

CAMBRIDGE

SECOND EDITION

TOUCHSTONE

TEACHER'S EDITION

1

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Audio CD-ROM
with customizable tests and content



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Introduction

What's new in the Second Edition?

Touchstone is an innovative series for adult and young adult learners of American English that is used by millions of learners worldwide. The Second Edition has been thoroughly updated based on suggestions from teachers and students all over the world. In addition to having a fresh look and new photos, *Touchstone Second Edition* includes:

- more practice throughout, including a new *Extra practice* activities section which provides additional opportunities to practice key grammar points; these activities are for use in class or as homework
- *Can do*-style objectives to highlight the learning outcomes of each unit lesson, plus *Now I can . . .* self-evaluation sections at the end of each unit
- *Common errors* panels, which provide information from the Cambridge Learner Corpus to help students avoid making basic errors and to improve their test scores
- *Reading tips*, which introduce a skill or strategy to help students develop reading proficiency
- *Sounds right* activities, which provide additional pronunciation practice
- refreshed and updated content, including new activities, audio, and reading texts in every unit

Touchstone is a corpus-informed course, drawing on extensive research into the corpus of North American English in the Cambridge English Corpus (“the Corpus”) – a large database of everyday conversations and a variety of written texts that show how people actually use English. The database also includes the multimillion-word Cambridge Learner Corpus, which shows us how learners at different levels use English, what problems they have, and what the most common errors are at each level.

Corpus research ensures that learners using *Touchstone* will encounter the most useful and widely used words, phrases, and grammar in a range of everyday situations. Corpus research also led to the development of a unique conversation skills syllabus that includes strategies such as how to start and end conversations, how to show interest, and how to ask questions that are not too direct. The result is a groundbreaking course of language and skills development that helps learners communicate naturally and effectively, even at the very beginning levels.

Easy and enjoyable to teach, *Touchstone* is full of new and exciting ideas, offering a fresh approach to the teaching and learning of English. Here are some answers to the questions that people have asked us about the *Touchstone* series.

Touchstone is a corpus-informed course. What is a corpus, exactly?

A corpus is a database of spoken and / or written English. The words in a corpus can be collected from a variety of sources. For example, texts in a written corpus may come from newspapers, magazines, books, or websites, while “texts” in a spoken corpus may come from everyday conversations between friends and family, strangers, co-workers, etc. *Touchstone* was written using the corpus of North American English in the Cambridge English Corpus – a database that currently holds more than a billion words from spoken and written texts.

Do I need to know a lot about the Corpus to be able to teach with *Touchstone*?

Not at all. You don't need any special knowledge of the Corpus to use the course successfully. You can feel assured that we, as the authors, have checked the Corpus carefully to ensure that the language we teach is frequent, natural, and useful, and that the statements we make about language are accurate.

As you teach from *Touchstone*, you and your students will learn many interesting facts about language coming from our corpus research. Throughout the Student's Books you will see *In conversation* panels, which give useful information about spoken grammar and vocabulary or about differences between informal and formal spoken English. On many of the *Vocabulary notebook* pages, these *In conversation* panels present fun facts about vocabulary, such as how people refer to family members and what color and food words are used most frequently in conversation. The *Common errors* panels give useful advice on common errors to avoid with a particular language item. In the Teacher's Editions we provide additional information about grammar and vocabulary that we feel will be of particular interest to you as a teacher. See pages *xix-xxii* in this Teacher's Edition for a list of the 500 words used most frequently in conversation.

What kinds of information can you learn from a corpus?

Using computer software to analyze a corpus, we can find out the most commonly used English words and expressions. The use of a corpus is a major innovation that makes it possible to develop an exciting new approach to learning English.

We used the Corpus to answer questions like these:

What are the most frequent words and phrases in English? By analyzing the Corpus, we can identify the most frequent words in everyday conversation. For example, we can find the top 50, 500, 1,000, or 5,000 words in the spoken Corpus and see how these are different from the most frequent words in the written Corpus. This ensures that students learn the most useful conversational words right from the beginning.

Which English words are most likely to occur together? We can find typical collocations, or words frequently used together, by looking at all the examples of an individual word and seeing what words most often precede or follow it. For example, we can identify the adjective that most frequently follows the adverb *pretty* (as used in *It was pretty good.*). We learn that the top four adjective collocations with *pretty* are *pretty good*, *pretty nice*, *pretty bad*, and *pretty cool*. This kind of information helps us present the adverb *pretty*, as well as other words and phrases, in natural and useful collocations.

What are the most common meanings and uses of a particular grammar structure? By using the Corpus, we can find out, for example, how people typically use the verb *can*. Most teachers are familiar with the meaning of *can* for “ability,” as in the sentence *I can swim*. Conversations in the spoken Corpus show that a more frequent meaning of *can* is that of “possibility,” or what it is possible to do in different places and situations, as in the sentence *In New York, you can go to the top of the Empire State Building*. So *Touchstone* gives priority to this use of *can*.

Which verb forms do people use most frequently? The spoken Corpus shows which verb forms people use most frequently in conversation. The simple present, for example, is more common than the present continuous. For that reason, we made a decision to introduce the simple present before the present continuous in *Touchstone*.

How do people manage conversations effectively? By reading the multitude of conversations in the Corpus, we can see how people interact in real-life situations. For example, how do people show that they are interested in a conversation and that they are listening? Conversations in the Corpus show that people do this by repeating information, asking questions, and saying things like “Really?,” “Right,” “I know,” and “Uh-huh.” What do people say when they want to end a conversation? There are many examples in the Corpus of people saying “Anyway, . . .” to end a conversation politely. How do people make sure their questions do not

seem too direct? The Corpus shows people rephrasing questions with “I mean,” and adding the word *or* at the end of *yes-no* questions. For example: *Where do you go after work? I mean, do you go somewhere nice?; Would you like to go out or . . . ?* The answers to these and other questions make it possible for *Touchstone* to teach students useful strategies for managing conversations successfully in English.

What are the most typical contexts for specific vocabulary and grammar structures? Searching the Corpus helps us find typical situations for using specific grammar structures and vocabulary so that we can present new language in natural contexts. The articles, conversations, interviews, and listening material that students encounter in the series are constructed in ways that reflect the character and content of the material in the Corpus.

What errors do students make most frequently with grammar or vocabulary? Searching the Learner Corpus helps us find the most frequent and persistent errors that learners typically make with different structures and at different levels. Examples include the verb forms that students have most problems with, using uncountable nouns correctly, and spelling problems. This information from the Learner Corpus enables us to target such problem areas and alert students to them as points to watch out for.

How does this corpus-informed approach help me and my students?

By identifying what language is essential to basic communication and what language allows us to speak clearly and precisely, corpus-informed materials can take learners to their goals more quickly and efficiently.

In addition, a study of a spoken corpus teaches us important things about social communication. As a result, activities based on corpus-informed materials can focus on the most important features of listening and speaking skills, making students more effective listeners and communicators. Successful spoken interaction is often called “the fifth skill.”

Finally, successful learning is all about motivation. Corpus-informed materials motivate learners because they can feel confident that the language they are learning is up-to-date, useful in everyday conversations, and targeted to situations in which they are likely to find themselves. Students can also be sure that the language corresponds to what they will encounter in real conversations, on radio and TV shows, in movies, on websites, and in books, newspapers, and magazines.

What methodology will I be using in *Touchstone*?

Touchstone merges the best features of proven and familiar communicative methodologies, offering stimulating activities that are carefully crafted to focus on the learning process. The *Touchstone* philosophy maintains that a successful course meets all of the following goals:

- 1. It is interaction-based.** An important learning aim in every lesson is to get students talking to each other. This strong emphasis on spoken interaction enables students to put new language to use immediately to communicate with their classmates. In addition, *Touchstone* devotes a full lesson in every unit to the teaching of conversation strategies so that students can learn the skills needed for effective spoken communication.
- 2. It personalizes the learning experience.** *Touchstone* offers engaging activities that encourage students to talk about their own lives and ideas as they discuss topics relevant to their interests and experiences. Students will enjoy talking about topics such as TV, music, the Internet, sports, and celebrities. The *About you* icon points out some of these opportunities.
- 3. It promotes noticing and inductive learning.** Throughout the series, students complete tasks that actively involve them in the learning process. Students are also challenged to notice and figure out (inductive learning) grammar structures or English usage. Solving a problem or figuring something out for oneself is a powerful aid to understanding, and research shows that activities that have students notice and figure things out result in successful learning. *Figure it out* tasks challenge students to think about how target grammar structures are formed and used before they are formally introduced. *Notice* tasks in the *Conversation strategy* lessons encourage students to think about how people manage conversations effectively. *Word sort* tasks and *Vocabulary notebook* pages get students to actively learn new vocabulary.
- 4. It encourages students to be independent learners.** Clear learning aims at the start of each unit, a *Now I can . . .* checklist on each *Vocabulary notebook* page, and *Progress checks* at the end of each Workbook unit enable students to monitor their own learning. *Vocabulary notebook* pages encourage independent learning habits by allowing students to add their own words, expressions, and example sentences. *Reading tips* help students improve their reading skills as they tackle any new text. Each Teacher's Edition provides

a testing package that gives you and your students another valuable tool for assessing progress.

- 5. It recognizes the importance of review and recycling.** Language students need constant review, and *Touchstone* systematically recycles and reviews target language in several sections of the Student's Book – in *Before you begin*, *Conversation strategy*, *Reading*, *Listening*, *Vocabulary notebook*, and *Checkpoint*, as well as in the Workbook (or Online Workbook). Grammar, vocabulary, and conversation strategies taught in earlier units are recycled in later units. Items learned in lower levels are recycled in subsequent levels. *Recycle* icons throughout the Teacher's Editions point out these and other opportunities for review and recycling.
- 6. It offers flexibility to meet the needs of specific classes.** *Touchstone* can be used with large and small classes. Activities can be done in pairs, groups, or as a whole class, depending on your particular needs. *Touchstone* can also be adapted to varying course lengths. For shorter courses, the *Vocabulary notebook* pages and *Reading* and *Writing* tasks, as well as the *Extra practice* activities, can be assigned for homework. For longer courses, the Workbook provides additional learning tasks. The Teacher's Edition offers a variety of extra classroom activities to reinforce learning that can be used when time allows.

Can I teach the lessons in a unit out of order?

It is highly recommended that Lessons A, B, C, and D are taught in order. This is because the new structures and vocabulary taught in the earlier lessons are generally recycled and reused in the later lessons. Each lesson in a unit assumes that students have learned the language of the previous lesson(s).

A special thank-you from the authors . . .

We have been greatly appreciative over the years for the feedback and support of teachers and students. We would like to extend a very personal thank-you to all those who have helped with the development of *Touchstone Second Edition*, and we hope that it will continue contributing to the success of your English classes. We always welcome any feedback and wish you well.

With our very best wishes,
Mike McCarthy
Jeanne McCarten
Helen Sandiford

Course components

Each level of *Touchstone Second Edition* consists of a full suite of print and digital components. Print materials include a Student's Book, a Workbook, and a Teacher's Edition with an Assessment Audio CD / CD-ROM. In addition, each level of *Touchstone* contains a wide range of materials for use in the classroom and as homework – including online materials for *Touchstone Blended Learning*. Here is a list of the core components:

Student's Book

There are 12 units in each Student's Book. Each unit consists of:

- a unit opener page that presents the unit theme, the learning outcomes for every lesson, and a *Before you begin* warm-up activity
- four two-page lessons (Lessons A, B, C, and D) that present grammar; vocabulary; conversation strategies; and listening, reading, and writing practice
- a *Vocabulary notebook* page with fun tasks where students catalog new vocabulary, reinforce collocations, and further develop their vocabulary-building skills
- a *Now I can . . .* chart on the *Vocabulary notebook* page that helps students monitor their own learning (NEW!)
- a *Free talk* task at the back of the book that encourages students to converse freely in a natural setting
- a *Sounds right* activity at the back of the book that practices sounds, linked to the language of the unit (NEW!)
- an *Extra practice* page at the back of the book that provides additional practice of key grammar points (NEW!)
- *Reading tips* that introduce reading strategies and information about written texts; these tips help students develop reading proficiency and provide focused during-reading tasks that allow students to immediately apply the strategy (NEW!)

- *In conversation* panels that present interesting facts from the Corpus about the frequency of grammatical forms and vocabulary in spoken English

Four *Checkpoint* lessons review the language taught in the previous three units.

Workbook

The Workbook is a natural extension of the Student's Book, providing reinforcement and consolidation of the material in the Student's Book. There are two pages of follow-up activities for each Student's Book lesson. The Workbook provides:

- thorough consolidation and practice of the vocabulary, grammar, and conversation strategies taught in the Student's Book
- extra reading and writing activities to reinforce these important skills
- a wide variety of activity types, with photos and illustrations to provide context and keep students motivated
- a *Progress check* at the end of each unit to help students plan further independent study

Online Workbook

The Online Workbook provides the Workbook content as interactive activities. The Online Workbook contains:

- automatically marked activities with instant feedback
- progress checking for teachers
- forums and blogs that enable teachers to communicate with students online
- personalized writing tasks with guided self-assessment

UNIT 1 All about you

Language notes

Lesson A Hello and good-bye

Vocabulary Hello and Good-bye

(See Student's Book pp. 1–3.)

Saying hello

- *Hello* is suitable for all situations, including formal situations. People often say *Hello* to answer the phone.
- *Hi* is more suitable for informal situations.
- *Good morning / Good afternoon / Good evening* mean *Hello* (not *Good-bye*). These expressions are common in formal situations such as stores, workplaces, and classrooms.
- *Morning* is sometimes used alone, without *good*, in informal situations.

Saying good-bye

- *Bye* is for general use, and *Bye-bye* is for friends and family.
- *Have a good / nice day / weekend* is often said when saying good-bye. Typical replies are *Thanks* or *Thank you. You too*.
- *Good night* means *Good-bye*. It is typically said at the end of the workday to co-workers or before someone goes to bed.

Standard greeting

How are you? is becoming a fixed greeting (like *Hello*) that doesn't require a real answer. Typical informal replies are *Good* or *Not bad*. *Fine* is a more neutral reply.

Introductions

Nice to meet you is often said when people are meeting for the first time. The response is usually *Nice to meet you* (without *too*). *Nice meeting you* is said only at the end of a conversation.



Corpus information

Hello and good-bye

- *Hi* is said about four times more often than *Hello*.
- *Bye* and *Bye-bye* are 16 times more frequent than the more formal *Good-bye*.

Lesson B Names

Grammar The verb *be*: *I, you, and we*

(See Student's Book p. 5.)

The chart in the lesson introduces the subject pronouns *I, you, and we* and the forms of the verb *be* that go with them.

Form

- Statements
pronoun + *be*
I'm Jenny.
- Negative statements
pronoun + *be* + *not*
We're not in the same class.
- Yes-No questions
be + pronoun?
Are you Jenny?
Note the inverted form in questions: The verb *be* comes first.
- Short answers
Yes + pronoun + *be* / *No* + pronoun + *be* + *not*
Yes, I am. / No, I'm not.
- Short answers with *yes* do not use contractions (e.g., *Yes, you are*). Short answers with *no* use contractions (e.g., *No, you're not*).

Use

- In conversation, the contracted forms *I'm, you're, and we're* are more common than the full forms, so they are presented to Ss first.
- Native speakers often do not use short answers, but just answer *Yes* or *No*, often before a fuller answer. However, short answers are useful for beginning learners of English because the use of short answers makes their responses sound less abrupt.



Corpus information

Pronouns and contractions

- In spoken English, the contraction *I'm* is about 14 times more common than the full form *I am*. *You're* and *we're* are about eight times more frequent than *you are* and *we are*.
- The top five words overall in the conversation corpus – *I, and, the, you, and to* – include two pronouns.

Common errors with *be* in short answers

Students may use the contracted form of *be* in short answers with *yes*. (*Yes, he is*. NOT *Yes, he's*.)

Lesson C Personal information

Grammar *What's . . . ?; It's . . .*

(See Student's Book p. 7.)

The chart in the lesson introduces the pronoun *it* and the possessive adjectives *my* and *your*.

Form

- Information question with *What*
What + be + noun phrase?
- The verb *is* can be contracted after nouns (including names), pronouns, and question words. For example: *My name's Victor. I'm Victor. What's your name?*



Corpus information

What's . . . ?; It's . . .

- What* is the most frequent question word, followed, in order of frequency, by *when*, *how*, *where*, and *who*.
- In questions, *What's* is approximately three times more frequent than *What is*.
- It* is the third most common pronoun after *I* and *you*.

Common errors with *is* in answers

- Ss often omit the pronoun *It* and begin statements with a form of *be*, especially *Is*. This information tells Ss to avoid this common error in answers.

Lesson D Are you here for the concert?

Conversation strategy *How about you?*

(See Student's Book p. 8.)

Pronunciation

The *you* in the question *How about you?* is stressed.

Use

- How about you?* is used after answering a question to ask the same question of the other person. For example:
A *Are you a student here?*
B *Yes, I am. How about you?* [= *Are you a student here?*]
A *I'm a student here, too.*
- How about you?* can also be used after a statement to ask for similar information. For example:
A *I'm new here. How about you?* [= *Are you new here?*]
B *This is my first day here.*
- Asking *How about you?* is one of several strategies people use to keep a conversation going. It is a simple way for learners of English to do this because they only have to ask the one question.

Strategy plus Everyday expressions

(See Student's Book p. 9.)

The chart brings together the everyday expressions found in this unit. (See Language Notes for Lesson A for more information on some of these expressions.)

Use

The expressions are grouped into two categories: more formal (e.g., *Thank you.*) and less formal (e.g., *Thanks.*). More formal expressions can be used in all situations. Less formal expressions are suitable with people the speaker knows well or when someone wants to create a friendly atmosphere.



Corpus information *How about you?* and *What about you?*

What about you? is an alternative to *How about you?* but *How about you?* is twice as frequent.

All about you

Teach this unit opener page together with Lesson A in one class period.

Introduce the theme of the unit Tell Ss, “In this unit, you learn how to give information about yourself in English, like your name and phone number. You also learn how to say hello, good-bye, and thank you.”

Ask Ss to give basic expressions for saying *hello*, *goodbye*, and *thank you* in their first language or other languages they know. Write the expressions in columns on the board.

Ask Ss if they know the same expressions in English. Add any correct answers in the appropriate columns.

In this unit, you learn how to . . .

- **Unit aims** Read the lesson headings and key unit aims aloud. Tell Ss to listen and read along.

Extra activity CLASS

Read the first learning outcome for Lesson C aloud again. Ask Ss to find examples in the unit of a telephone number and an email address (e.g., 216-555-7708, dsmith6@cup.org on p. 6).

Before you begin . . .

- **Introduce the expressions** Tell Ss to look at the pictures on p. 1. Say, “The pictures show people saying good morning, good night, good-bye, and thank you.” Ask Ss to look at the expressions. Read them aloud, and have Ss repeat.
- Write on the board:
Hello. Bye. Thanks. Good night.
Good morning. Thank you. Hi. Good-bye.
Ask, “Which do you think mean the same thing?” As Ss answer, write the pairs of related expressions next to each other on the board:
Hello. Hi. Good-bye. Bye. Thank you. Thanks.
- Point to *Hi*, *Bye*, and *Thanks*. Say, “We use these with our family and our friends.” Point to *Hello*, *Good-bye*, and *Thank you*. Say, “We use these in all situations. We can use them in class or at work.”

Culture note

The everyday expressions introduced are for both formal and informal language. Formal situations include the classroom and the workplace. North Americans tend to use informal language in most situations. (For more information, see Language Notes at the beginning of this unit.)

Note: Lesson D focuses on the use of more formal and less formal language.

- Point to picture 1 and ask, “What expression does this picture show?” [Good Night, Bye, Good-bye] Repeat with pictures 2 [Thanks, Thank you], and 3 [Good morning, Hi, Hello].
- Have Ss work in pairs to match the expressions with the pictures. Tell Ss to write numbers in the boxes.

Answers

1 Good night. 2 Thanks. 3 Good morning. 3 Hi.
1 Bye. 3 Hello. 2 Thank you. 1 Good-bye.

- Explain that *Good morning* is another way to say *hello* and is used at the start of the day and that *Good night* is a way to say *good-bye* and is used at the end of the day.

Extra activity INDIVIDUALS

Write on the board the start and finish times of the class period. Ss copy the times and write an expression for each time – one to use when they come into class and one to use when they leave class.

Lesson A Hello and good-bye

1 Getting started

A

- **Preview the task** Read the instructions aloud.
- **Do the task** Write *Good-bye* and *Hello* on the board. Tell Ss to look at the photos. Ask, "Are they saying *Good-bye*? Yes or no?" [No]. Ask, "Are they saying *Hello*?" [Yes] Check *Hello* on the board. Tell Ss to finish the task in their books, checking words that match the photos.

B 1.02

- **Play the recording** Ss listen and read along. Pause the recording after the first conversation. Ask, "Are Matt and Sarah friends?" [yes]
- Play the rest of the recording. Ask, "Are Rob and Sandra friends?" [No. They are meeting for the first time.]
- **Play the recording again** This time, tell Ss to say the words to themselves as they listen. Then have Ss practice the conversations in pairs.

Culture note

As the photo of Rob and Sandra shows, in North America, people often shake hands when they meet for the first time. People usually shake hands firmly for just a few seconds.

Figure It out

C

- **Preview the task** Tell Ss to look at Matt and Sarah's conversation. Ask, "What comes after *how*?" [are you] Say, "How are you?" and have Ss repeat. Say, "Now look at Matt's answer. What comes after *I'm*?" [fine] Say, "I'm fine, thanks," and have Ss repeat.
- Now tell Ss to look at Rob and Sandra's conversation. Ask, "What goes before the names?" [I'm] "What comes after *meet*?" [you] Say, "Nice to meet you," and have Ss repeat.
- **Do the task** Have Ss look at the conversations in Exercise 1C. Have a S read aloud the example in conversation 1. Now tell Ss to try to complete the conversations. Suggest that Ss use the conversations under the pictures for help.
- Have Ss compare answers in pairs. Check answers with the class: Read the conversations, and pause for Ss to say the missing words.

Answers

1. A Hi, Pat. How are you?
B I'm fine. How are you?
A Good, thanks.
2. A Good morning, Anna.
B Hi, Dan. How are you?
A I'm fine, thanks.
3. A Hello. I'm Chris Evans.
B Hi. I'm Grace Song.
A Nice to meet you, Grace.
4. A Hello. I'm Sarah.
B Nice to meet you. I'm Alan.
A Nice to meet you.

- **Focus on the expressions** Ask Ss to look at conversation 1. Say, "Find the questions in the conversation." [How are you?] Tell Ss to take turns saying *How are you?* aloud, without looking at their books. Say, "I say *How are you?* What do you answer?" [I'm fine, thanks.]
- Ask Ss to look at conversation 2. Say, "Find the ways to say hello." [Good morning, Hi]. Tell Ss to take turns saying hello in different ways.
- Ask Ss to look at conversation 3. Say, "Find the people's names." [Chris Evans, Grace Song] "What goes before the names?" [I'm] Write on the board: *I'm*. Say, "In introductions, use *I'm* before your name, and say *Nice to meet you*." Write on the board: *Nice to meet you*. Tell Ss to repeat. Then cover each of the words one at a time, and have Ss say the expression. Say, "I say *Nice to meet you*. What do you answer?" [Nice to meet you.]
- **Try it out** Introduce yourself to different Ss using conversation 3 as a model, and have them respond.
- Tell Ss to practice the conversations in pairs, using their own names. Then tell Ss to change roles and practice the conversations again.
- **Follow-up** Ss call out responses to everyday expressions (e.g., T: *How are you?* Ss: *I'm fine, thanks.* T: *Good morning.* Ss: *Good morning.* / *Hello*).

Extra activity PAIRS

Ss find a new partner and practice the conversations again, using their own names. A few pairs present one of their conversations to the class.

Extra activity CLASS

Ss stand in two lines, facing one another. Each S introduces himself or herself to the S opposite. When the conversations are complete, tell one line of Ss to move so they are standing opposite new partners. Ss then introduce themselves to their new partners. The activity continues with the line of Ss moving when you direct.

2 Building vocabulary

- **Set the scene** Write on the board *at home* and *at work*. Tell Ss to look at the photos. Ask, “Are they at home or at work?” [at work]

A 1.03

- **Preview the task** Read the instructions aloud.
- **Play the recording** Ss listen and read. Ask, “Are they saying hello or good-bye?” [good-bye] “What ways do they say good-bye?” [Good night, Bye, See you tomorrow, See you.]
- **Play the recording again** Ss say the words to themselves as they listen to the recording again.
- **Practice** Divide the class into two groups, one group playing Emily and Rita and the other group playing Shawn and Tom.
- Have Ss read the conversations aloud once. Then ask them to repeat the conversations again, but this time to look up as they respond. (This look-up-and-say technique helps Ss learn the expressions and how to say them naturally.)
- Have the groups change roles and read the conversations aloud again.

Culture note

People sometimes wave or raise their hand with the palm facing forward.

- **Follow-up** Ss practice the conversations in pairs, taking turns playing each role. If appropriate, Ss can stand several feet apart and make a gesture for good-bye, imitating the people in the pictures.

B 1.04

- **Preview the task** Have a few Ss take turns reading the expressions aloud. Then read the instructions aloud.
- **Play the recording** *Audio script p. T-163* Model the task by asking a S to read the first line of 1. Ask Ss to choose the response that makes sense. [Thank you. You too.] Next, have Ss read statements 2–6 and check (✓) the correct responses. Then play the recording and tell Ss to review their answers.
- Check answers with the class: Call on a few Ss to read the responses they checked (✓).

Answers

1. Thank you. You too.
2. Good, thanks.
3. OK. Have a good day.
4. Nice to meet you.
5. Hi. How are you?
6. Bye. See you next week.

- **Follow-up** Ss practice the conversations in pairs.

Extra activity INDIVIDUALS

In Exercise 2B, Ss circle expressions that mean *hello*, underline expressions for *good-bye*, and check (✓) expressions for *thank you*. Ss compare answers in pairs.

Word
sort

C

- **Preview the task** Tell Ss to look at the two columns. Read the instructions aloud. Model the activity. Ask, “What is a way to say hello?” Have a S give an answer, and write it on the board (e.g., *Good morning*). Say, “This expression can go in the *Hello* column.”
- **Do the task** Have Ss complete the chart on their own. Ask Ss to compare their completed charts with a partner. Check answers with the class: Ss call out the answers. Write all the answers on the board. (For more information, see Language Notes at the beginning of this unit.)

Possible answers

Hello: Hi. Good morning. Hey.

Good-bye: Bye. See you (tomorrow / later / next week). Good night. Have a nice evening. Have a good weekend.

D

- **Preview and do the task** Read the instructions aloud. Have Ss walk around the class, saying *hello* and then *good-bye* to five classmates. As Ss do this activity, go around the class and listen to their conversations. Make a note of any recurring errors or difficulties, and reteach as necessary.


Extra activity GROUPS

Books closed. Groups think of as many expressions as they can from the lesson in two minutes. Each group chooses a secretary to write the list. At the end of two minutes, groups take turns calling out their expressions. Members of the other groups must raise their hands if they have the same expression on their list. If no other group has the expression, the group scores a point. The group with the most points wins.

Vocabulary notebook

Tell Ss to turn to Vocabulary Notebook on p. 10 of their Student’s Books. Have Ss do the task in class, or assign it for homework. (See the teaching notes on p. T-10.)

Workbook

 Assign Workbook pp. 2 and 3. (The answer key begins on p. T-173.)

Lesson B Names

1 Saying names in English

- **Set the scene** Tell Ss to look at the pictures and names. Read the names aloud. Explain first, middle, and last names. Model by writing your full name on the board. Ask a few Ss their names: "What's your first name? What's your last name? Do you have a middle name? What is it?"

A 1.05

- **Preview the task** Read the instructions aloud.
- **Play the recording** Ss listen and complete the information.

Answers

1. Elizabeth / Liz
2. Allan
3. Ana

- Ask questions (e.g., *What is Elizabeth's last name? What is Don's nickname? What is Maria's middle name?*)

Culture note

A nickname is often the short form of a name, such as *Rob* for *Robert*. It sometimes comes from the first letters of one's names (e.g., *MJ* for *Mary Jane*). Nicknames often describe something about the person (e.g., *Stretch* for a tall person).

- Have Ss take turns telling the class their full names. Find out if any Ss have the same first, last, or middle name.
- **Present** *Miss, Mrs., Ms., Mr.?* Read the information aloud. Explain that *single* means "not married." Ask a few Ss questions (e.g., *Are you married? Are you single? Are you Mr. or Mrs.?*).

Culture note

In *Miss, Mrs., Ms., Mr.?*, the titles of address are used only with last names, but they can also be used with full names (e.g., Mr. David Hanson). However, the titles are not used with first names (e.g., *not* Mr. David). In North America and Europe, last names are family names, usually the name of one's father. In some cultures, people do not use middle names, and not all Americans have them. (Note: In the southern part of the United States, *Miss, Ms.,* or *Mr.* is often used with a first name, e.g., *Miss Ruth.*)

About you

B

- **Preview the task** Read the instructions aloud. Tell Ss to read the incomplete sentences.
- Model the activity by having a few Ss complete the sentences.
- **Do the task** Have Ss complete the sentences and then compare answers with a partner. Have a few Ss share answers with the class.

C 1.06

- **Preview the task** Read the instructions aloud. Say, "First listen and read the letters in the alphabet."
- **Play the recording** Ss listen and read along.
- **Play the recording again** Ss listen and repeat the letters.
- Ss say the letters silently or softly. Play the recording several times.
- Have the class say the alphabet in order. Go quickly around the class, having each S say a letter.
- **Do the task** Say, "Look at the box with the alphabet. Circle the letters of your first name." To help with the task, tell Ss to write down their first name and then circle the corresponding letters in the chart, one by one. Have Ss work with a partner to check each other's answers.
- **Follow-up** Books closed. Say a letter from the alphabet or a set of letters from the alphabet (e.g., *A, B, C, D, E*), and tell Ss to call out the next letter as quickly as they can.

Extra activity CLASS / GROUPS

Ss line up in order according to the first letter of their first name – and then according to the first letter of their last name. For large classes, do the activity with groups.

D 1.07

- **Preview the task** Read the instructions aloud. Write on the board, *Catherine's last name* _____. Tell Ss to listen for Catherine's last name and write down the spelling.
- **Play the recording** Ss listen, read along, and write down Catherine's last name. Ask a S to come to the board and spell her last name.
- **Practice**

Groups: Divide the class into two groups, one group playing A and the other group playing B. Have the groups read the conversation aloud. Then ask them to read it again, but this time they should look up as they respond. Have groups change roles.

Pairs: Have Ss take turns practicing the conversation in pairs, using their own names. Then have a few pairs share their conversations with the class.

About you

E

- **Preview and do the task** Read the instructions aloud. Have Ss walk around the class, ask classmates their first and last names, and write them in a list. Remind Ss to ask *How do you spell...?*

Extra activity INDIVIDUALS

Ss rewrite their list of names from Exercise 1E in alphabetical order.

2 Building language

- **Set the scene** Tell Ss to look at the picture. Say, "Carmen and Jenny are friends. Are they at school or at work?" [at school] "How do you know?" [the word *class*]

A 1.08

- **Review or introduce vocabulary** Go over the meanings of new words or phrases (e.g., *here for a class, room, wait, the same*).
- **Preview the task** Read the instructions aloud. Write on the board: *Which classroom is Carmen in? Which classroom is Jenny in?* Say, "Listen for the answers."
- **Play the recording** Ss listen with books closed. Ask a few Ss for their answers to the two questions. Write all responses on the board.
- **Play the recording again** Books open. Ss listen and read along. Ask, "Which answers on the board are correct?" [Carmen, Room B; Jenny, Room G]
- **Practice** Have Ss work in groups of three to practice the conversation, taking turns playing each role.

Figure
It out 

B

- **Preview and do the task** Tell Ss to look at the three conversations. Ask, "What's the first question?" [Are you Jenny Loo?] Write it on the board. Say, "Now look at Jenny and Carmen's conversation. Find the question." [Are you Jenny Loo?] Then say, "Find the answer to the question." [No, I'm not.]

- Tell Ss to try to complete the answers to the questions. Write / *am* on the board. Tell Ss to find another way to say *I am* [I'm].
- Remind Ss to use the conversation in Exercise 2A to help find the answers. Suggest they find the same or similar words and phrases and underline them.
- Have Ss complete the exercise individually and then compare answers with a partner.
- Check answers with the class: Read the conversations, and pause for Ss to say the missing words.

Answers

1. A Are B 'm, 'm 2. A Are B am, 'm
3. A Am B You're

- Write the answers on the board.
- **Try it out** Ask a S, "Are you ...?" using the S's name. Encourage the S to answer *Yes, I am*. Then ask a S, "Are you ...?" using an incorrect name. Encourage the S to answer *No, I'm not*. Repeat with several Ss, using correct or incorrect names.
- **Follow-up** Ask Ss more *Are you?* questions (e.g., *Are you here for an English class / for a music class? Are you single / married?*).
- **Focus on the form** Write on the board:

am = 'm are = 're

Tell Ss to underline those words in the conversation. Ask, "Which word goes with *'m* and *am*?" [I] "Which words go with *'re* and *are*?" [you, we] Say, "*Am* and *are* are forms of the verb *be*."

3 Grammar

1.09

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Tell Ss to look at the chart. Write on the board:

I'm _____. You're _____. We're _____.

Explain that *I, you, and we* are pronouns and that *'m* and *'re* are forms of the verb *be*. Use *'m* with *I* and *'re* with *you* and *we*. Then write on the board:

I'm not _____. You're not _____. We're not _____.

Explain that *not* is used in negative statements and it comes after *be*. Ask six Ss to come to the board and complete the sentences with true information.

- Read the contractions in the third column, and have Ss repeat. Say, "*I'm, You're, and We're* are contractions."
- Write on the board: *Are you _____? Am I _____? Are we _____?* Explain that the verb *be* comes first in questions. Ask three Ss to come to the board and each complete a question.
- Under each question, write: *Yes, _____ No, _____*. Have Ss look at the chart and call out the words that complete each answer [I am, I'm not; you are, you're not; we are, we're not]. Write them on the board.
- **Present Common Errors** Write on the board: *I am* and *I'm*. Ask, "Which do people say after *yes- I am* or *I'm*?" Have Ss vote by raising their hands, and then have them read Common Errors for the answer [I am].

A

- **Preview and do the task** Read the instructions aloud. Tell Ss to look at the example. Say, "*Are* goes with *you*." Have Ss complete the conversations. Check answers with the class.

Answers

1. A Are B am, Are A are, 'm
2. A Are B 'm, 'm

- Ask Ss to practice the conversations in pairs.

About
you 

B

- **Preview and do the task** Read the instructions aloud. Have pairs choose a conversation in Exercise 3A and complete it with their own information. Call on a few pairs to present their conversations to the class.



Extra practice

Tell Ss to turn to Extra Practice 1B on p. 139 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-139.)

Sounds right

Tell Ss to turn to Sounds Right on p. 137 of their Student's Books. Have Ss do the task for Unit 1 in class, or assign it for homework. (See the teaching notes on p. T-137.)

Workbook

 Assign Workbook pp. 4 and 5. (The answer key begins  on p. T-173.)

Lesson C Personal information

1 Numbers 0–10

- **Set the scene** Tell Ss to look at the title of the lesson. Say, “My telephone number is *personal information*.” Tell Ss to name other personal information (e.g., *email address*, *passport number*, *credit card number*). Ss may do this in their first language. Make a list on the board.

A 1.10

- **Preview the task** Read the instructions aloud.
- **Play the recording** Ss listen.
- **Play the recording again** Ss listen and repeat the numbers.

Extra activity CLASS

Say a number from 1 to 10. Ss call out the next number.

Extra activity CLASS

Write simple number problems on the board with answers of 10 or under (e.g., $3 + 2$; 3×3). Ss call out the answers. [5, 9]

B 1.11

- **Preview the task** Write on the board:
passport student ID business card
Have Ss repeat. Ask Ss to identify the pictured documents in their Student's Books, calling out the name of each. [passport, student ID, business card] Then ask questions such as, *What's James's middle name?* [David] *What's Daniel's last name?* [Smith]
- **Present Note** Read the information aloud.
- **Play the recording** Ss listen and read along.
- Have Ss work in pairs to practice saying the numbers on the pictured documents.

Extra activity CLASS

Dictate several phone numbers and email addresses including “dot” and “at” to give Ss practice.

2 Building language

- **Set the scene** Tell Ss to look at the picture. Say, “Victor is at a gym.” Check understanding of *gym* by asking “What can you do at a gym?” Ss can mime actions (lifting weights, running, cycling). Review or explain the meaning of the word *pass* (an ID or ticket for the day). Now tell Ss to read the conversation quickly. Ask, “What kind of personal information is in the conversation?” [Victor's name, phone number, email address]

A 1.12

- **Preview the task** Read the instructions aloud. Say, “What's Victor's telephone number? Listen and write the answer.”
- **Play the recording** Books closed. Ss listen and write the answer. Have Ss call out their answers, and write them on the board.
- Books open. Tell Ss to find the telephone number in the conversation and check their answers [646-555-3048].
- **Follow-up** Ask questions such as, *What's Victor's last name?* [Lopez] *What's his email address?* [vlopez6@cup.org]
- **Practice** Tell Ss to practice the conversation in pairs, taking turns playing each role.

Figure it out

B

- **Preview and do the task** Have Ss look at the conversations and find the questions that ask for phone number and email address. Ask, “What's the word at the start of each question?” [What's]
- Tell Ss to look at the conversation in Exercise 2A again and find the answer to the question about the phone number. Ask, “What's the word at the start of the answer?” [It's]

- Tell Ss to try to complete the three conversations. Remind Ss to use the conversation in Exercise 2A to find the answers. Have Ss compare answers with a partner. Then check answers with the class.

Answers

1. A What's your name?
B It's Joe Garrett.
2. A What's your phone number?
B It's 646-555-4628.
3. A What's your email address?
B It's joe.garrett@cup.org.

- **Try it out** Ask individual Ss *What's* questions (e.g., *What's your name? What's your last name? What's the room number? What's your email address?*). Encourage Ss to answer with *It's*.
- Have Ss work in pairs to practice the conversations, taking turns playing each role.
- Have pairs practice the conversations again, this time using their own information for the answers. (Note: If Ss do not want to give out personal information such as phone numbers, tell them to make up information.)
- **Focus on the form and the use** Tell Ss to look at the conversation in Exercise 2A and underline the *what's* in the receptionist's lines. Explain that *what* is a question word and is used in questions that ask for information. Explain that *'s* is a form of the verb *be*.
- Tell Ss to then underline *it's* in Victor's lines. Ask, “What form of the verb *be* goes with *it?*” [*'s*] Explain that *it's* can sometimes start an answer to a question with *what's?*

3 Grammar

1.13

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Ask Ss the pattern for *What's* questions and answers, and write them on the board: *What's + ____? It's + ____*. Explain that *it* is a pronoun like *I*, *you*, and *we* and that *'s* is the form of the verb *be* that goes with *it*.
- Read the contractions, and have Ss repeat. Write *'s* on the board. Ask, "What does *'s* mean?" [is]
- **Follow-up** Write on the board: *What's your name?* A few Ss write on the board other *What's* questions (e.g., *What's your email address? What's your passport number? What's your math teacher's name?*). A few Ss answer the questions, using *It's*.

A

- **Preview the task** Read the instructions aloud.
- Have Ss look at the example. Explain, "For conversation 1, the best question is *What's your first name* because the answer is *My first name's Haley*." Tell Ss to look at the answer to figure out the question.
- **Do the task** Have Ss complete the task. Check answers with the class.

Answers

1. What's your first name? 5. What's your teacher's name?
2. What's your last name? name?
3. What's your phone number? 6. What's your student ID number?
4. What's your email address? number?

- Have Ss work in pairs to practice asking and answering the questions in Exercise 3A.



B

- **Preview the task** Read the instructions aloud. Have a pair of Ss read the example conversation. Call on a few Ss to answer the questions in Exercise 3A.
- **Present Common Errors** Write on the board: *What's your name? Is / It's Ana Garcia*. Ask, "Which is correct?" [It's]
- **Do the task** Have pairs take turns asking the questions. Tell Ss to answer with their own information.

Extra activity GROUPS

Each group member writes a *What's* question and an answer. A S reads his or her answer aloud. Ss in the group take turns guessing the *What's* question until someone guesses correctly. The activity continues with another S reading out his or her answer.

Extra practice

Tell Ss to turn to Extra Practice 1C on p. 139 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-139.)

4 Listening and speaking

- **Set the scene** Ask Ss to look at the two application forms. Ask, "What's each application form for?" [1. a library card 2. a gym membership] Show membership cards you have that you are willing to share. Ask, "What information is on the card?" Ss answer (e.g., *first name, last name, ID number*).

A 1.14

- **Preview the task** Read the instructions aloud. Say, "Look at what information is missing from the forms. Then listen and write the information on the forms."
- **Play the recording** *Audio script p. T-163* Ss listen and write the missing information. Check answers with the class. Have two Ss read their answers, and then write them on the board.

Answers

1. Elizabeth R. Uygur, 718-555-6027, eru ygur7@cup.org, 192-9845-87
2. Bryan Z. Davis, 508-555-9374, 917-555-6230, b.z.davis@cup.org



B

- **Preview the task** Read the instructions aloud. Ask a pair of Ss to model the activity by reading the example conversation. Ask Ss to continue by asking *What's* questions for the rest of the application.

Culture note

Some people in English-speaking countries use just the initial (the first letter) of their middle name when they sign their name or fill out forms.

- **Do the task** Have Ss make up information if they prefer to keep their personal information private. Check answers. Have Ss read the information back to their partners and spell out their names.

Extra activity CLASS

Ss make two copies of the application form. They do the same activity as in Exercise 4B, completing application forms for two other classmates.

Workbook

- Assign Workbook pp. 6 and 7. (The answer key begins on p. T-173.)

Lesson D **Are you here for the concert?**

↻ Lesson D recycles statements, questions, and short answers with *be*.

1 Conversation strategy

- **Set the scene** Ask Ss to look at the picture and the conversation. Ask, "Where are the people?" [in a park, at a university]

A

- **Preview and do the task** Go over the meaning of the word *stranger*. Read the instructions aloud. Ask, "What is one thing people say when they meet?" [Hello, nice to meet you. . . .] Have Ss guess two more things people say. Elicit ideas.

B 1.15

- **Play the recording** Ss listen. Ask, "Who's on vacation?" [Alicia] "Who's a student?" [Adam] "Who's here for the concert?" [Alicia and Adam]
- **Play the recording again** Ss listen and read along.
- **Practice** Ask Ss to practice the conversation in pairs, taking turns playing each role.

C

- **Present Notice** Read the information aloud, including the example. Explain that this shows the speaker is interested in getting similar information, and it keeps the conversation going. Ask Ss to find the places where Adam and Alicia use *How about you?* in the conversation [Alicia: Hi. How are you doing? Adam: Pretty good. How about you? Adam: Are you here for the concert? Alicia: Yes. How about you?]. (For more information, see Language Notes at the beginning of this unit.)

Answer

Alicia Hi. How are you doing?

Adam Pretty good. How about you?

D

- **Preview and do the task** Read the instructions aloud. Have Ss complete the conversations. Check answers with the class: Ask five pairs to each read a conversation aloud.

Possible answers

1. How about you?
2. Pretty good.
3. How about you?
4. How about you?
5. I'm on vacation.

- Tell Ss to practice the conversations in pairs, taking turns playing each role.

Extra activity PAIRS

Pairs choose one of the conversations from Exercise 1B and continue it with at least one more exchange. Pairs practice their conversation and then present it to the class.

Extra activity GROUPS

Brainstorm a list of *Are you . . . ?* questions with the class (e.g., *Are you in Mr. Benson's class? Are you in a math class? Are you a member of a gym?*). S1 asks S2 a question, such as *Are you a music student?* S2 responds with a short answer and then says, *How about you?* S1 responds. S2 then asks S3 a different question, such as *Are you in the computer club?* S3 answers and then asks, *How about you?* The activity continues until no one can think of another question.

2 Strategy plus

- **Present Strategy Plus** Books closed. Write the expressions from the chart on the board in random order. Tell Ss to work in pairs and write the expressions with the same meaning next to each other (e.g., *Thank you.* / *Thanks.*).
- Books open. Point to the picture on the left. Ask, "Are they friends?" [no] Have Ss read the expression *How are you?* Point to the picture on the right. Ask, "Are they friends?" [yes] Have Ss read the expression *How are you doing?* Ask, "Which expression is less formal?" [How are you doing?] "Which is more formal?" [How are you?] Say, "It's OK to use formal expressions most of the time. Use less formal expressions with friends and family."
- Books closed. With Ss still in pairs, say, "Which expressions in your lists do you think are formal? Put a check (✓) next to them." Books open. Have pairs look at the chart and check their answers.
- Say the expressions, and have Ss repeat. Then divide the class into two groups. Have one group read aloud the expressions in the *More Formal* column and the other read the related expressions in the *Less Formal* column.

Extra vocabulary: INFORMAL GREETINGS

Present or have Ss suggest extra vocabulary for informal greetings, such as *How's it going?* *What's new?* *What's up?* *What's happening?*

- **Present In Conversation** Books closed. Write on the board: *Yeah, Yes, 2 times, 4 times, 10 times, 20 times.* Tell Ss *Yeah* is more common than *Yes*. Ask, "Guess. Is it two times more common? Four times?" Point to each number, and have Ss raise their hands to answer.
- Books open. Tell Ss to read *In Conversation* and check their guesses.

Culture note

Although *Yeah* is more frequent than *Yes*, it can sound rude in some situations. Sometimes the use of less formal expressions by learners of English can seem inappropriate. Tell Ss to listen to whether other people are using informal expressions before they use them themselves.

Extra activity CLASS

Call out one of the expressions from the chart. Ss call out the more formal or less formal expression with the same meaning (e.g., T: *How are you doing?* Ss: *How are you?*).

3 Strategies

- **Set the scene** Ask Ss to look at the picture. Ask, "Where are the people?" [in a park]

About you

- **Preview the task** Say each activity and have Ss repeat. Explain any unfamiliar words. Read the instructions aloud. Model the conversation with a student.
- **Do the task** Have Ss role-play the conversation using different activities. Ss should take turns playing the roles. Have pairs perform their role-plays for the class.

About you

- **Preview the task** Tell Ss to look at the two headings. Write *Formal conversation* on the board. Ask, "Is the first conversation between friends?" [no] Is it between a student and a teacher?" [yes] Repeat for the second heading *Less formal conversation*. [The conversation is between friends.]
- Read the instructions aloud. Point to the list of expressions in *Strategy Plus*. Say, "Complete the conversations. Use these expressions."
- **Do the task** Have Ss complete the conversations and then compare answers in pairs. Remind Ss that they and their partners may have different answers, but both answers may be correct. Check answers with the class: Call on a few pairs to read their completed conversations.

Possible Answers

1. *Jeff* Hello . . . How are you?
Mrs. Swan I'm fine.
Jeff Yes.
Jeff Oh, thank you.
Mrs. Swan Thank you . . . Good-bye. / Bye.
2. *Kathy* How are you doing? / How are you?
Mike Pretty good. / Good. / OK. / I'm fine.
Kathy Pretty good. / Good. / OK. / I'm fine.
Mike Yeah.
Kathy Thanks.
Mike See you later. / Bye. / See you.

- Have pairs practice the conversations, using their own information and taking turns playing each role.

Extra activity PAIRS

Prepare slips of paper with roles and situations (e.g., *two friends, saying good-bye; teacher and student, saying hello; two workers in an office, introduction*), and give one to each pair. Ask pairs to prepare a conversation using their roles. Have a few pairs act out their conversations, with the class guessing the situation and saying whether it is more formal or less formal.

