kevin: You're welcome.

Eva: Now open this box.

Clara: OK. What's this?

Eva: It's a tablet case.

Clara: Oh, thank you, Eva. And what are these?

Eva: They're sunglasses.

Clara: Thanks! They're great!

Laura: Open this, too!

Clara: Oh, it's an umbrella. Thanks, Laura!

### Exercise 5

2. A: Excuse me. Is this the math class?  
B: Yes, it is. And I'm your teacher.
3. A: Is my purse on the chair?  
B: No, it's not. It's under the table.
4. A: Where's my laptop?  
B: It's in your backpack.
5. A: Where are your glasses?  
B: They're in my purse.
6. A: Hi. Are you in my math class?  
B: Yes, I am. And I'm in your English class, too!

7. A: Are these your keys?  
B: Yes, they are. Thank you.
8. A: Excuse me. Are you Min-soo Cho?  
B: No, I'm not. My name is Jin-ho Han. Min-soo isn't in this class.

### Exercise 6

1. A: Oh, no! Where is my tablet?  
B: Is it in your backpack?  
A: No, it's not.  
B: Hmm. Is it under your math book?  
A: Yes, it is! Thank you!
2. A: Is this my cell phone?  
B: No, it's not. It's my cell phone.  
A: Sorry. Where is my cell phone?  
B: Is it in your purse?  
A: Oh, yes, it is. Thanks.
3. A: Where are my keys?  
B: Are they in your pocket?  
A: No, they're not.  
B: Are they on the table?  
A: Hmm. Yes, they are. Thanks.
4. A: Is my notebook in your backpack?  
B: No, it's not. Sorry.  
A: Hmm. Where is my notebook?  
B: Is it behind your laptop?  
A: Let me see. Yes, it is. Thank you!

### Exercise 7

Answers will vary.

2. No, it's not. It's . . .
3. No, it's not. It's . . . / Yes, it is.
4. No, it's not. It's . . .
5. No, I'm not. I'm in an English class.

### Exercise 8

2. The umbrella is under the table.
3. The keys are next to the wallet.
4. The pen is in front of the purse.
5. The laptop is on the desk.
6. The wastebasket is behind the chair.

### Exercise 9

#### A

2. A: Where are the books?  
B: They're under the table.
3. A: Where is the cell phone?  
B: It's in the purse.
4. A: Where are the pens?  
B: They're on the table.
5. A: Where is the purse?  
B: It's in front of the TV.
6. A: Where are the sunglasses?  
B: They're behind the chair.

#### B

Answers will vary.

# 3 Where are you from?

## Exercise 1

### A

Countries	Nationalities	Languages
Brazil	<u>Brazilian</u>	<u>Portuguese</u>
Colombia	<u>Colombian</u>	<u>Spanish</u>
South Korea	<u>South Korean</u>	<u>Korean</u>
Canada	<u>Canadian</u>	<u>English and French</u>
Turkey	<u>Turkish</u>	<u>Turkish</u>
Argentina	<u>Argentine</u>	<u>Spanish</u>
Japan	<u>Japanese</u>	<u>Japanese</u>
Egypt	<u>Egyptian</u>	<u>Arabic</u>

### B

2. Bogotá is in Colombia.
3. Tokyo is in Japan.
4. São Paulo and Rio de Janeiro are in Brazil.
5. Seoul and Daejeon are in South Korea.
6. Buenos Aires is in Argentina.
7. Vancouver and Ottawa are in Canada.
8. Cairo is in Egypt.

## Exercise 2

1. A: Are you and your family from New Zealand?  
B: No, we're not. We're from Australia.  
A: Oh, so you're Australian.  
B: Yes, I am. I'm from Melbourne.
2. A: Is Brazil in Central America?  
B: No, it's not. It's in South America.  
A: Oh. Are we from Brazil, Dad?  
B: Yes, we are. We're from Brazil originally, but we're here in the U.S. now.
3. A: Is this your wallet?  
B: Yes, it is. Thanks.  
A: And are these your sunglasses?  
B: Yes, they are.  
A: Well, they're very nice sunglasses.  
B: Thank you!
4. A: Is your English teacher from the U.S.?  
B: No, she's not. She's from Canada. Montreal, Canada.  
A: Is English her first language?  
B: No, it's not. Her first language is French.

## Exercise 3

2. A: Is she from India?  
B: Yes, she is.
3. A: Is she from Canada?  
B: No, she's not. She's from the U.S.
4. A: Are they in Mexico?  
B: No, they're not. They're in Japan.
5. A: Is he in Bangkok?  
B: No, he's not. He's in New York.
6. A: Are they in Egypt?  
B: Yes, they are.

## Exercise 4

1. fourteen
2. forty
3. sixty
4. thirteen
5. twenty-seven

6. one hundred (and) two
7. eleven
8. thirty
9. eighteen
10. eighty

## Exercise 5

2. A: Is your first language English?  
B: No, it's Japanese.
3. A: What are they like?  
B: They're very serious.
4. A: Who's that?  
B: He's the new math teacher.
5. A: Where are Rahul and his family?  
B: They're in the U.S. now.
6. A: How old is he now?  
B: He's twenty-eight.
7. A: What's Marrakech like?  
B: It's very interesting.

## Exercise 6

### A

2. Mark and Carlos are talkative.
3. Brian is thin and Owen is heavy.
4. Daniel is serious.
5. Mariko is short and Ben is tall.
6. Ginny is funny.
7. Dr. Lopez is kind.

### B

2. No, she's not.
3. No, he's not.
4. Yes, she is.
5. Yes, they are.
6. No, she's not.
7. Yes, I am. / No, I'm not.
8. Yes, I am. / No, I'm not.

## Exercise 7

1. A: Annette, what's your best friend like?  
B: She's very nice. Her name is Valentina. I call her Tina.  
A: Where is she from? Is she from Spain?  
B: No, she's not. She's from Italy.
2. A: Toshi, are you and Naomi from Japan?  
B: Yes, we are. We're from Osaka.  
A: What's your first language?  
B: My first language is Japanese, but Naomi's first language is English. Her parents are from New York originally.

## Exercise 8

Answers will vary.

1. I'm from ...
2. It's ...
3. I'm ...
4. She's from ... / He's from ...
5. She's ... / He's ...
6. I'm ...

## 4 Is this coat yours?

### Exercise 1

1. jacket
2. blouse
3. belt
4. skirt
5. high heels
6. cap
7. T-shirt
8. shorts
9. socks
10. sneakers

### Exercise 2

Check these items:

For work	For home	For cold weather	For warm weather
shorts	suit	shorts	boots
swimsuit	coat	T-shirt	sweater

### Exercise 3

Answers will vary.

### Exercise 4

#### A

2. A: Whose tie is this?  
B: It's Max's.
3. A: Whose boots are these?  
B: They're Maya's.
4. A: Whose shoes are these?  
B: They're Max's.
5. A: Whose cap is this?  
B: It's Lisa's.
6. A: Whose pants are these?  
B: They're Max's.

#### B

1. A: Whose T-shirt is this? Is it Ayumi's?  
B: No, it's not hers. It's mine.
2. A: Are these your jeans?  
B: No, they aren't my jeans. Let's ask Mohammed. I think they're his.
3. A: Are these Stephanie's and Jennifer's socks?  
B: No, they aren't theirs. They're yours.  
A: I don't think so. These socks are white, and mine are blue.

### Exercise 5

Answers will vary. Possible answers:

2. It's spring. It's raining.
3. It's winter. It's snowing. It's very cold.
4. It's summer. It's very hot. It's humid. It's sunny.
5. It's fall. It's sunny. It's cool.
6. It's winter. It's sunny. It's very cold.

### Exercise 6

#### A

3. Sung-min is wearing a T-shirt.
4. Liz is wearing a skirt.
5. Allison is wearing a dress.
6. Liz and Sung-min are wearing sneakers.
7. Steven is wearing a scarf.
8. Steven and Pablo are wearing hats.

#### B

2. No, they aren't. / No, they're not. They're wearing jackets.
3. No, she isn't. / No, she's not. She's wearing jeans.
4. No, she isn't. / No, she's not. She's wearing a dress.
5. No, they aren't. / No, they're not. They're wearing blouses.
6. No, they aren't. / No, they're not. They're wearing pants.

### Exercise 7

1. My name's Jamie. I'm wearing a T-shirt and shorts. I'm wearing sneakers, too. It's raining, but I'm not wearing a raincoat.
2. It's winter, so Maria's not wearing / isn't wearing high heels – she's wearing boots. She's wearing a scarf, but she's not wearing / isn't wearing a hat.
3. It's very hot. Richard and Meg aren't wearing sweaters today. They're wearing T-shirts. It's warm, so Meg's wearing light pants, and Richard's wearing shorts.
4. Ed's wearing a suit. He's not wearing / isn't wearing a scarf, but he's wearing a tie. He's wearing shoes and socks. It's very windy.

### Exercise 8

2. It's very cold outside, but I'm not wearing a coat.
3. Her skirt is blue, and her blouse is blue, too.
4. It's raining, so I need an umbrella.
5. He's wearing an expensive suit, but he's wearing sneakers.
6. It's summer and it's very sunny, so it's hot.

## 5 What time is it?

### Exercise 1

- It's seven o'clock in the morning.
- It's a quarter to three in the afternoon. / It's two forty-five in the afternoon.
- It's nine-twenty in the morning. / It's twenty after nine in the morning.
- It's a quarter after six in the evening. / It's six-fifteen in the evening.
- It's eleven o'clock at night.
- It's three-thirty in the morning.
- It's twelve o'clock in the afternoon. / It's noon.

### Exercise 2

- It's 11:00 A.M. in Phoenix. It's eleven o'clock in the morning.
- It's 12:00 P.M. in Mexico City. It's noon. / It's twelve o'clock in the afternoon.
- It's 1:00 P.M. in Lima. It's one o'clock in the afternoon.
- It's 2:00 P.M. in La Paz. It's two o'clock in the afternoon.
- It's 3:00 P.M. in Montevideo. It's three o'clock in the afternoon.

### Exercise 3

- It's twelve o'clock.
- It's nine-oh-three.
- It's a quarter to two.
- It's four-thirty.
- It's ten after eight.

### Exercise 4

- It's 10:00 P.M. It's ten at night.
- It's 5:15. It's five-fifteen.
- It's 7:00 P.M. It's seven in the evening.
- It's 4:30. It's four-thirty.
- It's 8:00 A.M. It's eight in the morning.
- It's twelve P.M. It's noon.
- It's 2:00 P.M. It's two in the afternoon.
- It's twelve A.M. It's midnight.
- It's 6:45. It's a quarter to seven.
- It's 11:15. It's a quarter after eleven.

### Exercise 5

- He's working.
- She's riding a bike.
- They're watching a movie.
- He's driving.
- He's shopping.
- They're having breakfast.
- They're taking a walk.
- She's calling a friend.