Free talk

Tell Ss to turn to *Free Talk 1* at the back of their *Student's Books*. Have Ss do the task. (See the teaching notes on p. T-129.)

Workbook

Assign *Workbook* pp. 8 and 9. (The answer key begins on p. T-173.)


Vocabulary notebook

If done for homework

Briefly present the Learning Tip and directions. Make sure Ss understand what they should do.

If done in class

- **Present Learning Tip** Read the information aloud. Say, "One good way to learn vocabulary is to write it down. When you learn an expression, write it down with its response." Ask two Ss to read the exchange in the two speech balloons.
- **Present In Conversation** Ask, "When do you use *Hi* and *Bye*?" [with friends, in less formal situations] "Which do you think people use more often – *Hi* or *Hello*?" Ask for a show of hands. Say, "How about *Bye* or *Good-bye*?" Again ask for a show of hands. Tell Ss to read the information in the box for the answer [*Hi* and *Bye* are used more often].

 This task recycles formal and informal responses to everyday expressions.

- **Preview and do the task** Read the instructions aloud. Say, "More than one answer may be correct." Have Ss write the responses. Ask a few Ss to share their answers with the class.

Possible Answers

- | | |
|------------------------------------|---------------------|
| 1. Hello. / Hi. | 5. Thanks. You too. |
| 2. Good morning. | 6. See you. / Bye. |
| 3. I'm [name]. / Nice to meet you. | 7. Bye. / You too. |
| 4. I'm fine, thanks. | 8. Good night. |

On your own

- **Present On Your Own** Read the information aloud. Remind Ss to be sure to do this before the next class.
- **Follow-up** At the start of the next class, a few Ss say who they said *hello* and *good-bye* to and, if possible, where they were.

Now I can . . .

- Go over the Now I Can items. Put Ss in pairs to give one example each for the first four items. Call on Ss and ask for examples or explanations.
- Have Ss look over the four lessons and identify areas they want to review.
- Tell Ss to complete the Now I Can items. Ss check (✓) the items they know and put a question mark (?) by items that they are not confident about. Check with individual Ss which areas need review to see if there are general problems to review in class. Help individual Ss as required. Have Ss hand in a piece of paper with their name and a schedule showing what they plan to review and when. Review or reteach these language items in a future class.

UNIT 2 In class

Language notes

Lesson A Classmates

Vocabulary Classmates

(See Student's Book pp. 11–12.)

Location expressions such as *at home*, *at work*, and *in class* do not include *the*, but *at the library* and *in the cafeteria* do have *the*. The expressions without *the* refer more to a situation than a place, but Ss should learn these expressions as fixed phrases.

Grammar The verb *be*: *he*, *she*, and *they*

(See Student's Book p. 13.)

Form

- The structures for the verb *be* with *he* / *she* / *they* or names as subjects are the same as for *I* / *you* / *we* or names + *be*, which are presented in Language Notes for Unit 1, Lesson B.
- In Unit 2, the negative forms *'s not* and *'re not* are taught because these are the most common forms in spoken English. *Isn't* and *aren't* are taught in Unit 3, Lesson B.

Possible problems

- Students often have difficulty choosing the correct form of the verb *be* after nouns (including names), even after they have learned the forms that go with different pronouns. To help with this problem, explain, for example, *Ellen = she* and *Carmen and Suzanna = they*.
- Ss often find it hard to pronounce *'s* after names when *is* is contracted with the name. The lesson provides practice on this point.



Corpus information

Contractions *he's*, *she's*, and *they're*

In conversation, the contractions of *be* with *he*, *she*, and *they* are much more frequent than the full forms *he is*, *she is*, *they are*. *He's* and *she's* are both about 11 times more frequent, and *they're* is about six times more frequent.

Common errors with negative statements

Students often use *no* to make negative statements. Make sure they use *not* for negative statements.

Lesson B What's in your bag?

Grammar Articles

(See Student's Book p. 14.)

The words *a* and *an* are called *indefinite articles*. These are usually pronounced /ə/ and /ən/.

Form

- *a* + a noun beginning with a consonant sound (e.g., *a book*)
- *an* + a noun beginning with a vowel sound (e.g., *an eraser*, *an hour*)

Use

- Articles are a type of determiner (a word like *a*, *the*, *my*, *this*).
- Singular countable nouns need a determiner before them (e.g., *a dictionary*, *the wallet*, *my pencil*, *this pen*). (See Language Notes for Unit 12, Lesson A, for information on countable and uncountable nouns.)



Corpus information

Common errors with indefinite articles

Students often forget to use *a* / *an* before a singular noun.

Grammar *This* and *these*

(See Student's Book p. 15.)

The grammar chart presents *this* and *these* as pronouns in statements and questions with the verb *be*.

Form

- Statements
This + is + singular noun [*This is a book.*]
These + are + plural noun [*These are books.*]
- *Yes-No* questions
Is + this + singular noun? [*Is this your book?*]
Are + these + plural noun? [*Are these your books?*]
- Information questions
What + is + this?
What + are + these?

Use

To answer questions such as *What's this?* and *Are these your keys?* people generally use *it* and *they*. For example:

- A *What's this?*
B *It's my watch.* [more likely than *This is my watch.*]
- or
A *What are these?*
B *They're my keys.* [more likely than *These are my keys.*]

Grammar Noun plural endings

(See Student's Book p. 15.)

Spelling rules

Rules for adding *-s* to form plural nouns:

- For most nouns: add *-s* (*bag - bags*).

- For nouns ending in *s, ss, sh, ch, x, or z*: add *-es* (*class – classes*).
- For nouns ending in *o*: add *-s* or *-es* (*pianos*, but *tomatoes*).
- For nouns ending in a consonant and *y*: change *y* to *i* and add *-es* (*library – libraries*).
- For nouns ending in a vowel and *y*: add *-s* (*key – keys*).
- Some nouns have irregular plural forms (e.g., *man – men*).
- Some nouns have only a plural form: *glasses, jeans, scissors*. Many can be made singular with *a pair of* (e.g., *a pair of scissors*).

Speaking naturally Noun plural endings

(See Student's Book p. 15.)

Rules for the pronunciation of the noun plural ending *-s*:

- When a singular noun ends in an unvoiced final consonant (/f/, /k/, /p/, /t/, or /θ/), the *-s* is pronounced as /s/ (e.g., *books*).
- When a singular noun ends in a voiced final consonant (/b/, /d/, /g/, /l/, /m/, /n/, /ŋ/, /r/, /ð/, or /v/) or a vowel sound, the *-s* is pronounced as /z/ (e.g., *phones, keys*).
- When a singular noun ends in /s/, /z/, /ʃ/, /ʒ/, /ʒ/, or /ʒ/, the syllable /ɪz/ is added (e.g., *watches*). /ɪz/ is sometimes reduced to /əz/.

Lesson C In the classroom

Grammar Determiners and articles

(See Student's Book pp. 16–17.)

Some

The determiner *some* is used to refer to an indefinite (usually a small) quantity of things. Plural nouns can often be used either without an article (e.g., *We need chairs.*) or with *some* (e.g., *We need some chairs.*)

Ss first come across this use in Exercise 1A.

Grammar Questions with *Where*

(See Student's Book p. 17.)

Form

- Information questions with *Where*
Where + 's / is + singular noun?
Where's my coat?
Where + are + plural noun?
Where are the students' test papers?

Grammar Possessives 's and s'

(See Student's Book p. 17.)

Form

- For an item or items belonging to one person, add *'s* to the name or noun. *the student's glasses* = one student is the owner of the glasses

- For an item or items belonging to more than one person, use *s'*. *the students' books* = more than one student is the owner of the books

Pronunciation

- The pronunciation is exactly the same for both possessive forms: *'s* and *s'*.
- The same rules for the pronunciation of plural nouns apply to the possessive *s*. (See Language Notes for Lesson B.)
- These rules also apply to *'s* with names. For example:
Mark's = /s/ *Maria's* = /z/ *Josh's* = /ɪz/

Grammar *a / an vs. the*

(See Student's Book p. 17.)

A or *An* can be used before singular nouns when it is not clear which item the speaker is talking about, or when the speaker doesn't need to identify the item.

It's in a desk. (The speaker doesn't know or need to say which desk.)

It's in the desk. (The speaker and listener both know which desk.)

The is used before singular and plural nouns when it is clear which item(s) the speaker is talking about or when the listener knows which one the speaker is referring to.

Lesson D How do you spell it?

Conversation strategy Asking for help in class

(See Student's Book p. 18.)

- The expressions taught provide beginning Ss with the language to meet their needs in the classroom. Ss learn expressions to get help:
asking for a word in English
asking for a spelling
asking to borrow an item
asking for repetition
- The normal, polite ways of making these requests are presented. These question forms are also useful outside the classroom.

Strategy plus Common expressions and responses

(See Student's Book p. 19.)

The chart presents some common expressions used for thanking and apologizing and some typical responses to these expressions. Formulaic exchanges like these provide Ss with the basic language and strategies they need to respond and react appropriately in everyday situations.



Corpus information

Thanks versus *Thank you*

In the spoken corpus, *Thank you* is more frequent than *Thanks*.

I don't know

I don't know is the most frequent three-word expression in the corpus. About 40 percent of its uses are as a response to a question. It is also commonly used to introduce information (e.g. *I don't know if you've ever been to Paris, but it's wonderful.*).

In class

Teach this unit opener page together with Lesson A in one class period.

- **Introduce the theme of the unit** Write on the board: *In class*. Say, “We are now in class.” Have Ss brainstorm the names of items in the classroom that they already know. To get Ss started, point to a familiar object and say, “What’s this?” Make a list of items on the board.

In this unit, you learn how to . . .

- **Unit aims** Read the lesson headings and key unit aims aloud. Tell Ss to listen and read along.

Extra activity CLASS

Ss look at the first learning outcome for Lesson B. Have Ss look through Unit 2 for a minute and find the names of two items they bring to class every day (e.g., *pen*, *cell phone* on p. 14). Ask a few Ss to call out the names of the items they found.

Before you begin . . .

- **Introduce the locations in the pictures and subject pronouns** Indicate a male S in the class, and say, “He’s in class.” Write the sentence on the board, and sketch a male figure. Indicate a female S, and say, “She’s in class.” Write the sentence on the board, and sketch a female figure. Do the same with a small group of Ss, and say, “They’re in class.” Write the sentence on the board, and sketch several male and female figures. Say the three sentences again, and have Ss repeat.
- Direct Ss’ attention to Before You Begin. Read the question “Where are these people?” and the five sentences aloud. Have Ss repeat.
- Read the instructions aloud. Tell Ss to look at picture 1. Ask, “Where are they?” [They’re in class.] Direct Ss’ attention to the *I* in the box for that sentence. Tell Ss to match the remaining pictures and sentences, writing the numbers in the boxes. Then have a few Ss share answers with the class.

Answers

- | | |
|---------------------------|---------------------|
| 2 He’s at home. | 3 She’s at the gym. |
| 4 They’re at the library. | 5 She’s at work. |
| 1 They’re in class. | |

Recycle grammar This task recycles the verb *be* and pronouns. Write on the board: *I, you, we*. Ask Ss to say the words and the forms of the verb *be* that go with them. Write the forms on the board:

I am you are we are

Then ask Ss to say the contractions for those forms, and write them on the board:

I’m you’re we’re

Ask, “Are we in class?” [Yes, we are.] “Are we in the library?” [No, we’re not.]

- Ask individual Ss or pairs of Ss to choose one of the places in the pictures and act out being in the place (e.g., *typing on a computer for work, looking through books in the library*). The other Ss guess where the Ss are (e.g., Ss: *Are you in class?* S1: *No, I’m not.* or S1 and S2: *Yes, we are.*)

Extra activity PAIRS

Pairs look at the pictures in Unit 1 and make a list of where people are (e.g., p. 2: *They’re at work.* p. 6: *He’s at the gym.* p. 8: *They’re at the park.*). When pairs have finished, go through each page with the class, having different pairs call out where the people are.

Lesson A Classmates

1 Getting started

- **Set the scene** Take attendance, calling out the names of Ss. For any absent Ss, ask, “Where’s . . . ?” and have Ss make guesses about where the absent S is (e.g., *He’s at home. She’s at work. They’re at the library.*)

A

- **Preview the task** Tell Ss to look at the large picture. Ask, “Where are these people?” [They’re in class.]
- Say, “This is Alison’s class. Some of the students aren’t in class today.” On the board, write the names of the students: *Hiroki, Ellen, Carmen and Suzanna, Alison, Nick, Jun*. Say the names. Then say, “Who is in class? Who is absent?” [Alison, Nick, and Jun are in class. Hiroki, Ellen, Carmen, and Suzanna are absent.]

B 1.16

- **Preview the task** Read the instructions aloud. Elicit or explain the meaning of *sick*, *late*, and *asleep*. Ask questions such as, “Are you sick?” “Who is late?” “Are you asleep?”
- **Play the recording** Ss listen and read along. Then ask, “Who is sick today?” [Ellen] “Who is late?” [Carmen and Suzanna] “Who is asleep?” [Nick] “Where’s Hiroki?” [He’s at work.] “Where’s Ellen?” [She’s sick.] “Where are Carmen and Suzanna?” [They’re in the cafeteria.] “Where’s Nick?” [He’s in class. He’s asleep.]
- **Play the recording again** Ss read along and underline any words they do not understand as they listen.
- Point out *How about Ellen?* in the conversation. Explain that *How about . . . ?* asks the same question again, in this case, *Is Ellen here today?* It is similar to the expression *How about you?* in Unit 1. Explain that *I think* and *maybe* mean “I’m not sure.”
- **Practice**
Groups: Divide the class into two groups, one playing the role of the teacher (Miss Nelson) and the other playing Alison. Have them read the conversation aloud and then change roles.
Pairs: Tell Ss to practice the conversation in pairs, taking turns playing Miss Nelson and Alison. Then ask pairs to change the conversation, with Miss Nelson using the names of real classmates and Alison responding with any location.

Figure
It out 

C

- **Preview the task** Tell Ss to look at the conversation at the top of the page again. Say, “Find the questions with the verb *be*.” [Where’s Hiroki? Is he here today? Are Carmen and Suzanna here?] Then have Ss look at the four conversations in Exercise 1C and read the instructions aloud. Write conversation 1 on the board. Ask, “Which is correct – *he’s* or *she’s*?” [he’s] Circle *he’s*.

- **Do the task** Now have Ss circle the correct words. Tell Ss to use the conversation at the top of the page to help them complete the task. Have Ss who finish quickly compare answers with a partner. Check answers with the class: Read aloud each conversation, and pause for the class to read aloud the missing words.

Answers

1. A Hiroki? Is he here today?
B No, he’s at work.

2. A Ellen? Is she in class?
B No, she’s not. She’s sick.

3. A Are Carmen and Suzanna late?
B Yes. They’re in the cafeteria.

4. A Is Nick here?
B Yes, he’s here. I think he’s asleep.

- **Try it out** Have Ss work in pairs to practice the conversations in Exercise 1C. Tell Ss playing the role of B to try to answer using the pictures without looking at the conversations.
- **Focus on the form** Tell Ss to look at the conversations in Exercise 1C. Ask, “Do you use *he* or *she* for a man?” [he] “What form of the verb *be* goes with *he* and *she*?” [’s, is] “What form of the verb *be* goes with *they*?” [’re, are]

Extra activity CLASS

Write on the board: *at home, at work, in class, at the library*. Ss choose one of the expressions (or one of their own) and write it in large letters on a piece of paper, without showing it to their classmates. Ss each have one turn to guess where a classmate is. For example, a S says, *I think (S’s name)’s at home today*. The S named holds up his or her paper and responds either *Yes, I’m at home* or *No, I’m not. I’m at _____*.

2 Grammar

1.17

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Tell Ss to look at the chart. Ask Ss how to form statements with the verb *be* and *he*, *she*, and *they*. Write the pattern on the board:
He's _____. She's _____. They're _____.
Explain that *he*, *she* and *they* are pronouns. The verb forms *'s* or *is* go with *he* and *she*, and *'re* or *are* go with *they*.
Do the same for negative statements with *be*:
He's not _____. She's not _____. They're not _____.
Tell Ss that they need to use **not** and not **no** in negative statements. Write on the board:
Hiroki's no / not in class.
Ellen's not / Ellen's no at the gym.
Ask Ss which is correct [not; Ellen's not].
- On the board, write several sentences with noun subjects and *be* verbs underlined (e.g., *Nick is in class.* *Alison's in class.* *Alison and Nick are in class.*). Have a few Ss come to the board and change the underlined words to contractions with pronouns (e.g., *He's, She's, They're*).
- Show Ss how to form **yes-no** questions with the verb *be*. Write in a column on the board: *Hiroki's at work.* *Ellen's sick.* *Carmen and Suzanna are late.* Explain that in questions, the verb (*is / are*) comes first, before the noun. Draw an arrow to show that *Hiroki* and *is* change positions for the question form. Invite a S to come to the board and write the question [Is Hiroki at work?]. Invite two more Ss to write the other two questions on the board.
- Ask Ss the forms for short answers, and write them on the board:
Yes, + he / she is. *Yes, + they are.*
No, + he's / she's not. *No, + they're not.*
Tell Ss to use the full form in **Yes** answers. Have three Ss write short answers to the questions on the board.
- **Present In Conversation** Tell Ss to read the information. Point out the contraction after each name. Have each S

say a sentence about a classmate (e.g., *Bill's last name is Hara. Pam's my partner.*). Remind Ss to use contractions. Point out that we can use a contraction of a name + *is*, but not of names + *are*.

A

- **Preview and do the task** Read the instructions aloud. Have Ss look at the pictures and complete the sentences.
- Tell Ss to compare answers in pairs. Then check answers with the class.

Answers

1. 's / is, / is not, / is not
2. are not, / are not, 're / are, 's / is
3. 's / is, 's / is not, 's / is, 's / is

B

- **Preview and do the task** Read the instructions and the example aloud. Have Ss complete the remaining questions on their own. Check answers with the class.

Answers

1. Is 2. Is 3. Are 4. Is 5. Are 6. Is

- Point out the example conversation. Have a pair of Ss read it aloud. Tell Ss to work in pairs and take turns asking and answering the questions. Remind Ss to use the pictures in Exercise 2A to answer. Check answers with the class.

Answers

1. No, he's not. He's at the gym. 4. Yes, he is.
2. No, she's not. She's at the library. 5. Yes, they are.
3. No, they're not. They're at the library. 6. No, she's not.

Extra practice

Tell Ss to turn to Extra Practice 2A on p. 140 of their Student's Books. Have Ss do the task in class, or assign it for homework. (See the teaching notes on p. T-140.)

3 Listening

A 1.18

- **Preview the task** Explain that the recording is about the next day in class. Read the first line of the instructions and direct Ss' attention to the chart.
- **Play the recording** *Audio script p. T-163* Pause after the first conversation. Ask, "Is Ellen in class today, or is she absent?" Elicit the answer [absent]. Play the recording. Ss check **In class** or **Absent** for each person.
- Read the second line of the instructions and direct Ss' attention to the sentences on the right. Ask, "Where's Ellen today?" [at the library] Point out the answer — letter *d*. Tell Ss to write *a-d* on the lines to complete the sentences.
- **Play the recording again** Ss write the answers. Then check answers with the class.

Answers

Ellen (d) - Absent, Carmen (c) - Absent, Hiroki (b) - In class, Alison (a) - In class



B

- **Preview and do the task** Read the instructions aloud. Model the example conversation.
- Have pairs try to ask at least five questions about classmates. Tell Ss they can look back through the lessons for ideas.

Workbook

Assign Workbook pp. 10 and 11. (The answer key begins on p. T-173.)

Lesson B What's in your bag?

1 Building vocabulary

- **Set the scene** Tell Ss to look at the title. Ask several Ss to call out the name of an item in their bag or backpack. Write the words on the board.

A 1.19

- **Preview the task** Write the letters *a, e, i, o, u* on the board, and ask Ss to say them. Say, "These letters are called **vowels**. All the other letters are called **consonants**." Erase the letters. Write these column headings on the board: *Vowels, Consonants*. Go around the class, having Ss call out the letters of the alphabet in order. Have two Ss at the board write the letters under the correct column.
- **Present Note** Read the information aloud. (For more information, see Language Notes at the beginning of this unit.)
- Say the names of the pictured items, and have Ss raise their hands if a word starts with a vowel sound.
- Have Ss look at the pictures again and write *a* or *an* before each item.
- **Play the recording** Ss listen and repeat. Check answers with the class: Write *a, an* on the board. Ask Ss to call out their answers. Point to *a* or *an* on the board.

Answers

a water bottle, a notebook, an English book, a cell phone
a pen, a pencil, an eraser, a watch, an umbrella
a wallet, a bag, a laptop, an online dictionary,
a highlighter, a snack

Word sort

B

- **Preview and do the task** Read the instructions aloud. Have Ss write their own lists. Encourage Ss to think of new items.
- Tell Ss to compare their lists with a partner. Ask, "Who has new things?" Write any new vocabulary on the board.

Extra vocabulary PERSONAL ITEMS

Present or have Ss suggest extra vocabulary for personal items, such as *a comb, a bus pass, a credit card, an ATM card, an ID card, a debit card, a brush, a mirror*.

Extra activity PAIRS

Pairs make a list of the top five personal items they think most people have. Pairs call out items from their lists. Write them on the board. For each item, ask pairs that wrote it to raise their hands, and count the number.

2 Building language

- **Set the scene** Tell Ss to work in pairs and name as many items as they can in the picture. [books, headphones, a cell phone, sunglasses, keys, a bag, a chair, a desk, students] Have pairs share answers with the class. Write the words on the board. Tell Ss that the woman in the picture is Laura.

A 1.20

- **Preview the task** Ask, "Which things are Laura's? Listen and write the answers."
- **Play the recording** Ss listen and write the answers to the question.
- **Play the recording again** Ss listen and check their answers. [cell phone, headphones, bag, keys, sunglasses]
- **Practice** Have Ss practice the conversations in pairs.

Figure it out

B

- **Preview the task** Say, "Find the questions with *this* in the conversation in Exercise 2A." Have a S read them, and write them on the board: *Is this your cell phone? Is this your bag?* Repeat for the question with *these*. [And are these your keys?]

- **Do the task** Have Ss complete the questions. Check answers with the class: Have a few Ss call out their answers. [this, these]
- **Focus on the form** Write on the board: *This (is / are) my pen. These (is / are) my pens*. Ask, "What form of *be* goes with *this*?" [is] Circle *is*. Say, "The noun is *pen*. It is one thing." Then direct Ss to the second sentence. Ask, "What form of *be* goes with *these*?" [are] Circle *are*. Say, "The noun here is *pens*. It names more than one thing. It ends with *-s*. Plural nouns name more than one thing. They usually end with *-s*."
- Tell Ss to ask and answer the questions with a partner.

3 Grammar

1.21

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Write on the board: *singular nouns* and *plural nouns*. Explain that nouns can be people, places, or things. Explain (1) singular nouns tell about one thing; (2) plural nouns tell about more than one thing and usually end in *-s*. Ask a few Ss to call out the singular nouns in the chart. Repeat with the plural nouns.
- Write on the board: *This is a cell phone. These are headphones.* Ask Ss to identify the pattern for each statement, and write it on the board:
This + is + a / an + singular noun
These + are + plural noun
Point out that *this* goes with *is* and singular nouns; *these* goes with *are* and plural nouns.
- Write on the board: *Is this your dictionary? Are these your books?* Ask a S to come to the board and write the pattern for these questions on the board:
Is + this + your + singular noun?
Are + these + your + plural noun?
- Ask Ss to look at the chart and identify the two patterns for the two *What* questions. Add them to the board:
What + is + this?
What + are + these?

- **Present the spelling rules** Have Ss read the plurals at the right side of the chart. (For more information, see Language Notes at the beginning of this unit.)
- Ask Ss to work in pairs and write the plural forms of the items in Exercise 1A on p. 14. Have them compare answers with another pair. [All end in just *-s* except *dictionaries* and *watches*.]
- Have Ss work in pairs to take turns asking about items in the pictures and responding with *It's a / an* _____.
- **Preview the task** Ask Ss to look at conversation 1. Have Ss complete the conversation. Check the answers with the class. [umbrella, it is] Tell Ss to use the chart and pictures for help in completing the questions and answers.
- **Do the task** Have Ss complete the remaining conversations and then compare answers in pairs. Check answers with the class: Have several pairs read their answers aloud.

Answers

1. A Is this your umbrella? B Yes, it is. Thank you.
2. A What's this? B It's a computer bag.
3. A Are these your headphones? B Yes, they are. Thanks.
4. A Are these your sunglasses? B No, they're not.
5. A Is this an eraser? B Yes, it is.
6. A What are these? B I think they're pens.

- Have Ss practice the conversations with a partner, taking turns playing each role.

Extra practice

Tell Ss to turn to Extra Practice 2B on p. 140 of their Student's Books. Have Ss do the task in class, or assign it for homework. (See the teaching notes on p. T-140.)

4 Speaking naturally

A 1.22

- **Preview the task** Point out the three examples of noun plural endings. Say, "The *s* at the end of a plural noun is said in three different ways. Model the three endings: /s/, /z/, and /ɪz/. Say, "In speaking, /s/ and /z/ can sound the same, but it's important to know which words add /ɪz/." (For more information, see Language Notes at the beginning of this unit.)
- Please note the use of color in the Speaking Naturally sections throughout this book. Red indicates stress and maroon indicates any other feature that is being taught.
- **Play the recording** Ss listen and repeat. Tell Ss to listen carefully to the pronunciation of the plural endings and to focus on saying the endings correctly.

B 1.23

- **Preview the task** Read the instructions aloud.
- **Play the recording** Pause after the first item and point out the check (✓) in the /ɪz/ column. Play the rest of the recording, and tell Ss to check (✓) the correct boxes.
- Write these column headings on the board:
1. /s/-/z/ 2. /ɪz/
- **Play the recording again** Pause after each item, and check answers with the class: Ask Ss to call out the column number of the answer.

Answers

1. /ɪz/ 2. /s/ - /z/ 3. /ɪz/ 4. /s/ - /z/ 5. /ɪz/

- Write the five plural nouns from the chart on the board in random order. Have Ss read each one aloud.

About you

C

- **Preview the task** Read the instructions and the example conversation aloud. Model the activity by asking a S the question and having the S answer with true information.
- **Present Common Errors** Have Ss read the errors.
- **Do the task** Have Ss take turns asking classmates, *What's in your bag?* As Ss answer, have classmates make a note of any items they also have. Go around the class, and help with any new vocabulary.
- After all Ss answer, tell them to say how many items they have that are the same as others in the class. Tell them also to name any items they have that no one else has.
- When Ss have finished, ask, "Who has something unusual in his or her bag?" Have Ss report.

Workbook

- Assign Workbook pp. 12 and 13. (The answer key begins on p. T-173.)

Lesson C In the classroom

1 Building vocabulary

- **Set the scene** Tell Ss to look at the picture and say the names of things they already know in English.

A 1.24

- **Play the recording** Ss listen and repeat the words.
- **Play the recording again** Say, "Now listen and put check marks in the boxes for things in our classroom." Ask a few Ss to call out the items they checked (✓).
- Write on the board: *a, some*. Say, "Look at the picture of the classroom again. Which things have the word *a* before their names?" Call on a few Ss to answer. Repeat with *some*.
- **Present Note** Have Ss read the information. Ask Ss, "When do you use *a / an*?" [before a singular noun] "How about *some*?" [before a plural noun] Write on the board

— poster
— desks
— chair
— tables

Have Ss write *a* or *some* before each noun. (For more information, see Language Notes at the beginning of this unit.)

- Ask Ss to look for and call out items in the classroom that are not in the picture. Write the words on the board. Help out with new vocabulary.

Extra vocabulary CLASSROOM ITEMS

Present or have Ss suggest extra vocabulary for classroom items, such as *an overhead projector, an eraser, a marker, a coat rack, thumbtacks, pushpins, a bulletin board, a door, a bookcase, a light, a light switch*.

Extra activity GROUPS

Groups write the names of as many classroom items as they can on slips of paper in three minutes. Tell groups to use *a* or *some* in front of each noun. Groups divide up the slips and tape them to the items. At the end of the activity, label any unlabeled items in the classroom.

Word sort

B

- **Preview the task** Tell Ss to look at the six pictures. Read the phrases above each picture aloud, and have Ss repeat.
- Point to the corresponding places in your classroom. Ask individual Ss to call out their locations (e.g., *next to the window*).
- Say, "Look at picture 1." Ask, "What's on the wall?" Call on a S to read the example answer. Ask, "What other things are on the wall?" Ask Ss to call out their answers. Write them on the board, and have Ss write them in their Student's Books. Repeat for picture 2.
- **Do the task** Have Ss complete the remaining items. Go around the class, and help Ss with locations as needed.

- Tell Ss to compare answers with a partner. Check answers with the class: Ss call out their answers.

Answers

1. a clock, a map, a calendar, some posters, a board, a TV
2. a wastebasket, some umbrellas, some bags, some chairs, a desk
3. some bags, some notebooks
4. some books
5. a calendar, a clock
6. a desk, a computer, a CD player

About you

C

- **Preview the task** Read the instructions aloud. Then read the example conversation. Tell Ss to look at the words above each picture in Exercise 1B. Have a few Ss call out *What's* questions for each location (e.g., *What's on the wall? What's on the floor?*). Then ask Ss to think of more questions about their classroom and call them out (e.g., *What's under the table / next to the board?*).
- **Do the task** Have Ss make up at least five questions and then ask a partner their questions. Note: You may want to teach the word *nothing* as an answer.
- **Follow-up** A few pairs present one or two of their questions for the class to answer.

Extra activity PAIRS

Pairs play a guessing game. S1 gives a clue (e.g., *It's on the wall. They're on the floor.*). S2 tries to guess the item (e.g., *Is it a clock? Are they chairs?*).

Extra activity GROUPS

Write on the board: *on, under, in, next to, in front of*. Ss call out locations in the classroom for each preposition (e.g., *on my desk, on the door, under my chair, next to the TV, in front of the window*). Make a list on the board next to each preposition. Then, in groups, Ss take turns asking each other *What's* questions with the phrases on the board (e.g., *What's under your desk / coat? What's on the board?*).

Extra activity INDIVIDUALS

Ss close their books. They write the location of as many items as they remember from the picture in Exercise 1A (e.g., *A clock is on the wall.*). Ss compare answers in pairs. Then they open their books and check their answers.

Vocabulary notebook

Tell Ss to turn to Vocabulary Notebook on p. 20 of their Student's Books. Have Ss do the task in class, or assign it for homework. (See the teaching notes on p. T-20.)

2 Building language

- **Set the scene** Say, "Look at the picture. Guess what the teacher is looking for." Write Ss' guesses on the board.

A 1.25

- **Preview the task** Say, "What's the teacher looking for? Listen for two things."
- **Play the recording** Ss listen and take notes. Ask a few Ss to call out their answers [the students' test papers, the key]. Ask Ss if any of the guesses on the board were correct.
- **Practice** Divide the class into two groups. Have the groups read the conversation aloud and then change roles.

Figure it out

B

- **Preview and do the task** Say, "You have to circle the correct word in each question. Look at questions 1 and 2. These are questions with *Where*." Tell Ss to find the *Where* questions in the conversation in Exercise 2A, and read them aloud. Ask, "What follows *Where* in the questions?" [s, are] Have Ss complete questions 1 and 2.
Say, "Look at questions 3 and 4. These are questions with possessive *s*." Write *'s* and *'s* on the board. "They tell you who a thing belongs to." Tell Ss to find an example of *teacher's* in the conversation [teacher's book]. Ask, "Is

teacher singular or plural?" [singular] "Is there one teacher or two? three?" [one] Tell Ss to find an example of *s*' in the conversation [students' test papers]. Ask, "Is *students* singular or plural?" [plural] Tell Ss to find an example of a name + *'s* and read out the sentence [They're in Ms. Moore's desk.]. Have Ss complete questions 3 and 4.

Answers

1. Where's
2. Where are
3. teacher's
4. Mr. Kern's

- **Focus on the form** Say, "The first question has a singular noun. What is it?" [key] "What verb is in that question?" [s] "What's the noun in question 2?" [test papers] "What verb is used with plural nouns?" [are] Ask, "In question 3, how many teachers is the question about?" [one] Underline the *'s*. Say, "When you show something belongs to one person, use *'s*."

Try it out Tell Ss to ask and answer the questions with a partner, using the conversation and the picture to answer.

Answers

1. It's in Mr. Kern's pocket.
2. They're in Ms. Moore's desk.
3. The students' test papers are in the desk.
4. The key is in Mr. Kern's pocket.

3 Grammar

1.26

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Say, "Look at the *Where* questions in the chart. What's the first word in the questions?" [Where] "What's next?" [s, are] Write on the board: *Where 's / Where are the bag? Where 's / Where are the keys?* Ask a S to choose the correct questions. Ask, "Why is *is* correct in the first sentence?" [*Bag* is singular.] "Why is *are* correct in the next sentence?" [*Keys* is plural.]
- Have Ss read the possessive examples and rules. Say, "People use possessives to say who an item belongs to. To make possessives, add *'s* to singular nouns, and add an apostrophe (') to plural nouns ending in *-s*." (For more information, see Language Notes at the beginning of this unit.)
- Have Ss read the information about *a / an* vs. *the*. Say, "*The* is used when we all know the thing we are talking about – often there is only one." Have Ss say what there is one of in the class that you can all see (e.g., *the teacher, the door, the clock*). (For more information, see Language Notes at the beginning of this unit.)

A

- **Preview and do the task** Read the first instruction aloud. Say, "Look at the example. Why is it correct?" [*Desk* is singular; it's one teacher.]
- Have Ss do task. Say, "Ask and answer the questions about the classroom in the picture." Pairs take turns asking and answering the questions. Check answers with the class.

Answers

1. Where's, teacher's; It's in front of the board.
2. Where are; students'; They're in the desk.
3. Where's; Ms. Moore's; It's in Mr. Kern's pocket.
4. Where's; Mr. Kern's; It's on the chair.
5. Where's; teacher's; It's on the desk.
6. Where are; students'; They're on the chair.

- Have Ss write four more questions about the picture, then ask and answer them in pairs.

About you

B

- **Preview the task** Read the instructions aloud. Model the activity by having all Ss write one question with *Where* about something in the classroom. Ask a few Ss to call out their questions.
- **Do the task** Have Ss write their questions. Then ask pairs to take turns asking each other their questions.


Sounds Right

Tell Ss to turn to Sounds Right on p. 137 of their Student's Books. Have Ss do the task for Unit 2 in class, or assign it for homework. (See the teaching notes on p. T-137.)

Extra practice

Tell Ss to turn to Extra Practice 2C on p. 140 of their Student's Books. Have Ss do the task in class, or assign it for homework. (See the teaching notes on p. T-140.)

Workbook

 Assign Workbook pp. 14 and 15. (The answer key begins on p. T-173.)

Lesson D How do you spell it?

Lesson D recycles vocabulary for talking about things in a classroom.

1 Conversation strategy

- **Set the scene** Tell Ss to look at the picture. Say, "These people are in class. Think of a question a student asks in class." Choose a few Ss to call out their ideas, and write them on the board (e.g., *How do you spell _____? / What's this in English?*).

A

- **Preview and do the task** Read the instructions aloud. Model the activity by asking, "How do you spell *eraser*?" Call on a few Ss to respond. [E-R-A-S-E-R] Say, "Look at the questions and answers in Exercise 1A. Look at number 1. What letter is the answer for question 1?" [c] Tell Ss to write the letter of the answer in the blank after question 1. Tell Ss that *Sure* means *yes*. Then have Ss match the other two questions and answers.
- Have Ss compare answers in pairs. Check answers with the class.

Answers

1. c 2. a 3. b

B 1.27

- Say, "Look at the picture again. The teacher is Ms. Larsen. The female student's name is Sonia. The male student's name is Ming-wei. Listen. How many times does Ming-wei ask for help?"
- **Play the recording** Ss listen and count the number of times. Ss call out their answer. [four]
- **Play the recording again** Ss listen, read along, and raise their hands each time they hear Ming-wei ask a question.
- **Practice** Have Ss practice the conversation in groups of three.

C

- **Present Notice** Have a S read the information aloud. Say, "It's important to ask for help, ask for information, or ask if you don't understand." (For more information, see Language Notes at the beginning of this unit.)
- Have Ss find and underline Ming-wei's other questions in the conversation. Check answers with the class [Can I borrow a pen, please? Excuse me, can you repeat that, please? What page?] (For more information, see Language Notes at the beginning of this unit.).

D

- **Preview and do the task** Model the first conversation. Point out that the example answer (*How do you spell highlighter?*) is from the box. Tell Ss to read and complete the conversations with the questions in the box. Tell Ss to get help from Ming-wei and Sonia's conversation. Check answers with the class.

Answers

1. How do you spell *highlighter*?
2. Can you repeat that, please?
3. Can I borrow an eraser, please?
4. What's the word for this in English?

- Tell Ss to practice the conversations in pairs, taking turns playing each role.

About you 

E

- **Preview the task** Read the instructions aloud. Model the task. For conversation 1, ask a S, "How do you spell *computer*?" For Conversation 2, say, "Open your book to page 8." For conversations 3 and 4, ask a S to suggest a question (e.g., *Can I borrow your highlighter? What's the word for this in English?*) and then ask the S to repeat the question.
- **Do the task** Have pairs make up their own conversations, using the ones in Exercise 1D as a model, and then practice the conversations.
- **Follow-up** A few pairs present their conversations to the class.

Extra activity PAIRS / GROUPS

Pairs make up their own conversation using Ming-wei and Sonia's conversation as a model. Pairs practice their conversations and then act them out for small groups. Ask each group to choose one conversation to present to the class.

Extra activity CLASS

Ss look back at p. viii at the beginning of the Student's Book to review other useful language to ask for help. Ss ask more questions like those in Exercise 1A to get help in class (e.g., *How do you spell dictionary? Can I borrow your book? What's the word for this in English?*). Ss address their questions to other Ss, who respond.

2 Strategy plus

1.28

- **Set the scene** Say, "I'm Ming-wei." Then demonstrate accidentally knocking a S's book onto the floor. Say, "I'm sorry." Get the Ss to say *That's OK*.
- Divide the class in two groups, one group and you playing Ming-wei, the other group playing Sonia. Demonstrate other "accidents" (e.g., *walking into a S's chair, knocking a pen off a desk*). Have the Ming-wei group say *I'm sorry*. Have Sonia's group respond each time and say *That's OK*.
- **Present Strategy Plus** Read each expression from the *When People Say* column aloud, then read the response from the *You Can Say* column aloud. Have Ss repeat each expression. Then read the expressions in the *When People Say* column in random order, and have Ss call out the appropriate response. (For more information, see Language Notes at the beginning of this unit.)
- **Preview and do the task** Read the instructions aloud. Read the first two lines in conversation 1 aloud, and have Ss call out the correct response for the last line. [You're welcome.] Tell Ss to complete conversations 2, 3, and 4 by circling the correct responses.
- **Play the recording** Have Ss listen to review their answers. Then check answers with the class: Have two Ss each read a conversation aloud.

Answers

1. You're welcome.
2. Sure.
3. Thanks anyway.
4. That's OK.

- Tell Ss to practice the conversations in pairs, taking turns playing each role.

Extra activity INDIVIDUALS

Ss listen and write possible responses to items you present: 1. Thanks for the pen. 2. I'm late. I'm sorry. 3. I'm sorry. I don't know the word in English. 4. Can I borrow your dictionary? 5. Thank you for your help. [Possible answers: 1. Sure. 2. That's OK. 3. That's OK. Thanks anyway. 4. Sure. 5. You're welcome.] Ss compare answers in pairs. Then check answers with the class.

Extra activity GROUPS

Each S puts two items on a table or desk. Ss take turns asking to borrow an item from another group member until they each have two new items in front of them. Ss then take turns asking questions and returning each item to its owner (e.g., *A: Is this your book, Martha? B: Yes, it is. Thank you. A: You're welcome.*).

3 Listening and strategies

A 1.29

- **Preview and do the task** Tell Ss to look at the pictures. Explain that these are things we do in class. Have Ss read the sentences. Point to picture 1, and ask, "What's the instruction?" [Open your books.] Tell Ss to match the instructions on the right with the pictures on the left by writing letters in the boxes.
- **Play the recording** *Audio script pp. T-163–164* Ss listen and check their answers. Check answers with the class: Have Ss call out their answers.

Answers

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

B 1.29

- **Preview the task** Have Ss read the questions.
- **Play the recording** *Audio script pp. T-163–164* Ss listen and complete the questions. Check answers with the class: Have Ss call out their answers.

Answers

1. 8
2. a desk
3. repeat
4. close
5. conversation
6. pen

C

- **Preview the task** Read the instructions aloud. Ask two Ss to read the example conversation aloud.
- **Do the task** Have Ss think of five ways to ask for help. Tell Ss to use ideas from the lesson. Have Ss walk around the classroom and ask five classmates for help. Offer Ss help as needed.
- **Follow-up** Have a few Ss present their questions to the class.

Extra activity CLASS

Quickly give Ss a variety of instructions to follow (e.g., *Turn to p. 6, and look at Exercise 1. Read the passport number.*). Keep a fast pace to make the task interesting and challenging.

Free talk

Tell Ss to turn to Free Talk 2 on p. 129 of their Student's Books. Have Ss do the tasks. (See the teaching notes on p. T-129.)

Workbook

Assign Workbook pp. 16 and 17. (The answer key begins on p. T-173.)

Vocabulary notebook My things

If done for homework

Briefly present the Learning Tip and the task directions. Make sure Ss understand what they should do.

If done in class

- **Present Learning Tip** Read the information aloud. Write on the board: *In my bag*. Say, "Think. What's in my bag?"

A pen? A magazine? My keys?" Have Ss call out ideas.

Write the words on the board next to the phrase *In my bag*. Say, "These are things that link, or go together, with my bag. You can try to link new words with places to help remember the words."

1

- **Preview and do the task** Read the instructions aloud. Tell Ss not to look back at the unit as they write their answers.

Answers

some books, some keys, a clock (a clock radio), some glasses, some pens

2

- **Preview and do the task** Read the instructions aloud. Call on four different Ss to read the questions. Tell Ss to write at least four items for each place. If Ss do not have any items in a place, tell them to list four things that people typically keep in that place.
- Have Ss compare their charts in pairs. Have pairs find out whether they listed any of the same items.

On your own

- **Present On Your Own** Read the information aloud.
- **Follow-up** At the start of the next class, Ss show their labeled magazines to a partner.

Now I can . . .

- Go over the Now I Can items. Put Ss in pairs to give one example each for the first six items. Call on Ss and ask for examples or explanations.
- Have Ss look over the four lessons and identify any areas they want to review.
- Tell Ss to complete the Now I Can items. Ss check (✓) the items they know and put a question mark (?) by items that they are not confident about. Check with individual Ss which areas need review to see if there are general problems to review in class. Help individual Ss as required. Have Ss hand in a piece of paper with their name and a schedule showing what they plan to review and when. Review or reteach these language items in a future class.

UNIT 3 Favorite people

Language notes

Lesson A Celebrities

Vocabulary Professions

(See Student's Book pp. 21–23.)

The lesson presents names of typical professions of celebrities (e.g., *singer, soccer player, actor*).

Vocabulary Adjectives

(See Student's Book pp. 22–23.)

- The lesson includes adjectives to describe people and things that someone really likes: *good, great, amazing, exciting*.
- Most adjectives can occur before nouns or after the verb *be*. In the unit, the above adjectives typically are used after the verb *be* in this pattern:
noun + *be* + adjective
Her voice is amazing.
- The adjectives *favorite* and *new* are also presented in the lesson, before nouns (e.g., *my favorite band, his new movie*).

Vocabulary Adverbs very and really

(See Student's Book p. 22.)

- The adverbs *very* and *really* are used before adjectives to make the adjectives stronger (e.g., *good – very good*).
- Note that *really* can be used before the adjectives *amazing* and *great*, but *very* is not normally used before these adjectives.



Corpus information

Adjectives *good, great, and amazing*

In conversation, *good* is one of the top 100 words; *great* and *amazing* are in the top 900.



Corpus information

Common errors with possessive adjectives

Sometimes Ss add an *s* to a possessive adjective, especially when it is followed by a plural pronoun (*their matches*, NOT *theirs-matches*).

Grammar *Be* in statements

(See Student's Book p. 23.)

Form

Affirmative statements with the verb *be* are reviewed, with some statements including adjectives after the verb.

Use

In this lesson, some *be* statements describe a person's profession (e.g., *He's a singer. They're soccer players.*). Note the use of the indefinite article with the name of a profession in the singular.

Grammar Possessive adjectives

(See Student's Book p. 23.)

Pronunciation

You're and *your* and *they're* and *their* have similar pronunciation. *He's* and *his* also sound similar in very fast speech.

Lesson B People we know

Vocabulary People

(See Student's Book p. 24.)

The lesson presents nouns for people (e.g., *best friend, neighbor*), and adjectives to describe them (e.g., *smart, shy, friendly, outgoing, fun*).



Corpus information

Adjectives to describe people's personality

Most of the adjectives to describe people taught in this lesson are in the top 5,000 words in conversation. The adjectives *nice, interesting, fun, smart, quiet, busy, tired, and late* are all in the top 1,500.

Grammar The verb *be*

(See Student's Book p. 25.)

- The lesson reviews the verb *be* in *yes-no* questions, short answers, and negative statements.
- This lesson focuses on the use of adjectives after the verb *be*.

- The contractions *isn't* and *aren't* are presented after nouns in statements (e.g., *My boss isn't strict*). Ss are not yet introduced to them in negative short answers (e.g., *No, he isn't*).

Form

- *Yes-No* questions
be + subject + adjective / noun?
- Negative statements
subject + *be* + *not* + adjective / noun



Corpus information

Contractions *'s not, 're not, isn't, and aren't*

- In conversation, the negative contractions *'s not* and *'re not* are about three times more frequent than *isn't* and *aren't*.
- *Isn't* and *aren't* are more likely to occur after nouns (including names) than after pronouns. Their use in short answers is rare.
- Two common uses of *isn't* and *aren't*, especially *isn't*, are (1) in negative questions: *Isn't that great?* and (2) in tags: *It's nice, isn't it?*

Speaking naturally Reduction of *Is he...?* *Is she...?*

(See Student's Book p. 25.)

- Ss get practice in recognizing and using reductions of *Is he* /Izɪ:/ and *Is she* /ɪʃi:/ in spoken questions.

- In fast speech, the /h/ in the question *Is he...?* is not usually pronounced. In *Is she...?* the /z/ in *is* is not pronounced, but is assimilated into the /ʃ/ sound of *she*.

Lesson C Family

Numbers

(See Student's Book p. 26.)

Numbers ending in zero

Numbers such as thirty (30) and forty (40) are stressed on the first syllable.

Numbers ending in teen

Numbers ending with *teen* have two stress patterns: thirteen or thirteen.

- They are stressed on the first syllable in counting sequences (e.g., thirteen, fourteen) or before a noun (e.g., thirteen students).
- They are stressed on the second syllable at the end of a phrase (e.g., *My brother is thirteen*).

Ss often have problems hearing the difference between "teen" and numbers ending in zero (e.g., thirteen / thirty). Practice on this is suggested in the teaching notes for the lesson.

Compound numbers

Numbers like fifty-eight (58) also have two stress patterns: fifty-eight or fifty-eight.

- Before nouns, they are often stressed on the first word (e.g., Twenty-three students are here).
- They are usually stressed on the second word in counting sequences (fifty-eight, fifty-nine) and at the end of a phrase (e.g., *My father is fifty-eight*).

Grammar Information questions with *be*

(See Student's Book p. 27.)

The questions in this lesson focus on getting information about people.

Form

question word + *be* + subject?

How are your parents?



Corpus information Question words

What, how, and where are the most frequent question words. All three are in the top 100 words.

Lesson D A songwriter? Really?

Conversation strategy Showing interest

(See Student's Book p. 28.)