### Exercise 6

- No, he's not. He's swimming.
- No, he's not. He's cooking.
- No, they're not. They're running.
- No, she's not. She's sleeping.
- No, he's not. He's reading.
- No, they're not. They're playing basketball.

### Exercise 7

- A: Is Bob drinking soda?  
B: Yes, he is.
- A: Are Jason and Beth watching a movie?  
B: No, they're not. They're dancing.
- A: Is Adriana wearing jeans?  
B: No, she's not. She's wearing a skirt.
- A: Are Amy and Gabriela chatting online?  
B: No, they're not. They're eating pizza.
- A: Is Daniel talking to Adriana?  
B: Yes, he is.
- A: Is Bob wearing shorts?  
B: No, he's not. He's wearing pants.
- A: Is Min talking on the phone?  
B: Yes, she is.

### Exercise 8

- A: What are Tom and Donna doing?  
B: They're visiting friends.
- A: What is Sandra doing?  
B: She's getting up.
- A: What are you and Isabella doing?  
B: We're riding bikes.
- A: What are Diego and Patricia doing?  
B: They're working.
- A: What is Tim doing?  
B: He's listening to music.
- A: What are you doing?  
B: I'm studying English. / We're studying English.
- A: What are Sonya and Annie doing?  
B: They're having dinner.
- A: What am I doing?  
B: You're finishing this exercise.

### Exercise 9

Answers will vary.



## 6 I ride my bike to school.

### Exercise 1

#### A

1. Alice and Larry are my parents. Alice is my mother, and Larry is my father.
2. Nick is my husband. I'm his wife.
3. Ethan, Avery, and Bella are our children. Avery and Bella are our daughters, and Ethan is our son. Avery is Bella's sister, and Ethan is her brother.

#### B

Answers will vary.

### Exercise 2

Christine: So, do you live downtown, Sarah?

Sarah: Yes, I live with my brother. He has an apartment near here.

Christine: Oh, so you walk to work.

Sarah: Actually, I don't walk to work in the morning. I take the bus to work, and then I walk home at night. What about you?

Christine: Well, my husband and I have a house in the suburbs now, so I drive to work. My husband doesn't work downtown. He works in the suburbs near our house, so he goes to work by bus.

### Exercise 3

#### A

3. goes
4. has
5. lives
6. rides
7. sleeps
8. studies
9. takes
10. uses
11. walks
12. watches

#### B

s = /s/	s = /z/	(e)s = /ɪz/	irregular
sleeps	studies	dances	does
takes	lives	uses	goes
walks	rides	watches	has

### Exercise 4

#### A

Answers will vary.

#### B

Answers will vary.

### Exercise 5

2. She goes to work at 8:00 every day.
3. She has lunch at 11:00 every day.
4. She takes a walk at 2:00 every day.
5. She finishes work at 5:00 every day.
6. She plays basketball at 6:00 on Mondays.
7. She goes to class at 6:00 on Tuesdays and Thursdays.
8. She watches a movie at 6:00 on Fridays.

### Exercise 6

Answers will vary.

2. I . . . on Tuesdays. I don't . . . on Tuesdays.
3. I . . . on Wednesdays. I don't . . . on Wednesdays.
4. I . . . on Thursdays. I don't . . . on Thursdays.
5. I . . . on Fridays. I don't . . . on Fridays.
6. I . . . on Saturdays. I don't . . . on Saturdays.
7. I . . . on Sundays. I don't . . . on Sundays.

### Exercise 7

1. A: Do you go to bed Ø late on weekends?  
B: Yes, I do. I go to bed at midnight. But I go to bed Ø early on weekdays.
2. A: Do you study in the afternoon?  
B: No, I study in the morning on weekends, and I study in the evening on Mondays and Wednesdays.
3. A: What time do you get up in the morning on weekdays?  
B: I get up at 6:00 Ø every day.
4. A: Do you have English class in the morning?  
B: No, I have English at 3:30 in the afternoon on Tuesdays and Thursdays. On Mondays, Wednesdays, and Fridays, our class is at 5:00.

### Exercise 8

2. A: Do you and your family watch television in the afternoon?  
B: Yes, my family and I watch television in the afternoon.
3. A: Do you get up early on Fridays?  
B: Yes, I get up early on Fridays.  
A: What time do you get up?  
B: I get up at 5:30.
4. A: Does your sister drive to work?  
B: No, my sister doesn't drive to work.  
A: Does she take the bus?  
B: No, she doesn't take the bus. She takes the train.
5. A: Does your dad work on weekends?  
B: No, my dad doesn't work on weekends.  
A: When does he work?  
B: He works on weekdays.
6. A: Does your mom work in the city?  
B: Yes, my mom works in the city. She's a restaurant manager.  
A: Does she use public transportation?  
B: No, she doesn't use public transportation. She drives to work.
7. A: Do you have a big lunch on Sundays?  
B: Yes, we have a big lunch on Sundays.  
A: What time do you have lunch?  
B: We have lunch at 1:00.

### Exercise 9

2. We don't live in the suburbs.
3. We take the bus, the train, or the subway.
4. He goes to work before noon.
5. I don't work far from here.
6. She doesn't get up early on Sundays.

### Exercise 10

Answers will vary.

1. I . . . on weekdays.
2. I . . . on weekends.
3. I . . . on Friday nights.
4. I . . . on Sunday mornings.

## 7 Does it have a view?

### Exercise 1

- |                |           |
|----------------|-----------|
| 2. bathroom    | 6. garage |
| 3. kitchen     | 7. yard   |
| 4. dining room | 8. closet |
| 5. living room |           |

### Exercise 2

Ji-hye: Do you live in a house, Fernanda?

Fernanda: No, I live in an apartment.

Ji-hye: Well, is it very big?

Fernanda: Yes, it has three bedrooms.

Ji-hye: Does it have a view?

Fernanda: Yes, it has a great view of the city.

Ji-hye: Oh, that's great! And do you live alone?

Fernanda: No, I don't. I live with my sisters.

### Exercise 3

Al: Do you live near here, Brandon?

Brandon: Yes, I do. My wife and I live on Main Street.

Al: Oh, do you live in an apartment?

Brandon: No, we don't. We have a house.

Al: Oh, great! Do you have children?

Brandon: No, we don't. But my mother lives with us.

Al: Really? Does she do a lot of work at home?

Brandon: Yes, she does. In fact, she cooks dinner every night!

Al: You're lucky! I live alone, and I cook my own dinner.

### Exercise 4

Answers will vary.

2. Yes, I do. / No, I don't.
3. Yes, I do. / No, I don't.
4. Yes, it does. / No, it doesn't.
5. Yes, s/he does. / No, s/he doesn't.
6. Yes, we do. / No, we don't.
7. Yes, we do. / No, we don't.
8. Yes, it does. / No, it doesn't.
9. Yes, it does. / No, it doesn't.
10. Yes, it does. / No, it doesn't.

### Exercise 5

#### A

2. A: Do they need a table?  
B: Yes, they do.
3. A: Do they have chairs?  
B: No, they don't.
4. A: Do they need a dresser?  
B: No, they don't.
5. A: Do they have a mirror?  
B: No, they don't.
6. A: Do they have curtains?  
B: Yes, they do.
7. A: Does he have a bookcase?  
B: Yes, he does.
8. A: Does he need curtains?  
B: Yes, he does.
9. A: Does he need a sofa?  
B: No, he doesn't.
10. A: Does he have a chair?  
B: No, he doesn't.
11. A: Does he have a lamp?  
B: Yes, he does.
12. A: Does he need pictures?  
B: No, he doesn't.

#### B

Answers will vary.

1–4. I have ... / I need ...

### Exercise 6

In Martin's apartment, there's a big living room. There are two bedrooms and two bathrooms. There's no elevator, but there are stairs. He has a lot of books, so there are bookcases in the living room and bedrooms. There aren't any chairs in the kitchen, but there's a big table with chairs in the dining room. There's no coffee maker in the kitchen, but there's a microwave oven. There are two televisions in Martin's apartment – there's one television in the living room, and there's one television in the bedroom.

### Exercise 7

Answers will vary. Possible answers:

2. Yes, there's a stove in my kitchen. / No, there isn't a stove. / No, there's no stove.
3. Yes, there's a sofa in my living room. / No, there isn't a sofa. / No, there's no sofa.
4. Yes, there are some bookcases in my living room. / Yes, there's one bookcase in my living room. / No, there aren't any bookcases in my living room. / No, there are no bookcases in my living room.
5. Yes, there's a clock in my bathroom. / No, there isn't a clock in my bathroom. / No, there's no clock in my bathroom.
6. Yes, there are some pictures in my bedroom. / Yes, there's one picture in my bedroom. / No, there aren't any pictures in my bedroom. / No, there are no pictures in my bedroom.
7. Yes, there's a closet in my bedroom. / No, there isn't a closet in my bedroom. / No, there's no closet in my bedroom.

### Exercise 8

#### A

2. There aren't any chairs in the dining room. / There are no chairs in the dining room.
3. There's a stove in the living room.
4. There's a refrigerator in the bedroom.
5. There's no bed in the bedroom. / There isn't a bed in the bedroom.
6. There are armchairs in the bathroom.
7. There's a bed in the kitchen.
8. There aren't any bookcases in the living room. / There are no bookcases in the living room.

#### B

Answers will vary.

### Exercise 9

2. A: Do you need living room furniture?  
B: Yes, I do. I need a sofa and a coffee table.
3. A: I really need a new desk.  
B: So let's go shopping this weekend.
4. A: Do you have chairs in your kitchen?  
B: Yes, I do. I have six chairs.

### Exercise 10

Answers will vary.

## 8 Where do you work?

### Exercise 1

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

### Exercise 2

Answers will vary. Possible answers:

2. He's a vendor. He handles money. He handles food. He stands all day. He works outside.
3. She's/He's a firefighter. She/He helps people. She/He works hard.
4. She's a chef. She works in a restaurant. She handles food. She stands all day.
5. He's a taxi driver. He handles money. He sits all day. He helps people.
6. She's a teacher. She works in a school. She helps students. She works hard.

### Exercise 3

2. A: What do Victoria and Jon do?  
B: Victoria and Jon are nurses. And they work together, too.  
A: Where do they work?  
B: At Springfield Hospital.
3. A: Where does your daughter work?  
B: My daughter works in an office.  
A: What does she do?  
B: She's an accountant.
4. A: What do you and Don do?  
B: Don and I? We're software engineers.  
A: How do you like it?  
B: We like it a lot!

### Exercise 4

1. A: Do you have a job?  
B: Yes, I do.  
A: Oh, what do you do?  
B: I'm / am a graphic designer.  
A: Where do you work?  
B: I work at home.  
A: Oh, wow! How do you like your job?  
B: I really like it. It's a great job!  
A: What time do you start work?  
B: I start work at 8:00 A.M., and I finish at 3:00 P.M.
2. A: My brother has a new job.  
B: Really? Where does he work?  
A: He works at the Town Center Mall.  
B: What does he do there?  
A: He's / is a security guard.  
B: How does he like his job?  
A: Oh, I guess he likes it.  
B: What time does he start work?  
A: He starts work at 10:00 A.M., and he finishes at 6:00 P.M.