- People can show interest by repeating information and adding a question. For example:

A *She's a songwriter.*

B *A songwriter? What are her songs like?*

In this example, B's first question repeats information. B's second question asks for *more* information.

- This conversation strategy of showing interest introduces the idea of "listenership," that is, showing that one is listening by acknowledging or responding appropriately to what someone says.

Strategy plus *Really?*

(See Student's Book p. 29.)

- In this lesson, *Really?* is used to show surprise or interest in what someone says. For example:

A *She's my boss.*

B *Really? What's she like?*

With this meaning, *Really?* is typically used with a rising intonation.

- *Really* can also be used – normally with a falling intonation – to show you agree or to show that you are listening.



Corpus information *Really*

Really is one of the top 50 words in conversation, and it has many uses.

- About 40 percent of its uses are with verbs (e.g., *I really enjoyed that movie. I didn't really enjoy it.*).
- About 30 percent of its uses are with adjectives or adverbs (e.g., *That was really good. You did really well.*).
- About 15 percent of its uses are in responses like the one taught here.

Favorite people

Teach this unit opener page together with Lesson A in one class period.

Introduce the theme of the unit Tell Ss to look at the unit title, and read it aloud. Explain that favorite people are people you really like. Write the names of five famous actors on the board. Then put a check (✓) beside one of the names. Say, "This is my favorite actor." Ask a few Ss to name their favorite actor.

In this unit, you learn how to . . .

- **Unit aims** Read the lesson headings and key unit aims aloud. Tell Ss to listen and read along.

Extra activity CLASS / PAIRS

Explain that celebrities are famous people like actors. Ask Ss to think of celebrities (writers, sports personalities, business people). Explain that we use adjectives like *interesting* to describe people's personalities. Have Ss work in pairs to name three celebrities and one adjective to describe each of their personalities. Set a time limit of 30 seconds. Elicit ideas and write them on the board.

Before you begin . . .

- **Introduce the professions in the pictures** Tell Ss to look at the six pictures. Then direct Ss' attention to Before You Begin. Read the six sentences aloud, and have Ss repeat.
- Have Ss look at picture 1. Ask, "What sentence does it go with?" [She's an actor.] Direct Ss' attention to the 1 in the box for that sentence. Tell Ss to match the remaining pictures and sentences, writing the numbers in the boxes. Then have a few Ss share their answers with the class.

Answers

- 2 He's an artist.
- 1 She's an actor.
- 4 He's a singer.
- 3 They're tennis players.
- 6 She's a writer.
- 5 They're soccer players.

Culture note

The word *actor* is generally used these days for both male and female actors. The word *actress* (for female actors) is being used less often although it's often used in award ceremonies (e.g., *Best actress in a comedy*).

- On the board, write *celebrity*, and say the names of several famous people. Say, "These people are celebrities. They're famous."
- Write these column headings on the board:
Artist Singer Actor Soccer player

Tell Ss to write down the name of a celebrity they know for each profession. Ask Ss to call out the names they wrote. Write the names under the headings on the board.

- Ask Ss to suggest additional celebrity professions, and write the words on the board. Have Ss name celebrities in each of the professions.

Extra vocabulary CELEBRITY PROFESSIONS

Present or have Ss suggest extra vocabulary for celebrity professions, such as *a dancer, a musician, a writer, a TV host, an athlete*.

Recycle grammar This task recycles *yes-no* questions and short answers with *be* and *he, she, and they*. Erase the board. Have Ss form teams standing in lines, with one S from each team at the board. Say the name of a celebrity (e.g., *Andrew Garfield*). Ss at the board write a sentence using that profession (e.g., *He's an actor*). After all Ss have finished, check answers. Teams get one point for each correct answer (celebrity profession) and one point for each correct sentence. Ss at the board go to the back of the line, and the next Ss come to the board. Continue until each S has had at least one turn. The team with the most points wins.

Extra activity CLASS / PAIRS

Ask *Who* questions about the celebrities (e.g., *Who's Jennifer Lawrence?*). Ss call out the profession using a complete sentence (e.g., *She's an actor*). Ss continue the activity in pairs, taking turns asking and answering the questions.

Lesson A Celebrities

1 Getting started

- **Set the scene** Tell Ss to look at the TV screens in the pictures. Have Ss call out the professions of the celebrities [actor, singer, tennis players, football players].

A

- **Preview the task** Say, "Look at the first picture. Zach and Haley are watching a movie on TV. What movies do you watch on TV?" Ask Ss to call out the names of recent movies on TV.
- **Do the task** Ask Ss what other things are on TV in the pictures [a concert, a tennis match, a football game].

B 1.30

- Say, "Listen for the answers to the questions, 'Is Haley a sports fan? How about Zach?'"
- **Play the recording** Ss listen and read along. Ask, "Is Haley a sports fan?" [yes] "How do you know?" [She says, "They're my favorite tennis players and their matches are exciting."] "Is Zach a sports fan?" [yes] "How do you know?" [He says his favorite team is on TV.]
- **Play the recording again** Ss listen, say the words to themselves, and underline words that they do not understand. Help with any new vocabulary as needed.
- Direct Ss' attention to what Haley says. Say, "Tell me something about Johnny Depp." [He's good-looking.] On the board, write *good-looking*. Repeat with "Tell me about his new movie." [It's great.] "Tell me about Adele's voice." [It's amazing.] "Tell me about the matches between the two tennis players." [They're exciting.] Explain that the words on the board describe people and things and that they are called **adjectives**.

Extra activity PAIRS

Write on the board:

- _____ *is amazing*.
- _____ *is good-looking*.
- _____ *is exciting*.

Ss in each pair take turns supplying names of famous people to fill in the blanks. Partners say whether they agree or not. Ss say *yes* and repeat the statement (e.g., *Yes, George Clooney is good-looking*), or they say *no* and give a different name (e.g., *No, Ryan Gosling is good-looking*).

Figure
It out 

C

- **Preview the task** Tell Ss to look at the picture of Johnny Depp. Say, "Find two things Haley says about Johnny Depp." Have Ss call out the sentences, and write them on the board. [He's so good-looking. His new movie's great.] Write on the board: *Johnny Depp*. Point to the first sentence. Say, "Which word means the same as *Johnny Depp*?" [He] Circle the word *He*. Write on the board: *Johnny Depp's*. Point to the second sentence. Say, "Which word means the same as *Johnny Depp's*?" [His] Circle the word *His*.

- Now tell Ss to look at Exercise 1C. Read the instructions aloud. Tell Ss to look at number 1. Read aloud, "Johnny Depp is an actor. _____ movies are really exciting." Ask, "What's the missing word?" Point to the two sentences on the board to help Ss. Read the sentences again, pausing for Ss to call out the missing word. [His] Tell Ss to write *His* in the blank.
- **Do the task** Have Ss fill in the missing words in the three remaining sentences. Check answers with the class: Read the sentences aloud, pausing for Ss to call out the missing words.

Answers

1. His movies are very exciting.
2. Her new album is very good.
3. Their matches are always great.
4. Our favorite team is not very good.

- **Focus on the form** Say, "Look at your answer to sentence 1. What does *his* mean?" [Johnny Depp's]. "In sentence 2, what does *her* mean?" [Adele's]. Say, "*His* and *her* are possessive adjectives. They go before nouns like *movies* and *album*." Ask, "What are the possessive adjectives in sentences 3 and 4?" [their; our]

Write on the board:

- His / He voice is really good.*
- She / Her new movie is great.*
- Their / They matches are amazing.*
- We / Our favorite team is on TV tonight.*

Have Ss come to the board to circle the correct answers. Say, "*He, she, they,* and *we* are pronouns. *His, her, their,* and *our* are all possessive adjectives.

Extra activity INDIVIDUALS / CLASS

Ss write three sentences with opinions about new movies, albums, etc., using *very good, great, amazing,* and *exciting* (e.g., *Katy Perry's new album is very good*). Ss then go around the class and say their sentences to classmates. The other Ss say whether or not they agree with each sentence. Ss sit down when they find someone who agrees with all three sentences. After five minutes, end the activity. Ss who sat down say their sentences and the name of the classmate who agrees with them. This activity can be repeated with the adjective *favorite* (e.g., *My favorite actor is Brad Pitt*).

2 Grammar

1.31

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Review the forms of the verb *be* with pronouns in the first column of the chart. Call out each of the pronouns, and have Ss quickly call out its contraction with *be* (e.g., *T: She. Ss: She's.*).
- Point to the second column. Say, "Each sentence begins with a possessive adjective." Write on the board:
Johnny Depp's movie = his movie
Adele's voice = her voice
tennis players' matches = their matches
Say, "*His, her, and their* are possessive adjectives." Explain that they are similar in meaning to possessive nouns like *Adele's, Johnny Depp's*, etc.
- To practice the form, call out the pronouns, and have Ss call out the related possessive adjectives (e.g., *T: I. Ss: my*). Then write sentences on the board with the possessive nouns underlined (e.g., *Adele's new song is great. Haley's favorite actor is Johnny Depp.*). Ask different Ss to go to the board and replace the underlined possessive nouns with possessive adjectives.
- **Present Common Errors** Read the information aloud.

Extra activity GROUPS

Groups play a chain game. Group members name their favorite singers (e.g., S1: *My favorite singer is Adam Levine.* S2: *My favorite singer is Katy Perry. Your favorite singer is Adam Levine.* S3: *My favorite singer is Bruno Mars. Your favorite singer is Katy Perry. His [S1's] favorite singer is Adam Levine.*).

A

- **Preview the task** Tell Ss to look at the pictures of the celebrities and call out the names and professions of any they can identify. [from top to bottom: Foo Fighters – band; Manchester United – soccer team; Josh Hutcherson – actor; Adele – singer]
- Read the instructions and example answer aloud.

- **Do the task** Have Ss complete the conversations. Check answers with the class: Ask four pairs of Ss to each read a conversation aloud.

Answers

1. A My; I'm; their; B They're
2. A we're; our; B He's
3. A your; His
4. A You're; B her; She's

- Tell Ss to practice the conversations in pairs, taking turns playing each role. Encourage Ss not to look at the book as they speak. Instead, Ss should read a sentence, look up, make eye contact with their partners, and then say the sentence. Have Ss practice doing this until they can say their lines quickly.
- **Follow-up** Ss make other true sentences about the celebrities in Exercise 2A (e.g., *I'm a Foo Fighters fan. Their new song is really good.*). A few Ss share their sentences with the class.

About you

B

- **Preview and do the task** Read the instructions aloud. Model the activity (e.g., *In my family, we're big soccer fans. How about you?*) Call on a few Ss to respond (e.g., *In my family, we're not big soccer fans.* or *We're big soccer fans too.*).
- Have pairs of Ss perform their conversations for the class.

Extra activity GROUPS

Groups brainstorm a list of celebrities. Group members take turns saying something about one of the celebrities, using possessive adjectives. A S who cannot think of anything to say is out of the game. The game continues until there is only one student left. The group then chooses another celebrity and plays again.

Extra practice

Tell Ss to turn to Extra Practice 3A on p. 141 of their Student's Books. Have Ss do the task in class, or assign it for homework. (See the teaching notes on p. T-141.)

3 Talk about it

- **Preview and do the task** Read the instructions aloud. Have Ss complete the chart with the names of their favorite celebrities. Call on a few Ss to name their favorites.
- Have Ss work in pairs and take turns talking about the people on their lists. Encourage Ss to say as much as possible about each celebrity. Encourage Ss to ask their partners follow-up questions (e.g., *Is his new movie good? Is her new album out?*).
- **Follow-up** A few Ss report on their partners' favorite celebrities (e.g., *My partner is Jessica. Her favorite actor is Andrew Garfield. His movies are very good.*).

Extra activity CLASS

A S thinks of a celebrity. The other Ss ask questions to guess the celebrity (e.g., *Is he an actor? Is he in a movie right now? What's the movie?*). The first S to guess correctly is next to choose a celebrity.

Workbook

Assign Workbook pp. 18 and 19. (The answer key begins on p. T-173.)

Lesson B People we know

1 Building vocabulary

- **Set the scene** Write the following on the board: *People we know: celebrities, friends, co-workers, actors, neighbors, teachers, singers, classmates, family.* Ask, "Are celebrities people we know?" [no] Cross out *celebrities*. Repeat with the other words, crossing out *actors* and *singers*. Explain that co-workers (people we work with) and neighbors (people who live next to us) are people we know.

A 1.32

- **Preview the task** Direct Ss' attention to the first picture on the blog and read the description. Ask, "Do you know the word *interesting*?" Have Ss guess the meaning. Ss can use their first language to do this. Repeat with the other people in the pictures.
- **Play the recording** Ss listen and repeat.
- Ask, "Do you know people like these?" Have Ss take turns describing a friend, using an adjective on the page (e.g., *My friend Anna's very shy.*). Remind Ss to use a contraction after the name. Tell the rest of the class to listen carefully and point to the words they hear.

Word sort

B

- **Preview and do the task** Have a S read aloud the chart headings. Say, "What's your best friend like? What are

your classmates like? What are your neighbors like? Who is someone else you can describe? Complete the chart." Encourage Ss to add new vocabulary, asking for help with new vocabulary or using a dictionary as necessary.

Possible answers

Adjectives presented in Exercise 1A, plus any new vocabulary

- Say, "Now tell a partner about the people you know." Read the example aloud to help Ss get started. At the end of the activity, ask Ss to share any new words with the class. Make a list on the board.

Extra vocabulary PERSONALITY WORDS

Present or have Ss suggest extra vocabulary for personality, such as *boring, generous, kind, considerate, bossy, honest, happy, hardworking, mean, selfish.*

Vocabulary notebook

Tell Ss to turn to Vocabulary Notebook on p. 30 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-30.)

2 Building language

- **Set the scene** Point to the picture of Ethan at the top of the page. Say, "This is Ethan. He's lazy." Tell Ss to look at the picture next to the conversation. Say, "Tim is at a café. Dana is the server. Tim is lazy. How about Dana? What's she like?" Have a few Ss call out an adjective.

A 1.33

- **Preview the task** Say, "Tim is talking about his boss and his co-workers." Ask Ss to guess words that Tim might use to describe them, and write them on the board. Then ask, "What's Tim's new boss like? Listen for the answer."
- **Play the recording** Books closed. Ss listen and write the answer. Check the answer with the class. [His new boss is nice. She's not very strict.]
- Books open. Have Ss look at the conversation to find the words that describe Tim's boss and co-workers and then look for any of the same words on the board.
- **Practice**

Groups: Divide the class into two groups, one group playing the role of Dana and the other playing the role of Tim. Have the groups read the conversation aloud and then change roles.

Pairs: Tell pairs to read the conversation aloud, taking turns playing each role.

- **Recycle a conversation strategy** This task recycles the conversation strategy of saying good-bye. Have pairs continue the conversation with Tim leaving the café and saying good-bye to Dana.

Figure it out

B

- **Preview the task** Ask Ss to find the three questions in the conversation in Exercise 2A that start with a form of *be*. [Are you busy? Are they nice? (And) Is your boss OK?] Ask Ss to read them aloud. Write them on the board.
- Point to *(And) Is your boss OK?* Say, "Find the answer in the conversation." Have Ss call out the answer [She is, yeah.], and write it on the board under the question. Repeat with *Are they nice?* [Yes, they are.]
- Write conversation 1 on the board. Point to the first blank, and ask, "What are the missing words?" [Is she] Point to the blank in the answer. Ask, "What's the missing word?" [is]
- **Do the task** Have Ss complete the remaining conversations, using the conversation in Exercise 2A and the sentences on the board for help. Have Ss compare answers with a partner. Check answers with the class: Ask a few Ss to share their answers.

Answers

1. A Is she fun?
B Yes, she is.
2. A Are they friendly?
B Yes, they are.
3. A Is your English class hard?

- **Focus on the form** Write on the board: *pronoun, adjective, verb be*. Say, "Look at your answers in Exercise 2B. What order do these go in for *yes-no* questions?" [verb *be*, pronoun, adjective]

3 Grammar

1.34

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Direct Ss' attention to the first column in the chart. Ask, "What comes first in *yes-no* questions?" [am, are, is] Write cues for questions on the board (e.g., *you / a tennis fan, he / friendly, we / in class*). Have Ss call out the questions, using the correct form of the verb *be*. Then repeat the activity with nouns as cues (e.g., *the teacher / nice, your co-workers / lazy*).
- Books closed. Write *Yes* and *No* on the board. Read the questions from the chart in random order, pointing at either *Yes* or *No*. Have Ss quickly call out the short answers. (For more information, see Language Notes at the beginning of this unit.)
- Books open. Direct Ss' attention to the last column. Write on the board: *You're not late*. Ask, "Where does *not* go in negative statements?" [after the verb *be*] Write the pattern on the board: *pronoun + be + not + _____*. Present false statements about the conversation in Exercise 2A, and have Ss correct them (e.g., *T: Tim's at work. Ss: He's not at work. He's in a café. T: Tim's co-workers are shy. Ss: They're not shy. They're friendly.*).
- Ask Ss to find the two contractions for *is + not* ['s not, isn't] and *are + not* ['re not, aren't]. Write them on the board.
- **Present In Conversation** Write on the board: *She _____ shy. He _____ lazy*. Ask Ss to guess which contraction – *'s not* or *isn't* – is more common with pronouns like *She* and *He*. Have Ss raise their hands to vote. Have a S read the information aloud. Ask another S to come to the board and complete the statements with the form that people use more often. [She's not shy. He's not lazy.]

A

- **Preview the task** Read the instructions aloud. Write on the board: *How's school? _____ your classes interesting?* Point to the line and ask, "What word is missing?" [Are] "Why?" [*Classes* is plural.] Write *Are* to complete the sentence. Have a S ask you the question on the board. Answer, "Yes, they are." Have Ss write the answer in their books. Tell Ss to complete the conversations with the correct form of *be*, and the correct pronoun in short answers.
- **Do the task** Have Ss complete the questions and answers. Check answers with the class: Have one S read a question and another S read the answer.

Answers

1. A: Are; B: they are
2. A: Are; B: it's not, aren't
3. A: Are; B: I am, 'm
4. A: Is; B: 's not
5. A: Is; B: it is, isn't
6. A: Are; B: they're not, 're not

About you

B

- **Preview the task** Read the instructions aloud. Model the activity. Ask several Ss the questions in conversation 1. Elicit different answers.
- **Do the task** Have Ss take turns asking and answering the questions, using their own information. Monitor and provide help if needed.
- **Follow-up** Have several pairs act out their conversations for the class.

Extra practice

Tell Ss to turn to Extra Practice 3B on p. 141 of their Student's Books. Have Ss do the task in class, or assign it for homework. (See the teaching notes on p. T-141.)

4 Speaking naturally

1.35

- **Preview the task** Say, "When people speak English quickly, sometimes two words are said together and sound like one word." Tell Ss to look at the two questions in the box. Ask, "Which words do you think are said together?" [Is he, Is she] Read the instructions aloud. (For more information, see Language Notes at the beginning of this unit.)
- **Play the recording** Ss listen. Tell them to listen carefully to the beginning of each question.
- **Play the recording again** Ss listen and repeat. Tell Ss to be sure to say the first two words together.

1.36

- **Preview the task** Read the instructions aloud.
- **Play the recording** *Audio script p. T-164* Play the first item, and then pause the recording. Ask, "Is the answer *he* or *she*?" [she] Play the rest of the recording, and tell Ss to circle the word they hear in each question.
- Check answers with the class: Call on individual Ss to read their answers aloud.

Answers

1. she
2. she
3. he
4. he
5. he
6. she

About you

C

- **Preview and do the task** Read the instructions aloud. Ask two Ss to read the example conversation aloud. Say, "Ask as many questions as you can about your partner's best friend. Look at Exercise 4B for ideas." Tell pairs to start by asking *What's your best friend's name?*
- **Follow-up** A few Ss tell the class as much as they can about their partner's best friend (e.g., *Amanda's best friend is Eric. Eric isn't a friend from school. He's a neighbor.*). After each S finishes, ask questions to check that Ss listened (e.g., *Is Eric a friend from school?*).

Workbook

Assign Workbook pp. 20 and 21. (The answer key begins on p. T-173.)

Lesson C Family

1 Building vocabulary

- **Set the scene** Sketch your family tree on the board, including names of family members. Point to their names, and name their relationship to you (e.g., *Me. My parents. My husband / wife. My sister / brother.*). Ask, “Do you know any other words for family members?” As Ss call out family member words, write them on the board.

A 1.37

- **Preview the task** Tell Ss to look at the family tree. Make sure that Ss understand how to read the tree. Have Ss find Erica. Ask, “Who is Erica’s mother?” [Linda] “Who is Erica’s grandmother?” [Angela].
- **Play the recording** Ss listen, read along, and repeat the words. They then compare the family words in their Student’s Book to the vocabulary on the board. Ask a few Ss to call out any of the words in the Student’s Book that are not on the board.

Culture note

Mom and *dad* are informal words for *mother* and *father* and are common in speech. *Grandma* and *grandpa* are informal words for *grandmother* and *grandfather*. They are also common in speech.

Word sort

B

- **Preview the task** Have Ss look at the example. Tell Ss to look at the family tree and find Erica, and then Carlos. Ask, “Who’s Carlos?” Call on a S to read the example answer [father]. Tell Ss to give another answer for Carlos [He’s Erica’s father.]. Write it on the board. Point out the possessive *’s* with the person’s name.
- **Do the task** Have Ss complete the chart, and then compare answers with a partner.
- Have two Ss read the example conversation. Say, “Now ask and answer questions about the people in the chart.”
- Have Ss work in pairs and continue asking and answering questions about each person in the chart.
- Check answers with the class: Call out the names of the family members one at a time and elicit the relationship to Erica.

Answers

Carlos Rivera: father	Angela Valdez: grandmother
Linda Rivera: mother	Jessica Brown: aunt
David Rivera: brother	Emily Brown: cousin
Jack Valdez: grandfather	Brian Brown: uncle

Extra vocabulary FAMILY

Present or have Ss suggest extra vocabulary for family, such as *grandson*, *granddaughter*, *grandchildren*, *mother-in-law* / *father-in-law* / *son-in-law*, *daughter-in-law*. (In-law relationships are through marriage. For example, a mother-in-law is the mother of a person’s wife or husband.)

Extra activity INDIVIDUALS / CLASS

Give clues (e.g., *your grandparents’ son*). Ss write the family word (e.g., *my father*). Check answers with the class, and see who got the most correct.

C 1.38

- **Preview the task** Read the instructions aloud.
- **Play the recording** Ss listen and repeat the numbers. Tell Ss when counting to stress, or say louder, the first syllable of numbers ending in “teen” (e.g., *thirteen*) and the second word of compound numbers (e.g., *fifty-eight*). (For more information, see Language Notes at the beginning of this unit.)
- **Follow-up** Say numbers between one and one hundred, one at a time. Ss call out the next numbers.

About you

D

- **Preview the task** Read the instructions aloud. Say, “Look at the example conversation.” Read the role of A, and ask a student to read the role of B. Direct Ss’ attention to the note that B wrote.
- Provide examples of how to stress numbers in sentences telling about age, such as *She’s eighteen*. The stress for “teen” numbers is on the “teen” part (e.g., *thirteen*) and for compound numbers on the last word (e.g., *fifty-eight*).
- **Do the task** Have Ss work in pairs. A tells B the names and ages of family members. After B checks the information with A, Ss change roles and repeat the activity. Ask a few Ss to report about their partner’s family.

Vocabulary notebook

Tell Ss to turn to p. 30 in their Student’s Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-30.)

2 Building language

- **Set the scene** Tell Ss to look at the picture. Say, “Padma is asking Erica about her grandparents. How old are the grandparents? Write your guesses.”

A 1.39

- **Preview the task** Say, “How old are Erica’s grandparents? Listen for the answers.”
- **Play the recording** Books closed. Ss listen and write the answers.
- **Play the recording again** Books open. Ss listen, read along, and review their answers. Check answers with the class: Have a few Ss call out their answers. [Erica’s grandfather is 78. Erica’s grandmother is 72.]
- **Practice**

Groups: Divide the class into two groups, one group playing the role of Padma and the other playing the role of Erica. Have the groups read the conversation aloud and then change roles.

Pairs: Tell Ss to read the conversation, taking turns playing the roles of Padma and Erica.
- **Follow-up** Pairs practice the conversation again, this time using their own family information. Ss should try to look up from their books as they speak.

Figure it out

B

- **Preview the task** Say, “Find four questions in the conversation in Exercise 2A.” Ask four Ss to each read a question. Write them on the board. [So who’s this? And how old is your grandmother? What’s her name? So where are your grandparents from originally?] Ask Ss to call out the question words [who, how (old), what, where]. Ask, “What comes after the question words?” [a form of *be*]
- Tell Ss to look at Exercise 2B. Say, “Can you complete these questions?” Write number 1 on the board. Say, “What’s the first word?” [Who’s] “How do you know?” [It is asking the name of a person.] Write on the board: *Who’s*. Ask, “What does ‘s mean here?” [is]
- **Do the task** Have Ss complete the questions, using the conversation for help. Check answers with the class.

Answers

1. Who’s 2. What’s 3. How old are 4. Where are

- **Try it out** Say, “Take turns asking your partner these questions. Answer with information from the conversation.”
- **Focus on the use** Tell Ss to look at the questions in Exercise 2B. Say, “Questions that begin with question words like *what* or *where* are called *information questions*. Use information questions when you want more than just a *yes* or *no* answer.”

3 Grammar

1.40

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Tell Ss to look at the questions in the chart. Ask, “What comes first in information questions?” [the question word] “What comes after the question word?” [are, ‘s] Write the pattern on the board: *question word + verb be (are, is, ‘s) _____ ?*
- Ask Ss to call out the question words in the chart [How, Where, How old, Who, What]. Point out that *is* is often part of a contraction with a question word. Ask Ss to call out the contractions [Who’s, Where’s, What’s].
- Books closed. Write on the board: 1. *How _____ your parents?* 2. *Where _____ Linda from?* 3. *How old _____ you?* 4. *What _____ she like?* Ask Ss to call out the form of the verb *be* for each. Tell Ss to look at the word or words after the blank to help choose the answer [1. are 2. is / ‘s 3. are 4. is / ‘s]. Explain that *are* goes with plural nouns and pronouns, *is* goes with singular nouns and pronouns.
- **Follow-up** Ask a few Ss questions from the chart. Ss answer with their own information. Ss, in pairs, take turns asking and answering the questions.

A

- **Preview the task** Books open. Read the instructions. Write number 1 on the board. Say, “What’s the first word?” [How] Write *How* on the board. Continue until the full question is written on the board.

- **Do the task** Have Ss write the questions and then compare with a partner. Check answers with the class.

Answers

1. How are your parents? 2. What are your parents’ names? 3. How old is your father? 4. What’s your mother like? 5. Where’s your mother today? 6. Where are your grandparents from? 7. Who’s your favorite aunt?

- Say, “Take turns asking your partner these questions. Answer with true information.”

About you

B

- **Preview and do the task** Read the instructions aloud. Have Ss write four more questions. Read the example conversation. Say, “Ask and answer the questions with your partner.” When Ss finish, ask a few Ss to report to the class about what they learned.


Extra practice

Tell Ss to turn to Extra Practice 3C on p. 141 of their Student’s Books. Have Ss do the task in class, or assign it for homework. (See the teaching notes on p. T-141.)

Sounds right

Tell Ss to turn to Sounds Right on p. 137 of their Student’s Books. Have Ss do the task for Unit 3 in class, or assign it for homework. (See the teaching notes on p. T-137.)

Workbook

 Assign Workbook pp. 22 and 23. (The answer key begins on p. T-173.)

Lesson D A songwriter? Really?

Lesson D recycles the verb *be* in statements, *yes-no* questions, and information questions.

1 Conversation strategy

- **Set the scene** Say something about one of your friends who does something interesting (e.g., *This is my friend Lucia. She has an exciting job.*). Pause and see if anyone asks a question. If a S does ask a question, say, "In conversation, when you ask questions like (S's question) you show you are interested in the conversation and you want the speaker to say more."

A

- **Preview and do the task** Read the questions aloud. Tell the class about a friend you have who is from another country or who is an artist, singer, or songwriter. Have Ss talk about their friends with a partner. Call on Ss to tell the class about one of their partner's friends.

B 1.41

- **Preview the task** Say, "Look at the picture. Hugo and Lucy are looking at a painting."
- Say, "Now listen to the conversation. Hugo is looking at a painting by Lucy's friend. Hugo is showing interest. He asks questions about Lucy's friend. What do you find out about Lucy's friend?" To help Ss find the information, write the following cues on the board:

Male or female? Name? From?
A student? Occupation?

- **Play the recording** Books closed. Ss listen.
- **Play the recording again** Ss listen and write the information they learn about Lucy's friend. Check answers with the class. [She's female. Her name's Carla. She's from Paris. She's not a student. She's an artist / painter and a singer / songwriter. Her work is amazing.]
- **Play the recording again** Books open. Ss listen and read along.
- **Practice** Tell Ss to practice the conversation in pairs, taking turns playing each role.

C

- **Present Notice** Read the information aloud. Tell Ss that these strategies help the conversation flow and continue. The speaker shows he or she wants more details or information. Say, "Look at the conversation again. Can you find more examples of when Hugo repeats words or asks questions?" Have Ss underline the examples they find and compare them with a partner. Check answers with the class. [Paris? Wow. Is she a professional artist? A songwriter? Really? What are her songs like?]

D

- **Preview and do the task** Ask two Ss to read conversation 1 aloud. Tell Ss to look at conversation 2. Ask, "What's the missing word? When you know the answer, raise your hand." When most hands are raised, ask for the answer [Dmitry]. Have Ss write the answer. Repeat with conversations 3 and 4. Check answers with the class.

Answers

1. A singer? 2. Dmitry? 3. A writer? 4. Baseball fans?

- Tell Ss to practice the conversations in pairs, taking turns playing each role.

About you 

E

- **Preview the task** Read the instructions aloud. Tell Ss to think about four people they know to tell a partner about. Model the task by talking about a friend of yours. Follow the pattern in D. As they listen, encourage Ss to take turns asking you questions to show interest as you speak about your friend.
- **Do the task** Have Ss do the activity in pairs. Call on a few Ss to report to the class about someone their partner knows.

Extra activity PAIRS

Ss write five sentences with interesting information about themselves (e.g., *My middle name is Liam. My mother's from Karachi originally.*). Ss take turns reading their sentences to a partner. Partners respond using the strategies taught for asking questions and repeating words.

2 Strategy plus

- **Present Strategy Plus** Have Ss find the word *Really?* in Hugo and Lucy's conversation on p. 28. Tell Ss that people say *Really?* to show both interest and surprise.

Culture note

In many cultures, including in North America, when people give interesting information, they expect a reaction from the listener. Silence may be considered strange or even rude. The word *Really?* is a simple way to politely show interest.

- **Present In Conversation** Books closed. Say, "*Really?* is a very important spoken expression in English." Write on the board: *Really is in the top 10, 30, 50, 100, 500 words in spoken English.* Say, "Which is the correct number? Guess. Raise your hand when I say the number you think is correct." As you call out each number, count the number of hands and write the number on the board. Finally, ask a student to read the information aloud to find the correct answer.

A

- **Preview the task** Read the instructions and possible answers. Read the first conversation. Elicit the completion [Really? My brother's name is Jack.]. Model the pronunciation of *Really?* (here with a rising intonation). (For more information, see Language Notes at the beginning of this unit.)

- **Do the task** Have Ss complete the conversations. Check answers with the class.

Answers

1. c 2. a 3. b 4. d

- Have Ss practice the four conversations in pairs. Alternatively, divide the class into two groups: One plays the role of A, and the other plays the role of B.

About you

B

- **Preview and do the task** Read the instructions. Model the activity with a S. Ask, "What's your name?" After the S answers, respond with "Really?" and a follow-up question.
- Have Ss practice asking and answering the questions in pairs. Monitor. Call on a few Ss to perform their conversations for the class.

Extra activity INDIVIDUALS

Ss look back through the conversations in Unit 3 for other examples of *Really?* Give Ss several minutes to look back through the lessons in Unit 3. [p. 24, Exercise 2A; p. 27, Exercise 2A] Have a few Ss read those parts of the conversations aloud.

3 Listening and strategies

A 1.42

- **Preview the task** Read the instructions aloud. Have Ss read the questions in the chart. Ask them to predict the kind of words they might hear to help them answer each question (e.g., *Who is it? a friend, a brother; What's he or she like? nice, friendly, quiet; How old is he or she? 18, 34, 22*).
- **Play the recording Audio script p. T-164** Ss listen and complete the chart. Pause after each conversation to give Ss time to write their answers.
- **Play the recording again** Ss review their answers. Check answers with the class.

Answers

1. Jane: a neighbor, nice and fun, 18
2. Lucas: best friend / a cousin, interesting, 24
3. Lisa: sister, nice, shy, 28
4. Patrick: a friend / classmate, smart, 45

B 1.42

- **Preview the task** Read the instructions and the possible responses aloud.
- **Play the recording Audio script p. T-164** Ss listen and write the number of the conversation next to the best response. Check answers with the class.

Answers

- 4 A soccer fan? Really? Who's his favorite team?
- 2 Really? So what are her songs like?

3 Really? So is she very quiet?

1 An art student? Really? Is he good?

Extra activity PAIRS

Each S writes a short paragraph about someone they know. Ss leave blanks for the relationship (e.g., *my best friend*), age, and occupation (e.g., *an actor*). S1 reads his or her paragraph to S2. S2 listens and guesses the missing words. Then Ss change roles and do the same again.

About you

C

- **Preview and do the task** Read the instructions aloud. Ask two Ss to read the example conversation. Encourage Ss to find out as much as they can about the people on their partners' lists. Go around the class, and give help as needed.

Extra activity CLASS

Ss write the name of someone they know on a piece of paper and attach it to their clothing. Ss walk around the class asking about the people whose names are on the papers (e.g., S1: *So who's Jasper?* S2: *He's a friend of mine from Australia.* S1: *Australia?*).

Free talk

Tell Ss to turn to Free Talk 3 at the back of their Student's Books. Have Ss do the task. (See the teaching notes on p. T-130.)

Vocabulary Notebook

If done for homework

Briefly present the Learning Tip and the task directions. Make sure Ss understand what they should do.

If done in class

- **Present Learning Tip** Read the information aloud. Say, "A diagram can help you learn vocabulary. For example, a family tree helps you remember words for family members."
- **Present In Conversation** Ss close their books. Write the following in a column on the board: *mother, father, grandmother, grandfather*. Write in a list alongside: *grandpa, mom, grandma, dad*. Point to the word *mother*, and ask,

"What is a less formal way to say *mother*?" [mom] Draw a line matching the two words. Repeat for the other words in the list [father / dad, grandmother / grandma, grandfather / grandpa].

- Point to the first pair of words on the list (mother / mom). Say, "Guess which word people use most, *mother* or *mom*?" Tell Ss to write their guess. Repeat for the other pairs of words.
- Tell Ss to open their books and look at p. 30 to see if their guesses were correct [mom, dad, grandma, grandfather]. Tell Ss to raise their hands if all their guesses were correct.

🔄 These tasks recycle family vocabulary.

1

- **Preview and do the task** Read the instructions aloud. Say, "Write the missing words. Don't look back at the lesson." Check answers with the class.

Answers

Line 1: grandmother grandfather
Line 2: father mother uncle aunt
Line 3: me brother sister cousin

2

- **Preview and do the task** Read the instructions aloud. Tell Ss to make their own chart and write two or more sentences about each person.
- Have Ss read their partner's family tree and ask questions to find out one more piece of information about each person.

On your own

- **Present On Your Own** Read the information aloud. Tell Ss to look at the sample page from an album. Have a S read the sentences aloud. Make sure Ss understand the task.
- **Follow-up** At the start of the next class, Ss present their photo albums to the class, a group, or a partner.


Now I can . . .

- Go over the Now I Can items. Put Ss in pairs to give one example each for the first five items. Call on Ss and ask for examples or explanations.
- Have Ss look over the four lessons and identify any areas they want to review.
- Tell Ss to complete the Now I Can items. Ss check (✓) the items they know and put a question mark (?) by items that they are not confident about. Check with individual Ss which areas need review to see if there are general problems to review in class. Help individual Ss as required. Have Ss hand in a piece of paper with their name and a schedule showing what they plan to review and when. Review or reteach these language items in a future class.

Checkpoint Units 1–3

Before you begin the Checkpoint, write on the board: *Grammar, Vocabulary, Conversation Strategies*. Tell Ss to think about Units 1–3 and write down which area they are most sure about. Say each area, and ask Ss to raise their hands for the one they wrote.

1 Can you complete this conversation?

 This task recycles the verb *be*, subject pronouns, possessive adjectives, and *this* and *these*.

- **Set the scene** Tell Ss to look at the picture. Ask, “What’s in the picture?” [a man and a woman, keys, a car] Have Ss think of three questions the man and the woman might ask each other (e.g., *How are you? Is this your car? Where are my keys?*). Write the questions on the board.
- **Preview the task** Read the instructions and the example aloud. Tell Ss to use each word in the box only once.
- **Do the task** Have Ss complete the conversation and then review their answers in pairs: S1 reads Angel’s lines, and S2 reads Carla’s lines. Check answers with the class.

Answers

Angel Hi, Carla. How are you?

Carla I’m fine, thanks. Is this your car?

Angel No. It’s my brother’s car. He’s on vacation.

Carla Cool. So where is your brother?

Angel He and his wife are in Miami, with her parents. Her family is from Miami, you know.

Carla Oh, right. So, are their children in Miami, too?

Angel No, they’re with my parents and me. Our house is crazy. We’re all so busy with the kids.

Carla I bet you’re tired.

Angel Yeah, I really am. . . . Uh-oh, I’m late!

Carla OK. See you later.


Angel Wait! Where are my keys? I mean, where are my brother’s keys?

Carla Are these his keys? Under the car? Here you go.

Angel Oh, thanks, Carla. You’re wonderful!

- Have Ss look at the questions on the board and say if any are in the conversation.
- **Practice** Tell Ss to practice the conversations in pairs, taking turns playing each role.

2 Can you unscramble the questions?

 This task recycles the word order of information questions and *yes-no* questions with *be*.

- **Preview the task** Write the scrambled example question on the board. Say, “Put the words in the correct order.” Ask a S to say the question, and write it on the board.
- **Do the task** Have Ss unscramble the questions. Check answers with the class: Call on individual Ss to read their questions.

Answers

1. What is our teacher’s last name?

2. Where are your grandparents from?

3. Is our English class hard?

4. What are the students in this class like?

5. Who’s not in class today?


6. Where are the students’ bags?

- Have Ss work in pairs and take turns asking and answering the questions. Model the activity by having a pair of Ss ask and answer the first question. Remind Ss that they can answer *I don’t know*.
- **Follow-up** Ask a few Ss each question. For question 1, ask, “What is my last name?”

Extra activity PAIRS

Pairs write six scrambled questions similar to those in Exercise 2 and then exchange papers with another pair. Pairs then unscramble the questions and take turns asking and answering them.


3 How many words do you remember?

 This task recycles the vocabulary of classroom items, locations, prepositions, family members, words for people, and adjectives to describe people. It also recycles asking information and *yes-no* questions.

- **Preview and do the task** Have Ss read the four examples in the chart and then complete the charts with their own ideas.

- Have several Ss take turns calling out their words for each of the categories. Tell Ss to add new words to their charts.
- Read the four example questions aloud. Tell Ss to write four questions using the words and phrases from their charts.
- Have Ss work in pairs to take turns asking and answering their questions. Model the activity by asking four Ss the example questions.

4 Do you know these expressions?

 This task recycles everyday expressions for meeting, asking for help, showing interest, saying thank you, and saying good-bye.

- **Set the scene** Tell Ss to read the expressions in the box and then look at the pictures. Ask, "Where are they?" [a café] "What's in the pictures?" [a man, a woman, coffee, a newspaper, a pen, a tablet computer]
- **Preview the task** Read the instructions and the example aloud. Tell Ss to use each expression only once.
- **Do the task** Have Ss complete the conversation. Check answers with the class: Read the conversation aloud, pausing at the missing parts, and call on Ss to say the expressions.

Answers

Anna Oh, no! Where's my pen? . . . Excuse me.
Can I borrow your pen?

Michel Sure. Here you go.

Anna Thank you.

Michel You're welcome.

Anna Hmm. . . . How do you spell neighbor?

Michel Neighbor? I'm sorry. I don't know.

Anna That's OK. Thanks anyway.

Michel Wait. There's a dictionary app on my tablet.

Anna Oh, thank you!

Michel You're welcome.

Anna Oh. This is a French-English dictionary.

Michel Yes. I'm from France.

Anna France? Really? Are you from Paris?

Michel Yeah, I am. How about you?

Anna I'm from New York. Uh-oh! My coffee! I'm sorry.

Michel That's OK.

Anna By the way, my name is Anna.

Michel I'm Michel. Nice to meet you.

Anna Oh, no. I'm late for work. Sorry. Bye. Have a good day.

Michel Thanks. You too. . . . Uh-oh. Where's my pen?

- **Practice** Tell Ss to practice the conversation in pairs, taking turns playing each role.


Extra activity CLASS

Books closed. Ask these comprehension questions. Ss write their answers in full sentences. Check answers with the class.

1. *What's the girl's name?* [Her name is Anna.]
2. *What's the boy's name?* [His name is Michel.]
3. *Where's he from?* [He's from France.]
4. *What's the girl late for?* [She's late for work.]

5 Who has the same answer?

A

 This task recycles information questions with *be*, possessive *s*, family members, names, and numbers.

- **Preview the task** Say, "Tell me the question words you know." Write the ones Ss call out on the board (e.g., *who*, *what*, *where*). Read the instructions and the example aloud.
- **Do the task** Have Ss complete the questions. Check answers with the class: Call on a few Ss to each ask you a question, and answer them with your own information.

Answers

1. What's your best friend's name?
2. What are your parents' names?
3. What's your mother's first name?
4. How old is your best friend? 20? 21?
5. What's your best friend like?
6. Where are your parents now? At work?
7. Who are your favorite singers?
8. What's your favorite TV show?

- Say, "Now answer the questions. Write your answers in the *Your answer* column."

B

- **Preview and do the task** Read the instructions aloud. Have Ss walk around the class and ask other Ss the questions. Tell Ss to find classmates with the same answers and write their names in the chart under the *Classmates with the same answer* column.
- **Follow-up** A few Ss report about classmates with the same information (e.g., *My mother's first name is Hanna, and Jack's mother's name is Hanna, too.*).

Extra activity CLASS

Pairs look back at Units 1–3 and write one question for a topic from each unit (e.g., *Unit 1: What's your favorite girl's name?*; *Unit 2: What's our English class like?*; *Unit 3: What's your favorite movie?*). Each pair then joins another pair. Pairs take turns asking and answering the questions.

UNIT 4 Everyday life

Language notes

Lesson A In the morning

Vocabulary Verbs

(See Student's Book pp. 33–35.)

This lesson teaches approximately 15 verbs that express actions. These include one-word verbs (e.g., *read, eat*), phrases with delexical verbs (*have coffee, do homework*), verb + noun collocations (e.g., *play sports*), and the phrasal verb *get up*.

Grammar Simple present statements

(See Student's Book p. 35.)

Form

Simple present statements are formed with a subject and the base form of the verb (the verb without any ending) for all persons except third person singular subjects, when the verb takes an *-s* ending.

- Affirmative statements (*I, you, we, they*)
subject + base form of the verb
I exercise every day. They have coffee.
- Statements with third person singular subjects (*he, she, it*)
third person singular subject + base form of the verb + *-s / -es / -ies*
She exercises every day. She has coffee.
- Negative statements (*I, you, we, they*)
subject + *don't / do not* + base form of the verb
I don't exercise every day. We don't have coffee.
- Negative statements with third person singular subjects (*he, she, it*)
third person singular subject + *doesn't / does not* + base form of the verb
She doesn't exercise every day. He doesn't have coffee.

The contractions *don't* and *doesn't* are mostly used in conversation and informal writing. In formal writing, the full forms *do not* and *does not* are more common.

Use

Simple present statements can be used to describe regular activities (e.g., *I eat breakfast in the car.*) or things that are

true "all the time" (e.g., *I don't like mornings.*). In this lesson, the use of the simple present focuses on daily routines.

Spelling rules

The spelling rules for the *-s* endings on third person singular verbs are the same as for noun plurals. Here are some rules:

- For most verbs: add *-s* (*listen – listens*).
- For verbs ending in *s, ss, sh, ch, x*, or *z*: add *-es* (*watch – watches*).
- For verbs ending in a consonant and *o*: add *-es* (*go – goes*).
- For verbs ending in a consonant and *y*: change *y* to *i* and add *-es* (*study – studies*).
- For verbs ending in a vowel and *y*: add *-s* (*play – plays*).

There are some special third person singular forms (e.g., the third person singular form of *have* is *has*).

Speaking naturally -s endings of verbs

(See Student's Book p. 35.)

The pronunciation rules for the *-s* endings on verbs are the same as for noun plural endings. Here are rules for the pronunciation of the *-s* ending:

- When a verb ends in an unvoiced final consonant (/f/, /k/, /p/, /t/, or /θ/), the *s* is pronounced as /s/ (e.g., *checks*).
- When a verb ends in a voiced final consonant (/b/, /d/, /g/, /l/, /m/, /n/, /ŋ/, /r/, /ð/, or /v/) or a vowel sound, the *s* is pronounced as /z/ (e.g., *listens*).
- When a verb ends in /s/, /z/, /ʃ/, /tʃ/, /ʒ/, /dʒ/, the syllable /ɪz/ is added (e.g., *watches*). /ɪz/ is also pronounced /əz/.

In natural speech, the distinction between /s/ and /z/ is often hard to detect. It is therefore important that Ss know when to add the syllable /ɪz/.



Corpus information

Simple present and the present continuous

The simple present is about six times more frequent than the present continuous (introduced in Unit 7), and so it is taught first.

Lesson B Routines

Grammar Yes-no questions and short answers

(See Student's Book p. 37.)

Form

- Yes-No questions (*I, you, we, they*)
Do + subject + base form of the verb?
Do you exercise every day?
- Yes-No questions with third person singular subjects (*he, she, it*)

Does + third person singular subject + base form of the verb?

Does she exercise every day?

- Short answers (*I, you, we, they*)
Yes, subject + *do*. / *No*, subject + *don't*.
Yes, I do. / No, I don't.
- Short answers with third person singular subjects (*he, she, it*)
Yes, subject + *does*. / *No*, subject + *doesn't*.
Yes, she does. / No, she doesn't.

Use

- In this lesson, **yes-no** questions and short answers in the simple present are used to ask and answer questions about people's routines.
- Many of the questions in this lesson have nouns as subjects. Ss often have difficulty using the correct verb form when the subject is not a pronoun. They may need practice, for example, in equating *she* with *my mother*, or *we* with *my mother and I*. Also, they need to recognize that compounds with *and* (e.g., *Alex and his wife*) are considered plural and take plural verbs.

Pronunciation

Do and *does* are not usually stressed in questions, but they are usually stressed in short answers.

Vocabulary Days of the week

(See Student's Book pp. 36–37.)

The lesson teaches days of the week, including their use in expressions such as *on Mondays*. It also presents common time expressions (e.g., *in the morning after class*).



Corpus information

Omission of *do* in simple present questions

People often drop the *do* in simple present questions, especially in informal conversations (e.g., *You eat a lot of snacks?* instead of *Do you eat a lot of snacks?*).

Use of singular and plural in time expressions

- People use both singular and plural forms with *on* + days of the week to describe routines (e.g., *on Monday* and *on Mondays*), but the plural is more frequent.
- With parts of the day (e.g., *in the afternoon*), the singular is more frequent.
- *Every* is always followed by a singular noun (e.g., *every week*).

Common error with short answers

Ss often add a verb in the short answer (e.g., *Do you play games on the computer? No, I don't play.*).

Lesson C Do you work out every day?

Beginning in Unit 4, conversation strategies are taught in Lesson C.