### Exercise 5

#### A

2. b
3. a
4. c

#### B

Answers will vary. Possible answers:

2. A security guard's job is boring. A security guard doesn't have an exciting job. A security guard's job isn't exciting.
3. Paul has a dangerous job. Paul doesn't have a safe job. Paul's job isn't safe.
4. A front desk clerk has a stressful job. A front desk clerk doesn't have a relaxing job. A front desk clerk's job isn't relaxing.
5. Amanda's apartment is small. Amanda doesn't have a big apartment. Amanda's apartment isn't big.
6. Cristina has a big house. Cristina doesn't have a small house. Cristina's house isn't small.
7. Brenda's brother is talkative. Brenda doesn't have a quiet brother. Brenda's brother isn't quiet.
8. I have an easy job. I don't have a hard job. My job isn't hard.

### Exercise 6

Answers will vary.

2. A mechanic has . . . / A mechanic's job . . .
3. An artist has . . . / An artist's job . . .
4. A scientist has . . . / A scientist's job . . .
5. A plumber has . . . / A plumber's job . . .
6. A reporter has . . . / A reporter's job . . .

### Exercise 7

Answers will vary.

# 9 I always eat breakfast.

## Exercise 1

### Fruit

2. oranges
3. apples
4. bananas

### Vegetables

5. lettuce
6. broccoli
7. potatoes
8. carrots

### Grains

9. rice
10. cereal
11. bread
12. crackers

### Dairy

13. milk
14. cheese

### Fats and oils

15. butter
16. oil

### Meat and other proteins

17. chicken
18. beans
19. nuts
20. fish

## Exercise 2

2. This is Ø yogurt.
3. This is a potato.
4. This is an egg.
5. This is an onion.
6. This is Ø rice.

## Exercise 3

Answers will vary.

## Exercise 4

1. A: What do you eat for lunch?  
B: Well, I usually have some noodles in broth.  
A: That sounds good. Do you have any vegetables?  
B: No, I don't eat any vegetables for lunch.  
A: Really? Do you have anything else?  
B: Well, I usually have some fruit – grapes or strawberries, but I don't eat any dessert.  
A: Do you drink anything with your lunch?  
B: I always have some water and coffee. I don't put any milk in my coffee, but I like some sugar in it.
2. A: What do you want for dinner?  
B: Let's make some chicken soup.  
A: Good idea. Do we have any chicken?  
B: Yes, we have some chicken, but we don't have any vegetables. Let's get some celery and onions.  
A: OK. Do we need any pasta for the soup?  
B: Yes, let's get some pasta. Oh, and some garlic, too.  
A: Great. We have some salt and pepper, so we don't need any spices.  
B: Yeah, but let's get some bread. And some crackers, too.

## Exercise 5

Answers will vary. Possible answers:

2. You need some lettuce, tomatoes, onions, and carrots. You don't need any . . .
3. You need some pasta, tomatoes, onions, and cheese. You don't need any . . .
4. You need some fish, bread, lettuce, and a tomato. You don't need any . . .
5. You need some apples, oranges, bananas, and blueberries. You don't need any . . .
6. You need some . . . You don't need any . . .

## Exercise 6

### A

2. In Canada, people hardly ever have salad for breakfast.
3. Some people in South Korea always eat pickled vegetables for breakfast.
4. Americans often put cream in their coffee.
5. Brazilians often make drinks with fruit.
6. In England, people usually put milk in their tea.
7. Some people in Mexico never eat pasta.
8. In China, people hardly ever put sugar in their tea.

### B

Answers will vary.

## Exercise 7

Answers will vary. Possible answers:

2. I never/hardly ever/sometimes/often/usually/always have pasta for lunch.
3. I never/hardly ever/sometimes/often/usually/always have coffee for lunch.
4. I never/hardly ever/sometimes/often/usually/always have eggs for lunch.
5. I never/hardly ever/sometimes/often/usually/always have beef for lunch.
6. I never/hardly ever/sometimes/often/usually/always have rice for lunch.
7. I never/hardly ever/sometimes/often/usually/always have beans for lunch.
8. I never/hardly ever/sometimes/often/usually/always have salad for lunch.

## Exercise 8

Answers will vary.

1. My favorite restaurant is . . .
2. I usually have . . . for dinner.
3. Yes, I sometimes / often cook. / No, I hardly ever / never cook.
4. My favorite kind of food is . . .
5. My favorite snack is . . .



# 11 I'm going to have a party.

## Exercise 1

### A

- February
- March
- April
- May
- June
- July
- August
- September
- October
- November
- December

### B

Answers will vary.

### C

- March fifteenth
- November first
- August sixteenth
- July twenty-fourth
- May tenth
- February second
- December twenty-seventh

## Exercise 2

- Liz is going to be thirty-three on October sixth.
- Ruth and Sharon are going to be sixty-nine on September twenty-first.
- I am going to be . . . on . . .

## Exercise 3

- On August sixth, he's going to play tennis after work.
- On August eighth, he's going to drive to the beach with Melissa.
- On August tenth, he's going to go shopping after work.
- On August twelfth, he's going to work late.
- On August thirteenth, he's going to meet Melissa for dinner.
- On August fifteenth, he's going to go to a museum with Livia.
- On August nineteenth, he's going to buy Kenta's birthday present.
- On August twentieth, he's going to go to Kenta's birthday party.
- On August twenty-eighth, he's going to see a movie with friends.

## Exercise 4

- On Friday, my friend Joe and I are going to see a movie. After the movie, we are going to eat dinner at our favorite Mexican restaurant.
- On Saturday morning, my parents are going to visit. They are going to drive into the city, and we are going to go to the art museum. I think my mother is going to love it, but my father isn't going to like it. Later, we are going to watch a baseball game on TV. My parents are going to go home after dinner.
- On Sunday, I am going to get up early. Then I am going to take a walk. On Sunday afternoon, I am going to do yoga. In the evening, my friend Eve and I are going to study together.

## Exercise 5

- Eric: What are you going to do this weekend?  
Alex: This weekend? I'm going to go to the city with my son.  
Eric: That's nice. Where are you going to stay?  
Alex: We're going to stay at my sister's apartment. She lives there.  
Eric: Really? What are you going to do? / Where are you going to go?  
Alex: I think we're going to go to a museum.  
Eric: Is your sister going to go with you?  
Alex: No, my sister isn't going to go with us. She's going to go bike riding.
- Scott: I'm going to have a birthday party for Ben next Saturday. Can you come?  
Emily: Sure. Where is it going to be?  
Scott: It's going to be at my house. Do you have the address?  
Emily: Yes, I do. And when is it going to start? / what time is it going to start?  
Scott: It's going to start at seven o'clock.  
Emily: Is Bob going to be there?  
Scott: No, Bob isn't going to be there.  
Emily: That's too bad. Are you going to bake a cake?  
Scott: No, I'm not going to bake a cake. I can't bake! I'm going to buy one.  
Emily: OK. Sounds good. See you on Saturday.

## Exercise 6

### A

- They're going to play soccer.
- She's going to play the piano.
- They're going to go shopping.
- He's going to study.
- They're going to play chess.
- They're going to see a movie.
- They're going to bake cookies.
- He's going to ride a horse.

### B

Answers will vary.

## Exercise 7

Answers will vary.

## 12 How do you feel?

### Exercise 1

2. mouth
3. neck
4. stomach
5. fingers
6. leg
7. toes
8. hair
9. ear
10. nose
11. teeth
12. shoulder
13. elbow
14. arm
15. hand
16. foot

### Exercise 2

2. She has a sore throat.
3. He has an earache.
4. He has a stomachache.
5. She has a headache.
6. She has a backache.

### Exercise 3

1. Jake: Hi, Camila. How are you?  
Camila: I'm fine, thanks. How about you?  
Jake: Not so good. Actually, I feel really awful.  
Camila: What's wrong?  
Jake: I think I have the flu.  
Camila: That's too bad. Are you going to see a doctor?  
Jake: No, I'm going to go home now.  
Camila: OK. Get some rest.  
Jake: OK. Thanks.
2. Camila: How do you feel today?  
Jake: I feel much better.  
Camila: I'm glad to hear that.  
Jake: Thanks.  
Camila: So, are you going to go to the meeting this afternoon?  
Jake: Yes, I am.  
Camila: Great. See you later.

### Exercise 4

2. I have a horrible cold, so I'm going to buy some cold medicine.
3. Your eyes look red and tired. Get some eye drops.
4. Alan has a stomachache, so he's going to get some antacid.
5. I have a terrible headache. I need some aspirin.
6. Mandy's cough sounds awful. I'm going to give her some cough syrup.

### Exercise 5

2. What's wrong?
3. I'm very tired.
4. I'm sorry to hear that.
5. I'm glad to hear that.
6. My head feels terrible.
7. I have a stomachache.
8. I have a sore throat.

### Exercise 6

2. Go home early.
3. Drink some water.
4. Go to the grocery store.
5. Don't stay up late.
6. Have a hot drink.
7. Don't lift heavy things.
8. Don't work too hard.

### Exercise 7

Answers will vary.

### Exercise 8

**A**

Answers will vary.

**B**

Answers will vary.



# 13 How do I get there?

## Exercise 1

### A

2. I'm going to go to the bank. I need a new debit card.
3. My car is almost out of gasoline. Is there a gas station near here?
4. Are you going to the post office? I need some stamps.
5. On Sundays, I buy food for my family at the supermarket.
6. We're going to have an espresso at the coffee shop before class.
7. Anita is going to get some medicine at the drugstore.
8. My son is going to school next week. We're going to the department store downtown to buy him a backpack.

### B

Top row: 2, 6, 3, 1

Bottom row: 8, 4, 5, 7

## Exercise 2

2. The hospital is behind the bank.
3. The bookstore is on the corner of Fox Street and Second Avenue.
4. The Chinese restaurant is on West Street, between the coffee shop and the supermarket.
5. The shoe store is next to the drugstore.
6. The Mexican restaurant is across from the park.

## Exercise 3

### A

Answers will vary.

### B

Answers will vary.

## Exercise 4

Tom: Excuse me. Can you help me?

Woman: Sure.

Tom: Is there a restroom around here?

Woman: Yes, there is. It's in the supermarket on West Street.

Tom: Where on West Street?

Woman: It's on the corner of West Street and Third Avenue.

Tom: Next to the Chinese restaurant?

Woman: Yes, that's right. It's right next to the Chinese restaurant.

Tom: Thanks a lot.

Woman: You're welcome.

## Exercise 5

2. The Empire State Building is far from here, but Central Park is near here. You can walk there.
3. Don't walk down Columbus Avenue. Walk up Columbus Avenue.
4. The New London Hotel isn't in front of the bank. It's behind it.
5. Don't turn left on Sixteenth Street. Turn right.