Conversation strategy Saying more than *yes* or *no*

(See Student's Book p. 38.)

- Simple *yes* or *no* answers can sound abrupt in casual, friendly conversations – people often expect more than just *yes* or *no* for an answer. Answering with more than *yes* or *no* shows that the listener is interested in keeping the conversation going. This lesson encourages Ss to give fuller answers to common everyday questions.
- The lesson also gives Ss practice with the simple present to talk about permanent situations (e.g., *I live here*).

Strategy plus *Well*...

(See Student's Book p. 39.)

- *Well* is a useful expression for beginning learners. Starting an answer with *Well* can give speakers time to think of what they want to say. It also helps them to keep their turn in the conversation. Ss from some cultures may remain silent too long and miss their turn in the conversation, and, as a result, the conversation moves on without them.

- *Well* is also a good way to start a reply when the answer isn't a straightforward *yes* or *no* – it allows speakers to move the topic to a question they can answer. For example:

A *Do you live here?*

B *Well, near here.*

or

A *Do you have a job?*

B *Well, I work part-time in an office.*

- *Well* has other uses, too, such as in ending conversations or correcting information, which are taught later in the course.



Corpus information *Well*

Well is one of the top 50 words in conversation and is one of the top 10 conversational expressions.

Lesson D On average

Beginning in Unit 4, Lesson D focuses on reading and writing skills and often includes listening skills.

Vocabulary *a week, a month, etc.*

(See Student's Book pp. 40–41.)

The expression *a* + time word (e.g., *a day, a week, a month*) is used throughout the lesson to show frequency (e.g., *I exercise three times a week. I spend five hours a month online.*).

Reading tip

(See Student's Book p. 40.)

The reading tip focuses on the importance of skimming a text to identify topics and main ideas.

Help note Capitals and periods

(See Student's Book p. 41.)

The Help Note focuses on basic punctuation: the use of capital letters for names of people, places, and languages, the beginning of sentences, and *I*, as well as the use of periods for the end of sentences.

Everyday life

Teach this unit opener page together with Lesson A in one class period.

Introduce the theme of the unit Write on the board: *every day*. Say, “Every day I get up early and I exercise. Then I eat breakfast. And then I use my computer.” Act out each activity as you say it. Say, “In this unit, you learn how to talk about things you do every day.”

In this unit you learn how to . . .

- **Unit aims** Read the lesson headings and key unit aims aloud. Tell Ss to listen and read along.
- Direct Ss to Lesson D (p. 40). Say, “Beginning here in Unit 4, in each Lesson D, there are reading and writing exercises.”

Extra activity CLASS

Tell Ss to look through the unit and find four activities they do every day. Elicit examples and write them on the board.

Before you begin . . .

Recycle vocabulary and grammar This task recycles locations, questions with *Where*, and the verb *be*. Say, “Look at picture 1. Where is he?” Call on a S to answer. [He’s at work.] Repeat with picture 2. [He’s at school / He’s at the library.] Then have two Ss ask and answer a *Where* question for pictures 3 through 6 (e.g., *Picture 3 – S1: Where are they? S2: They’re in a coffee shop / café. Picture 4 – S1: Where are they? S2: They’re at home. Picture 5 – S1: Where are they? S2: They’re at a gym. Picture 6 – S1: Where is he? S2: He’s at home.*). Have Ss repeat the activity in pairs.

- **Introduce the activities in the pictures** Direct Ss’ attention to Before You Begin. Read the names of the six activities aloud. Have Ss repeat. Say, “These are things people do every day.”
- Tell Ss to look at the pictures. Write on the board:
*do homework work exercise watch TV
have coffee check email*

Give Ss one minute to work in pairs and match the pictures and expressions. Check answers with the class: Call out each expression, and have Ss call out the number of the matching picture. [do homework, 2; work, 1; exercise, 5; watch TV, 4; have coffee, 3; check email, 6]

- Ask, “Which activities do *you* do every day?” Model the task by saying, “Who does homework every day? Raise your hands.” Tell Ss with raised hands to circle the box next to *do homework*. Then say, “Now circle the boxes of any of the other activities you do every day.”
- Call on a few Ss to tell the class something they do every day (e.g., *I exercise every day.*).

Extra activity PAIRS

Pairs look at the pictures and take turns telling each other the activities they do every day (e.g., *I exercise every day. I watch TV every day.*).

Lesson A In the morning

1 Getting started

- **Set the scene** Tell Ss to look at the pictures. Ask, "What time of day is it?" Have Ss guess. [morning] Continue by asking, "Where are the people?" [at home, in a car] "What's in each picture?" [a radio, a computer, some books, etc.]

About you

A

- **Preview the task** Say each activity and have Ss repeat. Elicit ideas for other things they do and write the ideas on the board (e.g., *take a shower, brush my teeth, get dressed, read / watch the news*). Explain unfamiliar vocabulary, or have Ss look up new words in their dictionaries.
- **Do the task** Model the activity. Tell the class which of the activities you do in the morning (e.g., *I get up early. I eat breakfast. I go on the Internet.*). Include ideas from the board. Say each idea in the book and on the board, and have Ss raise their hand for each thing they do in the morning.
- Tell the class to write ideas from the board in their book or notebook. Then have Ss check the things they do.

B 1.43

- **Preview the task** Ask, "What's Greg's morning like?" Tell Ss to read the information under Greg's picture quickly and find the answer to the question [busy]. Repeat with the other three pictures [Jennifer – noisy; Amanda – crazy; Alex – quiet].
- Read the instructions aloud. Ask, "Are you like any of these people?"
- **Play the recording** Ss listen and read along. Then point to each picture and ask, "Are you like this person?" Ask Ss to raise their hands.
- **Play the recording again** Ss underline any words they do not know. Ask Ss to call out the words. Write them on the board, and see if any Ss can act out any verbs to show their meanings. Help Ss with any remaining vocabulary.
- **Follow-up** A few Ss say who they are like and how (e.g., *I'm like Greg. I get up early.*).

Extra activity PAIRS

S1 covers up the information below the pictures. S2 chooses one of the people and reads one or two sentences about the person aloud. S1 guesses which person S2 is reading about. If necessary, S2 reads more sentences. Then Ss change roles.

Extra activity INDIVIDUALS / PAIRS

Ss write five sentences about their morning routines (e.g., *I get up. I have breakfast.*). Ss then read their sentences to a partner and see if any are the same.

Figure it out

C

- **Preview the task** Write on the board: / . . . Tell Ss to look at the information under the pictures at the top of

the page and find all the words that follow *I*. Ask Ss to call them out [I'm, get up, check, listen, don't watch, study, try, eat, read, have]. Write them on the board. Say, "These words are all verbs. Many verbs tell us things people *do*. They tell about actions."

- Read the instructions aloud. Write the two sentences in item 1 on the board. Ask, "What verb goes with *to the radio*?" [listen] Say, "Greg is talking. What does he say?" [I listen to the radio.] Write *listen* in the first blank. Then ask, "What verb goes with *TV*?" [watch] Say "Greg is talking. He does *not* watch TV. What does he say?" [I don't watch TV.] Write *don't watch* in the second and third blanks. Read the sentences aloud.
- **Do the task** Have Ss complete the remaining sentences. When Ss finish, have them compare their answers with a partner. Check answers with the class.

Answers

1. Greg: I listen to the radio. I don't watch TV.
2. Alex: My wife and I read the newspaper. We don't talk a lot.
3. Jennifer: My brother and sister make a lot of noise. They don't care.
4. Amanda: My husband drives to work. He doesn't have breakfast.

- **Focus on the form and the use** Ask Ss to look at the first sentences in items 1–3 again. Ask, "What verb does each person say?" [listen, read, make] Have Ss look at the second sentence in items 1–3. Ask, "What word comes before the verb to make it negative?" [don't]
- Ask Ss to look at the sentences in item 4 again. Tell Ss that verbs after singular nouns or *he, she, and it* end in *-s*. Ask, "What is the first verb?" [drives] Have Ss look at the second sentence. Ask, "What word makes the sentence negative?" [doesn't] Say, "We use *doesn't* with *he, she, and it*." Ask, "What do you notice about the form of the verb after *doesn't* and *don't*?" [It doesn't have an *-s* ending.]
- Say, "This lesson is about our morning routines. The verbs are in the simple present. We use the simple present to talk about things we do every day or all the time."

Extra activity INDIVIDUALS

Ss rewrite each sentence in Exercise 1C, giving true information about people they know who do the morning activities (e.g., *My brother listens to the radio in the morning.*). Remind Ss to add the *-s* ending. Ss read their sentences to a partner.

2 Grammar

1.44

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Point to the first column in the chart. Ask, "What's the pattern for simple present statements with *I, you, we,* and *they*? What's the pattern for *he* and *she*?" Write the patterns on the board:
I / You / We / They + verb He / She + (verb + -s / -es)
Point to the pronouns. Say, "These pronouns are subjects of the verbs. When *he* or *she* is the subject, a simple present verb has an *-s* ending."
Write on the board:
She _____ to the radio every morning.
Marta _____ to the radio every morning.
Ask a S to complete the sentences with *listen* in the simple present. [listens] Explain that *Marta = she*. Say, "When a singular noun like a person's name is the subject, a simple present verb also has an *-s* ending."
Point to the second column. Ask, "What are the patterns for negative statements?" Write them on the board:
I / You / We / They + don't + verb
He / She + doesn't + verb
- **Present Verb Endings** Books closed. Write on the board: *watch, play, study*. Explain that the spelling rules for adding an *-s* ending to verbs are the same as for the plural ending of nouns. Ask Ss to write the verbs with the *-s* ending and look at the chart to check their answers. (For more information, see Language Notes at the beginning of this unit.)
- Say, "The verb *have* has a special form, *has*, after *he, she, it*." Read aloud *does* and *goes*. Have Ss repeat them.
- **Present In Conversation** Ask, "What two words make up *doesn't*?" [does + not] "What two words make up *don't*?"

[do + not] Read the information aloud. Say, "When you speak, use *doesn't* and *don't*. *Does not* and *do not* are for writing."

- **Follow-up** Write sentences from the chart on the board, but omit the verbs (e.g., *I _____ breakfast. You _____ coffee.*). Ss take turns saying the sentences adding the verbs (e.g., *I eat breakfast.*). Repeat the task for negative sentences (e.g., *I don't eat breakfast.*).

A

- **Preview and do the task** Read the instructions and the example aloud. Have Ss complete the remaining sentences. Check answers with the class.

Answers

- | | |
|-------------------------|----------------------|
| 1. get up; don't get up | 4. studies; does |
| 2. have; don't talk | 5. goes; watches |
| 3. has; doesn't eat | 6. don't watch; read |

- **Follow-up** Ss take turns reading the sentences from Exercise 2A aloud. Other Ss raise their hands if a sentence is true for them.

About you

B

- **Preview and do the task** Say, "Write five sentences about your mornings." Have two Ss read the example conversation aloud. When Ss finish, choose a few Ss to read their sentences aloud and ask another S *How about you?* Then have Ss compare their sentences in pairs and find any they have in common.

Extra practice

Tell Ss to turn to Extra Practice 4A on p. 142 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-142.)

3 Speaking naturally

A 1.45

- **Preview the task** Point to the examples. Say, "There are three ways to pronounce the *-s* endings of verbs. Look at p. 35, Speaking Naturally. [pause] Notice that the three pronunciations for verbs are like those for the *-s* endings of plural nouns." (For more information, see Language Notes at the beginning of this unit.)
- **Play the recording** Ss listen and repeat.

B 1.46

- **Preview the task** Read the instructions aloud. Tell Ss to read the sentences, find the verbs, and underline them [sings, gets up, uses, exercises, goes, checks, likes, relaxes]. Explain what *relax* means (not working, doing something fun or easy).
- **Play the recording** Pause after the first item. Point out that the /s/-/z/ box has a check (✓) because the verb *sings* ends with that sound. Play the rest of the recording, and tell Ss to check (✓) the correct boxes.
- **Play the recording again** Write these column headings on the board:

1. /s/-/z/	2. /ɪz/
------------	---------

Pause the recording after each item, and ask Ss to call out the column number of the answer.

Answers

- | | | | | | |
|------------|------------|---------|---------|------------|------------|
| 1. /s/-/z/ | 2. /s/-/z/ | 3. /ɪz/ | 4. /ɪz/ | 5. /s/-/z/ | 6. /s/-/z/ |
| 7. /s/-/z/ | 8. /ɪz/ | | | | |

About you

C

- **Preview and do the task** Read the instructions and example sentence aloud. Tell the class about your family and what they do in the mornings. Put Ss in pairs to talk about their own families.
- **Follow-up** In groups, tell Ss to make guesses about their classmates' morning routines (e.g. *I think Marta sings in the shower.*). Ss present their ideas to the group and Ss say if the sentence is true or false.

Workbook

Assign Workbook pp. 26 and 27. (The answer key begins on p. T-173.)

Lesson B Routines

1 Building vocabulary

- **Set the scene** Tell Ss to look at the title of the lesson and then to look at the pictures. Say, "Every week, I clean the house, I go shopping, and I do the laundry. This is my routine." Point to the pictures as you name them.

A 1.47

- **Preview the task** Read the instructions aloud. Tell Ss to look at the pictures and expressions. Have Ss call out any expressions they already know.
- **Play the recording** Ss listen and repeat.
- **Play the recording again** Pause the recording to give Ss time to check (✓) the things they do every week. Ask a few Ss to report on the things they do and don't do.
- Say, "Think of more routine activities that people do every week." As Ss call out their ideas, write them on the board.

Extra vocabulary ROUTINE ACTIVITIES

Present, or have Ss suggest, extra vocabulary for routines, such as *go to the bank, do yard work, go grocery shopping, visit family, pay bills, take out the garbage / trash, make meals.*

- Ask *Who* questions about routine activities (e.g., *Who cleans the house every week?*). Have Ss raise their hands for things they do. Call on Ss whose hands are not raised to say which family member does the activity (e.g., *My sister cleans the house.*).

Extra activity INDIVIDUALS

Ss make a list of activities under two column headings: *Routine Activities I Like* and *Routine Activities I Don't Like*. Ss then compare their lists with a partner.

Word sort

B

- **Preview and do the task** Tell Ss to look at the column headings. Say the names of the days of the week, and have Ss repeat. Ask Ss questions about the days of the week (e.g., *What day is it today? What day is your favorite day?*).
- Read the instructions aloud. Point out the example (*Monday - play soccer*). Tell Ss to complete the chart with an activity they do for each day of the week.
- When Ss finish, say, "Look at the example: *I play soccer* on Mondays." Call on several Ss to tell the class things they do on different days. Ask other Ss to raise their hands if they do the same thing.

Vocabulary notebook

Tell Ss to turn to Vocabulary Notebook on p. 42 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-42.)

2 Building language

Figure it out

A 1.48

- **Preview the task** Say, "Read questions 1 to 4 in the questionnaire."
Say, "Tell me the first word in each sentence." [Do / Does]
Ask, "What comes next?" [a person or people: *you, you and your family, your friends, your best friend*] "A verb follows. What do you notice about the verb?" [It has no -s ending.]
- **Do the task** Have Ss look at question 5. Ask, "What do you think is the first word? Use the other questions to help you." [Do] Ask, "What do you think is the main verb here?" [play, like, watch] Do the same for questions 6 [Do; go, like] and 7 [Does; go, like].
- **Play the recording** *Audio script p. T-164* Ss listen and complete the questions. Check answers with the class.

Answers

5. Do you and your friends play sports together?
6. Do you go shopping on Saturdays?
7. Does your best friend go shopping with you?

- Tell Ss to look at the short answers for Questions 1-4. Ask, "What's the 'yes' answer for *I, we* and *they*?" [Yes, *I / we / they* do] "What's the 'no' answer?" [No, / *we / they* don't]. Say, "Look at the answers for question 4. What's the 'yes' answer for *he* or *she*?" [Yes, *he / she* does] "And the 'no' answer?" [No, *he / she* doesn't]. Say, "Now complete

the answers to the questions. Use the short answers to questions 1-4 to help you." Then check the answers with the class.

- **Play the recording again** Pause after the first question. Say, "Do you take a class in the evening?" Tell Ss to circle the answer that is true for them. Have Ss listen and circle the answers that are true for them for the remaining questions.
- **Focus on the form** Say, "The questions in Exercise 2A are in the simple present. Some simple present *yes-no* questions begin with *do*. The verb *do* always goes with the pronouns *you, I, we*, and *they*. *Does* goes with *he, she*, and *it*."

About you

B

- **Preview and do the task** Read the instructions aloud. Ask two Ss to read the example conversation. Encourage pairs to give more information as they do the task and not just give *yes* or *no* answers.
- **Follow-up** Several Ss report their partners' answers to one of the questions from Exercise 2A.

Extra activity CLASS

Ss go around the room and ask other Ss the questions in Exercise 2A and tally their responses next to each item. Ss go back to their seats after they have found three *yes* and three *no* answers for each question.

3 Grammar

1.49

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Write on the board: *do / does, verb, subject*. Say, "Study the chart. What is the order of the words in the *yes-no* questions?" [*Do / Does* + subject + verb ____?] "What does every *yes-no* question start with?" [*Do, Does*]

- Write column headings on the board:

Do Does

Tell Ss to study the chart and say the subjects that go with *do* and *does*. Write them on the board in the correct column [*Do* – you, you and your friends, your friends; *Does* – your mother]. Explain that *does* is used with singular nouns like *mother*.

- Write on the board:

your mother = she

you and your friends = we

Ask, "Is *do* or *does* used with *she*?" [*does*] "Which is used with *we*?" [*do*] Call out, "*He, your father, they.*" Have Ss say which verb they go with, and write them in the correct columns.

- Books closed. Ask Ss the questions in the chart, and have them respond with the short answers.
- **Present Time Expressions** Books open. Read the expressions aloud, and ask Ss to repeat. Ask Ss to call out the expressions that can be singular or plural. (For more information, see Language Notes at the beginning of this unit.)
- **Present Common Errors** Books open. Read the information and examples aloud, and ask Ss to repeat. Write on the board: *Do you have a computer?* Call on Ss to answer the question. Make sure they respond *Yes, I do* or *No, I don't*. Then write on the board: *Does your father*

have a computer? Elicit answers from the class. Make sure negative answers are expressed as *No, he doesn't*.

Extra activity PAIRS

Call out a time expression. Ss tell their partners about a routine using that expression. Repeat with Ss asking a question using the time expression.

A

- **Preview and do the task** Read the instructions and the example aloud. Have Ss complete the questions. When Ss finish, have them compare their answers with a partner. Check answers with the class: Call on Ss to read the questions aloud.

Answers

1. Do, make
2. Do, go
3. Does, check
4. Do, do
5. Does, read
6. Do, play
7. Does, take
8. Do, go
9. Does, eat
10. Do, clean

About you

B

- **Preview and do the task** Read the instructions aloud. Have two Ss read the example conversation. Encourage pairs to add information to their answers. Have Ss work in pairs to take turns asking and answering the questions.
- When Ss finish, ask, "How many of your answers are the same as your partner's?" Ss report to the class.
- **Follow-up** Ss repeat the activity above, but use a different time expression in each question (e.g., *Do you make phone calls in the mornings?*).

Extra Practice

Tell Ss to turn to Extra Practice 4B on p. 142 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. 142.)

4 Class Survey

A

- **Preview the task** Have Ss look at the chart. Explain that a survey is information collected from people by asking a set of questions. Read the instructions aloud.
- **Do the task** Have Ss write questions in the middle column. Have Ss compare their questions to make sure they have written them correctly.

Answers

1. Do you exercise before breakfast?
2. Do you clean the house every day?
3. Do you study English late at night?
4. Do you get up early on Sundays?
5. Do you play on a sports team?
6. Do you work on the weekends?
7. Do you go to bed early every night?
8. Do you eat a snack after class?

About you

B

- **Preview the task** Say, "Find classmates who do the activities in the chart. Ask the *yes-no* questions. When

someone answers *yes*, write that classmate's name in the chart."

- Have two Ss read the example conversation. Model the task by asking a S, "Do you exercise before breakfast?" If the answer is *Yes, I do*, write the S's name in the chart. If the answer is *No, I don't*, continue calling on Ss and asking the question until someone says *yes*.
- **Do the task** Have Ss go around the class to ask each question and after a *yes* answer, ask another S the next question.

C

- **Preview and do the task** Read the instructions and example aloud. Have Ss tell a partner something interesting they found out doing the survey.

Workbook

Assign Workbook pp. 28 and 29. (The answer key begins on p. T-173.)

Lesson C Do you work out every day?

Lesson C recycles *yes-no* questions with *be* and the simple present, as well as time expressions.

1 Conversation strategy

A

- **Preview the task** Tell Ss to look at the picture. Ask, "Where are Celia and Andy?" [at a gym] Read the instructions aloud.
- **Do the task** Ask, "What do you think Celia and Andy are talking about?" Have Ss call out ideas. Say, "Celia doesn't know Andy. What questions can she ask to start a conversation?" Write Ss' ideas on the board (e.g., *Are you a student? Do you work out often?*).

B 1.50

- **Preview the task** Say, "Now listen to the conversation. What do you find out about Celia? What do you find out about Andy?" Tell Ss to write two columns in their notebook headed *Celia* and *Andy*.
- **Play the recording** Books closed. Ss listen for the information about Celia and Andy.
- **Play the recording again** Ss listen and write the answers.
- **Play the recording again** Books open. Tell Ss to listen, read along, and review their answers. Check answers with the class. Ask, "What do you find out about Celia?" [Celia works out every day. She runs from home. She lives about 10 miles away.] "What do you find out about Andy?" [Andy is a part-time law student and an intern at a TV station.]
- **Practice** Tell Ss to practice the conversation in pairs, taking turns playing each role.
- Tell Ss to look at the board. Point to the questions they suggested at the start of class. Ask, "Are any of your questions similar to or the same as the ones in the conversation?" Have Ss call out the similar questions.

C

- **Present Notice** Read the information aloud. Explain that answering a question with just *yes* or *no* can sound abrupt because it can suggest that the listener is not interested in continuing the conversation. Giving additional information in answer to a *yes-no* question helps keep the conversation going and suggests that the listener is interested in the conversation.
- Ask two Ss to read the example conversation aloud. Ask Ss to find the examples where Andy and Celia say more than *yes* or *no*. [Yeah. Well, I'm a part-time law student. And I work at a TV station, too. Yeah. I'm an intern. Uh-huh. I run here from home every morning. No. I live about 10 miles away.]

Extra activity PAIRS

Ss create and practice a new conversation. Ss imagine they are at a gym and that they are meeting for the first time. Ss have a conversation like Celia and Andy's, but use true information about themselves.

D

- **Preview the task** Have Ss read the questions and the answers. Help with new vocabulary as needed. Say, "Find two good answers for each question below." To model the task, read question 1 aloud. Ask, "What is a good response?" [c and e] "Why are both *c* and *e* good answers?" [They are about the same topic as the question – where someone lives.]
- **Do the task** Have Ss match the remaining questions and answers. Then have Ss compare answers with a partner.
- Check answers with the class: Read each question aloud, and call on Ss to read the answers.

Answers

1. c, e 2. a, f 3. b, g 4. d, h

About you

E

- Read the instructions aloud. Ss take turns asking and answering the questions with a partner. They give true answers and say more than *yes* or *no* in their answers.

Extra activity PAIRS

Pairs imagine they are meeting each other for the first time. They choose two of the four questions from Exercise 1D and use the two questions to make their own longer conversation. Ask Ss to present their conversation to another pair.

Extra activity CLASS

Ss ask three more classmates the questions in Exercise 1D. Ss see which classmates they have something in common with. Have a few Ss report to the class.

2 Strategy plus

- **Present Strategy Plus** Ask Ss to look at Celia and Andy's conversation again. Say, "Find *Well* in the conversation." [Well, I come here before class. Well, I'm a part-time law student.]
- Read the information in Strategy Plus and the example conversation aloud. Ask, "Why does Andy say *Well* in the answer?" [The answer is not a simple *yes* or *no*, or maybe he needs time to think.]
- **Present In Conversation** Books closed. Ask, "Is *Well* in the top 25, 50, 75, or 100 words? What do you think?" Have Ss write their guess on a piece of paper. Say, "Now read In Conversation and find the answer." Then say, "Raise your hand if your guess was correct."

A 1.51

- **Preview and do the task** Read the instructions aloud. Ask a S to read the first question aloud. Ask another S to read the answer [e. Well, I have two brothers and a sister.]. Ask, "Why does the speaker say *Well*?" [The answer is not a simple *yes* or *no*. Some people think four children is a big family, but some don't.]

- Have Ss match the questions and answers.
- **Play the recording** Have Ss check their answers.

Answers

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

- Have Ss practice reading the questions and answers aloud with a partner.

About you

B

- **Preview and do the task** Read the instructions aloud.
- Have pairs take turns asking the questions in Exercise 2A and answering with their own information.
- **Follow-up** Ask a few Ss the questions. Ss respond with true answers.

3 Listening and strategies

A 1.52

- **Preview the task** Read the instructions aloud. Ask Ss to look at the first conversation. Ask Ss to guess the missing words. Have Ss call out ideas. [e.g. friends / parents] Repeat for each conversation.
- Say, "You will hear five conversations. Listen for the missing words in each conversation. Write the words you hear."
- **Play the recording Audio script p. T-165** Pause after the first conversation. Ask, "What are the missing words?" [your parents, at night] Play the remaining four conversations without pausing.
- **Play the recording again** Play the recording again, pausing after each conversation for Ss to review their choices. Check answers with the class.

Answers

- A Do you text your parents?
B No, not really. Well, on my way home at night. I text and say "I'm on my way."
- A Do you watch a lot of sports on TV?
B Well, I only watch soccer. You know, on the weekends.
- A Do you read the news online?
B Yeah. Well, in the mornings. I make coffee and check the headlines.
- A Do you play games on the Internet?
B Yes. Well, I play chess with my friend in the evenings.
- A Do you listen to the radio?
B Well, I listen to the same show every morning. But that's all.

About you

B

- **Preview and do the task** Say, "Work in pairs. Take turns asking and answering the questions in Exercise 3A." Have two Ss read the example conversation aloud. Remind Ss to say more than *yes* or *no* and to use *Well* in their answers when appropriate.

Extra activity GROUPS

Each S writes three *Do you* ____ ? questions, each on a separate slip of paper. Ss fold the slips of paper, mix them up, and place them in the middle of the group. S1 picks a slip of paper, reads it silently, and answers the question aloud. The rest of the group tries to guess what the question is. Whoever guesses the question keeps the slip. S2 then picks a slip. The game continues until all the slips are chosen. Whoever has the most slips at the end is the winner.

Workbook

- Assign Workbook pp. 30 and 31. (The answer key begins on p. T-173.)

Lesson D On average

1 Reading

- **Set the scene** Write the days of the week on the board. Say, "I watch TV two hours every weekday. I don't watch TV on Saturdays. I watch TV four hours every Sunday." (Show Ss the meaning of *hour* by pointing to a clock.) Write 2 under weekdays, 0 under Saturday, and 4 under Sunday. Say, "Monday through Friday I watch TV two hours every day. I don't watch TV on Saturday, but I watch TV four hours on Sunday. So, *on average*, I watch TV for two hours every day." Direct Ss' attention to the lesson title. Tell Ss to work in pairs and figure out how many hours a day on average they watch TV. Have a few Ss share their answers.

About you

A

Prereading

- **Preview and do the task** Write activities and amounts of time on the board. For example:

<i>at work or school</i>	<i>2 hours</i>
<i>on the bus or train or in the car</i>	<i>8 hours</i>
<i>on the Internet</i>	<i>3 hours</i>
<i>on the phone</i>	<i>1 hour</i>

Ask Ss to guess the amount of time you spend for each activity every day. When a S guesses correctly, draw a line from the activity to the time.

- Explain that *over* = *more than* and *under* = *less than*. Write other amounts of time on the board: *3 hours and 10 minutes, 58 minutes, 9 hours*. Point to the first time and ask, "Is it over or under 3 hours?" [over] "Which amount of time is about one hour?" [58 minutes] "Is 9 hours over or under 10 hours?" [under]
- Read the instructions and the example aloud. Point out that the expression *a day* means "every day." Tell Ss to write their answers. Then have Ss tell the class their "habits."

Extra activity CLASS

Ss go around the class sharing their answers from Exercise 1A (e.g., *I spend under eight hours a week on the phone*). Ss try to find one classmate with the same "habit." Ss report to the class (e.g., *Polly and I spend under eight hours a week on the phone. Carla and I spend about seven hours a week at school*).

B

During reading

- **Preview the reading** Books closed. Write the title of the article on the board: *Are you like an average American?* Say, "This article is about everyday routines. What daily

activities do you think the article is about? Guess." Ask a few Ss for ideas, and write them on the board. Go over unfamiliar vocabulary (e.g., typical, full-time, spend).

- **Present Reading Tip** Write on the board: *Skim*. Explain: "When you skim, you look at a reading quickly to get an idea of the topics it covers."
 - Say, "Now skim the article to find the topics it covers."
 - After a minute, ask, "What topics does the reading cover?" (e.g., *work, breakfast, transportation, watching TV*) "What are all of these things?" [things we do every day, routines]
 - **Do the reading** Have Ss read the article and answer the questions in the quiz. Then have them compare answers with a partner. When Ss are finished, ask, "Are you like average Americans? Why or why not?" Elicit some ways Ss are the same. Then ask, "Are you like your partner? What is something you have in common?" Elicit questions they answered in the same way.

C

Postreading

- **Preview the task** Tell Ss to look at the sentences. Ask, "What kinds of activities are in the sentences?" [work, spend time on the Internet, get up, eat, use public transportation] Say, "Reread the article and then check *True* or *False* for each sentence."
- **Do the task** Have Ss check *True* or *False* and then compare their answers with a partner. Check answers with the class.

Answers

1. T 2. F 3. F 4. T 5. F 6. F

- **Follow-up** Ask, "Are any of the facts surprising?" Ss give their reactions.

Sounds right

Tell Ss to turn to Sounds Right on p. 137 of their Student's Books. Have Ss do the task for Unit 4 in class, or assign it for homework. (See the teaching notes on p. T-137.)

2 Listening

- **Set the scene** Write on the board: *My habits*. Say, for example, "I drink four cups of coffee a day. I eat in a café about once a week." Write on the board: *Teen habits*. Ask, "What are some habits that teenagers have?" Ask Ss for ideas.

A 1.53

- **Preview the task** Books closed. Write the facts about the average teenager on the board, leaving out the numbers (e.g., *An average teenager sends or receives _____ text messages a day.*). Have Ss call out guesses for the missing numbers, and write them on the board. Books open. Say, "Read the average teenager information and see if your guesses are correct."
- Ask, "What kind of information do you need to write in the chart?" [numbers] Help with new vocabulary as needed. Say, "We use *pretty* before adjectives to say *sort of* or *very*."
- **Play the recording** *Audio script p. T-165* Ss listen and read along.
- **Play the recording again** Ss complete the task and then compare answers with a partner. Check answers with the.

Answers

1. 50 2. 2 3. 4 4. 23

About you

B 1.54

- **Preview the task** Read the instructions aloud. Tell Ss about your texting habits (e.g., *I send or receive 10 text messages a day.*). Ask, "Am I just like Tyler?" [no] "Am I different from Tyler?" [yes].
- **Play the recording** *Audio script p. T-165* Ss listen and take notes.
- **Play the recording again** Have Ss check one of the boxes for each item, then compare their answers with a partner. Suggest Ss refer to their notes to add information (e.g., *I'm not like Tyler. Tyler sends 100 text messages a day. I send about 50.*).
- **Follow-up** In groups, Ss report about their partner and find out who is most like Tyler and how.

3 Writing and speaking

A

- **Preview and do the task** Books closed. Write the title on the board: *A Typical Week*. Ask, "What does *typical* mean?" [average, usual] "What kinds of activities do you think are in a typical week?" Have Ss call out guesses.
- Books open. Give Ss one minute to write their answers in the left side of the chart.
- Model the next part of the activity with a S. Ask the S to read aloud his or her sentences. Write notes about the S on the board (e.g., *Mikhail takes classes 10 hours a week.*).
- Have Ss read their sentences to a partner, who writes notes in the chart. Ss then change roles. Remind Ss to use the singular and plural forms for *hour*, and to add the *-s* ending to their notes about their partners.

B

- **Preview the task** Tell Ss to look at the text. Ask, "What's this?" [a website]
- **Present Help Note** Direct Ss' attention to the Help Note. Read the information aloud. Say, "Look at the website again. Circle the capital letters." Have Ss call out each word with a capital letter and say whether the capital letter signals the start of a new sentence or a name. Point out that *names* includes names of individual people, places, days of the week, movies, and so on, and that *I* always uses a capital letter.

Answers

Marisa (person's name / new sentence), She's (new sentence), Rio (place name), She × 2 (new sentence), English (name of language), She (new sentence), Chinese (name of language), Saturdays (day of week), She (new sentence), TV In (new sentence)

- Write the following on the board:

*i have a new friend in my french class
her name is amanda*


Ask a S to come to the board and add the capital letters and periods. [I have a new friend in my French class. Her name is Amanda.]

C

- **Do the task** Say, "Write about your partner for a class website. Use your notes from Exercise 3A to help you."

D


- **Preview the task** Ask, "What things do you check when you correct your writing?" (e.g., capitals, periods, information, correct verb forms)
- **Do the task** Tell Ss to exchange paragraphs with their partners. Have Ss ask their partner three questions to get more information.

 **Recycle a conversation strategy** Have Ss do the task again and react to any surprising information they hear by using the strategy of saying *Really?*

Free talk

Tell Ss to turn to Free Talk 4 at the back of their Student's Books. Have Ss do the task. (See the teaching notes on p. T-130.)

Workbook

 Assign Workbook pp. 32 and 33. (The answer key begins on p. T-173.)

Vocabulary Notebook


If done for homework

Briefly present the Learning Tip and the task directions. Make sure Ss understand what they need to do.

If done in class

- **Present Learning Tip** Read the information aloud. Say, "A good way to remember a new word is to draw a picture of it and label the picture."

1


 This task recycles verbs for routine activities.

- **Preview and do the task** Ask Ss to label each picture. Check answers with the class.

Answers

read the newspaper, check mail, have / drink coffee, do the laundry


2

 This task also recycles verbs for routine activities.

- **Preview and do the task** Using simple stick figures, draw an activity from the unit on the board. Ask the class what activity it shows. Then ask a few Ss to each draw an activity on the board. Have the class guess the activities. Then read the instructions aloud.

- Tell Ss to do the task. When Ss finish, have them work in pairs: S1 shows S2 the drawings, and S2 tries to guess the activities.

3

 This task recycles time expressions.

- **Preview and do the task** Read the instructions and example aloud. Say, "Try to link activities with the times you do them. This helps you to remember new vocabulary."
- Have Ss complete the chart.
- Tell Ss to compare their sentences in pairs by asking questions (e.g., *I read the newspaper every day. How about you?* or *Do you read a newspaper every day?*).

On your own

- **Present On Your Own** Read the information aloud.
- To demonstrate the activity, ask Ss to call out some activities they do in class (e.g., *write on the board, watch a video, use a dictionary*). As Ss call out ideas, write them on labels or pieces of paper. Hand out the labels, and have Ss put them on appropriate objects around the classroom.

- **Follow-up** At the start of the next class, Ss report some of the labels they put up around the house.

Now I can . . .

- Go over the Now I Can items. Put Ss in pairs to give one example each for the first four items. Call on Ss and ask for examples or explanations.
- Have Ss look over the four lessons and identify any areas they want to review.
- Tell Ss to complete the Now I Can items. Ss check (✓) the items they know and put a question mark (?) by items that they are not confident about. Check with individual Ss which areas need review to see if there are general problems to review in class. Help individual Ss as required. Have Ss hand in a piece of paper with their name and a schedule showing what they plan to review and when. Review or reteach these language items in a future class.

UNIT 5 Free time

Language notes

Lesson A Going out

Grammar Simple present information questions

(See Student's Book p. 45.)

Form

question word + *do* / *does* + subject + base form of the verb?

How often do you eat out?

How often does she eat out?

Does is used with third person singular subjects.

Use

In this lesson, information questions in the simple present are used to get specific information about people's habits.

Vocabulary Time expressions

(See Student's Book p. 45.)

- *On Friday nights* and *on a Friday night* both mean *every Friday night*.
- *On Friday night* usually means a specific Friday night.



Corpus information

Common errors with information questions

Ss often forget to use the auxiliary verbs *do* and *does* in simple present information questions. (*Where does she go?* NOT *Where she goes?* or *Where she go?*)

Speaking naturally *Do you . . . ?*

(See Student's Book p. 45.)

- *Do you* is generally reduced to /dəyuw/ or /dyuw/ in *yes-no* questions. It is usually reduced to /dəyuw/ or /dəyə/ in *Wh*-questions.
- Because Ss often have difficulty recognizing *do you* in rapid speech, use the reduced form as much as possible in the classroom. This will help Ss get familiar with natural spoken English.

Lesson B TV shows

Grammar Frequency adverbs

(See Student's Book p. 46.)

Position of frequency adverbs

- Frequency adverbs usually go between the subject and verb.
I never watch TV.
- With the verb *be*, they go after the verb.
She is always in front of the TV.
- *Sometimes*, *usually*, and *often* can come before the subject.
Sometimes I watch TV.



Corpus information Frequency adverbs

In conversation, *never* and *always* are in the top 200 words, *usually* and *sometimes* are in the top 400, and *often* is in the top 700.

Common errors

Ss may put frequency adverbs in the wrong place in the sentence. A common mistake is to put *always* before the subject. (*I always eat breakfast in the morning.* NOT ~~*Always I eat breakfast in the morning.*~~) Note that *hardly ever* and *never* can start a sentence, but this is very formal and requires inversion of the subject and verb and addition of *do* / *does*. Tell Ss not to put *hardly ever*, *never*, or *always* before the subject.

Vocabulary Plural forms and no article

(See Student's Book p. 47.)

- Plural forms of nouns without *the* are used to talk about general categories (e.g., *I love cartoons. Cartoons are funny.*). *The news*, when it means a TV, radio, or online news report, is an exception, as it always has the article *the*.
- Ss may have difficulty with the use of the article. You can contrast the general statement *I like talk shows* with the more specific *I like the talk shows on Saturday nights*.

Lesson C Do you go straight home?

Conversation strategy Asking questions in two ways

(See Student's Book p. 48.)

Asking a question in two ways means rephrasing a question. For example:

What do you do after work? Do you go straight home?

Use

- People might ask a question in two ways to clarify the meaning of their original question and to keep a friendly tone.
- Rephrasing helps speakers avoid sounding rude, as if they are interrogating another person.
- Rephrasing a question may also be used to keep a conversation going because it helps to elicit information from the listener.

Strategy plus I mean

(See Student's Book p. 49.)

Use

- *I mean* is used to signal that the speaker is repeating an idea or saying more about something. For example:
The restaurant's OK. I mean, the food's good, and it's cheap.

- People often say *I mean* after asking a question to signal they are going to clarify the question by asking it in another way. For example:

Where do you go? I mean, do you go somewhere nice?

- *I mean* also helps speakers keep their turn in the conversation while they are thinking about what they will say next.



Corpus information Mean and I mean

- *Mean* is one of the top 100 words. In almost 90 percent of cases, it is used in the expression *I mean*.
- *I mean* is one of the top 15 conversational expressions. It is the third most frequent two-word expression (after *you know* and *I think*).

Lesson D Technology addicts

Reading tip

(See Student's Book p. 50.)

The Reading Tip tells Ss to read the title of an article and ask themselves questions about it before they read. This encourages Ss to think about what they are going to read, and it helps them become actively engaged with the content.

Help note Linking ideas with and and but

(See Student's Book p. 51.)

Two basic conjunctions to link ideas are presented: *and* for addition and *but* for contrast.

Form

- The conjunction *and* connects two or more ideas. These ideas can be nouns (e.g., *I speak English and Spanish.*); verbs (e.g., *I sing and dance.*); or adjectives (e.g., *I'm quiet and shy.*).
- *And* can also connect clauses and sentences (e.g., *My name is Anna, and I live in Canada.*). A comma is normally used before *and* when it connects two clauses.

- In this lesson, *but* connects clauses or simple sentences (e.g., *I play soccer, but I don't play tennis.*). A comma is usually used before *but* when it connects two clauses.

Use

- Use *and* to connect words or sentences with similar or additional information.
- Use *but* to connect sentences with different or unexpected information.

Possible problems

- Ss commonly join too many items in a single sentence, so tell Ss to add only one idea after *and* or *but*.
- Ss may begin sentences with *and* or *but*. Although this is common in many literary and journalistic styles, it is generally not accepted in academic writing.

Free time

Teach this unit opener page together with Lesson A in one class period.

Introduce the theme of the unit Point to the days of the week on a calendar, or write them on the board (Sunday through Saturday). Have Ss say them. Point to *Saturday* and *Sunday*, and say, "I don't work on the weekends." Point to the weekdays, and say, "I don't work after school."

Say, "I have free time on the weekends. I have free time after school." Then write *free time* on the board. Tell Ss what you do in your free time (e.g., *On Saturdays, I go out with my friends. On Mondays after school, I go to the gym.*). Have a few Ss say when they have free time and what they do in their free time.

In this unit you learn how to . . .

- **Unit aims** Read the lesson headings and key unit aims aloud. Tell Ss to listen and read along.

Extra activity PAIRS

Ss look at the unit title. Pairs look through the pictures in the unit and find activities that they both do in their free time (e.g., *go on the Internet*, p. 43; *go to the movies*, p. 43; *watch TV*, p. 46). A few pairs share any activities they have in common with the class.

Before you begin . . .

- **Introduce the activities in the pictures** Direct Ss' attention to Before You Begin. Tell Ss to look at the pictures. Read the four activities aloud. Have Ss repeat. Say, "These are free-time activities."
- Ask a few Ss, "Which of the activities look like fun?"
- Ask, "Do you do these things every day? every week? once a month?" Have Ss discuss in pairs. Call on a few Ss to share with the class (e.g., *I eat out every week.*).

Recycle grammar and a conversation strategy

This task recycles simple present *yes-no* questions and short answers. Ask a few Ss, "Do you _____ in your free time?" adding an action word (e.g., *eat out, read, watch TV, exercise*). Check for the correct use of short answers. To recycle the conversation strategy of saying more than *yes* or *no* when answering, encourage Ss to give more information after their short answer.

- Call a S to the front of the class. Invite other Ss to guess the S's free-time activities by asking five questions like "*Do you _____ in your free time?*" See how many activities the class can correctly guess. Repeat with other Ss coming to the front of the class.

- Have each S ask three other Ss a *Do you _____ in your free time?* question. Have a few Ss report results.

Extra activity CLASS

Write a few time expressions on the board, such as *after class, on the weekends, in the evenings, at night*. Ask Ss to call out more expressions and write them on the board. To model the activity, have one S ask a *Do you . . . ?* question. Answer the question using a time expression (e.g., *S1: Do you eat out? T: Yes, I do. I eat out on the weekends.*). Each S asks four other Ss a *Do you . . . ?* question. Ss respond using time expressions.

Extra activity CLASS

Ss write down five free-time activities they do. Ss find a S who wrote one of the same activities and write the S's name next to the activity. Ss cannot use the same name twice. Ss try to get names next to all five activities.

Lesson A Going out

1 Getting started

- **Set the scene** Say, "Look at the survey. What's the topic of the survey?" [free-time activities] Say, "What questions can you ask about free-time activities?" Call on a few Ss to suggest questions (e.g., *Do you go out in the evenings? Do you belong to a club?*).

A

- **Preview and do the task** Say, "Tell me some activities you do in your free time." Have Ss work in pairs. Give Ss one minute to write as many activities as they can.
- Have two Ss each read one of the example sentences. Then call on Ss to tell the class what they do in their free time.

B 2.01

- **Preview the task** Tell Ss to look at the survey. Ask, "What's the name of the person answering the survey?" [Robert Acosta] "What does *occupation* mean?" [job] "What's Robert's occupation?" [student]
- Tell Ss to read over the survey, and help with new vocabulary as needed. Explain the meaning of *other*. Say, "If Robert's answer is not on the list or he wants to add a choice, he can choose *other* and give the extra information."
- Say, "Listen for Robert's answers as he completes the survey with a friend."
- **Play the recording** *Audio script p. T-165* Ss listen.
- **Play the recording again** Say, "Listen. Check the boxes next to Robert's answers." Ss listen and check (✓) the correct boxes.
- Check answers with the class: Play the recording again. Pause after each of Robert's responses, and have individual Ss read what they marked.

Answers

1. once or twice a week
2. on weekends
3. to the movies; to restaurants
4. my friends
5. other: once a month
6. relax in front of the TV; other: do surveys in magazines

Figure It out

C

- **Preview the task** Write survey questions 3 and 4 on the board: *Where do you go? Who do you go out with?* Ask Ss to come to the board to circle question words and underline *do / does*. Point out that the question words are first.
- Direct Ss to item 1 in the exercise. Write on the board: *you / do / When / go out / ?* Ask Ss what word is first [When]. Ask, "What word is second?" [do] "What word is third?" [you]

- **Do the task** Have Ss complete the remaining questions using the survey for help. Tell Ss to compare their answers with a partner. Check answers with the class: Have four different Ss read their questions aloud.

Answers

1. When do you go out?
2. Who do you go out with?
3. What do you do in your free time?
4. How often does your family eat out together?

- Have Ss practice the conversations with a partner.
- **Focus on the use** Write in two columns on the board:

How often *Place*
Who *Person*
Where *Number of times*

- Tell Ss to look at the survey and find the kind of answer that goes with each question word. Ask a S to come to the board and draw lines to match the items in the two columns.
- Explain that each question word asks for different information: *Who* asks about people, *where* asks about places, and *how often* asks about number of times.
- **Try it out** Write *go to the movies* on the board. Have Ss suggest information questions with the expression, and write them on the board (e.g., *How often do you go to the movies? Where do you go to the movies? Who do you go to the movies with?*). Ask a few Ss the questions. Then have Ss take turns asking and answering the questions in pairs.

About you

D

- **Preview and do the task** Read the instructions aloud. Have pairs take turns asking and answering the questions. Tell Ss to use a different color pen or an X to mark their partners' answers.

Extra activity INDIVIDUALS

Ss write simple present statements about their partners, one statement for each question in the survey (e.g., *Luis goes out every night.*).

Extra activity PAIRS

Ss ask a new partner the survey questions. This time pairs take turns asking and answering each question using *How about you?* For example:

A *How often do you go out?*

B *Once or twice a week. How about you?*

A *I go out every night!*

2 Grammar

2.02

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Ask a few Ss to name the question words they remember from the survey without looking at it, and write them on the board. Then tell Ss to look at the chart and name any question words not on the board.
- Ask, "What's the pattern for simple present information questions?" Write it on the board:
question word + do / does + subject + verb?
Ask, "When do you use *does*?" [when the subject is *he, she, or it*, or a singular noun]
- Ask a few Ss the questions in the chart, and have them answer with their own information.
- **Present How Often?** Tell Ss to look at the time expressions. Explain that the expressions answer *How often* questions. Read the list aloud, and have Ss repeat. Ask for other examples, and write them on the board (e.g., *every morning, on Sunday mornings, once a month, two times a week, twice a year*).
- **Present Common Errors** Tell Ss they need to use *do* or *does* in most simple present questions. Point out that when the subject is a question word (e.g., *Who watches TV in your house?*) Ss do not need to use *do* or *does*. Write on the board: *Where she goes? Where does she go?* Ask Ss to point out the correct form. Write two more questions on the board with *do* or *does* missing (e.g., *Where _____ you eat out? What _____ your brother do on the weekends?*). Ask Ss to come to the board and write in *do* or *does*.

A

- **Preview the task** Read the instructions aloud. To model the task, write conversation 1 on the board. Point out that the information in the last sentence of the conversation can help Ss figure out the question.