## Exercise 6

Answers will vary. Possible answers:

2. Go up Fourth Street. Turn left on West Street. Walk to Second Avenue. It's on the right, between the coffee shop and the supermarket.
3. Walk down Second Avenue. Turn left on Harris Street. Walk to Fourth Avenue. It's on the left, across from the park.
4. Walk up Third Avenue. Turn left on West Street. Turn right on Second Avenue. It's on the right, next to the coffee shop.

## Exercise 7

Answers will vary.

# 14 I had a good time.

## Exercise 1

### A

2. He answered email.
3. They exercised.
4. He cleaned the house.
5. She did laundry.
6. She studied.
7. He washed the car.
8. She went grocery shopping.

### B

Answers will vary.

## Exercise 2

Kim: It was really busy. I worked on Friday, then I invited friends over after work. I cooked dinner for them. We listened to music and talked about work, but they didn't stay very late.

Kim: I got up early on Saturday because I played basketball with Angela. Then I visited relatives. We walked downtown and ate dinner. Oh, and we saw a movie. On Sunday, I studied for my math test with my friends. I did laundry on Sunday afternoon, too.

Alisha: Wow! That was a busy weekend! I didn't do much this weekend. I answered email on Friday night and I watched TV, too. On Saturday, I didn't get up early. I cleaned the house and I went grocery shopping. I didn't do anything on Sunday!

## Exercise 3

2. Hiro went to a museum. Claudia didn't go to a museum.
3. Claudia rode a bicycle. Hiro didn't ride a bicycle.
4. Claudia and Hiro cooked.
5. Hiro studied. Claudia didn't study.
6. Claudia shopped. Hiro didn't shop.
7. Hiro played tennis. Claudia didn't play tennis.

## Exercise 4

Present	Past	Present	Past
buy	<u>bought</u>	go	<u>went</u>
come	<u>came</u>	<u>have</u>	had
<u>do</u>	did	read	<u>read</u>
eat	<u>ate</u>	ride	<u>rode</u>
<u>feel</u>	felt	<u>see</u>	saw
<u>meet</u>	met	sit	<u>sat</u>

## Exercise 5

Aaron: So, Beth, did you have a good summer?

Beth: Well, I had an interesting summer. My sister and her family came to visit for two weeks.

Aaron: That's nice.

Beth: Yes and no. My sister didn't feel well, so she sat on the sofa and watched TV. She hardly ever got up.

Aaron: Oh, well. Did her husband and kids have a good time?

Beth: I think so. They played volleyball and rode their bikes every day.

Aaron: Did you go out to any restaurants?

Beth: No, I cooked breakfast, lunch, and dinner every day. They ate a lot of food, but they didn't wash any dishes.

Aaron: That's too bad. Did you relax at all last summer?

Beth: Yes. My sister and her family finally went home, and then I relaxed. I just read some books and listened to music.

## Exercise 6

Answers will vary.

2. A: Did you go anywhere interesting?  
B: Yes, I did. . . / No, I didn't. . .
3. A: Did you take any pictures?  
B: Yes, I did. . . / No, I didn't. . .
4. A: Did you buy anything interesting?  
B: Yes, I did. . . / No, I didn't. . .
5. A: Did you eat any new foods?  
B: Yes, I did. . . / No, I didn't. . .
6. A: Did you play any games?  
B: Yes, I did. . . / No, I didn't. . .
7. A: Did you play any sports?  
B: Yes, I did. . . / No, I didn't. . .
8. A: Did you meet any interesting people?  
B: Yes, I did. . . / No, I didn't. . .
9. A: Did you see any good movies?  
B: Yes, I did. . . / No, I didn't. . .

## Exercise 7

### A

Answers may vary.

2. They had a barbecue.
3. They went hiking.
4. They ate pizza.
5. They played golf.
6. They read books.
7. They saw a movie. / They watched a movie. / They went to the movie theater.
8. They went to New York.

### B

Answers will vary.

# 15 Where were you born?

## Exercise 1

Jason: Were you born here in the U.S., Marie?

Marie: No, I wasn't. I was born in Europe.

Jason: Oh, were you born in France?

Marie: No, I'm from Belgium.

Jason: Really? What city were you born in?

Marie: I was born in Brussels.

Jason: Were your parents born in Brussels, too?

Marie: Yes, they were. We were all born there.

Jason: And why did you come to the U.S.?

Marie: We came here for my father's job.

Jason: So when did you move here?

Marie: We moved here in 2009.

Jason: Really? How old were you then?

Marie: I was sixteen.

Jason: Was it scary?

Marie: No, it wasn't. I loved it!

## Exercise 2

1. Sandra: Were you born in the U.S., Ivan?

Ivan: Yes, I was. My brother and I were born here in Miami.

Sandra: I was born here, too. What about your parents? Were they born here?

Ivan: Well, my father wasn't. He was born in Cuba, but my mother was born in the U.S. – in Detroit.

Sandra: Detroit? Really? My parents were born in Detroit, too!

2. Kristin: I called you on Saturday, but you weren't home.

Jennifer: No, I wasn't. I was at the beach all weekend.

Kristin: That's nice. How was the weather there?

Jennifer: It was beautiful.

Kristin: Were your parents there?

Jennifer: No, they weren't. I was with my sister. It was great!

3. Mindy: Were you in college last year, Alan?

Alan: No, I wasn't. I graduated from college two years ago.

Mindy: So where were you last year?

Alan: I was in Japan.

Mindy: Oh! Were you in Tokyo?

Alan: No, I wasn't. I was in Osaka. I had a job there.

Mindy: What was the job?

Alan: I was an English teacher.

## Exercise 3

Answers will vary.

## Exercise 4

2. A: Who was your favorite teacher?

B: My art teacher, Mrs. Heintz.

3. A: When did you graduate from high school?

B: In 2006.

4. A: Where did you go to college?

B: I went to Duke University.

5. A: Why did you study physics?

B: Because I wanted to become an astronaut!

6. A: How were your professors in college?

B: They were great.

7. A: How old were you when you graduated?

B: I was 22 years old.

## Exercise 5

2. True.

3. False. Students often/usually/always eat lunch in the cafeteria.

4. False. Physical education classes are never/almost never in an auditorium.

5. True.

## Exercise 6

1. A: How was your first day of school?

B: (Answers will vary.)

2. A: Who was your favorite teacher?

B: (Answers will vary.)

3. A: What was your favorite class?

B: (Answers will vary.)

4. A: Who were your best friends?

B: (Answers will vary.)

5. A: Where did you spend your free time?

B: (Answers will vary.)

6. A: When did you leave elementary school?

B: (Answers will vary.)

## Exercise 7

### A

2. A: Did you grow up in a big city?

B: Yes, I did. / No, I didn't.

3. A: Did you play sports?

B: Yes, I did. / No, I didn't.

4. A: Was your home near your school?

B: Yes, it was. / No, it wasn't.

5. A: Did you ride a bus to school?

B: Yes, I did. / No, I didn't.

6. A: Were you a good student?

B: Yes, I was. / No, I wasn't.

7. A: Were your teachers nice?

B: Yes, they were. / No, they weren't.

8. A: Did you have a lot of friends?

B: Yes, I did. / No, I didn't.

9. A: Did your grandparents live near you?

B: Yes, they did. / No, they didn't.

10. A: Did both your parents work?

B: Yes, they did. / No, they didn't.

### B

Answers will vary.

# 16 Can I take a message?

## Exercise 1

Receptionist: Good morning, Oceanside Medical.

Mr. Jones: Good morning. Is Dr. Silva there?

Receptionist: I'm sorry, but Dr. Silva is in a meeting.

Mr. Jones: Oh.

Receptionist: Can I take a message?

Mr. Jones: Yes. This is Brian Jones. Please ask her to call me.

Receptionist: Does Dr. Silva have your number?

Mr. Jones: I don't think so. It's (604) 555-0662.

Receptionist: (604) 555-0662. I'll give her your message.

Mr. Jones: Thank you very much.

Receptionist: You're welcome. Good-bye.

Mr. Jones: Good-bye.

## Exercise 2

2. Jay: Hello?

Kate: Hey, Jay. It's –

Jay: Kate. Sorry, can you call me in the morning?

I'm in bed.

3. Marcela: Hello?

Kate: Hi, Marcela. It's Kate. Do you want to see a movie tonight?

Marcela: I'd love to, but I can't. I'm on vacation with my parents.

4. Bob: Hello?

Kate: Hi, Bob. It's Kate. You know, you sound terrible. Are you OK?

Bob: Not really. I'm in/at the hospital. I broke my leg!

5. Angie: Hello?

Kate: Hello, Angie? It's Kate. Why are you whispering? Where are you?

Angie: Oh, I'm at the library.

6. Pedro: Hello?

Kate: Hey, Pedro. Do you have a minute?

Pedro: Not really. I'm at work. Call me tonight.

## Exercise 3

2. Can I help you?

3. They gave her the book.

4. Do you remember me?

5. I missed his call yesterday.

6. We visited them last weekend.

## Exercise 4

### Ann's message

Hello, Miss Anderson. This is Ann Lopez. I work at First City Bank. You left your wallet here this morning. Please call me at (808) 555-1247. I'd like to give it back to you before we close today.

### Jim's message

Hey, Heidi. It's Jim. I'm sorry I missed your call yesterday. Listen, my friends and I are going to go out for coffee tomorrow morning. We're meeting at my house at 9:00. Would you like to join us? Give me a call!

### Sarah's message

Hi, Heidi. It's Sarah. Did you see Marco today? He's having a birthday party on Friday. Do you want to go with me? I'm going to buy him a present later. Call me! Thanks!

## Exercise 5

Allison: Hello?

Evan: Hello. Can I speak to Roberta, please?

Allison: I'm sorry, but she's in a meeting. Can I give her a message?

Evan: Yes. This is Evan Martin. Please ask her to call me. I'm at work.

Allison: Does she have your number?

Evan: Yes, she does.

## Exercise 6

Answers will vary.

## Exercise 7

Answers will vary.

## Exercise 8

1. A: Would you like to go to Bill's party on Thursday night?

B: I'd like to / love to go, but I have to study. I have a test on Friday.

2. A: Do you want to play tennis after work?

B: I'd like to / love to, but I have to work late.

3. A: Would you like to have dinner at our house?

B: Yes, I'd love to!

4. A: Do you want to visit the science museum tomorrow?

B: I'd like to / love to go, but I already have plans.

5. A: Would you like to go to the movies tonight?

B: Yes, but I don't want to see Horror House 3. I don't like scary movies!

6. A: Do you want to leave a message?

B: Yes, please tell Dr. O'Brien that I'd like to speak with her about our meeting.

## Exercise 9

Answers will vary.

2. I like to . . .

3. I need to . . .

4. I want to meet . . .

5. I like to eat . . .

6. I want to . . .

7. I like to . . .

8. I like to go . . .