- **Do the task** Have Ss complete the task and then compare answers with a partner. Check answers with the class: Call on individual Ss to read the questions aloud. Then have Ss practice the conversations in pairs.

Answers

1. Where do you go?
2. Who do you go with?
3. How often does he text?
4. When does she go?
5. So where do they go?
6. What do you do? / Where do you go?
7. What does she play?
8. Who do you go out with?

About you

B

- **Preview and do the task** Read the instructions aloud. Have a pair of Ss read the example conversation aloud. Explain that Ss need to change the underlined information in Exercise 2A. Have Ss take turns starting conversations.

Extra practice

Tell Ss to turn to Extra Practice 5A on p. 143 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-143.)

3 Speaking naturally

A 2.03

- **Preview the task** Tell Ss to look at the three questions. Explain that when English is spoken at normal conversational speed, two words are often spoken as one word, and the vowels are reduced. For example, *Do you...?* is usually pronounced /dəyuw/ or /dyuw/. In *Wh*-questions, *do you* is pronounced /dəyuw/ or /dəyə/. (For more information, see Language Notes at the beginning of this unit.) Read the instructions aloud.
- **Play the recording** Ss listen and repeat.

B 2.04

- **Preview the task** Read the instructions aloud.
- **Play the recording Audio script p. T-166** Pause after each conversation to give Ss time to write.
- **Play the recording again** Check answers with the class: Pause after each question, and have a S write it on the board.

Answers

1. A Do you relax in your free time?
A What do you do?
2. A Do you go to the movies?
A How often do you go?

- Have Ss practice the conversations with a partner. Walk around the room to monitor and encourage Ss to use the reduced form of *do you*.

About you

C

- **Preview and do the task** Read the instructions aloud. Have Ss write five information questions, then take turns asking and answering questions with a partner. Remind Ss to pay attention to the pronunciation of *do you*.

Workbook

Assign Workbook pp. 34 and 35. (The answer key begins on p. T-173.)

Lesson B TV shows

1 Building language

- **Set the scene** Say, "Some families watch TV when they eat dinner. Does your family eat in front of the TV?" Ask Ss to raise their hands. Ask, "Do you think it's OK?"

A 2.05

- **Preview the task** Say, "Look at the picture. Eric and Mandy are at home. It's dinnertime. When does Mandy watch TV? Close your books, and listen to the conversation. When you hear the answers, take notes to help you remember."
- **Play the recording** Ss listen and write their answers. Books open. Tell Ss to compare their answers with a partner and then read the conversation and check their answers. Check answers with the class. [in the morning (the morning shows), at night (the late movie), at dinner (dinner in front of the TV)].

▪ Practice

Groups: Divide the class into two groups, one playing the role of Eric and the other playing the role of Mandy. Have them read the conversation aloud and then change roles.

Pairs: Tell Ss to practice the conversation in pairs, taking turns playing each role.

Figure It out

B

- **Preview the task** Write on the board: *I hardly ever watch TV. I usually watch the late movie. Sometimes I think you watch too much TV.*

Say, "Can you find the word in each sentence that tells *how often* we do something?" Have Ss call out answers, and circle the words [hardly, usually, sometimes]. Ask, "Where do you find these words most of the time?" [between the subject / pronoun and the verb] "Which word is in a different place?" [sometimes]

- Read the instructions. Tell Ss that Mandy and Eric say these sentences. Ask, "What is the first missing word in sentence 1? Look at the conversation to help you." [hardly ever]
- **Do the task** Have Ss complete the rest of the sentences. Have individual Ss read their answers to the class.

Answers

1. I hardly ever watch TV. Well, sometimes I watch the morning shows.
2. I usually watch the late movie.
3. You always have dinner in front of the TV. You never talk to me.

- **Try it out** Ask a few Ss, "How often do you eat in front of the TV?" Restate Ss' answers using a frequency adverb (e.g., *S1: I eat in front of the TV every night. T: You always eat in front of the TV.*). Have Ss repeat the sentences with the frequency adverbs.
- **Focus on the use** Write on the board: *always, usually, sometimes, hardly ever.* Say, "These words tell how often we do something. They are called frequency adverbs."

2 Grammar

2.06

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Write on the board:
always = 100% never = 0%
Tell Ss to look at the list of frequency adverbs in the chart. Say, "*Always* equals 100%. *Never* equals 0%." Have Ss estimate the percentages for *usually, often, sometimes* and *hardly ever*.
- Tell Ss to look at the chart. Ask, "Where do frequency adverbs usually come in a sentence?" [before the verb, after the subject / pronoun] (For more information, see Language Notes at the beginning of this unit.)
- **Present In Conversation** Write on the board: *I sometimes eat out. / Sometimes I eat out.* Point out the two positions of *sometimes*. Ask, "Which is used more often in conversation?" Tell Ss to read the information and find the answer.
- **Present Common Errors** Write on the board: / *watch the news at night. (always / sometimes / never)* Ask three Ss to come to the board and write a frequency adverb each in the correct place or places. Ask, "Which adverbs can go between *I* and *watch*?" [all of them] "Which can go before *I*?" [sometimes] "Can you put *always* and *never* before *I* in this sentence?" [no] Have Ss read the information.

About you

- **Preview and do the task** Read the instructions and the example aloud. Point out the position of *never* before the verb. Have Ss complete the task. Have a few Ss read their answers for each item to the class, and have Ss with the same answer raise their hands.

Possible answers

1. I never do my homework in front of the TV.
2. I hardly ever watch TV in the morning.
3. My family always has dinner in front of the TV.
4. My best friend often watches sports on TV.
5. Sometimes my family watches movies on Friday nights.
6. I always watch the news in the evening.
7. My friends and I sometimes watch TV shows in English.
8. I never watch commercials on TV.

- Read the example aloud. Tell Ss to compare answers with a partner.
- **Follow-up** A few Ss report on their partners' activities (e.g., *Lisa often does her homework in front of the TV.*)

Extra practice

Tell Ss to turn to Extra Practice 5B on p. 143 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-143.)

3 Building vocabulary

- **Set the scene** Ask, "What's the name of your favorite TV show?" Ask several Ss to answer. Write the names of the shows on the board.

A 2.07

- **Preview the task** Tell Ss to look at the pictures. Read the names of the types of TV shows aloud, and have Ss repeat. For each type of TV show, ask Ss to find the name of a TV show from the list on the board. If there isn't a name on the board, ask Ss to think of a TV show as an example.
- Read the instructions aloud. Say, "Listen to the parts of TV shows. Find and number the matching pictures."
- **Play the recording** *Audio script p. T-166* Ss listen and number the pictures.
- **Play the recording again** Ss listen and repeat. Check answers with the class. Pause after each item, and ask a S to name the kind of show.

Answers

cartoon, 3	soap opera, 5	talk show, 6
game show, 2	documentary, 7	reality show, 8
sitcom, 1	the news, 4	

- **Follow-up** Ss look at the names of TV shows on the board. For each show that wasn't named as an example in Preview the Task, Ss name the show type. Ask Ss, "Do you know the names of any other kinds of TV shows?" Write any new vocabulary on the board.

Extra vocabulary KINDS OF TV SHOWS

Present or have Ss suggest extra vocabulary for kinds of TV shows, such as *sports shows*, *police / hospital dramas*, *docudramas* (stories based on real-life events), *talent shows*, *magazine shows* (reports about current topics in the news and entertainment), *makeover shows* (programs in which people change their appearance).

Extra activity GROUPS

Divide the class into groups. Say a kind of TV show. Group members write a list of as many shows of that kind as they can in 30 seconds. Groups say how many they wrote. The group with the longest list reads their list. Repeat the activity with other kinds of TV shows.

4 Talk about it

A

- **Preview and do the task** Read the instructions aloud. Point out that Ss will need their partner's answers for the next activity so they should take notes. Ask pairs to read the questions. Have Ss take turns asking and answering the questions.

B

- **Preview the task** Go over the instructions and the example conversation. Call on a S and ask about his or her partner in Exercise 4A.

Word sort

B

- **Preview the task** Ask Ss to look at the *Likes* column in the chart. Point out the differences in meaning between *I love*, *I really like*, and *I like* (from more strong to less strong). Do the same for the *Dislikes* column. Tell the class a kind of show you love and a kind you hate.
- **Present Note** Write on the board: *I like a cartoon on the Cartoon channel. I like cartoons.* Explain or elicit that the first sentence is about one cartoon, whereas the second one is about cartoons in general, or all cartoons.
- **Do the task** Read the instructions aloud. Have Ss complete the chart.

Culture note

North Americans often use *love* or *hate* to express likes and dislikes about everyday topics (e.g., *movies*, *clothes*, *food*). However, when *love* and *hate* are used for people, they have a different – and stronger – meaning; *I love my mother* is different from *I love chocolate*.

About you

C

- **Preview and do the task** Read the instructions aloud. Model the task by having two Ss read the example conversation. You may want to model a negative answer: Have a S ask the question, *Do you like reality shows?* and answer "No, I don't. I can't stand reality shows."

Extra activity PAIRS


Ss talk about how often they watch the shows they like. Write on the board: *How often do you watch _____?* Ss look at their partner's chart in Exercise 3B and ask a *How often* question for each one.

Vocabulary notebook

Tell Ss to turn to Vocabulary Notebook on p. 52 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-52).

- **Do the task** Have Ss find new partners and take turns asking and answering questions about their first partner's TV habits. Call on Ss to tell the class about their first partners (in Exercise 4A).

Workbook

 Assign Workbook pp. 36 and 37. (The answer key begins on p. T-173.)

Lesson C Do you go straight home?

Lesson C recycles simple present *yes-no* and information questions, as well as frequency adverbs.

1 Conversation strategy

- **Set the scene** Tell Ss to look at the picture. Say, "Stan and Gabby are classmates. What do they study?" [music] Ask, "What do you think they are talking about?" Write Ss' ideas on the board. "What do they study?" [music] "Are they classmates?" [yes]

A

- **Preview the task** Have Ss read the title of the lesson. Ask, "What does *go straight home* mean?" (you don't go anywhere or do anything first). Ask, "Do you go straight home?" and have Ss raise their hands for *yes*.
- **Do the task** Have Ss work in pairs to think of six things people often do after class. Elicit ideas and write them on the board. Go over unfamiliar vocabulary (e.g., *meet friends / go to a coffee shop / go to the library / do homework*).

B 2.08

- Write on the board:
after class meet a friend the food's good
Tell Ss that they will listen to a conversation that includes the words on the board. Have a few Ss guess the topic of the conversation.
- Say, "Listen. What does Gabby do after class?"
- **Play the recording** Ss listen and read along.
- **Play the recording again** Ss listen and write the answers.
- Check answers with the class. [Gabby usually goes straight home. Sometimes she meets a friend for dinner.]
- **Practice** Tell Ss to practice the conversation in pairs, taking turns playing each role.
- **Follow-up** Ask, "What's the topic of the conversation?" [places students go after class, places to eat out after class] Ss who correctly guessed the topic of the conversation raise their hands.

C

- **Present Notice** Tell Ss to read the information. Have Ss find another example in the conversation. [Oh, where do you go? I mean, do you go somewhere nice?] Ask, "Why do you think Stan asks two questions like this?" [so his questions are clear] Explain that asking questions in two ways like this sounds friendly, too. Ask, "How does it sound if Stan asks his questions like this: *What do you do after class? Where do you work? How do you like it?*" [maybe not so friendly; maybe a little rude or too direct] (For more information, see Language Notes at the beginning of this unit.)

D 2.09

- **Preview the task** Read the instructions aloud. Tell Ss to read all the questions in the left-hand column and then all the questions in the right-hand column.
- Have Ss look at the example. Explain, "For question 1, *f* is the best second question." Have a S read aloud question 1 and question f. Say, "Find the second questions to all of the first questions. Use each answer choice only once."
- **Play the recording** Ss listen and review their answers. Check answers with the class: Read each numbered question aloud, and call on a S to read the second question that goes with it.

Answers

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

- **Follow-up** Ss look at the questions in the left-hand column and make up a different second question for each one. Ss work in pairs. S1 reads the questions from the book, and S2 reads his or her new second question. Ss change roles.

About you

E

- **Preview and do the task** Read the instructions aloud. Model the activity by having a pair read the example conversation. Have pairs take turns asking and answering the pairs of questions in Exercise 1D using their own information.
- **Follow-up** Several pairs present one of their conversations to the class.

Extra activity CLASS

Ss play a chain game. S1 asks S2, *What do you do after class? Do you . . . ?* S2 responds. S2 then asks S3, *What do you do after class? Do you . . . ?* using a different second question. The game continues in this way until no one can think of another second question.

2 Strategy plus

- **Present Strategy Plus** Write on the board: *I mean*. Tell Ss to look at the conversation between Stan and Gabby. Read the information about *I mean* aloud, and ask two Ss to read the examples.
- Ask, "How does Stan use *I mean*?" [to repeat his ideas] "How does Gabby use *I mean*?" [to say more about something] Explain to Ss that people use *I mean* when they want to say the same thing in a different way, or when they want to say more or give more information. Say, "You can also say *I mean* as you are speaking to give you time to think. It shows other people you want to say more."
- **Present In Conversation** Books closed. Write on the board: 10, 15, 20, 25. Ask, "Is *I mean* in the top 10, 15, 20, or 25 expressions?" Ask Ss to raise their hands as you read out each number. Read the information aloud for the answer.

A 2.10

- **Preview the task** Books open. Read the instructions aloud. Ask Ss to read the example sentences in the box. Help with new vocabulary as needed.
- Say, "Look at conversation 1. Which sentence in the box is the best completion?" [b. I mean, I often go to bed early during the week.]
- **Do the task** Have Ss work on their own to complete the remaining conversations with sentences from the box.

- **Play the recording** Ss check their answers.

Answers

1. b. I mean, I often go to bed early during the week.
2. A e. I mean, are they good?
B c. I mean, they're not cheap, but they're good.
3. a. I mean, we have dinner and watch a movie.
4. A f. I mean, do you have any free time?
B d. I mean, I have two part-time jobs.

About you

B

- **Preview and do the task** Read the instructions aloud. Tell Ss to practice the conversations in Exercise 2A. Then have pairs take turns asking and answering the questions using their own information. Have a few pairs act out one of their conversations for the class.

Extra activity CLASS

Ss go around the class and ask and answer the four questions in Exercise 2A.

3 Listening and strategies

A 2.11

- **Preview the task** Call on Ss to read the questions aloud. Elicit possible answers for each question from the class. Read the instructions aloud.
- **Play the recording** *Audio script p. T-166* Play the first item. Stop the recording and ask, "What question is the person answering?" [So what do you usually do in the evenings? I mean, do you spend time with your family?] Tell Ss to write *I* next to the question. Then tell Ss to listen and number the remaining questions.

Answers

1, 2, 5, 4, 3

About you

B

- **Preview the task** Read the instructions aloud. Model the activity. Call on a few Ss and ask questions from Exercise 3A.
- **Do the task** Have Ss take turns asking and answering the questions with a partner. Call on Ss to tell the class about their partners.

About you

C

- **Preview the task** Read the instructions aloud and model the task. Write on the board: *So what do you usually do in the evenings?* Elicit possible second questions and write them on the board (e.g., *I mean, do you go out to dinner?*).

- **Do the task** Have Ss find new partners. Write on the board: *Where do you go on Friday nights?* Elicit possible second questions and write them on the board (e.g., *I mean, do you go out to dinner?*). Tell Ss to work together to think of new second questions for each of the questions in Exercise 3A. Tell Ss to take turns asking their questions, and giving their own answers.
- **Follow-up** Call on Ss to tell the class about their partners.

Extra activity PAIRS

Write the following questions on the board:

Do you often go to the movies?

Do you see your family a lot?

What's your house like in the morning?


Where do you go on the weekends?

Ss choose one of the questions and write a second question for it. Then Ss work in pairs and take turns starting a conversation using their questions.

Free Talk

Tell Ss to turn to Free Talk 5 at the back of their Student's Books. Have Ss do the task. (See the teaching notes on p. T-131.)

Workbook

 Assign Workbook pp. 38 and 39. (The answer key begins on p. T-173.)

Lesson D Technology addicts

1 Reading

- **Set the scene** Ask, "What is technology?" Elicit ideas and write them on the board (e.g., *computers, cell phones, smartphones, tablets, video games*). Write on the board:

How often do you use technology? How many hours do you spend on your computer every day?

Say, "A technology addict spends all his or her time on a computer or a cell phone. Are you addicts?" Ask, "How many hours do you spend on your computer every day? An hour? Two hours? Ten hours?" Ask a few Ss to answer. Ask more questions using the ideas on the board (e.g., *How often do you use your cell phone / tablet?*). Ask Ss to decide who is a technology addict.

A

Prereading

- **Preview the task** Read the two statements aloud. Explain any new vocabulary.
- **Do the task** Have Ss check the statements they agree with. Tell Ss to compare their answers with a partner.
- **Present Reading Tip** Read the tip aloud. Explain that asking questions helps readers look for answers and understand more. Ask, "What other questions can you ask about this article?"
- Say, "Guess what a technology diet is. Use the picture to help you guess." [using less technology] Ask, "What technology is in the picture?" [headphones, a (laptop) computer, a phone, a tablet]"
- Ask Ss to suggest words that might be in the reading. Make a list on the board.

B

During reading

- **Do the reading** Read the instructions. Ask Ss to read the entire article and find six things that technology addicts do.

Answers

1. Check email and text messages first thing in the morning.
2. Go out with one friend, but talk to a different friend on the phone.
3. Spend a lot of time on social networks.
4. Hardly ever see their friends.
5. Answer calls or texts in a movie theater.
6. Spend more than six hours a day online.

- Ask Ss to read the article again, underlining any vocabulary they do not know. Have Ss call out the words they underlined. Write the words on the board. Tell Ss who know the meanings to explain them. Write the meanings on the board, providing help as needed.
- Ask the class, "Do you know any technology addicts? If yes, raise your hand. Why do you think the person is an addict?" (e.g., *He spends a lot of time online; She doesn't have any friends because she plays video games a lot.*)

C

Postreading

- **Preview and do the task** Read the instructions aloud. Have Ss read the statements of advice aloud. Then have Ss do the task.
- Tell Ss to compare their answers with a partner. Check answers with the class.

Answers

- | | |
|----------------|----------------|
| 1. Bad advice | 4. Bad advice |
| 2. Good advice | 5. Good advice |
| 3. Good advice | 6. Good advice |

2 Listening and speaking

- **Set the scene** Ask, "What thing in your bag is most important to you?" Elicit ideas. Ask Ss to raise their hand if their phones are the most important thing.

A

- **Preview and do the task** Read the instructions and the example aloud. Have several Ss call out ideas, and write them on the board.

B 2.12


- **Preview the task** Read the choices listed for Megan and Ryan aloud. Help with new vocabulary as needed. Say, "Look at the list on the board. Are any of the activities on Megan's or Ryan's lists?" Have Ss call out.
- Read the instructions aloud. Say, "Listen to Megan and Ryan talk about what they use their phones for. Listen for their answers, and check the boxes."
- **Play the recording** *Audio script p. T-166* Ss listen and check (✓) the boxes.
- **Play the recording again** Ss listen and review their answers. Check answers with the class. [Megan: She checks her email. She goes on her social networking site; Ryan: He texts people. He takes photos. He calls his girlfriend.]

About you 

C

- **Preview the task** Read the instructions aloud. Ask different Ss to each read a discussion question aloud.

- **Do the task** Have Ss take turns asking and answering the questions in pairs.
- Ask different Ss to report their answers to the questions.

 **Recycle a conversation strategy** Have Ss work in pairs to take turns asking and answering several of the questions. Ask Ss to show interest in the conversation by using *Really?* and asking a follow-up question (e.g., *S1: I call my parents a lot. S2: Really? How often do you talk to them?*).

Extra activity PAIRS

Pairs write three additional questions about phone habits. Pairs exchange questions and discuss their answers. Two pairs then share their answers.

Extra activity CLASS

Ss write any five *yes-no* questions about phone use. They can use their own ideas or questions from the lesson. Ss ask three other Ss the questions and write the answers. Ss report any interesting information they learn about their classmates.

Sounds right

Tell Ss to turn to Sounds Right on p. 137 of their Student's Books. Have Ss do the task for Unit 5 in class, or assign it for homework. (See the teaching notes on p. T-137.)

3 Writing

A

- **Preview and do the task** Read the instructions and examples aloud. Have Ss list all the different ways they use a computer or phone. Have Ss compare ideas with a partner.

B

- **Preview the task** Read the instructions aloud.
- **Present Help Note** Read the information aloud. Say, "Use *and* to link sentences with information that is alike." Write on the board:
My name is _____. I teach English.
Say, "I want to link these two ideas." Erase the period, and replace it with a comma and *and*:
My name is _____, and I teach English.
- Say, "Use *but* to link two ideas that are different." Write on the board:
I like the new tablets. I'm not sure.
Say, "I want to link these two ideas." Erase the period, and replace it with a comma and *but*:
I like the new tablets, but I'm not sure.
(For more information, see Language Notes at the beginning of this unit.)
- **Do the task** Have Ss read the email and underline the words *and* and *but*.

C


- **Preview the task** Read the instructions aloud. Ask, "Why does Gemma want a tablet? What does Gemma want to know?" Elicit answers. Ask, "What do you use a tablet for in class?" Write Ss' ideas on the board.
- **Do the task** Have Ss write a reply to Gemma's email. Remind Ss to use *and* and *but* to link ideas.
- Have Ss share their emails with a partner. Suggest they ask at least one information question about their partner's answer.
- **Recycle** Have Ss check their partner's emails for capital letters and periods where necessary.

About you 

D

- **Preview and do the task** Read the instructions aloud. Have Ss compare their answers to the quiz with a partner.

Workbook

 Assign Workbook pp. 40 and 41. (The answer key begins on p. T-173.)

Vocabulary Notebook

If done for homework

Briefly present the Learning Tip and the task directions. Make sure Ss understand what they need to do.

If done in class

- **Present Learning Tip** Read the information and examples aloud. Say, "It is useful to study verbs with the

words that go after them. For example, the words *music*, *sports*, and *soccer* are all words that can go after the verb *play*." Ask Ss to name two more words that can follow *play* (e.g., *chess*, *baseball*, *CDs*).

🔄 These tasks recycle vocabulary for talking about routines and free-time activities.

1

- **Preview and do the task** Read the instructions aloud. Ask Ss to look at the chart. Point out that they can use each word or expression from the box only once.
- Have Ss complete the chart. Check answers with the class.

Answers

play: music, video games, on a team, soccer

eat: breakfast, dinner, lunch, snacks

take: a class, lessons

do: the laundry, homework

2

- **Preview the task** Read the instructions aloud. Ask Ss to look at the chart. Point out they can write any word or expression that can go after each verb. If they need help, tell Ss to look through the unit for ideas. Remind Ss to use *to* after *go* when it is followed by location names (e.g., *go to the gym*).
- **Do the task** Have Ss complete the chart. Check answers with the class: Have Ss call out their words or expressions. Make lists on the board. Say, "If any of the words on the board are not on your list, add them."

On your own

- **Present On Your Own** Read the information aloud.
- **Follow-up** In the next few classes, Ss report some of the new verbs + words and expressions that they have written in their flip pads. Write these on the board for other Ss to copy.

Now I can . . .

- Go over the Now I Can items. Put Ss in pairs to give one example each for the first four items. Call on Ss and ask for examples or explanations.
- Have Ss look over the four lessons and identify any areas they want to review.
- Tell Ss to complete the Now I Can items. Ss check (✓) the items they know and put a question mark (?) by items that they are not confident about. Check with individual Ss which areas need review to see if there are general problems to review in class. Help individual Ss as required. Have Ss hand in a piece of paper with their name and a schedule showing what they plan to review and when. Review or reteach these language items in a future class.

UNIT 6 Neighborhoods

Language notes

Lesson A Nice places

Grammar *There's* and *There are*

(See Student's Book p. 55.)

Form

- *There's* / *There is* + singular noun
There's a big supermarket.
- *There are* + plural noun
There are some nice stores.

Use

This structure is used to say that something exists (or not). For example, people say, *There's a park in my neighborhood*, rather than *A park is in my neighborhood*.

Grammar Quantifiers

(See Student's Book p. 55.)

- This lesson focuses on the quantifiers *a lot of*, *a couple of*, *no*, and *some*.
- *A couple of* is an informal expression and should not be used by Ss in formal writing. Although its literal meaning is "two," it generally means "a few."
- *No* can be used before singular and plural nouns.

Grammar Adjectives

(See Student's Book p. 55.)

Adjectives in English usually come before, not after, the noun: *a beautiful park*, not *a park beautiful*.

Corpus information

There's and *There are*

- In about 25 percent of cases in conversation, *There's* – not *There are* – is used to introduce a plural. In writing and formal speaking this is incorrect, but in conversation it often goes unnoticed.
- The most frequent negative forms are *There's no* and *There are no*. These are more frequent than the forms *There isn't a* and *There aren't any*.

Adjectives

Most of the adjectives taught in the lesson are in the top 600 words in conversation. Both *small* and *little* are taught. Their meanings overlap, though *little* is often used to describe something in a positive way: *a nice little town*.

Common error with adjectives

In some languages, adjectives change form and agree with the noun. Ss may add an *-s* to adjectives. Adjectives in English do not add an *-s*. (*There are some nice restaurants* NOT *There are some nices restaurants*.)

Speaking naturally Word stress

(See Student's Book p. 55.)

The exercise on word stress introduces the concept of stressed syllables within words. Stressed syllables are usually said louder and longer with a clear vowel sound; unstressed syllables generally have reduced vowels, often to a *schwa* /ə/.

Lesson B What time is it?

Vocabulary Telling time

(See Student's Book pp. 56–57.)

The lesson presents ways of asking and telling the time. It includes two ways of giving approximate time: *about* and *around* 10:00 p.m.

Corpus information Telling time

- People generally use *What time is it?* when they are talking to people they know. They are more likely to ask *Do you have the time?* when they stop someone on the street.
- When asked the time on quarter hours, people answer with [hour] + *fifteen* (e.g., *two-fifteen*) 10 times more often than with *(a) quarter after*. People say *(a) quarter to* + [hour] and [hour] + *forty-five* about equally.
- People use the article *a* with *quarter* about 40 percent of the time.

Grammar *Let's*

(See Student's Book p. 57.)

Form

- *Let's* + base form of the verb
Let's go.
- *Let's* is the contraction of *Let us*. *Let us* is never used in conversation.

Use

- *Let's* is used to make suggestions to do something.
Let's go to a movie.
- It is also used for commands, for example, in class:
Let's start.

Corpus information *Let's*

- The most common use of *Let's* is in the expression *Let's see*. *Go* is the next most common verb after *Let's*.
- The negative is *Let's not*: *Let's not go*. It accounts for fewer than 2 percent of the uses of *Let's*.

Lesson C **Me too!**

Conversation strategy *Me too* and *Me neither*

(See Student's Book p. 58.)

- *Me too* and *Me neither* are responses listeners can use to show that they agree or have something in common with the speaker.
- Showing that you agree with, or have similar experiences to, the speaker can create a friendly atmosphere in conversation.

- *Me too* is the response to agree with an affirmative statement. For example:

A *I'm hungry.*

B *Me too.*

- *Me neither* is the response to agree with a negative statement. For example:

A *I'm not hungry.*

B *Me neither.*



Corpus information *Me either* and *Me neither*

Me either is an alternative to *Me neither* and is more common. Some people, however, consider it incorrect.

Strategy plus *Right* and *I know*

(See Student's Book p. 59.)

- These two expressions can show that you agree with or understand the other speaker in a conversation.
- They are also frequently used to show that you are listening, especially if the other speaker has a lot to say.



Corpus information

Right

Right is one of the top 50 words. In an analysis of a small sample, about half of its uses were to show agreement; about a quarter were to show listening; and another 15 percent could have been either one.

Know

Know is one of the top 20 words. About a third of its occurrences are in the expression *I know*, and about 30 percent of those are responses.

Lesson D **A neighborhood guide**

Help note Prepositions

(See Student's Book p. 61.)

- The Help Note presents some of the prepositions used to talk about place and time including *through*, *at*, *from ... to*, *between ... and*.

- Advertisements often use a dash (-) between times and days:

8-10 = from 8 to 10, between 8 and 10

Monday-Thursday = Monday through Thursday

Neighborhoods

Teach this unit opener page together with Lesson A in one class period.

Introduce the theme of the unit Read the title of the unit aloud. Ask, “What is a neighbor?” [a person who lives next to or near you] Say, “A neighborhood is the area around you. What are some things in the neighborhood around here?” Call on Ss to answer (e.g., *restaurant, park, gym, library*).

In Unit 6, you learn how to . . .

- **Unit aims** Read the lesson headings and key unit aims aloud. Tell Ss to listen and read along.

Extra activity CLASS

Ss look through their Student’s Books and find examples of places to go to in a neighborhood (e.g., *gym*, p. 6; *park*, p. 8; *library*, p. 11; *store*, p. 36; *restaurant, movie theater, club*, p. 43; *supermarket, post office, an apartment building*, p. 54; *café*, p. 58; *gallery*, p. 60; *beach*, p. 65). Ss call out the places and the corresponding page numbers as they find them.

Before you begin . . .

- **Introduce the places in the pictures** Tell Ss to look at the pictures. Read the names of the places aloud. Ask, “Do you know of any of these places?”

Culture note

Malls are very popular in the United States. Teenagers often go there after school and on weekends to meet their friends. One of the largest malls in the U.S. is The Mall of America, which opened in 1992. It has more than 500 stores and 50 restaurants and also features nightclubs and movie theaters.

- Point out each picture in turn. Read the new vocabulary, and write the words on the board: *a mall, a stadium, a park, a museum*. Have Ss repeat the words.
- Tell a S to read the first question under Before You Begin. Ask, “What do people do at these places?” [a mall: shop, eat, see movies; a park: play sports, have picnics, run; a museum: look at art, take classes; a stadium: watch / play

sports, go to concerts] Then ask, “Do we have a _____ in our city?” for each place. If the answer is *yes*, have Ss call out the names of the places and tell the class as much as they can about each place. Write the names under the words on the board.

Recycle vocabulary and a conversation strategy

This task recycles adverbs of frequency, time expressions, and the conversation strategy *I mean*. Ask, “How often do you go to places like the ones in the pictures?” Have Ss work in pairs to talk about each place listed on the board: *mall, stadium, park, museum*. Write the following example on the board as a model:

I often go to the mall. I mean, I go three or four times a week. How about you?

Extra activity CLASS

Ss name and talk about famous or special places in their city. Help Ss with the general vocabulary for the places in English (e.g., *harbor, market, zoo, bridge, monument*).

Lesson A Nice places

1 Getting started

A

- **Preview and do the task** Have a S read aloud the list of places. To model the activity, have Ss look at the map. Say, "Do you see an apartment building?" [yes] Tell Ss to check the first box.
- Have Ss continue and check the places they see. Tell Ss to add other places they see. Check answers with the class. Write the other places they see on the board.

Answers

Check: an apartment building, an outdoor café, a supermarket, a swimming pool, a movie theater, a post office; *Add:* restaurants, a gift store, a boutique, a gym, a park, a bookstore

B 2.13

- **Preview the task** Direct Ss' attention to the web page. Read the title aloud. Ask, "What does *popular* mean?" [People like it.]
- Say, "These are comments posted on a website. Listen to the people's opinions of their neighborhood, and read along. Which people like the neighborhood? Why? Underline the answers that tell the things they like."
- **Play the recording** Ss listen, read along, and underline the answers.
- Ss compare their answers with a partner. Check answers with the class: Have Ss say which people like the neighborhood and what things the people like [Amy: yes – a supermarket and some nice stores; Paul: yes – cafés, movie theaters, swimming pool, a park; Stacy: no].
- **Play the recording again** Say, "Stacy doesn't like the neighborhood. Underline what's missing from the neighborhood for her." Ss underline as they listen. Check answers with the class [mall, fast-food places].
- Ask, "What is the supermarket like?" [big] Write on the board: *big*. Do the same with stores [nice], outdoor cafés [nice], swimming pool [new], park [beautiful, little, small], restaurants [expensive]. Explain that the words on the board are adjectives. They tell us about or give information about nouns.
- Ask Ss questions about the neighborhood around your class (e.g., *What is the café like? What is the park like?*), and encourage them to answer with adjectives.
- Ask Ss to name places in their own neighborhoods using adjectives (e.g., *a big park*). Write them on the board.

Extra vocabulary NEIGHBORHOOD PLACES

Present or have Ss suggest extra vocabulary for places in a neighborhood, such as *bank, deli (a small food store), parking lot, newsstand, fountain*.

Figure it out

C

- **Preview the task** Say, "Look at the picture of Parkview again. Count the parks." [one] "Count the apartment buildings." [two] "Count the restaurants." [six] "Count the schools." [zero] Write on the board:
There's a park.
There are a couple of apartment buildings.
There are some restaurants.
There are no schools. / There's no school.
- Ask a S to come to the board and underline the verbs. Ask a different S to come to the board and circle the nouns. [**verbs:** 's, are; **nouns:** park, buildings, restaurants, schools, school] Ask, "Why is *There's* correct in the first sentence but the others use *There are*?" [It's singular; there is one park.]
- Read the instructions aloud.
- **Do the task** Have Ss circle the words. Have Ss compare their answers with a partner. Check answers with the class: Ask several Ss to read their answers aloud. Ask Ss who disagree to raise their hands.

Answers

1. There's 2. There are 3. no 4. restaurants 5. theaters

- **Focus on the form** Write on the board:

a lot of some a couple of a no

Then write:

There are ____ cafés.

Ask Ss to call out the words on the board that can be used in the blank, and write them on the board [a lot of, some, a couple of, no]. Do the same for *There's ____ swimming pool.* [a, no]

Extra activity GROUPS

Ss tell the group if they like their neighborhood and give one reason why or why not. Ss use adjectives like the ones in the interviews (e.g., *I don't like my neighborhood. It's expensive.; I like my neighborhood. It's beautiful.*). Ss choose one member to report about group members' opinions of their neighborhoods.

Extra activity INDIVIDUALS

Books closed. Ss have one minute to list all the kinds of places they can remember in Parkview (e.g., *restaurants*). Ss compare answers in pairs and then open their books to check their answers. Ss report the number of places they were able to name.

2 Grammar

2.14

- **Present the grammar chart** Play the recording. Ss listen and repeat. Have Ss check (✓) the statements that are true about their own neighborhood.
- **Understand the grammar** Write on the board: *There's a park*. Read the sentence aloud. Write on the board: *1 park = singular noun*. Ask, "What's the pattern for the sentence?" [*There's / There is + singular noun*] Write it on the board.
- Write on the board: *There are some outdoor cafés*. Read the sentence aloud. Write on the board: *2 or more cafés = plural noun*. Ask, "What's the pattern for this sentence?" [*There are + plural noun*] Write it on the board.
- Call out places and ask a few Ss if there are any of those places in the neighborhood around their school (e.g., *T: café S1: There are two cafés*). Other Ss raise their hands if they think an answer is incorrect and say why.
- Write on the board: *a lot of, a couple of*. Say, "These expressions tell how many." Explain that *a couple of* means "two," but people often use it to mean "two or three." Explain that *a lot of* means "many."
- Direct Ss' attention to the second column. Point out that adjectives usually come before nouns. Call on a few Ss to each make a sentence using an adjective.
- **Present In Conversation** Read the information aloud. (For more information, see Language Notes at the beginning of this unit.)

A

- **Preview the task** Read the instructions aloud. Direct Ss' attention to item 1. Say, "*There's a . . .* how many are we looking for?" [one] Have Ss look at the completions on the right. Ask, "Which are only one?" [stadium, small gym] Have Ss look at p. 54 to find a gym or a stadium [*There's a gym, so d is the correct match*].

- **Do the task** Have Ss match the remaining sentence parts.
- Have Ss compare their answers with a partner. Check answers with the class: Call on different Ss to read their answers.

Answers

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

About you

B

- **Preview and do the task** Read the instructions aloud. Read the example sentence aloud. Ask, "Where does the adjective go?" [before the noun and after the quantifier]
- **Present Common Errors** Read the information aloud.
- Have Ss complete the task. Check answers with the class [1. no good movie theaters; 2. a lot of cheap fast-food places; 3. a couple of fun clubs; 4. an interesting museum; 5. no convenient subway station; 6. a nice outdoor café].
- Say, "Now make the sentences true for your neighborhood. Write your new sentences and then read them to a partner." Have a S read the example aloud. Have Ss complete the task.

Extra activity PAIRS

Ss write four true and four false sentences about their classroom using *There's, There are, There's no, There are no*. S1 reads his or her sentences. S2 agrees or corrects the false statements (e.g., *S1: There's a clock. S2: No. There are a couple of clocks*). Ss change roles and do the task again.

Extra practice

Tell Ss to turn to Extra Practice 6A on p. 144 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-144.)

3 Speaking naturally

A 2.15

- **Preview the task** Tell Ss to look at the three words in the box. Say, "These are three patterns for word stress in English. *Stress* means that one part of the word is said a little louder and more clearly." (For more information, see Language Notes at the beginning of this unit.) Read the instructions aloud.
- **Play the recording** Ss listen and repeat, paying attention to the word stress.

B 2.16

- **Preview the task** Read the instructions aloud.
- **Play the recording** Play the first three items, pausing after each to point out the example answer in the chart. Play the remaining items, pausing after each one to give Ss time to write their answer.
- **Play the recording again** Check answers with the class: Pause after each word, and have a S repeat it and give its column number.

Answers

1	2	3
movie	stadium	apartment
noisy	theater	expensive
building	neighborhood	museum
boring	beautiful	convenient

About you

C

- **Preview and do the task** Read the instructions aloud. Have a S read the example statement aloud. Have pairs decide on five places they want in their perfect neighborhood.
- Pairs report about their perfect neighborhood. When groups finish, Ss vote on which neighborhood they like best.
- **Follow-up** Have Ss work in pairs to decide on five things they do not want in their perfect neighborhoods.

Workbook

Assign Workbook pp. 42 and 43. (The answer key begins on p. T-173.)

Lesson B What time is it?

1 Building vocabulary

- **Set the scene** Write on the board: *Telling the time*. Say, "This lesson is about how to tell the time." Tell Ss to look at the pictures. Ask, "What do we use to tell time?" [watch, clock, phone, tablet] "Do you use a watch?" Ask Ss to raise their hands.

A 2.17

- **Preview the task** Read the instructions aloud.
- **Play the recording** Ss listen and repeat the times. Ask Ss, "What time is it now?"
- **Present Note** Read the information aloud. Ask Ss to say the current time and use *a.m.* or *p.m.* Then ask individual Ss to answer these questions using *a.m.* and *p.m.*: "What time do you eat breakfast?" "What time do you eat dinner?"

Extra activity INDIVIDUALS

Call out a series of times (e.g., *seven a.m.*, *three-thirty p.m.*, *twenty-five after one*, *midnight*, *ten-forty-five*, *a quarter to two*). Ss write them in numbers and compare answers.

B

- **Present In Conversation** Books closed. Write on the board: *two-fifteen / a quarter after two*. Read the times, and ask, "Which one is more common?" Point to each one, and ask for a show of hands. Books open. Ask a S to read *In Conversation* aloud to find the answer. (For more information, see Language Notes at the beginning of this unit.)

- **Preview the task** Read the instructions aloud. Ask two Ss to read the example conversation aloud.
- **Do the task** Have pairs take turns asking for and telling the remaining times. Explain that more than one answer may be correct. Check answers with the class: Ask different Ss to call out the times on the clocks.

Answers

1. It's five-fifteen. / It's a quarter after five.
2. It's eight-thirty.
3. It's seven o'clock.
4. It's twelve p.m. / It's noon.
5. It's one-oh-five. / It's five after one.
6. It's twelve a.m. / It's midnight.
7. It's nine-forty-five. / It's a quarter to ten.
8. It's three-forty. / It's twenty to four.

Extra activity PAIRS

Each S draws five clock faces and shows them to his or her partner. S1 asks, "What time is it?" S2 responds. Ss change roles and do the task again. Alternatively, S1 writes five times and says them to S2. S2 writes the times in numbers. S1 checks that they are correct.

Vocabulary notebook

Tell Ss to turn to Vocabulary Notebook on p. 62 of their Student's Books. Have Ss do the tasks in class or assign them for homework. (See the teaching notes on p. T-62.)

2 Listening

2.18

- **Set the scene** Write on the board: *concert, movie, soccer match*. Explain that concerts, movies, and soccer matches are events. Say, "Before you go to one of these events, what information do you need?" Call on Ss for ideas (e.g., *where, what time, price*). Ask, "Where can you find out the information?" [friends, newspaper, TV, radio, posters, Internet]
- **Preview the task** Ask Ss to read the list of events aloud. Ask, "How often do you go to events like these?" Call out each event, and have several Ss say how often they go. Ask, "Where do you usually go for each event?" [concert – stadium, club, park; soccer match – park, field, stadium; art exhibit – museum, gallery; play – theater, park, school] Have Ss look at the chart and ask, "What information are you listening for?" [place and time]
- Say, "Information about these events is on the radio. Listen to the radio show, and complete the chart."
- **Play the recording Audio script p. T-166** Pause after each item to give Ss time to write.
- **Play the recording again** Ss review their answers. Check answers with the class.

Answers

1. *concert*: at the park, 5:30 p.m.
2. *soccer match*: at the stadium, 3:30
3. *art exhibit*: at the museum, 12:00 noon
4. *play*: at the City Theater, 7:45

Extra activity PAIRS / GROUPS

Ss create their own listening activity. Pairs make their own chart like the one in Listening with four different events. Pairs make a separate list of information about each event (e.g., *what time it starts, where the event is*). Pairs then work with another pair and exchange charts. The first pair reads aloud the information about their events. The second pair listens and completes the chart. Pairs then change roles.

3 Building language

- **Set the scene** Tell Ss to read the conversation. Ask, "What is the conversation about?" [a concert in the park]

A 2.19

- **Preview the task** Say, "Erin is at work. Kyle calls Erin to tell her about a free concert. Close your books and listen. What time is the concert? Write the answer."
- **Play the recording** Ss listen and write the answer. Ask Ss for the answer, and write it on the board.
- **Play the recording again** Ss open their books and read along. Ask, "Is the answer on the board correct?" [7:30 p.m.]
- **Practice**
Groups: Divide the class into two groups, one playing Kyle and the other playing Erin. Have them read the conversation aloud and then change roles.
Pairs: Tell Ss to take turns playing the roles of Kyle and Erin. Encourage Ss to look at their partners as they speak.

Figure it out

B

- **Preview the task** Tell Ss to find and underline the questions about time in the conversation in Exercise 3A.

[What time does it start? What time is it now? What time do you finish?] Tell Ss to find and circle the word *let's* in the conversation. [*let's go, let's meet, let's get*] Say, "Underline the word after *let's*. What kind of word is it?" [verb] Read the instructions aloud.

- **Do the task** Direct Ss' attention to the first conversation. Ask, "What words complete the question?" [What time does] Remind Ss to look at the conversation. Have Ss complete the conversations. Check answers with the class.

Answers

1. A What time does; B at; 2. A go; B Let's

- **Try it out** Tell Ss to have a conversation like conversation 2 with a partner. Have pairs choose one of the sentences and make plans (e.g., *where to go, what to do / see, when to meet*).
- **Focus on the form and the use** Write on the board: *Let's ____ at 6:45*. Have Ss suggest words to go in the blank, and write them on the board (e.g., *eat, meet*). Explain that a verb comes after *Let's* and that *Let's* is an expression often used for suggestions.

4 Grammar

2.20

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Ask a S, "What time is it?" Write the answer on the board: *It's ...*. Ask another S, "What time does class start?" Write the answer on the board: *It starts at ...*
- Review *do / does*. Point out the questions, *What time does the concert start? What time do supermarkets close?* Ask Ss to underline the noun that *do* or *does* goes with. Explain that *does* goes with the singular noun *concert*, *do* goes with the plural noun *supermarkets* and with *you*.
- Tell Ss to read Suggestions. Ask, "What's the pattern for *Let's*?" [*Let's* + verb] Write it on the board. Say, "Suggestions with *Let's* include the speaker."
- **Present In Conversation** Ask a S to read the information aloud. Tell Ss to ask and answer the question with three classmates.

Extra activity GROUPS

Ss arrange to go to a concert in the park with a friend. Groups write as many *Let's* expressions as they can in two minutes about what to do before the event. Ask groups to report, and make a list on the board (e.g., *Let's get tickets. Let's take a camera. Let's meet at two o'clock.*).

A

- **Preview the task** Read the instructions aloud. Have two Ss read the example aloud.

- **Do the task** Have Ss complete the conversations and then compare them with a partner. Check answers with the class. Call on two Ss to read each conversation.

Answers

1. B What time does; 2. A Let's; B what time do;
3. A Let's; B What time does; 4. A Let's; B What time do

- **Practice** Have Ss practice the conversation in pairs, taking turns playing each role. Then have Ss practice again, changing the times in each conversation.

About you

C

- **Preview and do the task** Read the instructions aloud. With the class, make a list of events that are taking place this week, with locations and starting times. Have two Ss read the example conversation aloud.
- Tell pairs to discuss three of the events, choose one event, and make plans to go to it together. Have pairs prepare a conversation and present it to other pairs.

Extra practice

Tell Ss to turn to Extra Practice 6B on p. 144 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-144.)

Workbook

- Assign Workbook pp. 44 and 45. (The answer key begins on p. T-173.)

Lesson C **Me too!**

Lesson C recycles simple present statements, *there is / there are*, and adjectives.

1 Conversation strategy

- **Set the scene** Tell Ss to look at the title of the lesson.

Write on the board:

A I love this neighborhood.

B Me too!

Ask, "What does *B* mean here by *Me too?*" [I like this neighborhood too.] Say, "Think about your neighborhood. Think of other things person *A* can say so that person *B* can say 'Me too.'" Ask Ss to call out ideas (e.g., *I like the restaurants around here*). Write the best ideas on the board.

A

- **Preview and do the task** Read the instructions aloud. Have Ss answer the question in pairs. Call on Ss to share their ideas with the class (e.g., *the time; it's about lunch; Omar is hungry*).

B 2.21

- Tell Ss to look at the picture again. Ask Ss to predict five words they may hear in the conversation. Write the words on the board (e.g., *food, hungry, It's noon*).
- Say, "Listen to the recording. What's the café like?"
- **Play the recording** Ss listen and read along.
- **Play the recording again** Ss listen and write notes about the café. Have Ss compare ideas. Ask a few Ss to give their answers, and write them on the board (e.g., *It's new. It looks nice. It's expensive*). Deal with any vocabulary questions.
- **Practice** Tell Ss to practice the conversation in pairs, taking turns playing each role.

C

- **Present Notice** Have a S read the information aloud. Tell Ss, "Say *Me too* to agree with an affirmative statement. For example, to show you agree with the affirmative statement *I like concerts*, you can say *Me too*." Say "I like our school," and prompt Ss to respond with *Me too*. Tell Ss, "Say *Me neither* to agree with a negative statement. Negative statements often have *not* or a contraction with *not*. For example, to show that you agree with the negative statement *I don't like concerts*, you can say *Me neither*." Say, "I don't like rude people," and prompt Ss to respond with *Me neither*. (For more information, see Language Notes at the beginning of this unit.)

- Ask Ss to find examples of *Me too* and *Me neither* in the conversation [Carly: I'm starving. Omar: Me too; Omar: I don't usually have breakfast in the mornings. Carly: No, me neither.]. To check comprehension, ask, "Is Omar starving?" [yes] "Does Carly usually have breakfast in the mornings?" [no] Ask, "What do Omar and Carly have in common?" [They're starving. They don't eat breakfast in the mornings.]

D

- **Preview and do the task** Read the instructions aloud. Have two Ss read the first conversation and the example answer. Have Ss complete the task. Check answers with the class.

Answers

1. me too
2. Me neither
3. me neither
4. me too
5. Me neither
6. me too

- **Practice** Tell Ss to practice the conversation in pairs, taking turns playing each role.

About you 

E

- **Preview the task** Read the instructions aloud. Have two Ss read the example conversation. Tell Ss to look at what *A* says in conversation 1 in Exercise 1D. Ask, "Is *A* hungry in conversation 1?" [yes] "Is *A* hungry in the example conversation?" [not really] Call on a few Ss and ask, "Are you hungry?" If Ss say *yes*, tell them to leave the sentence as it is. If Ss say *no*, ask, "How can you make the sentence true?" [I'm not very hungry right now.]
- **Do the task** Have Ss read the sentences and make changes if necessary (e.g., from affirmative to negative, or negative to affirmative). Have Ss read their sentences to a partner.
- Ss take turns saying their sentences and responding with *me too* or *me neither* when they agree. If they disagree, they should respond with *Really?* and a contrasting sentence.

Extra activity CLASS

Write on the board: *I'm _____ . I'm not _____ .* Ss complete the sentences. This time Ss go around the class trying to find someone who has *nothing* in common with them.

2 Strategy plus

- **Present Strategy Plus** Tell Ss to look back at the conversation on p. 58 and find the expressions *Right* and *I know*. Say, "What do you think they mean?" [I agree with you. / I think you're right. / I understand.]
- Tell Ss to read Strategy Plus to find the two uses of the expressions. (For more information, see Language Notes at the beginning of this unit.)
- **Present In Conversation** Books closed. Ask the class which they think is used more often, *right* or *know* (as in *I know*). Say each, and have Ss raise their hands. Have Ss look at their books, and ask a S to read the information aloud.

About you

- **Preview the task** Write on the board:
This is a _____ neighborhood.
Ask several Ss for suggestions to complete the sentence (e.g., *boring, interesting, nice*). Read the instructions aloud.

Tell Ss they can choose one of the words in bold, or they can add a different word on the line.

- **Do the task** Have Ss complete the statements. Have two Ss read the example conversation aloud. Ask a few Ss to read a statement aloud. If other Ss agree, they say *Right* or *I know*.
- Have pairs take turns saying their sentences and responding with *Right* and *I know*.
- **Follow-up** Pairs practice the conversations one more time, this time giving their actual opinions. Tell Ss to use *Right* or *I know* for agreement or *Really?* with a follow-up statement for disagreement (e.g., *Really? I think this is a boring neighborhood.*).

3 Listening and strategies

About you

A 2.22

- **Preview the task** Read the instructions aloud, and then tell Ss to look at the different choices for each conversation. Ask, "What are the two choices for the first conversation?" [a place to shop or a place to eat] Say, "Listen carefully for important words to help you choose the topic."
- **Play the recording** *Audio script p. T-167* Pause after the first conversation. Ask, "What kind of place do they want?" [a place to shop] Ask, "What words help you choose the answer?" [sunglasses, big department store, store] Do the same for conversations 2 and 3. Tell Ss to circle the best completion.
- **Play the recording again** Check answers with the class. Pause after conversations 2 and 3, and ask a S to call out the answer. Ask Ss which words helped them choose the topic [conversation 2: need a break from work, fun, go out, club; conversation 3: hungry, places to eat, restaurants, fast-food place].

Answers

1. to shop 2. to have fun 3. to eat

About you

B 2.23

- **Preview the task** Read the instructions aloud, and add, "For example, in number 1, if you agree with Sophia, check the box under *I'm the same* and complete the sentence. If you disagree, check the box under *I'm different* and complete the sentence."
- **Play the recording** *Audio script p. T-167* Pause the recording after each topic so Ss have time to write.
- **Play the recording again** Pause the recording after each statement. Call on different Ss to read their responses.

Possible answers

1. Me neither. I don't like big stores with a lot of people. OR Really? I like big stores with a lot of people. 2. Me too. I really like rock music. OR Yeah? I don't like rock music. 3. I know. Fast food is terrible for you. OR, Really? I think fast food is good.

About you

C

- **Preview and do the task** Read the instructions and the situations aloud. Review ways to make suggestions [Let's], give opinions [I think], agree [Me too, Me neither], and disagree [Really? I think...]. Have Ss work in pairs to choose a situation and decide where they want to go.

Extra activity PAIRS

Pairs present their choice for a place to go to the class. The class listens, chooses the places that sound the most appealing, and gives reasons.

Sounds right

Tell Ss to turn to Sounds Right on p. 137 of their Student's Books. Have Ss do the task for Unit 6 in class, or assign it for homework. (See the teaching notes on p. T-137.)

Free talk

Tell Ss to turn to Free Talk 6 at the back of their Student's Books. Have Ss do the task. (See the teaching notes on p. T-132.)

Workbook

Assign Workbook pp. 46 and 47. (The answer key begins on p. T-173.)

Lesson D A neighborhood guide

1 Reading

- **Set the scene** Read the title of the lesson aloud. Say, “A neighborhood guide tells us about things to do, concerts to go to, and movies to see.” Ask, “Where do you find information about places and events to go to?” [in newspapers, in magazines, on TV, on the Internet, on the radio]

A

Prereading

- **Preview the task** Have Ss read the things in a neighborhood aloud. Elicit or explain unfamiliar words (*boutique* – small specialized store; *gallery* – a place where you can buy art).
- **Do the task** Read the instructions aloud. Ask, “Do you know any neighborhoods with unusual boutiques?” Have Ss call out the names of different neighborhoods. Ask again using the other items listed (poetry readings, expensive jewelry stores, art galleries, comedy clubs).

B

During reading

- **Preview the reading** Say, “Now look at this website. What is the title?” [*The Village*] “What are the different headings?” [Bleecker Street shopping, Live music in the Village, Washington Square Park, Art in the Village] “What do the headings tell you about?” [places and things to do in a neighborhood called the Village] Read the instructions aloud.
- **Present Reading Tip** Have a S read the tip aloud. Ask, “What do you see in the pictures?” [people shopping, a park, someone playing music, a store covered in keys] “What is the article about?” [interesting places in a city neighborhood / things to do]

- **Do the reading** Have Ss read the website. Ask, “Can you describe the places in the guide?” [a busy street with unusual boutiques, a place with a great music “vibe,” a beautiful park with a lot of free events, a gallery with free admission] “What do people do there?” [shop, listen to music, attend free events like concerts, movies, poetry readings, look at art]
- Tell Ss to underline any new vocabulary in the guide. Have them call out new words. Ask other Ss to help explain the meanings, or explain them yourself.

C

Postreading

- **Preview the task** Read the instructions and the five statements aloud. Make sure Ss understand what information they are looking for.
- **Do the task** Have Ss check (✓) *True* (T) or *False* (F), and then compare answers with a partner. Check answers with the class.

Answers

1. T 2. F 3. F 4. T 5. F

- **Follow-up** Have Ss rewrite the false statements to make them true and then compare answers with a partner. [2. Washington Square Park is open from early morning to 1:00. 3. Washington Square Park has free events like concerts, movies, and poetry readings. 5. Admission to the Forbes Galleries is free.]

2 Talk about it

- **Set the scene** Tell Ss to look at the pictures. Ask, “What kinds of places are these?” [mall, park, music club, museum]
- **Preview the task** Have Ss look at the cues. Ask, “What is the difference between a question with *What’s* and a question with *Where’s*?” [What’s – asking for the name, Where’s – asking for the location]
- Read the instructions aloud. Have two Ss read the example conversation aloud. Call on different Ss to read the questions next to each picture.
- **Do the task** Have Ss work in groups and take turns asking and answering the questions next to each picture. Encourage Ss to use English only and to ask for help when they need it.

- **Follow-up** Groups report their answers to the class.

Extra activity GROUPS

Ss make a report for a TV news show called *Places to Go / Things to Do*. Each group appoints Ss to play the following roles: an anchorperson to introduce the news story, a news reporter to interview different people on the street, and several people to be interviewed. Ss use the ideas and questions they discussed in their groups. Groups present their shows to the class. If you have a video camera, record the shows and play them back in the next class.

3 Writing

A

- **Preview and do the task** Read the instructions aloud. Call on Ss to read each question aloud. Have Ss write their information in the chart.
- **Follow-up** Have Ss take turns asking and answering the questions with a partner.

B

- **Preview the task** Read the instructions aloud.
- **Present Help Note** Call on Ss to read the information aloud. Ask, “What preposition do we use with *streets*?” [on] “What preposition do we use with *cities*?” [in] “What preposition do we use to give a start time?” [at] “What two prepositions do we use to give a start and end time?” [from, to] (For more information, see Language Notes at the beginning of this unit.)
- **Do the task** Have Ss read the neighborhood guide and circle the prepositions.

Answers

Wilson Park is a beautiful park on Green Street in Fairview. It’s a great place to play sports. There’s a soccer field, a couple of baseball fields, and some free tennis courts. There are free concerts at the stadium on the weekends. They start at 5:00 p.m. There’s also a nice café, and it’s open from 9:00 a.m. to 8:00 p.m., Tuesday through Sunday. Call the Park Office at 686-555-2400 between 9:00 and 5:00 for more information.

About you

C

- **Preview the task** Read the instructions aloud.
- **Do the task** Have Ss work individually to write a neighborhood guide. Then have them exchange guides with a partner and give feedback. Tell Ss to check that prepositions are used correctly. Encourage Ss to ask questions for more information.

D

- **Preview and do the task** Read the instructions aloud. Have Ss exchange their guides in groups to choose the most interesting place to go.

Extra activity CLASS

Post the guides around the class. Have Ss stand and walk around the room to read the guides. Ask Ss which places sound the most interesting.

Workbook

- Assign Workbook pp. 48 and 49. (The answer key begins on p. T-173.)

Vocabulary notebook

If done for homework

Briefly present the Learning Tip and the task directions. Make sure Ss understand what they need to do.

If done in class

- **Present Learning Tip** Read the information aloud. Write on the board: *It's noon*. Say, "Think. What do I do

at noon? Eat lunch? Go to the cafeteria?" Write the verb phrases on the board next to the sentence. Say, "Try to link vocabulary for actions with times you do them to help remember the vocabulary."

🔄 These tasks recycle telling time and the simple present.

1

- **Preview and do the task** Ask several Ss, "What time do you get up?" Write the times they mention on the board. Read the instructions aloud. Point out the example in the chart. Say, "Write true information to complete the chart." When Ss finish, ask them to compare charts with a partner.

- **Follow-up** Ask the class, "Do you and your partner do any of these things at the same times?" Several Ss report (e.g., *Linda and I go to bed at 11:00 p.m.*).

2

- **Preview the task** Read the instructions aloud. Say, "Six a.m. What things do you usually do at six a.m.? What do your family members do?" Call on a few Ss to give answers.
- **Do the task** Have Ss complete the daily planner and then compare their daily planners in small groups. Have groups decide who has the busiest day and report to the class.

On your own

- **Present On Your Own** Read the information aloud.
- **Follow-up** At the start of the next class, write a few different times on the board. Put Ss in small groups. Point to a time on the board, and say, "At this time, where are you usually? Tell your group members where you are for each of the times on the board."


Now I can . . .

- Go over the Now I Can items. Put Ss in pairs to give one example sentence each for the first five items. Call on Ss and ask for examples or explanations.
- Have Ss look over the four lessons and identify any areas they want to review.
- Tell Ss to complete the Now I Can items. Ss check (✓) the items they know and put a question mark (?) by items that they are not confident about. Check with individual Ss which areas need review to see if there are general problems to review in class. Help individual Ss as required. Have Ss hand in a piece of paper with their name and a schedule showing what they plan to review and when. Review or reteach these language items in a future class.

Checkpoint Units 4–6

Before you begin the Checkpoint, write on the board: *Grammar, Vocabulary, Conversation Strategies*. Tell Ss to think about Units 4–6 and write down which area they are most sure about. Say each area, and ask Ss to raise their hands for the one they wrote.

1 That's not quite right.

 This task recycles simple present statements, frequency adverbs, time expressions, telling time, *There's / There are*, and common verbs.


- **Preview the task** Have Ss read the sentences in the chart. Ask, "What are the statements about?" [English class]
- Read the instructions aloud. Model the activity by reading the first statement, the example answer [False], and the example corrections below the exercise. Tell Ss that there may be more than one way to correct false sentences.
- **Do the task** Have Ss check (✓) *T* or *F* for each sentence. Then have them rewrite any false sentences.
- Check answers with the class: Ask Ss to raise their hands if they think the sentence is true or if they think it is false. For false sentences, call on Ss to read their corrected sentences. Note: For several of the items, the answer could be either true or false depending on Ss' personal opinions.

- **Follow-up** Ss compare their answers in pairs and note how many answers are the same (e.g., *S1: Sentence 1 is false. Our English class isn't in the morning. It's in the evening. S2: Right. It's on Tuesday at 6 p.m.*).

Extra activity GROUPS

Groups choose a topic from Units 4, 5, or 6 (e.g., *TV shows*) and write five sentences about it. Some sentences should be true, and some should be false. Groups then exchange sentences with another group. Ss in each group say if the sentences are true or false, write the correct information for false sentences, and return the sentences to the original group.

2 How much do you know about your partner?

 This task recycles simple present statements and *yes-no* questions, as well as commonly used verbs.

- **Preview the task** Tell Ss to look at the sentences. Ask, "What verbs can complete each sentence?" Have Ss call out verbs [Possible answers: 1. reads; 2. watches; 3. lives; 4. spends; 5. gets up; 6. plays]. Read the instructions aloud. Model the activity using the example in the chart.
- **Do the task** Have Ss complete the sentences, making either affirmative or negative statements about their partners. Tell Ss to guess what is true for their partners.
- Have Ss work in pairs and take turns asking and answering questions to see if their guesses are correct. Model the task by having two Ss read the example


conversation aloud. Have Ss check (✓) either the *right?* box (if they guessed what their partner does) or the *wrong?* box (if they guessed incorrectly).

- **Follow-up** Ss count the number of items they guessed correctly, report to the class, and find out who got the most correct answers.

Extra activity CLASS

Ss take turns making guesses about you, using the sentences in the chart. For example, *S1 says, I think you read a lot of books*. Other Ss raise their hands if they agree. Tell Ss if they are right or wrong.

3 How well do you know your city?

 This task recycles places in a city; common adjectives; *There's / There are*, and the quantifiers *a couple of*, *a lot of*, *some*, and *no*.

- **Preview and do the task** Read aloud the instructions, the column heads, and the two examples in the chart. Have a S read aloud the useful expressions in the box. Have Ss complete the chart with their own ideas.
- Write the two categories on the board. Have Ss call out words for each category, and write them on the board.
- Tell Ss to write five true sentences about their city, using the words in their charts and *There's / There are*. Model the task by choosing a word from each category on the board and having the class write a sentence with it.
- When Ss finish, have them work in pairs and take turns reading their sentences. Tell Ss to agree or disagree with

their partners' statements. Model the task by having a pair of Ss read the example aloud.

- **Follow-up** A few pairs present their statements and responses to the class.

Extra activity PAIRS

Each S chooses three words from p. 63 and writes them on a piece of paper (e.g., *never, club, books*). Ss exchange papers with a partner. Ss write a sentence using all three words in one sentence (e.g., *We never read books in a club.*). Pairs take turns reading their sentences. Ss can repeat the activity using words from different pages of Units 4, 5, or 6.

4 Ask a question in two ways; answer more than *yes* or *no*.

This task recycles two conversation strategies: asking questions in two ways and saying more than *yes* or *no* when answering questions. It also recycles the expressions *I mean* and *Well*.

A

- **Preview and do the task** Read the instructions and the example aloud. Have Ss write a second question beginning with *I mean* for each item. When Ss finish, ask a few Ss to share their questions with the class.

- **Follow-up** Ss take turns asking you the questions. Use *Well* and say more than *yes* or *no* as you answer.

B

- **Preview and do the task** Have Ss read the example conversation as a class. Then read the instructions aloud. Have pairs take turns asking and answering the questions they completed in Exercise 4A.
- **Follow-up** A few pairs present their conversations to the class.

5 Are you the same or different?

This task recycles types of TV shows, frequency adverbs, and the conversation strategy *Me too* and *Me neither*.

A

- **Preview and do the task** Read the instructions and the example in the chart aloud. Have Ss unscramble the words. Have Ss compare their answers with a partner. Check answers with the class.

Answers

cartoon	sitcom	soap opera	reality show
game show	talk show	the news	documentary

B

- **Preview and do the task** Read the instructions aloud. Have three Ss read the example conversation aloud. Tell Ss to make a statement about each kind of show in Exercise 5A using frequency adverbs. Have Ss work in pairs and take turns talking about their TV-watching habits.
- **Follow-up** Ss share their partners' favorite shows with the class (e.g., *Alicia often watches cartoons. She loves The Simpsons.*).

6 What's your routine?

This task recycles simple present information questions, time expressions, telling time, and common verbs.

- **Preview the task** Read the instructions aloud. Model the task using the example in the chart. Tell Ss that there is more than one way to complete some questions.
- **Do the task** Have Ss complete the questions. Check answers with the class: Call on Ss to read their questions, and ask if other Ss have different questions.

Possible answers

What time do you . . .	<u>have</u> / <u>eat</u> / <u>make</u> breakfast? <u>go</u> / <u>get</u> to work or to class? <u>go</u> / <u>get</u> home at night?
How often do you . . .	<u>exercise</u> / <u>work out</u> at the gym? <u>take</u> / <u>get</u> the subway or the bus? <u>check</u> your email?
When do you . . .	<u>spend</u> time with your family? <u>go</u> out with your friends? <u>go</u> to the movies?
Where do you . . .	<u>do</u> your homework? <u>go</u> shopping? <u>eat</u> / <u>have</u> lunch?

- Have Ss write four more questions using *What time*, *How often*, *When*, and *Where*. Then have Ss compare their questions in pairs and correct any mistakes.
- Tell two Ss to read the example conversation aloud. Have Ss work in pairs and take turns asking and answering their questions, as well as the questions in the chart.
- **Follow-up** Call on a few pairs to say how their routines are the same or different.

Extra activity CLASS

Ss repeat the task, this time going around the class and asking their classmates questions. Ss try to find someone who has the same routine as theirs.

UNIT 7 Out and about

Language notes

Lesson A Away for the weekend

Grammar Present continuous statements

(See Student's Book p. 67.)

Form

Present continuous statements are formed with the verb *be* and the present participle.

- Affirmative statements
subject + *be* + present participle
I'm working. She's skiing.
- Negative statements
subject + *be* + *not* + present participle
He's not playing tennis. We're not swimming.

Use

In this lesson, the present continuous is used to describe actions in progress at the time of speaking.

Spelling rules

Rules for adding *-ing* to verbs to form the present participle:

- For most verbs: add *-ing* (*work* – *working*).
- For verbs ending in *e*: delete *e* and add *-ing* (*have* – *having*).
- For verbs ending in a vowel + consonant *b, g, m, n, p, or t*: double the consonant and add *-ing* (*get* – *getting*, *swim* – *swimming*). (Exception: For verbs not stressed on the final syllable, do not double the final consonant: *visit* – *visiting*.)
- For verbs ending in *ee*: add *-ing* (*see* – *seeing*).
- For verbs ending in *ie*: change *ie* to *y* and add *-ing* (*lie* – *lying*).



Corpus information

Contractions *isn't* / *aren't*

- In conversation, *isn't* and *aren't* are not normally used after pronouns, especially *he*, *she*, and *we*. Instead, after pronouns, the contractions *'s not* and *'re not* are generally used. So, people are more likely to say *He's not working* than *He isn't working*.
- *Isn't* and *aren't* are used mainly after nouns (including names) and other types of subjects (e.g., *People aren't swimming. Marcos isn't working. There are a lot of people who aren't swimming.*).

Present continuous versus simple present

- In conversation, the simple present is about seven times more frequent than the present continuous. The present continuous often occurs with *talk* and *say* in expressions such as *What are you talking about? Do you know what I'm saying?*

Common errors with present continuous

Students may forget to use *be* in the present continuous. (*It's raining.* NOT ~~*It raining.*~~)

Vocabulary Raining and snowing

(See Student's Book pp. 65–66.)

In conversation, the most common forms of the verbs *rain* and *snow* are in the present continuous with the subject *it*: *It's raining. Is it snowing?*

Vocabulary The seasons

(See Student's Book p. 65.)

In conversation, *the* is generally used in expressions with seasons (e.g., *in the winter*, *in the spring*). Expressions without *the* (e.g., *in spring*) are also used, but they are less common. People almost always say *in the fall*, but *in fall* appears in newspapers and other written texts.

Lesson B Sports and exercise

Vocabulary Sports and exercise

(See Student's Book p. 68.)

- Notice the verbs used with different sports and exercises:
Play is used with sports such as *basketball*, *tennis*, *soccer*.
Do is used with activities such as *karate*, *aerobics*.
Go is used with activities ending in *-ing* such as *swimming*, *running*.
- Verbs for sports such as *swim*, *bowl*, and *run* can be used as main verbs: *He's swimming right now* (present continuous), *He swims once a week* (simple present).

Grammar Present continuous questions

(See Student's Book p. 69.)

Form

- *Yes-No* questions
be + subject + present participle?
Are you working? Is he watching the game?
- Information questions
question word + *be* + subject + present participle?
What are they doing? Where's she going?
- Information questions in which the question word is the subject
question word + *be* + present participle?
Who's playing? What's happening?

- Short answers for present continuous questions are the same as for present tense *be* questions (e.g., *Yes, I am. No, I'm not.*).

Use

In this lesson, the present continuous is used to describe actions in progress at the time of speaking. It is also used to describe activities and events that are temporary (e.g., *this semester*) or in progress “around now,” but not necessarily at the time of speaking (e.g., *What are you doing these days?*).

Speaking naturally Stress and intonation in questions

(See Student's Book p. 69.)

Stress

People stress, or say louder, words they feel are the focus or most important part of what they say. For example:

A *How often do you go to the gym?* (The gym is the focus.)

B *I go once a week. How often do you go to the gym?* (Now *you* – the other person – is the focus.)

Intonation

- The voice falls or rises on the stressed word or syllable.
- In information questions, the voice often falls.
- In *yes-no* questions, the voice often rises.

Lesson C How's it going?

Conversation strategy Asking follow-up questions

(See Student's Book p. 70.)

A follow-up question comes after the reply to an earlier question. For example:

A *Where are you from?*

B *Brazil.*

A *Oh. Where in Brazil?* (follow-up question)

People ask follow-up questions to keep a conversation going, to show interest, and to get information.

Strategy plus That's + adjective

(See Student's Book p. 71.)

People use expressions with *That's* (e.g., *That's great.*) to react to what other people say. It shows that they are listening and interested in the conversation. In these expressions, *That's* means “what you just told me.” For example:

A *I'm here for a week.*

B *That's great.* (*That's* = the news that A is here for a week)

Sometimes people use just the adjectives without *That's* (e.g., *cool! great! fantastic!*).



Corpus information That's + adjective

- The most common adjectives with a positive meaning used after *That's* are the following: *That's good / great / nice / fine / cool / interesting / funny / wonderful.* These adjectives are used to respond to good news.
- *That's too bad* can be used to react to bad news that is not very serious. *That's terrible* is used to react to really bad news.
- The most common expressions with *That's* are *That's right* and *That's true.*

Lesson D Staying in shape

Reading tip

(See Student's Book p. 72.)

The tip tells Ss to read main headings first. They tell what the article covers. Reading the main headings helps Ss activate background knowledge and anticipate content. This helps them understand more of what they read.

Help note Imperatives for advice

(See Student's Book p. 73.)

Form

- Affirmative imperatives use the base form of the verb (e.g., *Read the article. Do the exercise.*).
- Negative imperatives are formed with *Don't* + base form of the verb (e.g., *Don't worry.*). The form *Do not* is used for special emphasis and in written notices (e.g., *Do not feed*

the animals.), but it is much less common in conversation than *don't*.

Use

- In this lesson, imperatives are used to give advice and to make suggestions (e.g., *Try aerobics.*).
- Imperatives can also be used for these functions: instructions (e.g., *Listen to the conversation. Be quiet.*) requests (e.g., *Pass me the dictionary.*) greetings (e.g., *Take care. Have a nice day.*) offers (e.g., *Have a cookie. Use my pen.*)
- Tell Ss to be careful in their use of imperatives. In conversation with people they do not know well, suggestions and requests in the imperative form can sound too direct – or even rude – because they seem like instructions or commands.

Out and about

Teach this unit opener page together with Lesson A in one class period.

Introduce the theme of the unit Explain that *out and about* means “being out of the house and doing things.” Draw a simple sketch of a house on the board with a person inside. Say, “He’s at home. He’s not out and about.” Draw a person at a mall and a person at a park. Say, “They’re not at home. They’re out and about.”

In this unit, you learn how to . . .

- **Unit aims** Read the lesson headings and key unit aims aloud. Tell Ss to listen and read along.

Extra activity CLASS

Ss look at the first aim in Lesson A and in Lesson B and find examples in the unit of a weather word or expression and a sport (e.g., *it’s snowing*, p. 66; *swimming in the ocean*, p. 67; *play soccer*, p. 68).

Before you begin . . .

- **Introduce the activities in the pictures** Tell Ss to look at the pictures. Write on the board:

go hiking go snowboarding go to the beach

Say the phrases, and have Ss repeat. Have Ss match the pictures to the activities by calling out the numbers and the activities. [1. go to the beach 2. go hiking 5. go snowboarding]

Recycle vocabulary This task recycles vocabulary for free-time activities. Have Ss work in pairs and write as many free-time activities as they can in one minute. Then have a few pairs share their ideas with the class. Next, do the same activity for places in their town where people can go in their free time.

- Introduce the seasons. Write on the board:

summer fall winter spring

Draw a sun next to *summer*, a leaf next to *fall*, a snowman next to *winter*, and a flower next to *spring*. Say, “These are seasons. Many places have four seasons in a year.” Say the names of the seasons, and have Ss repeat.

- Write on the board:

rainy season dry season

Draw a cloud with rain coming out of it next to *rainy season*. Point to *rainy season*, and say, “In the rainy season, it rains every day.” Point to *dry season*, and say, “In the dry season, it doesn’t rain.” Say, “Some places have two seasons.” Say the names of the two seasons, and have Ss repeat.

- Ask, “Which of the seasons do we have here?” Tell Ss to circle the seasons. Then have a few Ss share their answers with the class.

- **Introduce the weather expressions** Read each weather expression aloud, and have Ss repeat. For each weather word, draw a sketch or write information to illustrate its meaning (e.g., for *it’s hot*, write *35°C (95°F)*; for *it’s sunny*, draw a sun).

- **Practice weather and season vocabulary** Ask, “What’s the weather usually like in the (current season)?” Answer the question (e.g., *The weather is usually cold here in the winter.*).

- Have Ss work in pairs to ask and answer *What’s the weather usually like in . . . ?* for each season in their area.

Extra vocabulary WEATHER AND SEASONS

Present or have Ss suggest extra vocabulary for weather and seasons, such as *It’s tornado season / hurricane season / typhoon season / monsoon season. There’s a thunderstorm / hailstorm. It’s chilly / wet / foggy / freezing.*

Extra activity CLASS

Ss write *True* and *False* as headings on a piece of paper. Present true and false statements about the weather and seasons in your area (e.g., *It’s windy today. It’s the rainy season right now. It never snows here. It’s always cold in the summer.*). Ss write the statements under the correct heading. Check answers with the class.

Lesson A **Away for the weekend**

1 Getting started

- **Set the scene** Tell Ss to look at the title of the lesson. Ask, "What do you do for weekend fun?"

🔄 Recycle vocabulary (e.g., *go to the movies, go to a concert, go out to eat, play sports*).

A

- **Preview and do the task** Point to the picture of Anita. Ask, "Where is Anita? What is she doing?" [at work; working, talking on the phone] Have Ss look at the other pictures. Ask, "Where are her friends?" [at the beach, in the mountains / skiing, playing tennis] Read the information about Anita aloud, and have Ss check their answers.

B 2.24

- **Preview the task** Tell Ss to look at the pictures of Yoko, Bill, and Nathan. Have Ss predict what words they might hear in Yoko's message (e.g., *snow, cold, skiing*). Write them on the board. Do the same for the other two messages.
- Read the instructions aloud. Tell Ss to listen for the weather in each place.
- **Play the recording** Ss listen and read along. Point out the use of *This is / It's* + name in phone messages.
- **Play the recording again** Play the first message. Ss listen. Ask, "What's the weather like?" Have Ss call out their answers. Play the remaining two messages, and tell Ss to write their answers. Check answers with the class. [Lake Tahoe: It's snowing. Santa Cruz: It's cold and cloudy. San Jose: It's nice and sunny.]
- Tell Ss to look at the predictions for words on the board. Check how many of them were correct.

Culture note

San Francisco, Lake Tahoe, Santa Cruz, and San Jose are all in the state of California in the United States. California is very large, and there are often different kinds of weather happening in various parts of the state at the same time. It can be rainy in San Francisco, snowing in Lake Tahoe, sunny and cool in Santa Cruz, and sunny and hot in San Jose.

Extra activity CLASS

Say, "Where are Anita's friends?" Play the first message, and then pause the recording. Ask, "Where's Yoko?" [She's at Lake Tahoe.] Check that Ss circled the correct place on the map. Do the same for the remaining messages.

Figure
It out

C

- **Focus on the form** Tell Ss to look at the three messages and find the sentences with verbs ending in *-ing*. Ask, "What do you notice about the verbs in these sentences?"

[The verbs have two parts. The verb *be* comes before the *-ing* verb.] "Which sentences are negative?" [Don't worry—we're not swimming. I hope it's not raining there.] Ask, "Where is *not* in the negative sentences?" [between *be* and the *-ing* verb] Say, "These sentences are all about *right now*, the people are leaving messages about *now*. They're not talking about every day or things they usually do."

- **Preview the task** Read the instructions aloud. Tell Ss to read the four sentences. Write sentence 1 on the board. Tell Ss to look at the first picture. Ask, "What's the answer here?" [she's working] Circle *she's working* in the sentence. Then say, "Anita usually relaxes on Saturdays, but today she's working. The sentence is about *now* or *today*."
- **Do the task** Have Ss circle the correct words to complete the sentences. Tell Ss to look at the messages for help. Have Ss compare their answers with a partner. Check answers with the class.

Answers

1. Anita usually relaxes on Saturdays, but today she's working!
2. Yoko says, "Lisa and I are skiing today. It's snowing here right now."
3. Bill says, "Marcos and I are at the beach . . . we're not swimming. It's too cold!"
4. Nathan says, "I'm in San Jose with Katie and Rob. They're playing tennis."

- **Focus on the form and the use** Tell Ss to read the information about Anita and the three phone messages again. Ask Ss to underline the examples of *be* followed by an *-ing* verb. [She's working today. Right now she's taking a break and listening to her voice mail. All her friends are having fun! I'm calling from a ski resort in Lake Tahoe. Lisa and I are skiing today. It's snowing right now. I'm sorry you're working. We're not swimming. They're playing tennis, and I'm watching. I hope it's not raining there.]
- Write on the board: *I'm writing*. As you write, say, "I'm writing right now." Say, "Look at the information about Anita. What time words do you see?" [usually, this weekend, right now] Point out that *usually* refers to activities we do as part of our routines (the general present), but not specifically *now*. *This weekend* and *right now* are talking about *now*.
- Say, "Yoko, Bill, and Nathan are talking about *right now* or *today*. They are not talking about every day or every week, but about *now*. So they use a verb form called the present continuous. It has the verb *be* and an *-ing* verb."

Extra activity INDIVIDUALS

Write on the board:

I'm working. I'm not watching TV.

Ss write three statements about what they are doing right now and three statements about what they are not doing. Ss then compare statements in pairs.

2 Grammar

2.25

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Tell Ss to look at the sentences on the left side of the chart. Ask, "What's the pattern for present continuous affirmative statements?" [subject + *be* + (verb)*ing*] Ask, "What's the pattern for negative statements?" [subject + *be* + *not* + (verb)*ing*] Write the two patterns on the board. (For more information, see Language Notes at the beginning of this unit.)
- Say, "We use the present continuous for actions and events that are in progress and that are happening – or not happening – right now. For example: *We're skiing. It's not snowing.* The present continuous is not generally used to talk about things you do every day or all the time."
- **Present the contractions and In Conversation** Tell Ss to read the contractions section in the chart. Point out the use of *isn't* and *aren't* after nouns, including names. Write on the board: *Marcos isn't working.* Say, "Marcos is a name. Marcos *isn't* working."
- Write on the board: *He (not working).* Tell Ss to read In Conversation and then complete the sentence with the contraction people usually use [He's not working.]. Say, "He is a pronoun. People say 'He's not working' rather than 'He isn't working.' You can say 'He *isn't* working,' but 'He's not working' is more common."
- Write on the board: *Marcos and Bill (not swimming). They (not swimming).* Ask Ss to complete the sentences with the common contractions [Marcos and Bill aren't swimming. They're not swimming.].
- **Present Spelling** Explain the three spelling rules in the chart. (For more information, see Language Notes at the beginning of this unit.)

Extra activity PAIRS

Pairs use one of their Student's Books and look through it to find pictures of people doing activities. S1 says what someone is doing, and S2 points to the person doing the activity (e.g., on p. 34, S1: *She's reading the newspaper.* S2 points to the woman drinking coffee.). If time permits, pairs say something about a page in every unit.

Extra activity GROUPS

Groups line up in front of the board. Call out a verb. The first S in each line writes the *-ing* form on the board and then goes to the back of the line. The activity continues in this way until each S has had at least one turn. At the end, check to see which group has the most correctly spelled verbs.

A 2.26

- **Preview and do the task** Read the instructions and the example aloud. Ask, "Why do we use the present continuous?" [She's calling right now.] Have Ss complete the phone messages.
- **Play the recording** Have Ss review their answers. Check answers with the class.

Answers

1. I'm calling from the mall. We're having lunch right now. Chris isn't staying long. He's shopping for a new computer.
2. We're watching the baseball game. The Giants aren't playing very well. And now it's raining.
3. I hope you're not working. Listen, Chloe isn't working today, and I'm not doing anything special. You know, I'm cleaning the house, and Chloe is doing laundry.

B

- **Present Common Errors** Read the information aloud. Write on the board: *He working now.* Elicit the correction [He's working now.]. Call on Ss and say a pronoun and verb in the simple present (e.g., *I eat*). Have Ss give the present continuous (e.g., *I'm eating*). Make sure they use *be*.
- **Preview the task** Write on the board: *This is ____ . I'm at ____ . I'm ____ .* Ask, "What information is needed to complete the message?" [name, place, activity] Call on a few Ss to complete each sentence. Read the instructions aloud.
- **Do the task** Have Ss write their voicemail messages. Then call on Ss to say their messages to the class. The class votes on who is having the most fun.

Extra practice

Tell Ss to turn to Extra Practice 7A on p. 145 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See teaching notes on p. T-145.)

3 Talk about it

A

- **Preview and do the task** Read the instructions aloud. Explain that a perfect day is a very good day. Model the task by answering the four questions with your own information. Have Ss complete the task.

About you

B

- **Preview and do the task** Say, "Walk around the class, and tell at least five classmates about your perfect day.

Does anyone have the same ideas?" When Ss finish, ask a few Ss to report to the class.

Extra activity GROUPS

Groups repeat Exercise 3A and Exercise 3B, but this time they imagine having a terrible day!

Workbook

- Assign Workbook pp. 50 and 51. (The answer key begins on p. T-173.)

Lesson B Sports and exercise

1 Building vocabulary

- **Set the scene** Tell Ss to look at the title of the lesson. Ask Ss to call out sports or exercise words they know. Write them on the board.

A 2.27

- **Preview the task** Tell Ss to look at the pictures and read the words. Ask, "Who likes basketball?" Have Ss raise their hands. Repeat with other items in the activity.
- **Play the recording** *Audio script p. T-167* Ss listen and repeat.
- **Follow-up** Call on Ss and say a sport (e.g., *volleyball*). Have Ss say the sentence (e.g., *They're playing volleyball*).

Extra vocabulary SPORTS AND EXERCISE

Present or have Ss suggest extra vocabulary for sports and exercise, such as **play** (ice) *hockey, badminton, racquetball*; **do** *tai chi, yoga, water / step aerobics, Pilates*; **go** (wind)surfing, waterskiing, jogging.

Word sort

B

- **Present Note** Write on the board:


swim run bike bowl ski windsurf
verb = the name of the sport

Say, "For verbs like these, we often use **go** + **-ing**. For example, *I go swimming. I go running.*" Have Ss give examples with **go** for the other four verbs.

- Write on the board:
 1. *I'm running right now.*
 2. *I go running twice a week.*

Ask, "Which statement is about an action that is happening at this moment?" [1] (For more information, see Language Notes at the beginning of this unit.)

- **Preview the task** Call out the name of a sport in Exercise 1A, and have a few Ss say how often they participate in the sport or exercise (e.g., *T: volleyball; S: I never play volleyball. T: run; S: I often go running*). Read the instructions and the three examples in the chart.
- **Do the task** Have Ss complete the chart and then compare their answers with a partner.

 **Recycle a conversation strategy** Tell Ss to compare answers with a different partner using *How about you?* Write an example on the board:

A Do you do karate?

B Yes. I often do karate. How about you?

A I never do karate, but I often go biking.

Have a few pairs present a conversation to the class.

Extra activity GROUPS

Ss take turns acting out, without words, sports activities. Other Ss try to guess the activity (e.g., *You're playing volleyball. You're bowling.*).

Vocabulary notebook

Tell Ss to turn to Vocabulary Notebook on p. 74 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-74.)

2 Building language

- **Set the scene** Tell Ss to look at the picture. Say, "This is Carl's dad. He's calling Carl at college. Is Carl's father happy?" [no] "Does Carl like baseball?" [yes]

A

2.28

- **Preview the task** Say, "Is Carl studying hard this semester? What is he doing right now? Listen for the answers." Write the two questions on the board.
- **Play the recording** Ss listen and write the answers.
- Tell Ss to read the conversation and review their answers. Check answers with the class. [Yes, he is.; He's watching a baseball game on TV right now.]
- **Practice**

Groups: Divide the class into two groups, one group playing Carl and the other group playing Carl's dad. Have groups read the conversation aloud and then change roles.
Pairs: Tell Ss to stand back-to-back with a partner and read the conversation, taking turns playing each role. Have Ss playing Carl talk about a sport other than baseball.

Figure it out

B

- **Preview and do the task** Tell Ss to underline the present continuous questions in the conversation, and then ask a few Ss to read the questions.
- For each question, ask, "Is it a **yes-no** question or an information question?" Write the questions on the board in two columns:

Yes-No questions

Are you studying for your exams?

Are you studying?

Information questions

How's it going?

So what are you doing right now?

Who's playing?

- Ask, "What word comes first in a **yes-no** question?" [be] "What two words follow **be**?" [pronoun, **-ing** verb] "What's the pattern for the first two information questions?" [question word + **be** + pronoun + **-ing** form] Say, "In all these questions, the pronoun is the subject of the verb." Ask, "What's the pattern for the third information question?" [question word + **be** + **-ing** form] Say, "In this question, *Who* is the subject of the verb."

3 Grammar

2.29

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Write on the board: *What is he studying?* Ask Ss to identify the pattern, and write it on the board [question word + *be* + subject + (verb)*ing?*]. Have Ss call out the three examples of this pattern in the chart [What are you doing these days? What is Carl watching on TV? Who's he talking to right now?].
- Ask Ss to identify the pattern for **yes-no** questions, and write it on the board [*be* + subject + (verb)*ing?*]. Ask Ss to call out examples of the pattern in the conversation on p. 68 [So, are you studying for your exams? Are you studying?].
- Write on the board: *Who's playing?* Ask Ss to identify the pattern, and write it on the board [question word + *be* + (verb)*ing?*]. Explain that the question word is the subject. Give more examples (e.g., *Who's winning the game? Who's talking?*).
- Write on the board:
What are you doing these days?
I'm working very hard this semester.

Tell Ss that people also use the present continuous to talk about actions that are temporary, or in progress in the present time or "around now," even if they are not doing the action at the time they are speaking. Give examples (e.g., *I'm getting a lot of exercise these days. I'm reading a good book right now.*).

- **Present Time Expressions** Tell Ss to look at the list of time expressions. Ask a few Ss to make true sentences with them (e.g., *S1: I'm taking an English class right now. S2: I'm wearing a watch today.*). Tell the rest of the class to listen and raise their hands if a sentence is true for them.

A

- **Preview and do the task** Read the instructions and the example aloud. Have Ss complete the questions. Tell Ss to compare their answers with a partner. Check answers with the class.

4 Speaking naturally

2.30

- **Preview the task** Tell Ss to look at the two example questions. Say, "In English, people say the most important word in a sentence louder. This is called **stress**. The voice rises or falls on the stressed word. This is called **intonation**." (For more information, see Language Notes at the beginning of this unit.) Read the instructions aloud.
- **Play the recording** Ss listen and repeat. Remind Ss to listen carefully to the stress and intonation.

2.31

- **Preview the task** Read the instructions aloud.
- **Play the recording** Pause after each pair of questions. Ss listen and repeat.
- Have Ss read the questions aloud, without the recording, paying attention to stress and intonation.

Answers

1. What are you doing for exercise these days?
2. Are you running? Are you swimming?
3. Are you getting enough exercise?
4. Is your best friend taking an exercise class?
5. Who's / Who is exercising more – you or your best friend?
6. Are you watching any special sporting events on TV this week?
7. Are your friends playing on any sports teams this year? How about you?
8. How's / is your favorite sports team doing this season? Who on the team is playing well?

About you

B

- **Preview and do the task** Read the instructions aloud. Have Ss read the example conversation as a class. Have Ss work in pairs to take turns asking and answering the questions in Exercise 3A using their own information.

Extra activity CLASS

Ss write five questions with *Are you ____ -ing + time expression* (e.g., *Are you studying a lot this semester?*). Ss then go around the class and ask different Ss the questions. If a S answers *yes*, that S writes his or her name next to the question. A few Ss report what they learned about their classmates.

Extra practice

Tell Ss to turn to Extra Practice 7B on p. 145 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-145.)

2.30

- **Preview the task** Tell Ss to look at the two example questions. Say, "In English, people say the most important word in a sentence louder. This is called **stress**. The voice rises or falls on the stressed word. This is called **intonation**." (For more information, see Language Notes at the beginning of this unit.) Read the instructions aloud.
- **Play the recording** Ss listen and repeat. Remind Ss to listen carefully to the stress and intonation.

2.31

- **Preview the task** Read the instructions aloud.
- **Play the recording** Pause after each pair of questions. Ss listen and repeat.
- Have Ss read the questions aloud, without the recording, paying attention to stress and intonation.

About you

C

- **Preview the task** Read the instructions aloud.
- **Do the task** Have Ss take turns asking and answering the questions with a partner.
- When Ss finish, call on Ss to tell the class about their partner.

Sounds right

Tell Ss to turn to Sounds Right on p. 138 of their Student's Books. Have Ss do the task for Unit 7 in class, or assign it for homework. (See the teaching notes on p. T-138.)

Workbook

Assign Workbook pp. 52 and 53. (The answer key begins on p. T-173.)

Lesson C How's it going?

Lesson C recycles present continuous statements and questions.

1 Conversation strategy

- **Set the scene** Tell Ss to look at the title of the lesson. Ask, "What does this question mean?" [How are you? What's new?] Point out that we ask this question both as an informal greeting and to ask about the progress of something.

A

- **Do the task** Say, "Look at the picture. Where are the people?" [at a party, at a barbecue] "What are they doing?" [They're talking. They're eating.]

B 2.32

- **Preview the task** Say, "The man's name is Ray. The women's names are Tina and Kate. Kate likes water sports." Write on the board:
swimming *scuba diving*
Draw pictures or act them out to illustrate their meaning.
- Then say, "What's Kate doing in Laguna Beach this week? Listen to the conversation, and write the answer."
- **Play the recording** Ss listen and read along.
- **Play the recording again** Ss listen and write the answer to the question. Check answers with the class [She's on vacation. She's taking a scuba-diving course.].

C

- **Present Notice** Tell Ss to read the information and the example conversation aloud. Say, "Follow-up questions show you're interested." Demonstrate this with a S. Have the S read Tina's first line. Respond with Ray's first sentence only (*Oh, hi. Nice to meet you.*). Show how the conversation comes to an awkward halt. Ask Ss to find other examples of Ray's follow-up questions in the conversation [Are you here on vacation? Are you enjoying Laguna Beach? How's it going?].
- **Practice** Tell Ss to practice the conversation in groups of three, taking turns playing each role.

D 2.33

- **Preview the task** Have Ss read the conversations and follow-up questions silently. Then say, "Complete the conversations with the follow-up questions." Point out that there is one extra question.
- **Do the task** Have Ss complete the conversations.
- **Play the recording** Ss listen and review their answers. Check answers with the class.

Answers

1. Really? Are you enjoying it?
That's good. Are you learning about the culture, too?
So how about you? Are you taking any interesting classes?
2. Yeah? What are you reading?
That's interesting. So do you have an e-reader?

- **Practice** Tell Ss to practice the conversations in pairs.
- **Follow-up** Ss work in pairs and create a conversation that uses the remaining question as a follow-up. Have a few pairs act out their conversation for the class.

Extra activity PAIRS

Write on the board:

1. *I'm here for a study trip.*
2. *I'm on a business trip.*
3. *I'm visiting family.*

Pairs choose one of the sentences and write as many follow-up questions as they can (e.g., 1. *How long are you here for? What are you studying?* 2. *What do you do? Do you have any free time?* 3. *Are you from here originally? Are you doing anything special?*). Pairs exchange papers and read one another's ideas.

2 Strategy plus

- **Present Strategy Plus** Write on the board: *That's + adjective*. Tell Ss to find *That's* expressions in the conversation on p. 70 [That's great. That's cool.]. Say, "People use expressions with *That's* to react to news they hear. This news can be good news or bad news."
- **Present In Conversation** Books closed. Write these column headings on the board: *Good News, Bad News*. Have Ss call out the appropriate column for *That's great* and *That's cool* [Good News]. Then ask Ss to call out other *That's* expressions. List them under the appropriate heading. If necessary, prompt with expressions from In Conversation.
- Have Ss guess the top two expressions for good and bad news. Circle the expressions. Books open. Have Ss read In Conversation to check their guesses.
- Explain that some of the expressions give a stronger reaction to news than others: *Terrible* is a stronger reaction to bad news than *too bad*; *wonderful* and *great* give a stronger reaction to good news than the other expressions.
- **Preview the task** Have Ss read A's line in each conversation. Ask, "What is the topic of each

conversation?" [yoga, being tired, sports science, friends' vacation / biking in the Alps]

- Read the instructions aloud. Tell Ss that more than one expression can be an appropriate answer for each item.
- **Do the task** Have Ss complete the conversations. Have a few Ss share their answers with a partner or the class.

Possible answers

1. Oh, that's good / great. 2. Really? That's too bad / terrible. 3. Really? That's interesting / cool. 4. Oh, that's cool / wonderful / great.

- Tell Ss to practice the conversations in pairs, taking turns playing each role.

Extra vocabulary REACTING TO NEWS

Present or have Ss suggest extra vocabulary for reacting to news, such as *neat, funny, weird, awful, amazing, crazy, tough, fantastic*.

3 Listening and strategies

A 2.34

- **Preview the task** Read the instructions aloud. Have Ss read the follow-up questions. Tell Ss that they will hear good and bad news.
- **Play the recording** *Audio script p. T-167* Pause after the first item. Ask, "What expression can you use?" [That's nice / good / great.] "What is a good follow-up question?" [c. So what are you doing? I mean, are you making coffee?] Continue playing the recording. Pause after each item so Ss can write.
- **Play the recording again** Check answers with the class: Pause after each item, and have a few Ss give their responses. Tell Ss who wrote the same response to raise their hands.

Possible answers

1. That's great / good / nice. c
2. That's too bad. e
3. That's too bad / terrible. f
4. That's great. d
5. That's nice. a
6. That's wonderful / great. b

B 2.34

- **Preview the task** Read the instructions aloud. Ask Ss to listen to the conversations and write down one piece of information.
- **Play the recording** *Audio script p. T-167* Pause after each item so Ss can write one piece of information.

Possible answers

1. She has a job at a café. 2. He thinks his girlfriend is an Internet addict. 3. Her boyfriend is having lunch with his old girlfriend. 4. His sister is an actress. 5. She's in a book club. 6. He has tickets for a basketball game.

Extra activity PAIRS

Say, "Choose one of the topics. Write your own conversation. Use *That's* expressions and follow-up questions." Pairs have three minutes to do the task. A few pairs act out their conversations for the class.

About you


C

- **Preview the task** Read the instructions aloud. Have two Ss read the example conversation. Model the activity. Tell a S some interesting news. The S responds with *That's...* and asks a follow-up question.
- **Do the task** Have partners take turns presenting their news and responding.
- **Follow-up** Ss share something interesting about their partners with the class (e.g., *Alicia is playing ice hockey. She plays on a team.*).

Free talk

Tell Ss to turn to Free Talk 7 at the back of their Student's Books. Have Ss do the task. (See the teaching notes on p. T-133.)

Workbook

 Assign Workbook pp. 54 and 55. (The answer key begins on p. T-173.)

Lesson D Staying in shape

1 Reading

- **Set the scene** Tell Ss to look at the title of the lesson. Ask, “What does *stay in shape* mean?” Get ideas from Ss (e.g., *keep healthy*). With the class, brainstorm some ways to stay in shape, and write them on the board (e.g., *run, walk, play sports*).

A

Prereading

- **Preview the task** Read the instructions aloud. Have Ss read the items aloud.
- **Do the task** Ask, “For which exercise activities do you have a personal trainer?” Elicit ideas and write them on the board (e.g., *weightlifting, running a marathon*). Point out that people may have different ideas.
- Have Ss work in pairs to list activities for each item. Call on Ss to share their ideas with the class. Write unfamiliar vocabulary on the board, and have Ss use their dictionaries to look up meanings.

B

During reading

- **Preview the reading** Say, “Look at the pictures and title. Where is the article from?” [a magazine] “What’s it about?” [exergaming] Ask, “What do you think exergaming is?” If necessary, write *exercise + gaming* on the board and have Ss guess again [exercising while playing a video game].
- **Present Reading Tip** Read the tip aloud. Point out the bold headings. Explain that headings give an idea of the topics in the article.
- **Do the reading** Have Ss read the article. Ask, “Why does the author think exergaming is a good idea?” Have Ss read the headings and answer the question [weather, convenient, motivating, variety, fun, not expensive].
- When Ss finish, have a few Ss read the reasons (e.g., *The weather is never a problem.*). For each reason, ask, “Do you agree?” Tell Ss who agree to raise their hands.
- **Do the reading again** Have Ss read the article and underline anything they do not understand. Ask Ss to call out those words or expressions. Help with new vocabulary, or have Ss look in their dictionaries.

C

Postreading

- **Preview the task** Read the instructions aloud. Have Ss read the sentences aloud.

- **Do the task** Have Ss check *T* or *F*. Check answers with the class. Then have Ss correct the false statements and check answers again.

Answers

1. F She is playing tennis indoors.
2. F People of all ages enjoy exergaming.
3. T
4. T
5. F You don't have to pay monthly fees.
6. F You need to buy basic equipment and a game.

- Ask Ss to tell you which sentences in the article gave them the answers.

About you

D

- **Preview the task** Read the instructions aloud.
- **Do the task** Have Ss discuss the questions in pairs. Then have one S from each of a few pairs come to the board and write reasons for their opinions. Have the class vote on the best three reasons.
- Ask, “What reasons in the article do you not agree with?” Have a few Ss answer (e.g., *It's not as fun as going to the gym. Games are sometimes expensive. The gym is fun.*).

Extra activity INDIVIDUALS

Ss add one more sentence to each of the six paragraphs in the article, and then compare sentences with a partner.

Extra activity PAIRS

Pairs think of a counterargument plus a reason for each of the six paragraphs in the article (e.g., *Article: The weather is never a problem. Counterargument: The weather is sometimes a problem. Reason: It's often hot, and some people don't have air conditioning.*). A few pairs share their ideas with the class.

Extra activity PAIRS / CLASS

Pairs make a list of ways people stay in shape. Then pairs tell the class their ideas. Other Ss listen and raise their hands if they do any of the activities, and they tell the class something about their exercise routines.

2 Listening

A

- **Preview and do the task** Read the instructions aloud. Have Ss look at the first picture. Ask, "What is the woman doing?" [playing soccer] "Do you or your friends play soccer?" Repeat for the other pictures [cycling / biking; dancing; exergaming].

B 2.35

- **Preview the task** Read the instructions aloud.
- **Play the recording** *Audio script pp. T-167–168* Play the first conversation, and then pause the recording. Point out that conversation 1 goes with the dance scene. Ask, "What word in the conversation helps you choose this picture?" [dance]
- Play the remaining conversations, pausing after each one to give Ss time to write.
- **Play the recording again** Ss listen and review their answers. Check answers with the class.

Answers

3 1 2 4

C 2.35

- **Preview the task** Read the instructions aloud. Then say, "Sometimes the reason may be one or two words, or it may be a short sentence. You need to write only one reason for each conversation. You also need to listen for the time expressions."
- **Play the recording again** *Audio script pp. T-167–168* Tell Ss to look at the picture they marked 1. Play conversation 1, and then pause the recording. Ask, "How

often does the woman come?" [twice a week] Ask, "Why do they like the dance class? Write one reason." Pause so Ss can write. Then ask, "What things do they like about the dance class?" [It's fun. She meets a lot of people. The people are nice.] Write the answers on the board.

- Play the remaining conversations, pausing after each conversation so Ss can write the answers. Alternatively, write the frequencies and reasons for each one on the board, and have Ss use these as cues to do the task.
- Check answers with the class: Write the correct answers on the board.

Answers

1. dance: twice a week; It's fun. She meets a lot of people. The people are nice.
2. biking / cycling: every weekend; The mountains are beautiful.
3. soccer / coaching: every Saturday; It's fun.
4. exergaming: every day; It's convenient. It's not expensive.

About you

D

- **Preview and do the task** Read the instructions aloud. Have Ss discuss the pros and cons of the activities with a partner. Call on Ss to tell the class about their partner's ideas.

3 Writing

A

- **Present Help Note** Read the information aloud. Say, "Look at the examples. What do the sentences start with?" [verb] "These verbs are called *imperatives*. We can use them to give advice." (For more information, see Language Notes at the beginning of this unit.)
- **Preview and do the task** Read the instructions aloud. Tell Ss to underline the imperatives for advice. Go over the answers with the class.

Answers

1. Find, make, Don't be; 2. Don't miss; 3. Buy, exercise, Do

About you

B

- **Preview the task** Say, "Think of an exercise you enjoy and why you enjoy it." Ask a few Ss to call out their ideas.
- Read the instructions aloud.
- **Do the task** Have Ss write the article. Suggest Ss include at least two affirmative and two negative imperatives. As they write, walk around the class and help Ss as needed.

C

- **Preview and do the task** Read the instructions aloud. Have Ss work in pairs and read each other's articles. Have Ss ask questions to find out more information. Ask a S in each pair to report to the class.

Extra activity INDIVIDUALS

Ss write five pieces of advice for good health. Have Ss share answers with the class and come up with the five top items listed.

Extra activity GROUPS

Groups make a poster for a good health campaign (e.g., *to exercise, to do a particular exercise, to eat or not eat certain foods, not to watch TV*). Groups list reasons. The aim is to make the most effective poster with the most original ideas.

Workbook

 Assign Workbook pp. 56 and 57. (The answer key begins on p. T-173.)

Vocabulary notebook

If done for homework

Briefly present the Learning Tip and the task directions. Make sure Ss understand what they need to do.


If done in class

- **Present Learning Tip** Read the information aloud. Say, "When you use new vocabulary in a true sentence, the vocabulary is easier to remember."
- **Present In Conversation** Books closed. Say, "Can you guess the top six weather expressions with *It's* in the

United States and Canada? Here's a clue: The second most frequent expression is *It's hot*." Write Ss' ideas on the board.

- Books open. Read the list of weather expressions. Say, "How many of the weather expressions on the board are in the list in the book?" Have Ss name them, and circle them on the board.
- **Follow-up** Ss call out their ideas for the top six weather expressions with *It's* for their country. Make a list on the board.


1

 This task recycles weather and season vocabulary.

- **Preview and do the task** Read the instructions aloud, and have Ss complete the sentences. For number 4, if Ss

live in a place that does not have winter, have them write about a season they do have.

2

 This task recycles language from Units 1 through 7: people, everyday activities, sports and exercise. It also recycles prepositional phrases and present continuous statements.

- **Preview and do the task** Read the instructions and examples aloud. Have Ss complete the chart. Have Ss compare their answers with a partner. Then ask a few Ss to share their answers with the class.

On your own

- **Present On Your Own** Read the information aloud.
- **Follow-up** At the start of the next class, Ss compare sentences with a partner. A few Ss share any new vocabulary learned with the class.

Now I can . . .

- Go over the Now I Can items. Put Ss in pairs to give one example each for the first five items. Call on Ss and ask for examples or explanations.
- Have Ss look over the four lessons and identify any areas they want to review.
- Tell Ss to complete the Now I Can items. Ss check (✓) the items they know and put a question mark (?) by items that they are not confident about. Check with individual Ss which areas need review to see if there are general problems to review in class. Help individual Ss as required. Have Ss hand in a piece of paper with their name and a schedule showing what they plan to review and when. Review or reteach these language items in a future class.

UNIT 8 Shopping

Language notes

Lesson A Clothes

Vocabulary Clothes

(See Student's Book pp. 75–77.)

- People often use plural nouns when describing what they wear in general (e.g., *I like to wear sweaters. I often wear sweaters.*). They often use a singular noun with an indefinite article to describe what they wear in specific situations (e.g., *I usually wear a suit to work.*).
- *Jeans, shorts,* and *pants* are plural nouns – they do not have singular forms. As plural nouns, they take plural verbs (e.g., *My jeans are new.*).
- People generally say *suit and tie* (not *tie and suit*).

Grammar Like to, want to, need to, have to

(See Student's Book p. 77.)

The verbs *like to, want to, need to,* and *have to* are taught in the simple present.

Form

- Expressions with *like to, want to,* and *need to* have the structure verb + *to*-infinitive (e.g., *like + to wear*). The expression *have to* is a semi-modal, in which the two words form a unit; *have to* is followed by the base form of a verb.

Use

- *Have to* is used to say what is necessary; it expresses obligation. People often also use it to express strong desire (e.g., *I love that shirt. I just have to buy it!*) or to talk about a plan (e.g., *I have to go shopping this weekend.*).

Corpus information Words after like, want, need

- After *like, love,* and *hate,* the *to*-infinitive is between two and five times more common than the *-ing* form (e.g., *I like to wear suits.* versus *I like wearing suits.*).
- Almost 70 percent of the examples of *want* in the spoken corpus are followed by a *to*-infinitive; less than 5 percent are followed by *a* or *an*.
- Almost half of the examples of *need* are followed by a *to*-infinitive.

Common errors with short answers

Ss often add the main verb to the short answer. Simple present short answers always end with a form of *do* (*do, does, don't, doesn't*). (Yes, *I do.* NOT ~~Yes, I do buy.~~ No, *I don't.* NOT ~~No, I don't like.~~)

Speaking naturally Want to and have to

(See Student's Book p. 77.)

- It is useful for Ss to recognize reductions in fast speech – such as those that occur with *want to* and *have to* – even if they do not use the reductions in their own speech.
- *Want to* can be pronounced in a number of ways in reduced speech: /wʌnə/, /wɒnə/, and /wɒnə/. Note that the *t* is not pronounced.
- *Have to* is generally reduced to /hæftə/.

Lesson B Things to buy

Vocabulary Accessories

(See Student's Book p. 78.)

- Items that come in pairs such as *socks, gloves,* and *earrings* can be taught together with the phrase *a pair of* (e.g., *I need to buy a pair of shoes.*).
- Note that *scarf* has an irregular plural: *scarves*.



Corpus information Colors

The colors taught are the top 10 colors used in conversation. The next most frequently mentioned colors are *purple, beige, taupe,* and *turquoise*.

Grammar How much . . . ?

(See Student's Book p. 79.)

- The chart presents ways of asking about prices and cost with *How much . . . ?* It is a useful review of both simple present questions with *be* and numbers.

- Ss are taught “a hundred and . . . (dollars),” rather than “one hundred and . . . (dollars)” because the latter is less frequent and is used to emphasize the *one*.

Grammar This, these; that, those

(See Student's Book p. 79.)

Ss learned *this* and *these* in Unit 2 as pronouns (e.g., *What's this? Are these your keys?*). In this unit, Ss learn their use as determiners (e.g., *How much are these gloves?*).

Form

- Make sure Ss understand that *this* and *that* are used with singular nouns and that *these* and *those* are used with plural nouns.

Use

- *This* and *these* are generally used to talk about things near the speaker, and *that* and *those* are used to talk about things farther away.

Lesson C Can I help you?

Conversation strategy Taking time to think

(See Student's Book p. 80.)

- This lesson presents expressions that give Ss ways of showing they are taking time to answer questions. These expressions are particularly useful for beginning students to use, to help them keep their turn in a conversation.
- The lesson reviews *Well*, which was presented in Unit 4, and adds other expressions: *Uh*, *Um*, *Let's see*, and *Let me think*.

Strategy plus "Conversation sounds"

(See Student's Book p. 81.)

- This Strategy Plus presents the conversation sounds *Uh-huh* and *Oh*.
- In some cultures, silent listening to a speaker is a sign of respect. In English, silence can mean that something

is wrong; for example, that the listener is not paying attention or does not agree with the speaker.

- By saying *Uh-huh*, listeners indicate that they agree with what the speaker has said or acknowledge that they have heard what the speaker has said.
- *Oh* can be used to indicate a number of reactions, from pleasure (*Oh, good!*) to surprise or disappointment (*Oh no!*). In this lesson, it comes before a word or statement that indicates the reaction, adding emphasis to the following word or statement.
- Even if Ss do not use the conversation sounds in their own speech, it is important for them to recognize their meanings in English.

Lesson D Shop till you drop!

Reading tip

(See Student's Book p. 82.)

The tip has Ss read the title and predict six words in the article. Then they scan the article to see if the words are in it. This tip encourages Ss to anticipate the content of a text as a way of actively engaging with it and reading more efficiently. Looking for key words in a text is an important reading and study skill to acquire.

Help note Linking ideas

(See Student's Book p. 83.)

- *Because* is one of the most common conjunctions in both written and spoken English. Only *and*, *but*, and *or* are more frequent.

- *Because* is used to answer the question *Why?* In both answers and statements, it is a signal that what follows is a reason. For example:

Why do you like to shop at the mall?

I like to shop at the mall because it has a lot of cheap stores. (reason)

I like to buy cheap things because I don't have a lot of money. (reason)

Shopping

Teach this unit opener page together with Lesson A in one class period.

Introduce the theme of the unit Read the unit title aloud. Write these questions on the board: *How often do you go shopping? What do you usually buy? Do you like shopping?* Have Ss work in pairs, and give them two minutes to ask and answer the questions. Call on a few Ss to report on their partners' responses.

In this unit, you learn how to . . .

- **Unit aims** Read the lesson headings and key unit aims aloud. Tell Ss to listen and read along.

Extra activity CLASS

Write on the board: *like to, want to, need to, have to, how much*. Point to the expressions one at a time, and ask Ss to look through the unit and find a sentence with the expression. Ask Ss to raise their hands when they find a sentence. After several Ss have raised their hands, call on one or two to read the sentence they found and tell the page number (e.g., *My boss likes to wear designer clothes*, p. 76; *I need to get some sneakers*, p. 77).

Before you begin . . .

- **Introduce the clothing items** Tell Ss to look at the list of clothing items. Ask Ss which words they already know. Call on a few Ss to say the words they know. Read the list aloud, and have Ss repeat.
- Ask Ss to look at the pictures and find the clothing items each person is wearing (Picture 1: a dress and high heels. She's also wearing a cardigan. Picture 2: pants and a top. Picture 3: a suit and tie. Picture 4: sweatpants).

Recycle grammar This task recycles the present continuous. Say the number of a picture, and have individual Ss call out what the person is wearing (e.g., *T: 3. S: He's wearing a suit and tie.*).

- Ask, "What are your classmates wearing?" Ask several Ss to answer (e.g., *Maria's wearing jeans. I'm wearing pants and a top.*).

Extra activity GROUPS

Ss each write a sentence using a frequency adverb or a time expression for each item listed (e.g., *I always wear a suit and tie to work. I wear jeans and a T-shirt on the weekends.*). Ss read their sentences to their group and see if anyone else in the group has any of the same sentences.

Lesson A Clothes

1 Getting started

- **Set the scene** Say, "Look at the pictures. The three people are talking about the kinds of clothes they usually wear in different places." Ask, "What kinds of clothes do people usually wear to work?" Call on several Ss to answer. Say to the class, "Raise your hand if you wear the same things." Repeat with the question *What kinds of clothes do people usually wear on the weekends?* As Ss answer both questions, write their suggestions on the board. List them in two columns: one for casual clothes, one for formal clothes, but do not write a heading above the columns.

Example:

T-shirt	suit
sneakers	tie
sweatshirt	dress

- Write on the board: *casual* and *formal*. Explain the words' meanings. Ask, "Which list is casual?" [the one on the left] "Which list is formal?" [the one on the right]

A

- **Preview the task** Read the instructions aloud. Write the names of the people in the pictures on the board: *Kyoko, Emre, Bethany*. Ask about the first item on the list: "Who is wearing a jacket?" [Bethany] Ss write *Bethany* on the line.
- **Do the task** Have Ss write the names next to each item of clothing. Check the answers with the class.

Answers

a jacket: Bethany; sneakers: Kyoko; a silk blouse: Bethany; a sweater: Emre; a skirt: Bethany

B 2.36

- **Preview the task** Read the instructions aloud. Have Ss look at the photos and predict who wears casual clothes to school or work and who wears formal clothes.
- **Play the recording** Ss listen and write *C* for casual or *F* for formal next to each name. Pause after each speaker to give Ss time to write.
- **Play the recording again** Ss listen and review their answers. Check answers with the class [Kyoko wears casual clothes to school. Emre and Bethany wear formal clothes to work.].
- **Follow-up** Brainstorm a list of clothing items with Ss. Make a list on the board. Ss sort clothing words into things they have in their closets and things they do not have.

Extra vocabulary CLOTHING

Present or have Ss suggest extra vocabulary for clothing, such as *shirt, coat, shorts, socks, swimsuit, casual / formal clothes, sleeve, collar, short / long skirt*.

Extra activity PAIRS

S1 describes what someone in the class is wearing – saying one clothing item at a time (e.g., *She's wearing a T-shirt*). S2 tries to guess the S being described. Ss change roles, doing the task several times.

Figure it out

C

- **Preview the task** Write on the board: *like, want, need, have*. Tell Ss to find and underline those verbs in the three interviews. Ask, "What comes after the verbs?" [*to + verb*] Do the same for *have to* [followed by verb].
- Say, "Now find a negative sentence with one of the verbs on the board." [We don't have to wear uniforms at our school.] "What comes before *have*?" [don't]
- **Do the task** Have Ss circle their choices to make true sentences for the people in the pictures, using the interviews for help. Have Ss compare their answers with a partner. Check answers with the class: Call on individual Ss to read their answers, and have other Ss raise their hands if they disagree.

Answers

1. Emre says, "After work, I just want to put on jeans and an old sweater."
2. Kyoko says, "I like to wear pants, a T-shirt, and sneakers."
3. Kyoko doesn't have to wear a uniform. She doesn't need to wear formal clothes.
4. Bethany's boss wears designer clothes, so Bethany has to look good, too.

- **Focus on the form** Write on the board:

I like to wear jeans at home.

My sister wants to buy new jeans.

My brother needs to buy new shoes.

My co-worker has to wear a suit.

Say, "Look at the underlined words. What's the same in the four sentences?" [verb + *to + verb*] "Does the verb after *to* have an ending?" [no]

- **Try it out** Have Ss write three true statements about their own clothing like the ones in the interviews (e.g., *I don't have to wear a uniform*). Have Ss share their sentences with a partner.

About you

D

- **Preview the task** Read the instructions aloud. Model the activity by telling Ss about yourself (e.g., *I'm like Kyoko. I like to wear pants and a T-shirt. But I don't like to wear sneakers*).
- **Do the task** Tell Ss to work in pairs and tell a partner if they are like Kyoko, Emre, or Bethany. Call on Ss to tell the class about their partners.

Extra activity CLASS

Ss prepare a brief answer to the question *What kinds of clothes do you like to wear?* Ss go around the class and listen to one another's answers. Ss report on classmates who like to wear the same kinds of clothes as they do.

2 Grammar

2.37

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Tell Ss to look at the chart. Ask, "In what tense are all the verbs?" [simple present] Say, "When you talk about activities you like or want, you use *to* + verb." Write on the board:

I want a new outfit. I want ____ a new outfit. (buy)
I like casual clothes. I like ____ jeans. (wear)

Ask, "How can I complete the second sentences with the verbs?" [to buy; to wear] Explain that *need to* and *have to* are used to talk about needs and rules. Write on the board:

1. *My shoes are old. I ____ to buy new shoes.*
2. *I have a lot of shoes. I love shoes. I ____ to buy new shoes.*

Say, "Complete the sentences. Use *want* in one sentence and *need* in the other." [1. need; 2. want]

Say, "I have 10 pairs of shoes. But I like green shoes." Ask, "Which sentence on the board does this person say?" [I want to buy new shoes.] Say, "I have one pair of shoes. One has a hole in it." Ask, "Which sentence does this person say?" [I need to buy new shoes.]

Write two more sentences on the board: *I like to wear jeans at home. I have to wear a suit to work.* Ask, "Is it OK to wear jeans at work?" [no] "Is it OK to wear jeans at home?" [yes] "Who decides what the person wears at work?" [the company / the boss]

- Say, "The verb *have to* is always with *to* + verb in this meaning. Don't use *have* + noun for things that you need." Write on the board:

I have to buy new shoes.

I have new shoes.

I need to buy new shoes.

I need new shoes.

Ask, "Which pair of sentences have the same meaning?" [the sentences with *need*]

- **Follow-up** Point to the questions in the chart again. Ask Ss the first question: *What do you want to wear tonight?* Call on a few Ss to answer with true information in complete

sentences. Ask, "What do you need to buy?" Have Ss tell a partner, and then call on Ss to report what their partners said to the class.

About you

- **Preview the task** Read the instructions and the example question aloud.
- **Present Common Errors** Read the information aloud. Write on the board: *Do you need to wear a uniform to school? Yes, I do. Yes, I do need.* Ask, "Which answer is correct?" [Yes, I do.] Then ask Ss *yes-no* questions (e.g., *Do you like to wear jeans a lot?*). Make sure their short answers end with a form of *do*, not the main verb.
- **Do the task** Tell Ss to complete the questions and answers. Check answers with the class.

Answers

1. A What do you like to wear at home in the evening?
B I usually just want to relax. I like to put on jeans.
2. A Do your friends have to wear a uniform to school or work?
B No, they don't. My friend Jenna has to look good for work. But she doesn't have to wear a uniform.
3. A Do you like to buy clothes online? Or do you have to see things first?
B No, I always need to try on clothes. So I don't like to shop online.
4. A Are stores expensive here? I mean, do you have to pay a lot for jeans?
B Well, there are expensive stores. But you don't need to shop at those places.

- Have Ss practice reading the conversations with a partner.
- Have Ss take turns asking and answering the questions with a partner using their own information. Call on Ss to tell the class about their partners.

Extra practice

Tell Ss to turn to Extra Practice 8A on p. 146 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-146.)

3 Speaking naturally

A 2.38

- **Preview the task** Have Ss look at the statements and questions in the box. Say, "In conversation, *want to* sounds like one word. The letter *t* isn't pronounced. *Have to* is also pronounced quickly as one word." (For more information, see Language Notes at the beginning of this unit.) Read the instructions aloud.
- **Play the recording** Ss listen and repeat. Tell Ss to focus on pronouncing *want to* and *have to* as on the recording.

B 2.39

- **Preview the task** Read the instructions aloud. Tell Ss to look over the list of questions.

- **Play the recording** Ss listen and repeat.

About you

C

- **Preview and do the task** Read the instructions aloud. Ask two Ss to read the example conversation aloud. Have Ss ask and answer the questions from Exercise 3B in pairs.
- Recycle strategy** Point out that Ss can recycle *me too* in their responses. Tell pairs to report to another pair something they have in common.

Workbook

- Assign Workbook pp. 58 and 59. (The answer key begins on p. T-173.)


Lesson B Things to buy

1 Building vocabulary

- **Set the scene** Write on the board: *accessories*. Say it, and have Ss repeat. Explain that it means items people wear with clothes. Point to, name, and write on the board one or two accessories Ss have (e.g., *hat, belt*). Ask Ss to name any other words for accessories they know, and write them on the board.

A 2.40

- **Preview the task** Tell Ss to look at the pictures.

 **Recycle grammar** This task recycles *There's* and *There are*. Call on a few Ss to say which items on the board are also in their book using *There's* or *There are* (e.g., *There's a belt. There are some shoes.*).

- **Play the recording** Ss listen and repeat the words.
- **Play the recording again** Say, "Listen and think about which items you have and which items you need or want to buy."
- Call on several Ss to tell the class about an item they have and an item they want to buy. Encourage Ss to give more information (e.g., *I have an old backpack. I use it for my schoolbooks. I want to buy a new backpack.*).
- **Follow-up** Ss work in pairs to talk about things they have and things they need or want to buy.

Word
sort

B 2.41

- **Preview and do the task** Tell Ss to look at the colors in the chart. Say, "These are the top 10 colors that people say."
- **Play the recording.** Ss listen and repeat the words. Ask several Ss, "What's your favorite color?" Tell other Ss to raise their hands if they agree.

- Ask, "What clothes and accessories do you have in these colors?" Say the example answer for *black* as a sentence: *I have black jeans.*
- Have Ss complete their charts. When Ss finish, have them work in pairs and talk about their charts. Say, "Tell your partner about the things you have in these colors." Read the example aloud.
- **Follow-up** Ss name the colors of clothing and objects in the classroom. Write the words on the board.

Extra vocabulary COLORS

Present or have Ss suggest extra vocabulary for colors, such as *light blue, dark green, bright pink, purple, beige, turquoise, silver, gold*. (For more information, see Language Notes at the beginning of this unit.)

Extra activity GROUPS

Ss play "I Spy." Explain that *spy* means "see." Ss take turns naming the color of an item in the classroom. The other Ss guess what it is (e.g., *S1: I spy something yellow. S2: Is it Kelly's T-shirt?*). The first S to guess correctly gets one point. The S with the most points at the end wins.

Vocabulary notebook

Tell Ss to turn to Vocabulary Notebook on p. 84 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-84.)

2 Building language

- **Set the scene** Tell Ss to look at the picture. Ask, "What is Stacy doing?" [She's shopping.] "What is she looking at?" [scarves and gloves] "What color are the accessories?" Have Ss call out suggestions (e.g., *a yellow purse, pink gloves, a blue scarf*).

A 2.42

- **Preview the task** Books closed. Say, "In this conversation, Stacy asks about the price of the gloves and the scarf. Listen and write the prices."
- **Play the recording** Ss listen and write the answers. Ask a few Ss the prices. Write their answers on the board.
- **Play the recording again** Books open. Say, "Listen and read along. Check your answers." [gloves, \$80; scarf, \$149]
- **Practice**

Groups: Divide the class into two groups, one group playing the salesperson and the other group playing Stacy. Have the groups read the conversation aloud and then change roles.

Pairs: Tell Ss to practice the conversation in pairs, taking turns playing each role. Then have them practice the conversation again using their own ideas for clothing items and prices.

Figure
it out

B

- **Preview the task** Write on the board: *this, that, these, those*. Say, "Look at the conversation, and underline these words." Ask, "Which words go with plural nouns?" [those, these] Ask, "Which words does the salesperson use to talk about things in her hand or near to her?" [this, these]
- **Do the task** Read the instructions. Tell Ss to circle the correct word. Check answers with the class.

Answers

1. A those B These 2. A that B This

- **Focus on the form and the use** Write on the board: *that, those*. Ask, "Which goes with singular nouns?" [that] "Which goes with plural nouns?" [those] Say, "Use *that* and *those* to talk about things that are not near you." Ask, "Why does Stacy say *those* and *that*?" [The things are not close to her.] "Why does the salesperson say *these* and *this*?" [The things are close to her.]

3 Grammar

2.43

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Tell Ss to look at the chart.

Write on the board:

How much is this ____ ?

How much are these ____ ?

Ask, "What kind of nouns does **this** talk about – singular or plural nouns?" [singular nouns] "What kind of nouns does **these** talk about?" [plural nouns] "Do you use **this** and **these** to talk about things that are near you or things that are not near you?" [things that are near you] Point out that often nouns do not follow the words **this** and **these** when it is clear what is being talked about.

- Do the same for **that** and **those**:

How much is that ____ ?

How much are those ____ ?

Point out that **that** and **those** are used for things that are not near the speaker.

- **Present Saying Prices** Read the information aloud. Write the following prices on the board, and have Ss practice saying them aloud:

\$19.95 \$3.50 89¢ \$10 \$188.75

Then point to one of the prices. Ask, "How much does it cost?" or "How much are they?" and have Ss answer (e.g., *It's \$19.95. They're \$10.*)

- **Present In Conversation** Read the information aloud. Ask, "What is another way to say the two questions?" [How much is it? How much are they?]

Culture note

Often North Americans do not use the words *dollars* and *cents* when they talk about prices; they say, for example, *The umbrellas cost four ninety-nine.*

A

- **Preview and do the task** Read the instructions and example aloud. Tell Ss to look at the pictures. Explain that a hand touching an item means that the item is close and a hand pointing to an item means that the item is far away. Have Ss write questions for the remaining pictures and then compare with a partner. Check answers with the class. Call on individual Ss to each read a question.

Answers

1. How much are these green scarves?
2. How much is that baseball cap?
3. How much is this briefcase?
4. How much are these shoes?
5. How much are those earrings?
6. How much is this coat?

- Have Ss work in pairs and take turns asking the questions and responding with the correct prices. Model the activity with a S (e.g., *T: How much are these scarves? S: They're thirty-nine dollars.*).

B

- **Preview and do the task** Read the instructions aloud. Have pairs take turns asking the questions again and giving their own prices (e.g., *S1: How much are these scarves? S2: They're twenty-seven dollars.*). Say, "When you ask the question, write down the price you hear. Check with your partner that you wrote it down correctly."

Extra activity CLASS

Put several items on your desk (e.g., *sunglasses, purse*). Ss pretend they are shopping. Ss take turns asking you how much the items cost. Make up prices. The other Ss listen and make notes of items and prices. At the end of the activity, Ss tell the class which items they think are expensive, which are cheap, and which are reasonably priced.

Extra activity GROUPS

Each S in the group puts out two items and thinks of – but doesn't say – a price for each item. The other Ss guess the prices of the items (e.g., *S1: I think your bag costs forty-five dollars.*). The S with the guess closest to the correct price "wins" the item. Ss can use pictures of items from magazines instead of real items.

About you

C

- **Preview and do the task** Read the instructions and example conversation aloud. Have Ss work in pairs to discuss the possible prices of the six items. Tell Ss to make a note of the average prices they agree on.
- Call on Ss to share the price they agreed on. Write the prices on the board. Find the highest and lowest prices.
- **Follow-up** Ss call out other items to discuss the price of. Write them on the board. In pairs, Ss decide on the prices, and then pairs compare their prices.

Extra practice

Tell Ss to turn to Extra Practice 8B on p. 146 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-146.)

Workbook

Assign Workbook pp. 60 and 61. (The answer key begins on p. T-173.)

Lesson C Can I help you?

Lesson C recycles the simple present of *want to* and *have to*; questions with *How much?*; *this, these, that, and those*; clothing vocabulary; and prices.

1 Conversation strategy

- **Set the scene** Tell Ss to look at the picture. Ask, "What do you think Sarah is doing? Work with a partner and write three things." Have a few pairs read their ideas aloud (e.g., *She wants to buy a gift. She's looking at gold bracelets. She's asking, "How much is this?"*).

A

- **Preview and do the task** Ask, "What is Sarah looking at? What do you think she wants to buy?" [a bracelet]

B 2.44

- **Preview and do the task** Tell Ss to look at the picture. Say, "Sarah is buying jewelry. Can you guess any of the words in the conversation?" Call on a few Ss to answer, and make a list on the board.
- Say, "Listen to the conversation. What does Sarah buy? Who is it for? Listen for the information, and write the answers to the two questions."
- **Play the recording** Books closed. Ss listen, write the answers, and then compare their answers with a partner.
- **Play the recording again** Books open. Ss listen and read along. Check answers with the class [She buys a silver bracelet. It's for herself.].
- Tell Ss to look and see if any of the words on the board that they predicted are in the conversation. Have individual Ss call out any words, and circle them on the board.
- **Practice** Tell Ss to practice the conversation in pairs, taking turns playing each role.

C

- **Present Notice** Read the information and the example aloud. Point out that these expressions let the listener know the speaker has more to say. They can give the speaker time to think about how to answer a question or what to say next. Say, "Find and underline all the expressions Sarah uses for taking time to think." [Uh, yes. Well, let's see . . . Um, . . . Let me think . . . Well, . . .] (For more information, see Language Notes at the beginning of this unit.) If Ss wonder if *Uh-huh* is a similar expression, point out that they will see that on p. 81.
- Then ask Ss to find the expressions that the clerk uses for taking time to think. [um, . . . Well, . . . Um, . . . let's see . . .]
- **Follow-up** Say, "Change the conversation. This time Sarah doesn't buy the bracelet, but she buys something else." Write on the board:

Clerk: *Um, let's see . . . it's \$55.95.*

Sarah: *Oh. That's a lot. That's OK. Thanks anyway.*

Ask, "What does the clerk say next?" Ask the class for ideas, and write them on the board (e.g., *Um, do you want to see some earrings? Let's see. These are nice.*).

- Ss work in pairs and practice the conversation up to the last exchange, then continue it with Sarah choosing a different gift. Tell Ss to use the expressions that give them time to think.
- Pairs act out their conversations for another pair. Then a few pairs present their conversations to the class. Other Ss raise their hands if Sarah "buys" the same item as in their conversation.

D 2.45

- **Preview and do the task** Read the instructions and the expressions aloud.
- **Play the recording** Ss listen and write the expressions on the line. Check answers with the class.

Answers

1. Let's see 2. Let me think 3. Well, um 4. Uh

- Have Ss practice reading the conversations with a partner, taking turns playing both roles.

About you

E

- **Preview and do the task** Read the instructions aloud. Model the conversation with a S. Have the S ask you the first question. Demonstrate how to use one of the expressions, and then answer with your own information (e.g., *Uh, I don't like to wear a lot of jewelry, but I have to wear a watch!*). Have Ss take turns asking and answering the questions from Exercise 1D.

Extra activity CLASS

Divide the class into two groups – salespeople and customers. Salespeople make signs for items they are selling, each item on a separate slip of paper (e.g., *shoes, ties, scarves*). Customers go around the class and buy things from several salespeople, using the conversation in Exercise 1B as a model. Each customer must "buy" at least one thing.

2 Strategy plus

- **Present Strategy Plus** Tell Ss to look at the conversation on p. 80 and find examples of *Uh-huh*. Ask Ss to guess what each *Uh-huh* means [Clerk: Is it a gift? Sarah: Uh-huh. (= yes); Sarah: about \$30. Clerk: Uh-huh. (= OK. I'm listening.)]. *Uh-huh* shows that the person is listening to the speaker or agrees with the speaker.
- Repeat the task with *Oh*. [Sarah: Oh, they're beautiful. (= She's happy.); Sarah: Oh. That's a lot. (= She's surprised.)]
- Read the information in Strategy Plus aloud. Explain the meanings of *surprised*, *happy*, and *angry* by acting out the expressions. *Oh* is often followed by words that indicate the reaction (e.g., *Good, That's terrible, Really?*). (For more information, see Language Notes at the beginning of this unit.)
- Tell Ss to look at the picture. Read Sarah's response with *Oh* aloud, saying it with a surprised intonation. Then say the clerk's statement, and have a few Ss respond saying Sarah's statement with surprise.
- Remind Ss that *Uh*, *Um*, *Uh-huh*, and *Oh* are similar in sound, but have different meanings. The first two, *uh* and *um*, are ways to get time to think. *Uh-huh* is an affirmative response, and *oh* has many meanings. Write on the board:
Would you like to buy this necklace? It's \$149.
Call on Ss to respond with one of the four expressions followed by an appropriate comment (e.g., *Uh, I'm not sure. Um, let me think about it. Uh-huh. I think it's beautiful. Oh, it's expensive.*).

- **Present In Conversation** Books closed. Tell Ss to guess whether *Uh-huh* and *Oh* are in the top 20, 50, 100, or 300 words. Books open. Tell Ss to read the information to check their guess.

2.46

- **Preview and do the task** Read the instructions aloud. Read the first two lines of conversation 1. Ask, "Why does speaker B say *Uh-huh*?" [because it means *yes*]. Have Ss complete the task and then compare answers with a partner.
- **Play the recording** Have Ss listen and review their answers. Check answers with the class.

Answers

1. B Uh huh A Oh B Oh
2. B Oh A Uh-huh
3. B Uh-huh B Oh

- Tell Ss to practice the conversations with a partner, using appropriate intonation for *Uh-huh* and *Oh*.
- Have pairs practice the conversations again, using their own reactions and responses.
- **Follow-up** Have pairs present a conversation with their own reactions for the class. Ss guess what emotion the speakers show (e.g., *surprised, happy, upset, angry*).

3 Listening and strategies

- **Set the scene** Tell Ss to look at the pictures. Ask Ss questions about the items (e.g., *Do you have to get any of these items? Do you want to buy any of them? Do you need to buy any of them? Do you like to shop for them?*). Call on a few Ss to answer each question.

A 2.47

- **Preview the task** Read the instructions aloud. Ask questions about the items and their colors. Tell Ss to listen for the descriptions and the prices.
- **Play the recording Audio script p. T-168** Ss listen and write the prices. Pause after each item to give Ss time to write.
- **Play the recording again** Ss listen and review their answers. Check answers with the class: Have individual Ss read the prices.

Answers

1. red scarf, \$199.95; black and white scarf, \$49.50
2. blue sunglasses, \$79.95; black sunglasses, \$74.95
3. red and gray socks, \$15.95; black socks \$9.95

- **Follow-up** Say, "Look at the prices for the items. Which one do you want to buy?" Ss take turns telling a partner their choices.

B 2.47

- **Preview the task** Read the instructions aloud. Point out there may be more than one reason for each choice.

- **Play the recording Audio script p. T-168** Ss listen and circle the items that the shoppers buy, and write a reason. Check answers with the class.

Answers

1. The shopper buys the black and white scarf because it's not expensive and it's nice.
2. The shopper buys the black sunglasses because they're on sale today and she wears black a lot.
3. The shopper buys the red and gray socks because they match his suit and tie and he wants something interesting.

About you

C

- **Preview the task** Read the instructions and the descriptions of the roles aloud. Have two Ss read the example conversation aloud. Ss work in pairs to role-play the situation and then switch roles. Have several pairs act out their conversations for the class.

Workbook

- Assign Workbook pp. 62 and 63. (The answer key begins on p. T-173.)

Lesson D Shop till you drop!

1 Reading

- **Set the scene** Tell Ss to look at the title of the lesson. Ask, “What does the title mean?” Get ideas from Ss (e.g., *spend a lot of time shopping; shop until you are very tired*).
- Ask a few Ss the following questions: *Do you like to shop? Where do you like to shop?*

A

Prereading

- **Preview and do the task** Read the instructions aloud. Ask, “What kinds of things do people do at a mall?” Elicit a couple of ideas (e.g., *eat lunch, buy books*) and write them on the board.
- Tell Ss to work with a partner and brainstorm ideas. Pairs have two minutes to brainstorm as many things as they can. Have pairs compare their ideas with another pair. Pairs score one point for each idea they have that the other pair does not have. Find the pair with the most points.
- Ask Ss to call out the ideas they have on their lists and add them to the ideas on the board. Then tell Ss to add any new ideas to their lists.

B

During reading

- **Preview the reading** Say, “Look at the pictures and the title. Where is the article from?” [a magazine] “What do you see in the pictures?” [a shopping mall, an aquarium, palm trees]
- **Present Reading Tip** Read the information aloud. Have Ss read the title and predict six words in the article. Ask Ss to call out ideas and write them on the board.
- Have Ss scan the article very quickly. Can they see any of their words? Ask Ss to tell the class.
- **Do the reading** Read the instructions aloud. Have Ss read the article and circle any activities that are on their lists from Exercise A. Have Ss take notes or underline other activities.
- When Ss finish, tell them to call out the activities they found. Circle activities that are on the board. Add other activities to the list on the board.

- **Follow-up** Ss work in pairs to talk about the one thing they most want to do at the Dubai Mall. Elicit ideas and write them on the board. Ask about each thing, and have Ss raise their hands if that is the thing they most want to do.

Extra activity INDIVIDUALS / GROUPS

Ss write a few sentences about a shopping area in their town or city, using the article as a model. Tell them to include sentences with *there's* and *there are*. Ss read their sentences to their group, and at the end of the readings, Ss say any interesting information they learned.

C

Postreading

- **Preview and do the task** Read the instructions aloud. Ask Ss to read through the items in the task. Have Ss find and write down the information from the article. They should use the context to help them find the correct word or phrase. Have Ss compare their answers with a partner. Then check answers with the class: Call on individual Ss to answer.

Answers

- | | |
|----------------|-------------------|
| 1. world-class | 6. several |
| 2. lifestyle | 7. a luxury hotel |
| 3. a thousand | 8. entertainment |
| 4. including | 9. don't miss |
| 5. a market | 10. enjoy |

- **Follow-up** Ss work in pairs and take turns using each word in a sentence (e.g., *There are a lot of world-class hotels here in the city.*).

About you

D

- **Preview and do the task** Read the instructions and questions aloud. Have Ss discuss their answers in pairs. Call on Ss to tell the class about their partners.

2 Listening and writing

A

- **Preview and do the task** Ask several Ss, “Do you like to shop?” If a S answers *yes*, ask, “What’s your favorite store?” Write answers on the board, and then ask, “Why do you shop there?”

Recycle a conversation strategy Have other Ss ask follow-up questions about their classmates’ favorite stores (e.g., *What does your favorite store sell? Is it expensive? How often do you shop there?*).

B 2.48

- **Preview the task** Read the instructions aloud. Tell Ss to read the five sentences. Pre-teach new vocabulary as needed (e.g., *latest fashions*). Ask, “What is one of the latest fashions?” (e.g., *bright colors, animal prints*)
- **Play the recording** *Audio script p. T-168* Ss listen and circle the correct information.
- **Play the recording again** Ss listen and review their answers. Check answers with the class.

Answers

1. cool
2. a clothing store
3. the latest fashions
4. after work
5. 9:00

C

- **Preview the task** Read the instructions and the questions in the chart aloud. Model the activity. Write the chart on the board, and add your own ideas. Then tell the class about your favorite store.
- **Do the task** Have Ss complete the chart with information about their favorite stores.
- **Follow-up** Have Ss take turns asking and answering the questions with a partner.

D

- **Preview the task** Have Ss look at the review. Ask, “Where do you see this kind of review?” [online] “What is it about?” [shopping / stores]

- **Present Help Note** Read the information aloud. Explain the word *reasons* [ideas that answer the question *Why*].
- Write on the board:
 - A My favorite store is Chang’s.*
 - B Why?*
 - A It has great clothes.*
 - My favorite store is Chang’s because it has great clothes.*
- **Do the task** Have Ss read the article and underline the reasons the reviewer gives for liking the store [it sells designer clothes at very low prices; I want to wear the latest fashions, but I don’t have a lot of money].
- **Follow-up** Ask comprehension questions: “What is the writer’s favorite store?” [Bargain Basement] “How often does she go there?” [once a month] “What do they sell?” [suits, jackets, pants, sweaters, scarves] “Why does she like to shop there?” [because she wants to wear the latest fashions but doesn’t have a lot of money]

E

- **Preview the task** Read the instructions aloud. Ask a few Ss, “What’s your favorite store? Why?” Write sentences with *because* on the board with Ss’ information.
- **Do the task** Tell Ss to write a review about their favorite store. Remind Ss to use the information from the article and from their charts in Exercise 2C to help them organize their ideas. Tell Ss to use *because* in their paragraphs. Go around the class, and help as needed.
- Put Ss in groups to exchange and read their reviews. Call on Ss to tell the class about a classmate’s favorite store.

Extra activity PAIRS

Ss read a partner’s review and then write three questions they have about the store. Ss give their questions to their partner, who rewrites his or her paragraph to include information that answers the questions.

3 Talk about it

- **Preview the task** Books closed. Ask Ss to think of questions about shopping habits. Have Ss call them out, and write them on the board.
- Books open. Read the instructions aloud. Call on different Ss to read the questions in the Student’s Book. Ask, “Are any of these questions on the board?” Have Ss call out any, and circle them.
- **Do the task** Have Ss discuss the questions in groups. Groups report on how their shopping habits are the same and different.
- **Follow-up** Pairs ask and answer two questions about shopping habits that are on the board but that are not in their Student’s Books. Pairs then report answers to the class.


Sounds right

Tell Ss to turn to Sounds Right on p. 138 of their Student’s Books. Have Ss do the task for Unit 8 in class, or assign it for homework. (See the teaching notes on p. T-138.)

Free talk

Tell Ss to turn to Free Talk 8 at the back of their Student’s Books. Have Ss do the task. (See the teaching notes on p. T-133.)

Workbook

 Assign Workbook pp. 64 and 65. (The answer key begins on p. T-173.)

Vocabulary notebook

If done for homework

Briefly present the Learning Tip and the task directions. Make sure Ss understand what they need to do.


If done in class

- **Present Learning Tip** Read the information aloud. Say, "Pictures can help you learn vocabulary. You can label pictures. Linking the pictures and words makes it easier to remember new words."
- **Present In Conversation** Books closed. Ask, "Do you remember the top 10 colors people talk about from Lesson

B? Make a list with your partner." When Ss finish, tell them to look back at p. 78 and correct their lists. Find the pair with the most correct answers.

- Books closed. Say, "Can you put the list of colors in order, starting with the one used most in conversation? Number them 1 to 10."
- Books open. Tell Ss to read the information in the box and see how many of their guesses are correct. Ask a few pairs, "How many of the colors have the right number?"

1

 This task recycles vocabulary for clothes and accessories.


- **Preview and do the task** Say, "Don't look back at the unit. Label the pictures with the names of clothing and accessory items." Have Ss compare answers with a partner. Check answers with the class.

Answers

woman, from top to bottom label: white necklace, pink sweater / cardigan, black belt, yellow purse, grey skirt, red shoes, grey briefcase

man, from top to bottom label: brown hat, white shirt, red tie, brown watch, brown jacket, suit, black pants, orange socks, black shoes, green umbrella

2

 This task recycles vocabulary for clothes, accessories, and colors.

- **Preview and do the task** If Ss do the task in class, have magazines and catalogs available, or have Ss find and label pictures in their Student's Books. Read the instructions aloud. Remind Ss to include colors in their labels. Have Ss complete the task.
- Have Ss present their labeled pictures in small groups. Each group calls out any new vocabulary from their pictures.
- **Follow-up** Have Ss trade labeled pictures with a partner. Pairs take turns saying sentences to describe labeled items in the picture (e.g., *The man is wearing a black hat, a red jacket, and blue pants. The girl is wearing a pink dress and white shoes.*). Call on a few pairs to share one of their sentences with the class.

On your own

- **Present On Your Own** Read the instructions aloud.
- **Follow-up** Set a date for Ss to complete the task. At the start of that class, Ss report on the items they saw in the store.

Now I can . . .

- Go over the Now I Can items. Put Ss in pairs to give one example each for the first six items. Call on Ss and ask for examples or explanations.
- Have Ss look over the four lessons and identify any areas they want to review.
- Tell Ss to complete the Now I Can items. Ss check (✓) the items they know and put a question mark (?) by items that they are not confident about. Check with individual Ss which areas need review to see if there are general problems to review in class. Help individual Ss as required. Have Ss hand in a piece of paper with their name and a schedule showing what they plan to review and when. Review or reteach these language items in a future class.

UNIT 9 A wide world

Language notes

Lesson A Sightseeing

Vocabulary Sightseeing activities

(See Student's Book pp. 85–87.)

The lesson introduces vocabulary for typical sightseeing activities. Expressions with verbs include *take a ferry*, *take a walking tour*, *get a view*, *go to the top of a tower*.

Grammar Can and can't for possibility

(See Student's Book p. 87.)

Can is a modal verb. Modal verbs (e.g., *can*, *may*, *should*) have the same form for all subjects and are followed by the base form of the verb. In questions, they do not take a verb.

Form

- Statements
subject + *can* / *can't* + base form of the verb
We can take a ferry.
He can't take pictures in the rain.
- Information questions
question word + *can* + subject + base form of the verb?
What can you see in New York?
Where can she see a show?
- Yes-No questions
Can + subject + base form of the verb?
Can we get an umbrella?
Can she buy an umbrella nearby?

Use

- The most frequent use of *can* in conversation is to talk about possibility. This lesson teaches this use, mainly with impersonal *you* as the subject.
- Can* has many other meanings and functions, including talking about ability, making requests and suggestions, and asking for and giving permission. Emma's question in the conversation on p. 86 (*Can we buy an umbrella?*) is a suggestion.

- Can* for ability is taught in Lesson B. Requests with *Can* are taught in Lesson C in the context of ordering food and drink.



Corpus information Can and can't

- Can* is the most frequent modal verb in conversation. It is almost twice as frequent in conversation as it is in written English.
- Can* is approximately three times more frequent than *can't*. *Can't* is about 24 times more frequent than *cannot*.
- The most frequent word used before *can* is *you* – *you can* (about one-third of occurrences); the second most frequent word is *I* – *I can* (about one-fifth of occurrences).
- The most frequent word used before *can't* is *I* (approximately 40 percent of occurrences), and the second most frequent word is *you* (about 25 percent of occurrences). *Can't* is often followed by verbs of thinking or speaking (e.g., *I can't believe / remember / say / imagine*).

Common errors with verbs following can

Students sometimes use *to* after *can*. The simple form of the verb always follows *can*, not *to* + verb. (*You can go shopping*. NOT *You can to go shopping*.)

Speaking naturally Can and can't

(See Student's Book p. 87.)

- Speaking Naturally focuses on the distinction between *can* and *can't* in conversational speech. In statements and questions, *can* is usually pronounced with a reduced vowel /kən/, while *can't* is pronounced with a full vowel /kæn(t)/. The /t/ is not "released," and students will probably not hear it.
- Can* and *can't* are stressed in short answers, and thus are both pronounced with the full vowel: /kæn/, /kæn(t)/.

Lesson B Countries

Vocabulary Countries, regions, and languages

(See Student's Book p. 88.)

The lesson presents vocabulary for continents, countries, languages, and nationalities. There is a longer list of countries and nationalities in Vocabulary Notebook on p. 94.

Vocabulary Nationalities

(See Student's Book pp. 88–89.)

- The words for nationalities in this lesson act either as nouns used to describe languages (e.g., *I can speak Thai*.) or as adjectives (e.g., *I love Thai food*.).
- To refer to people from a nation (e.g., *The Italians love pasta*.), plural forms are used for some nations, and singular forms are used for others. For example:

Plural form: (the) Italians, Brazilians, Mexicans, Greeks

Singular form: the Japanese (people), the French, the British, the Portuguese

- Some nationalities have forms for nouns that differ from the adjective forms: *Swedes* (noun), but *Swedish* (adjective).

Grammar Can and can't for ability

(See Student's Book p. 89.)

Ss used the modal verb *can* / *can't* to talk about things that are possible in Lesson A. In Lesson B, they use *can* / *can't* to talk about ability (e.g., *I can speak English*).

Lesson C They're a kind of candy.

Conversation strategy Explaining words

(See Student's Book p. 90.)

- The strategy in this lesson is especially useful for learners to help them explain words from their language or culture.
- Two expressions for explaining words are presented:
It's / They're a kind of = to talk about types of things
Lassi is a kind of drink.
It's / They're kind of like = to talk about similarities
Lassi is kind of like a milkshake.
- In the expression *a kind of*, *kind* is a noun with a similar meaning to *type* or *sort*. In *kind of like*, *kind of* is an adverb with a similar meaning to *slightly* or *a little*.

Strategy plus Like

(See Student's Book p. 91.)

- This lesson teaches the use of the word *like* to introduce examples. For example:
You can put sprinkles on things like ice cream and cake.
Pita is a kind of flat bread like a tortilla or naan.
- This lesson also reviews other uses of *like* that Ss have already learned:

like (verb) = to be fond of or enjoy

I really like Thai food.

like (preposition) = *similar to*

They're like sugar.

like (preposition) = (in questions) asking for a general description

What's Thailand like?



Corpus information Like

- *Like* is one of the top 15 words used in conversations. It is about six times more frequent in speech than in written English.
- A common use in everyday speech is to report the things people say or think (e.g., *So I'm like, "What are you doing?"*). People also use it in everyday speech as a hedge or softener (e.g., *I'm like curious to know what they are.*). Many English speakers feel that these two uses of *like* are a sign of "bad" or "incorrect" English, even though the uses are very common. Ss should avoid them in writing.

Lesson D Exciting destinations

Reading tip

(See Student's Book p. 92.)

This tip recommends that before Ss read something, they ask themselves what they already know about the topic and what they can learn. It encourages Ss to activate background knowledge and anticipate content. This may help them understand the reading better.

Help note Commas in lists

(See Student's Book p. 93.)

- In sentences with three or more adjectives or nouns listed in a series, the items in the series are usually separated with commas:

It's a quiet, beautiful, and historic place. (three adjectives)

Visit the temples, gardens, and museum. (three nouns)

Note the placement of the comma before *and*.

- In sentences with only two items joined by *and* commas are not used.

It's a quiet and beautiful place.

Visit the temples and gardens.

A wide world

Teach this unit opener page together with Lesson A in one class period.

Introduce the theme of the unit Read the unit title aloud. Say, “The expression *a wide world* means that there are a lot of different places in the world and a lot of different things to do in those places. In this unit, we will talk about different places to visit around the world and things you can do there.” Have Ss look through the unit and call out the places they know. Help with English pronunciations as needed.

In this unit, you learn how to . . .

- **Unit aims** Read the lesson headings and key unit aims aloud. Tell Ss to listen and read along.

Extra activity PAIRS

Tell pairs to look through the unit. Say, “What places do you want to visit? What foods do you want to try? See if you and your partner can agree on a place and a food.” Have a few pairs tell the class their ideas (e.g., *We want to visit Paris.* [p. 85]; *We want to try Brazilian food.* [p. 89]). Help with pronunciation as needed.

Before you begin . . .

- **Introduce the activities in the pictures** Tell Ss to look at the pictures. Say, “Look at picture 1. What famous castles do you know?” Elicit ideas. Repeat for each picture, and ask Ss if they know any famous pyramids, bridges, statues, towers, and palaces.
- **Introduce vocabulary for sightseeing activities** Read the activities aloud, and have Ss repeat. Ask questions about each picture (e.g., *Do you ever take tours of castles when you're on vacation? Do you go to places like pyramids?*). Elicit other activities that people do when they are sightseeing, and write them on the board (e.g., *buy souvenirs, go to museums, eat local food*). Say each one, and have Ss repeat. Have Ss write new words in their notebooks.

Recycle grammar This task recycles *like to*. Read the instructions aloud. Tell Ss to check (✓) activities they like to do. Call on a few Ss to say what they checked (e.g., *I like to take tours of castles.*).

- Ask, “Who likes to take tours of castles? If you have a check next to this activity, raise your hand.” Count hands, and write the total on the board. Ask five Ss to ask about the remaining five activities. Write the six totals on the board, and see which activity is most popular.

Extra activity CLASS

Ss go around the class and find other Ss who like to do the same activities, asking *Do you like to ____ ?* questions.

Extra activity GROUPS

Write these column headings on the board:
statue bridge historic district tower palace castle
Each group's secretary writes the headings on a piece of paper. Groups think of as many famous examples of these as they can in two minutes. Group secretaries call out their answers. Groups receive one point for each answer, and the group with the most points wins.

Culture note

The photos on the unit opener pages are of the following places:

1. The **Alcazar Castle** is in Segovia, Spain. An *alcazar* is a type of castle that kings built to live in. The word comes from the Arabic word for fort, castle, or palace. There are actually a number of alcazars, but the one in Segovia is the most famous.
2. The pyramids of **Chichen Itzá**, on the Yucatan peninsula in eastern Mexico, were sacred places built by the Mayan and Toltec people. Tourists today can climb to the top of the pyramid of Kukulcán, which is 24 meters (79 feet) high.
3. The **Sydney Harbour Bridge**, opened in 1932, is the world's largest steel arch bridge (but not the longest). Like the Statue of Liberty in the United States, it signaled the arrival in a new land for many immigrants. The striking Opera House, also on the harbor, which opened in 1973, now rivals the bridge as a symbol of Sydney.
4. The **Paul Revere Monument** stands in front of the Old North Church in the historic North End neighborhood of Boston, Massachusetts. Paul Revere and the Old North Church played key roles at the start of the American Revolution in 1775.
5. The **Eiffel Tower** was built in 1889 as an attraction for the Universal Exhibition held in Paris. It was the tallest standing structure in the world at the time, at 300 meters (984 feet) high, and was a symbol of developments in technology in the 1800s. The Eiffel Tower is now a symbol of Paris, and more than 6 million tourists visit it every year.
6. The **Grand Palace** was the home of the kings of Thailand and their government for more than 150 years, during the 1700s and 1800s. It is also a spiritual center, housing a Buddhist temple with a statue of Buddha carved from jade. Tourists can now visit the palace area.

Lesson A Sightseeing

1 Getting started

- **Set the scene** Books closed. Write on the board:

Five Great Things to Do in New York

Ask, "What do visitors like to do in New York?" Get ideas from the class, and make a list on the board.

A

- **Preview the task** Books open. Call on a few Ss to read the guidebook information aloud. Tell Ss to look at their list of ideas for things to do on the board and name any that are both on the board and in the guidebook. Read the instructions aloud.
- **Do the task** Have Ss work in pairs to discuss which activities they think are good when it's sunny and which are good when it's raining. Call on a few pairs to report their ideas.
- **Follow-up** Read the five activities from the guidebook. For each one, have Ss raise their hands if they think it is good for sunny days. Then have Ss raise their hands if they think it is good for rainy days.

B 2.49

- **Preview the task** Tell Ss to cover the conversation and look at the picture. Say, "Emma and Ethan are visiting New York. Where are they right now?" [in front of their hotel] "What's the weather like?" [It's raining.]
- Say, "Emma and Ethan are talking about things to do in New York on a rainy day. Think about the guidebook and the ideas on the board. Work with a partner. Decide on a fun thing for Emma and Ethan to do." Call on several pairs to share their ideas with the class.
- Ask, "What do Emma and Ethan decide to do? Listen for the answer."
- **Play the recording** Ss listen and read along. Help with new vocabulary as needed.
- **Play the recording again** Ss listen and write the answer. Check the answer with the class [go to a Broadway show]. Find out how many pairs made that choice.
- **Practice**

Groups: Divide the class into two groups, one group playing Emma and the other playing Ethan. Have groups read the conversation aloud and then change roles.

Pairs: Tell Ss to practice the conversation, taking turns playing each role. Then ask Ss to make up a new conversation, changing the places that Ethan suggests and the place where they finally decide to go.

Figure it out

C

- **Preview the task** Tell Ss to find and underline all the verbs with *can* or *can't* in the conversation. Ask, "What follows *can* in statements?" [a verb with no ending] "What is the word order in questions with *can*?" [(question word) *can* + subject + verb]
- **Do the task** Have Ss circle the correct words. Remind them to get help from the conversation. Check answers with the class.

Answers

1. go to 2. see 3. can we 4. Can we

- **Focus on the form and the use** Say, "*Can* is followed by a verb. The verb after *can* doesn't have an ending. The verb *can* itself doesn't change. It is the same with all subjects."
- Continue by saying, "The verb *can* is used to talk about activities that are possible. *You can see museums* means 'it's possible for you to see museums.'"

About you

D

- **Preview and do the task** Read the instructions and example aloud. Have Ss work in pairs to take turns saying things they can do in New York. Remind Ss to use the ideas on the board. How many new ideas can Ss think of? Call on Ss to share their new ideas with the class.

Extra vocabulary SIGHTSEEING PLACES

Present or have Ss suggest extra vocabulary for sightseeing, such as *botanical gardens, zoo, aquarium, planetarium, skyscrapers, natural history museum, art gallery, historic site, seaport, church, temple, mosque, synagogue.*

Extra activity PAIRS

Ss plan a sightseeing day in their city for their partners. Ss ask each other *What do you like?* and *What do you like to do?* Ss have three minutes to decide on and write down places and activities for their partners. Ss then tell their partners the plans. Alternatively, Ss report to groups about the plan (e.g., *André likes music. He can go to a concert at Massey Hall.*).

2 Grammar

2.50

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Tell Ss to look at the chart. Ask, "How do you form statements with *can*?" Write the pattern on the board: *subject + can + verb*. Do the same for negative statements, and write the pattern on the board: *subject + can't + verb*.
- Point out that *can* never has an *-s* ending, even with *he, she, it*, or a singular noun as a subject. (For more information, see Language Notes at the beginning of this unit.)
- **Present In Conversation** Read the information aloud. Have a few Ss make statements about things people can't do in their town or city (e.g., *You can't take a ferry*). Ask Ss how to form *yes-no* questions with *can*. Write the pattern on the board: *can + subject + verb?* Ask a few Ss to come to the board and write questions about sightseeing activities using the pattern.
- Point out the short answers in the grammar chart. Write on the board:
Yes, _____ can. No, _____ can't.
Explain that short answers with *can* use this pattern with all pronouns. Call on Ss to ask and answer the *yes-no* questions on the board.
- Ask Ss for the pattern for information questions [question word + *can* + subject + verb?]. Have a few Ss come to the board and write information questions with *can* (e.g., *Where can you see a good show?*). Call on Ss to ask and answer the information questions on the board.

A

- **Preview and do the task** Read the instructions aloud. Ask one S to read question 1 aloud. Ask, "Which answer is

a good answer?" Have Ss call out the best answer [d]. Tell Ss to read through the list of questions and answers, and then do the task. Check answers with the class: Ask one S to read the question and a different S to read the answer.


Answers

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

- Tell Ss to practice asking and answering the questions in pairs.

About you

B

- **Present Common Errors** Read the information aloud. Write: *You can to visit / visit a historic neighborhood in Tokyo*. Have Ss call out the correct option [visit].
 - **Preview and do the task** Read the instructions aloud. Ask two Ss to read the example conversation aloud. Tell Ss to ask and answer the questions from Exercise 2A in pairs, this time answering with true information about their own cities.
-  **Recycle a conversation strategy** Have Ss do the task again, this time using other "taking time to think" strategies. Ask Ss to find the expression for taking time to think in the example [Let me think.]. Then have Ss name others (e.g., *Um, Well*).
- **Follow-up** Call on Ss to answer questions you ask about their city or town. Other Ss raise their hands if they do not agree with the answers.

Extra practice

Tell Ss to turn to Extra Practice on p. 147 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-147.)

3 Speaking naturally

A 2.51

- **Preview the task** Say, "It's sometimes difficult in English to hear the difference between *can* and *can't*. Many people don't say the *t* in *can't* clearly. The important sound to listen for is the *a* in *can*." Read the instructions aloud. (For more information, see Language Notes at the beginning of this unit.)
- **Play the recording** Have Ss listen carefully to the vowel sounds in *can* and *can't* and then repeat, focusing on the pronunciation of the two words.

B 2.52

- **Preview the task** Ask Ss to look at the sentences. Help with new vocabulary as needed. Tell Ss to listen and complete the sentences with *can* or *can't*.
- **Play the recording** *Audio script p. T-169* Ss listen and complete the sentences. Pause after each sentence to give Ss time to write.
- **Play the recording again** Ss review their answers. Check answers with the class: Ask a S to read a sentence as you write their answer on the board, and then replay that sentence to confirm the answer.

Answers


1. can 4. can't 7. can
2. can't 5. can 8. can
3. can 6. can't

About you

C

- **Preview and do the task** Read the instructions aloud. Then read sentence 3 in Exercise 3B aloud (*You can sit at outdoor cafés at night*). Ask, "Is that true here?" Have Ss call out answers and encourage them to give more information (e.g., *Yes, you can. Well, you can sit at outdoor cafés in summer*). Tell Ss to discuss the remaining sentences, and then to discuss other things you can and can't do. Have pairs tell the class some of their ideas.

Workbook

 Assign Workbook pp. 66 and 67. (The answer key begins on p. T-173.)

Lesson B Countries

1 Building vocabulary and grammar

- **Set the scene** Say, "Look at the map. Circle the name of your country. Choose two countries. Ask questions about the map (e.g., *Where are we on the map? Which country do you want to visit? What continent is France in? What countries are in South America?*). Elicit answers from Ss.

A 2.53

- **Preview the task** Tell Ss to listen and repeat the place names. As they listen, tell Ss to point to the places on the map.
- **Play the recording** Ss listen and repeat.
- **Play the recording again** Ask, "Which place names do you know in English? Listen and check the boxes." Then write on the board:

A I know (Germany).

B Me too. / Really? I need to learn (Germany).

Have two Ss read the conversation aloud. Tell Ss to compare their maps.

- Ask Ss to think of other countries they know. Make a list on the board.

Extra vocabulary COUNTRIES

For a list of more countries, see Vocabulary Notebook, p. 94.

Extra activity PAIRS

Books closed. Ss write the letters of the alphabet on a piece of paper. Ss work with a partner and think of a country for as many letters as they can in four minutes. Ss call out their ideas. Ss score a point for any country that no other pair has on its list. The pair with the most points wins.

Word sort

B

- **Preview the task** Read the instructions and the example aloud. Then read the names of the languages aloud, and have Ss repeat. Say, "Where do people speak the language? Write the names of as many places as you can. Look at the map for ideas."
- **Do the task** Have Ss complete the task. Consider giving Ss a time limit.
- Tell Ss to compare ideas with a partner. Check answers with the class: Call out each language, and call on individual Ss to say what countries they wrote. Write on the board any countries that are not on the map.

Possible answers

Arabic: Egypt, Iraq, Jordan, Morocco

Chinese: China, Hong Kong, Singapore

English: Australia, Canada, Great Britain, India, Ireland, Jamaica, New Zealand, South Africa, the United States

French: Canada, France, Morocco, Switzerland

German: Austria, Germany, Switzerland

Hindi: India

Italian: Italy, Switzerland

Japanese: Japan

Korean: South Korea

Portuguese: Brazil, Portugal

Russian: Russia

Spanish: Argentina, Chile, Colombia, Costa Rica, Ecuador, Mexico, Peru, Puerto Rico, Spain, Uruguay

Turkish: Turkey

Thai: Thailand

Extra activity PAIRS

Ss write the names of five countries on a piece of paper and exchange lists with a partner. Ss then write sentences saying something they know about each country.

Extra activity PAIRS

S1 thinks of a country. S2 asks *yes-no* questions until he or she guesses the country S1 is thinking of (e.g., S2: *Is it in South America?* S1: *no*; S2: *Do people there speak English?* S1: *yes*).

Vocabulary notebook

Tell Ss to turn to Vocabulary Notebook on p. 94 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-94.)

Figure it out

C

- **Preview and do the task** Read the instructions aloud. Have a S read aloud what Claudia says. Ask, "Can Claudia speak Portuguese?" [yes] "Can she speak English?" [yes, a little.] Tell Ss to complete the sentences. Check answers with the class.

Answers

1. Claudia can speak Portuguese and English.
2. She can understand Spanish, but she can't speak it.

- **Focus on the form and the use** Say, "Claudia speaks Portuguese. She speaks English. She can speak Portuguese and English." Explain that here *can* is used to talk about ability. (For more information, see Language Notes at the beginning of this unit.)
- **Follow-up** Have Ss call out sentences using *can* and *can't*, saying which languages they can or can't speak or understand.

2 Grammar

3.01

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Tell Ss to look at the chart. Point out that *can / can't* for ability has the same form as *can / can't* for possibility, but the meaning is slightly different. Here, the meaning is about things you do or do well.
- Write on the board sentences such as *I _____ speak Portuguese; I _____ understand Spanish; I _____ understand movies in English*. Ask Ss to complete the sentences with *can* or *can't* so they are true for them.

About you

- **Preview and do the task** Read the instructions aloud. Have Ss write questions using *can*. Check answers with the class.
- Ask the first two questions and have a S answer. Have Ss take turns asking and answering the questions in pairs. Call on Ss to tell the class about their partners.

Answers

1. How many languages can you speak?
2. Can you read the news in English?
3. What languages can you understand but not speak?
4. Can you understand movies in English?
5. Can you sing a song in English?
6. Who can speak English in your family?
7. Can you speak any other languages?

Extra activity CLASS

Ss choose one question from Exercise 2 to ask all their classmates and tally their answers. Call on Ss to report their findings to the class.

Extra practice

Tell Ss to turn to Extra Practice 9B on p. 147 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-147.)

3 Listening and speaking

A

- **Preview and do the task** Tell Ss to look at the pictures of different foods. Ask, "Do you ever eat these types of food?" Have Ss raise their hands for *yes*. Elicit examples of food for each category.
- Say, for example, "I like Brazilian food, and I like Mexican food. *Brazilian* and *Mexican* are nationality words. Use nationality words to talk about people and things from countries." Call on Ss and say a country. Elicit the nationality. Ask, "Which types of food do you eat?" Call on Ss to answer.

B 3.02

- **Preview the task** Read the instructions aloud. Look at the audio script on p. T-169. Explain any unfamiliar vocabulary (e.g., *in the mood, spicy, buffet*). Ask, "Who likes spicy food?" Have Ss raise their hands for *yes*. Ask, "What kinds of food are often spicy?" (e.g., Thai, Indian)
- **Play the recording Audio script p. T-169** Ss listen and check (✓) the boxes. Ss compare answers in pairs. Then check answers with the class.

Answers

Brazilian, Chinese, Mexican

C 3.02

- **Preview the task** Read the instructions aloud.
- **Play the recording Audio script p. T-169** Ss listen and answer the question. Ss compare answers in pairs. Then check the answer with the class.

Answer

Richard and his friend choose the new place near the movie theater because Richard can eat hamburgers.

About you

D

- **Preview and do the task** Read the instructions aloud. Have individual Ss read out the questions and the example. Then have Ss take turns asking and answering the questions in pairs. Call on Ss to tell the class about their partners.

Extra activity GROUPS

Group members choose a country, find pictures of it, and glue them onto a poster. Ss then write facts and information about the country on the poster and display their posters in the classroom. Groups present their information to the class.

Note: This activity requires time in at least two class periods.

Workbook

Assign Workbook pp. 68 and 69. (The answer key begins on p. T-173.)

Lesson C They're a kind of candy.

Lesson C recycles *can* for possibility and ability. *Can* is also used in this lesson for requests in the context of ordering food and drink.

1 Conversation strategy

- **Set the scene** Tell Ss to look at the picture. Ask, "Where are the people?" [in a café, in a coffee shop, in a restaurant, in a diner]

A

- **Preview and do the task** Ask Ss, "How often do you order ice cream in a café?" Have Ss raise their hands. Call on a few Ss to give more information (e.g., *I often order chocolate ice cream.*). Repeat the question, this time asking about soda and cake. Ask Ss about other things they order in cafés (e.g., *coffee, dessert, tea, a snack*).

B 3.03

- **Preview the task** Say, "What do Yuki and Stan order? Listen and read along. Underline the answers."
- **Play the recording** Ss listen and underline what Yuki and Stan order. Check answers with the class [Yuki: large diet soda; Stan: coffee ice cream with chocolate sprinkles]. Explain the meaning of *diet* if it is unfamiliar to Ss (no sugar, low-calorie).
- Explain that the conversation includes another use of *can*: to make requests. Ask Ss to read aloud the questions with *can* used in requests [Can I have a large diet soda? Can I have coffee ice cream with chocolate sprinkles?].
- **Practice** Have Ss practice the conversation in groups of three, taking turns playing each role.

C

- Ask, "What's coffee?" Encourage Ss to try to explain the word *coffee*. Write on the board:
Coffee is a kind of ...
Ask Ss to complete the sentence, and write ideas on the board.
- Say, "Coffee is a kind of drink. What other kinds of drinks do you know?" Ss answer (e.g., *soda, tea, water*).
- **Present Notice** Write on the board:
a kind of kind of like
- Say, "You can use the expressions *a kind of* and *kind of like* to explain new words. Use *a kind of* to say what type of thing or idea you are talking about (e.g., *Coffee is a kind of drink*). Here, *a kind of* means 'a type of.' Use *like* or *kind of like* to say something is similar (e.g., *Sprinkles are like sugar. They're kind of like sugar*). Here *kind of* means 'a little.'" (For more information, see Language Notes at the beginning of this unit.)
- Read the information aloud. Tell Ss to find examples of *a kind of* and *kind of like* in the conversation and circle them. Check answers with the class [They're a kind of candy. They're kind of like sugar.].

Extra activity GROUPS

Ss work in groups of three. They look over the conversation and then close their books and practice it. Write key words on the board (e.g., *Server: order?; Yuki: diet soda; Stan: ice cream and sprinkles; Yuki: sprinkles?; Stan: candy / sugar; Yuki: Japan*).

D 3.04

- **Preview the task** Tell Ss to look at the pictures. Ask, "Do you know what the items are? Can you explain them in English?" Ask Ss for ideas.
- **Do the task** Read the first item aloud: "Kimbap is a kind of ____." Elicit the word from the box that completes the sentence [snack]. Have Ss complete the first sentence in each item.
- **Play the recording** Ss listen and review their answers.
- **Play the recording again** Ss listen and write the country each food comes from. Check answers with the class.

Answers

- | | |
|-----------------------|-----------------|
| 1. snack, South Korea | 3. soup, Spain |
| 2. dessert, France | 4. drink, India |

E

- **Preview and do the task** Read the instructions aloud. Have two Ss read the example conversation, completing the sentence about kimbap. Tell Ss to study the explanations of the foods. Have Ss work in pairs and take turns asking about and explaining the words. Tell Ss to try to give the explanations without looking at the book.

Extra activity CLASS / PAIRS

With the class, make a list of words Ss imagine a visitor to their country would like to have explained (e.g., Japan: *geta, kotatsu*; Mexico: *taquería, enchilada*). Ss then work in pairs and explain all the words they can. Call on different pairs to provide explanations. Other Ss call out other explanations they have for the same items.

2 Strategy plus

- **Present Strategy Plus** Read the information aloud. Then ask a S to read the example. (For more information, see Language Notes at the beginning of this unit.)

- Write on the board:

In summer, you can play sports like . . .

In Asia / South America, you can visit countries like . . .

I like to watch TV shows like . . .

Ask Ss to complete the sentences with their own ideas. Call on a few Ss to share their ideas with the class. Use the ideas to complete each sentence on the board.

- **Present In Conversation** Books closed. Tell Ss that *like* is one of the top 15 words. Ask Ss to think of other uses of *like*. Write example sentences on the board (e.g., *I like soap operas. I like to wear comfortable clothes. What's she like?*). (For more information, see Language Notes at the beginning of this unit.)

- Books open. Tell Ss to look at In Conversation as you read it aloud. Have Ss make three sentences with the three different uses of *like*. Call on a few Ss to tell their sentences to the class.

About you

- **Preview and do the task** Read the instructions aloud. Say, "Answer the questions with two or more examples." Have Ss complete the answers with their own ideas. Then have Ss take turns asking and answering the questions with a partner.

Answers

Answers will vary.

3 Listening and strategies

A 3.05

- **Preview the task** Say, "Stan and Yuki are continuing their conversation. They're talking about the meanings of some words." Read the instructions aloud. Tell Ss to look at the chart so they know what information they are listening for [the name of the item, what it is, the language it's from, where it's popular].
- **Play the recording Audio script p. T-169** Stop after Stan and Yuki talk about the hamburger. Ask, "What is it?" [a kind of sandwich] "What language is the word from?" [German] "Where is it popular?" [the United States] Continue playing the recording. Pause after each item. Ss listen and complete the chart. Check answers with the class: Call on different Ss to each give an answer.

Answers

1. sandwich, German, the United States
2. a pancake, Spanish, Mexico and Central America
3. dessert, Turkish, Turkey and Greece
4. musical instrument, Russian, Russia

- Have Ss match each photo with the foreign word. Check answers with the class.

Answers

- 4, 2, 3, 1

Extra activity PAIRS

Ss close their books and take turns asking about the meanings of the four words in Exercise 3A. Ss answer from memory.

About you

B

- **Preview the task** Read the instructions aloud. Have two Ss read the example conversation aloud. Ask Ss for two or three examples of food words in Ss' first language that visitors ask about. Repeat for clothes and instruments. Write the words on the board. Ask Ss what they are.
- **Do the task** Have Ss work in pairs to complete the task.
- Call on Ss to tell the class about one of the words their partners talked about.


Answers

Answers will vary.

Sounds right

Tell Ss to turn to Sounds Right on p. 138 of their Student's Books. Have Ss do the task for Unit 9 in class, or assign it for homework. (See the teaching notes on p. T-138.)

Workbook

 Assign Workbook pp. 70 and 71. (The answer key begins on p. T-173.)

Lesson D Exciting destinations

1 Reading

- **Set the scene** Tell Ss to look at the title of the lesson. Say, "Destinations are places people travel to, like cities or countries. What are some exciting destinations you want to visit?" When Ss answer, encourage other Ss to ask follow-up questions (e.g., *Why do you want to go there? What can you see there?*).

A

Prereading

- **Preview and do the task** Read the instructions aloud. Write on the board:
Bogotá Rio de Janeiro Moscow Beijing
Ask, "What countries are these cities in?" [Bogotá: Colombia; Rio de Janeiro: Brazil; Moscow: Russia; Beijing: China] Then ask, "What do you know about them? What can you do in each place?" Have Ss work in pairs and write their own lists. Give Ss two minutes to brainstorm ideas. Then write Ss' ideas on the board.

Possible answers

Bogotá: visit the Gold Museum, the Botero Art Museum; walk around La Candelaria / Old Bogotá; ride bikes on the Ciclovía

Rio de Janeiro: take a cable car to Sugar Loaf Mountain; take the Corcovado cog train; go to the beach

Moscow: walk around Red Square; see the Kremlin, St. Basil's Cathedral; see the Bolshoi Ballet; visit the Pushkin Museum

Beijing: visit the Forbidden City, the Summer Palace; go to Beijing National Stadium

B

During reading

- **Present Reading Tip** Read the information aloud. Point out that Ss already know a lot about places to visit in these cities. Point to their ideas on the board and say, "You already know some things about these places." Point out that reviewing what you know about something before you read can help you understand and remember information. Ask, "What do you think you can learn?"
- **Preview and do the reading** Ask, "Do you ever use the Internet for travel information? Do you buy tickets or make reservations online?" Have Ss who answer **yes** tell about their experiences and the kind of information they get.
- Read the instructions aloud. Say, "Look at the information about the cities on the website. Read about each city. Look for ideas in the reading that are on the board."

- When Ss finish, have them report to the class about the ideas on the board that are mentioned in the reading.
- **Follow-up** Ss share a piece of information they learned.
- Tell Ss to look at the entire website and underline any new words. Have them call out those words or expressions. Ask classmates to help explain the meanings of the words.

Culture note

Bogotá

La Candelaria is the historic neighborhood in Bogotá. Many buildings date back to the colonial period. It also has boutiques and ancient churches. **The Gold Museum** has 36,000 artifacts, many made of gold.

Rio de Janeiro

Tijuca National Park was the idea of Emperor Dom Pedro II. In 1861, he saw how many trees were being cut down and he had them replanted. It is now the largest urban forest in the world. There are many hiking trails. **Sugar Loaf Mountain** gets its name from its distinctive shape. A cable car has taken passengers up to the top since 1912.

Moscow

Red Square is a historic square in Moscow that dates back hundreds of years. **The Cathedral of St. Basil** is one of the most well-known buildings near the square. It has distinctive multicolored domes. There is a central church surrounded by four larger churches, and four smaller churches. **The Kremlin** is a historic fortification with a famous long wall. It is where many government buildings are located.

Beijing

The Forbidden City was the home of 24 emperors over hundreds of years. It includes almost 1,000 buildings, some of them palaces, and 8,700 rooms. **The Beijing National Stadium** is very modern. It was built for the 2008 Summer Olympics held in Beijing.

Extra activity INDIVIDUALS / GROUPS

Individual Ss write three questions to ask for advice for a vacation they want to take (e.g., *How can I find a cheap hotel?*). Ss ask their questions in groups, and other group members try to answer or give advice on how to get the information that is needed.

C

Postreading

- **Preview and do the task** Read the instructions aloud. Ask four Ss to each read an item in the bulleted list aloud. Make sure Ss understand what information they are looking for. Have Ss find and write down the information from the article and then answer the follow-up questions. Check answers with the class.

Answers

La Candelaria; the streets are narrow
Moscow (Red Square), Beijing (the Forbidden City)
Sugar Loaf Mountain; by cable car
Answers will vary.

- **Follow-up** Ss share travel tips and say what they want to know about the places they want to read more about.

2 Talk about it

- **Set the scene** Have Ss look at the picture. Ask, “Where is this?” [Egypt] “Do you want to go there? Why?”
- **Preview the task** Read the instructions aloud. Call on different Ss to read the questions aloud. Then have three Ss read the example conversation.
- **Do the task** Have Ss work in groups, discuss their ideas, and make notes of the answers they agree on. Encourage Ss to use English only.
- **Follow-up** Groups report on the things they agreed on.

3 Writing

A

- **Present Help Note** Call on a S to read the information aloud. (For more information, see Language Notes at the beginning of this unit.)
- Tell Ss to look at Exercise 1B and find examples of lists of items with commas.
- **Preview and do the task** Read the instructions aloud. Have Ss read the extract and notice the commas. Then say, “Look at the website on p. 92 again. Underline lists with commas in the descriptions.”

Answers

Bogotá: narrow streets, old churches, and modern skyscrapers; beautiful park, great cafés, and shops; *Rio de Janeiro*: beaches, mountains, and natural beauty; *Moscow*: art, statues, and crystal chandeliers

B

- **Preview the task** Read the instructions aloud. Ask, “What is a place – a city or a country – you know well?” Ask a few Ss to call out their ideas.
- Have Ss look at the extract again. Ask a few comprehension questions (e.g., *What’s the name of a famous place in Bangkok? What can tourists do in Bangkok?*). After Ss answer, say, “When you write, answer these kinds of questions in your paragraph. You can also look at the information about the cities on p. 92 for ideas.”
- **Do the task** Have Ss write their paragraphs. As they write, walk around the class and help as needed.

C

- **Preview and do the task** Read the instructions aloud. Have Ss exchange paragraphs with a partner. Tell them to take turns asking and answering questions about the paragraph.
- Call on Ss to tell the class about their partners’ places.

Extra activity CLASS

Ss put their paragraphs on their desks or chairs, together with a blank piece of paper. Ss go around the class and write one question or suggestion for each paragraph. The author of the paragraph writes answers to the questions on the paper, then rewrites the paragraph, answering at least one question and using at least one suggestion.

About you

D

- **Preview and do the task** Read the instructions aloud. Call on Ss to read the first item aloud. Say, “Look at the description of Bogotá on p. 92.” Ask a S to read the first sentence. Ask, “What does *contrasts* mean?” [things that are different from each other] Have Ss write *contrasts* on the line for item 1. Say, “The expressions are listed in the same order as the words appear in the Travel Guide.” Have Ss complete the task and then compare answers in pairs. Check answers with the class.

Answers

1. contrasts 3. capital 5. head for
2. skyscrapers 4. locals 6. forbidden

Free talk

Tell Ss to turn to Free Talk 9 at the back of their Student’s Books. Have Ss do the task. (See the teaching notes on p. T-134.)

Workbook


Assign Workbook pp. 72 and 73. (The answer key begins on p. T-173.)

Vocabulary notebook

If done for homework

Briefly present the Learning Tip and the task directions. Make sure Ss understand what they need to do.

1

 This task recycles nationalities.

- **Preview and do the task** Tell Ss to look at the chart of countries and nationalities. Read the words, and have Ss repeat. Then say a country, and have Ss say the related nationality (e.g., *T: Brazil. Ss: Brazilian.*).
- Tell Ss to choose nationalities listed in the chart that they want to learn or think are useful to know. Have Ss complete the chart with 15 of the nationalities they would like to learn. Then have Ss compare their charts with a partner. Alternatively, have Ss call out their ideas to the class.

If done in class

- **Present Learning Tip** Read the information aloud. Ask Ss to name some nationality words, and have them try to identify the endings (e.g., *-ese* as in *Japanese*, *-n*, *-an*, *-ian*, as in *Australian*, *Mexican*, *Italian*, *-ish* as in *Spanish*).

Possible answers


-ese: Chinese, Japanese, Lebanese, Portuguese, Vietnamese

-ish: British, Irish, Polish, Spanish, Turkish

-ian / *-an* / *-n*: Australian, Brazilian, Canadian, Chilean, Colombian, Costa Rican, Ecuadorian, Egyptian, German, Guatemalan, Italian, Moroccan, Panamanian, Peruvian, Russian, South Korean, Venezuelan

other: Argentine, French, Greek, Iraqi, Israeli, Thai

2

 This task recycles country names.

- **Preview and do the task** Have Ss copy and complete the chart with countries for each of the regions. To make this a game, tell Ss to complete the chart without looking at the list of countries. The S with the most correct answers is the winner.

Possible answers

Africa: Egypt, Kenya, Morocco, South Africa

Asia: China, Japan, South Korea, Thailand, Vietnam

Europe: France, Germany, Great Britain, Greece, Ireland, Italy, Poland, Portugal, Spain

North America: Canada, Mexico, the United States

Central America: Costa Rica, Guatemala, Panama

South America: Argentina, Brazil, Chile, Colombia, Ecuador, Peru, Venezuela

On your own

- **Present On Your Own** Read the information aloud.
- **Follow-up** At the start of the next class, Ss compare their maps in small groups. Ss see who labeled countries they did not label.


Now I can . . .

- Go over the Now I Can items. Put Ss in pairs to give one example each for the first three items. Call on Ss and ask for examples or explanations.
- Have Ss look over the four lessons and identify any areas they want to review.
- Tell Ss to complete the Now I Can items. Ss check (✓) the items they know and put a question mark (?) by items that they are not confident about. Check with individual Ss which areas need review to see if there are general problems to review in class. Help individual Ss as required. Have Ss hand in a piece of paper with their name and a schedule showing what they plan to review and when. Review or reteach these language items in a future class.

Checkpoint Units 7–9

Before you begin the Checkpoint, write on the board: *Grammar, Vocabulary, Conversation Strategies*. Tell Ss to think about Units 7–9 and write down which area they are most sure about. Say each area, and ask Ss to raise their hands for the one they wrote.

1 Questions and follow-up questions!

 This task recycles the present continuous; *like to, want to, need to, have to*; and *can*. It also reviews the strategy of using follow-up questions.

A

▪ **Preview and do the task** Write questions 1, 5, and 7 on the board:

1. What you today? (*wear*)
5. What do you want tonight? (*do*)
7. What languages can you ? (*speak*)

Have three Ss come to the board and each complete a question [1. are, wearing; 5. to do; 7. speak]. Point out the three different verb forms: present continuous, *want + to + verb*, *can + verb*.

▪ Say, “Complete the questions with verbs.” Have Ss complete the questions. Check answers with the class: Call on individual Ss to read the questions aloud.

Answers

1. What are you wearing today?
2. What colors is the teacher wearing today?
3. What is happening in your neighborhood this week?
4. What can you do in your neighborhood after midnight? Can you go dancing?
5. What do you want to do tonight?
6. What kinds of restaurants do you like to go to?
7. What languages can you speak?
8. What do you have to do next weekend?
9. What time do you have to get up tomorrow?
10. What are your friends doing today?
11. How often do you like to see your family?
12. What are you thinking about right now?

▪ Have Ss match the questions and answers. Read question 1 and its answer aloud. Have Ss complete the task. Check answers with the class: Have pairs of Ss each read a question and an answer.

Answers

- | | | | | | |
|------|------|------|------|-------|-------|
| 1. d | 3. a | 5. b | 7. g | 9. l | 11. c |
| 2. f | 4. k | 6. j | 8. i | 10. h | 12. e |

▪ **Practice** Ss take turns reading the questions and answers in pairs. Say, “Are any answers true for you? Tell your partner as you answer.”

B

▪ **Preview the task** Read the instructions aloud. Tell Ss to circle five questions from Exercise 1A to ask a partner.

▪ Have two Ss read the example conversation aloud. Ask, “What other follow-up questions can you ask?” Have Ss call out other questions.


▪ **Do the task** Have pairs take turns asking and answering the questions they chose. Tell Ss to answer with their own information. Remind Ss to ask follow-up questions to continue the conversation.

▪ **Follow-up** A few pairs act out a conversation for the class.

Extra activity CLASS

Ss choose one question from Exercise 1A to ask classmates. Ss walk around the class, ask the question, and add follow-up questions. Have Ss report back to the class something interesting they learned about their classmates.

2 Play a word game.

 This task recycles the vocabulary of sports, countries, nationalities, colors, and clothes and jewelry.

▪ **Preview and do the task** Read the instructions and the examples in the chart aloud. Remind Ss they only have two minutes for the task. Tell Ss not to begin until you say “Go!”


▪ Have Ss complete the chart. When Ss finish, have them compare answers in pairs. To model the task, call on two Ss to read the example conversation. Have Ss note who got the most correct answers and report to the class. Find out if any Ss have a word in every blank.

▪ Check answers with the class: Draw a chart like the one in the book on the board. Call on four Ss to write their answers. Ask other Ss to write any additional answers.

Possible answers

	B	G	R	S	T
sport	basketball	golf	running	soccer	tennis
country	Brazil	Greece	Russia	Spain	Turkey
nationality	Brazilian	Greek	Russian	Spanish	Turkish
clothing / jewelry	blouse	gloves	ring	sweater	T-shirt
color	blue	green	red	silver	turquoise

3 Can you use these expressions?

 This task recycles the use of *this*, *that*, *these*, and *those*. It also reviews the conversation strategies of explaining words, expressions to take time to think, and expressions with *That's*...

- **Set the scene** Have Ss look at the picture for 10 seconds and then close their books. Tell Ss to write down three questions the two men could ask each other (e.g., *What are those? How much is the ice cream? Can I buy a hat?*). Ask Ss to call out questions, and write a few on the board.
- **Preview the task** Read the instructions and the example aloud. Tell Ss to use each expression only once.
- **Do the task** Have Ss complete the conversation. Tell Ss to check answers in pairs: S1 reads Samir's lines, S2 reads Grant's lines. Check answers with the class: Call on a pair to read their answers, and tell Ss to raise their hands if they disagree with any.

Answers

Samir Grant! What are you doing here?

Grant I'm working here for the summer.

Samir Wow. That's great. Hey, I like your uniform. I mean, that shirt is cool.

Grant Yeah, but I can't stand this hat. It's so hot.

Samir That's too bad. Do you have to wear it?

Grant Uh-huh. So, what can I get for you?

Samir Let's see . . . What do you have?

Grant Um . . . we have things like ice cream, frozen yogurt, smoothies . . .

Samir What's a smoothie?

Grant It's a kind of drink. It's kind of like a milkshake.

Samir Let me think. Do I want frozen yogurt or a smoothie?

Grant Well, they're both good.


Samir Hey, do people really buy those hats?

Grant Actually, they're free with the frozen yogurt.

Samir In that case, can I have a smoothie?

- Tell Ss to look at the questions they wrote for Set the Scene and say which, if any, are in the conversation.
- **Practice** Have Ss practice the conversation in pairs. Then have Ss practice the conversation again, changing the last four lines and adding two or three more exchanges, if possible.

4 Do you have similar interests and tastes?

 This task recycles the vocabulary for sports, colors, seasons, countries and languages, clothes, and weather. It also reviews *can* / *can't* and *like to* / *want to*.

A

- **Preview and do the task** Read the instructions aloud. Model the task by completing one or two sentences about yourself (e.g., *I don't like to watch baseball. I want to learn to swim*). Have Ss complete the chart with their own information.

B

- **Preview the task** Read the instructions aloud. Have three Ss read the example conversation aloud.
- **Do the task** Have group members compare their sentences from Exercise 4A: For each sentence, a S reads what he or she wrote, and other group members say if they agree or disagree. Have Ss note what things they agree about. Group members take turns reading a sentence until all the sentences have been read. Encourage group members to ask follow-up questions.

- **Follow-up** Groups report to the class about what they have in common (e.g., *Our group doesn't like to watch sports on TV. It's boring!*).

Extra activity GROUPS

Ss write interesting, true sentences about themselves for each of the topics in the chart (e.g., for clothes: *I have a pair of orange shoes*). Tell them not to put their names on their papers. When Ss finish, they form groups. They mix up the papers and then choose one each. Ss take turns reading the sentences on the paper they chose. The rest of the group tries to guess which group member wrote the sentences.

UNIT 10 Busy lives

Language notes

Lesson A A night at home

Grammar Simple past statements – regular verbs

(See Student's Book p. 99.)

Form

The simple past verb form does not change for different subjects. Regular affirmative verbs end in *-ed*. The negative is formed with the auxiliary *did* + *not* (which is usually contracted – especially in speech – to *didn't*) and the base form of the verb.

- Affirmative statements

subject + (verb)*ed*

I rented a video.

He played video games.

- Negative statements

subject + *didn't* + base form of the verb

She didn't study French.

They didn't email their friends.

Use

The simple past is used for single or habitual events at a definite time in the past. It can also be used to talk about states and feelings in the past (e.g., *I didn't want to go out last night. I didn't like the movie.*). It is often used with a past time expression (e.g., *yesterday, last week*).

Grammar Simple past endings

(See Student's Book p. 99.)

Spelling rules for adding *-ed* to verbs to form the simple past:

- For most verbs: add *-ed* to the base form of the verb (*play* – *played*, *watch* – *watched*).
- When the verb ends in *e*: add *-d* (*like* – *liked*).
- When the verb ends in a consonant and *y*: change the *y* to *i* and add *-ed* (*study* – *studied*).

- When the verb ends in a vowel and a consonant: double the consonant and add *-ed* (*chat* – *chatted*). (Exception: When the verb is not stressed on the final syllable, do not double the final consonant: *visit* – *visited*.)



Corpus information

Common errors with the negative form of simple past

Ss often use a past form after the negative auxiliary *didn't*. The auxiliary *did* / *didn't* carries the past form so the simple form of the main verb is used. (I *didn't* clean the house. NOT *I didn't cleaned the house.*)

Speaking naturally *-ed* endings

(See Student's Book p. 99.)

- There are three ways to pronounce the regular simple past *-ed* ending:
 - When the verb ends in *t* or *d*, add a syllable: /ɪd/ or /əd/.
 - When the verb ends in a voiceless consonant (except *t*), the ending is pronounced /t/. (Voiceless consonants include: /f/, /k/, /p/, /θ/, /ʃ/, /tʃ/, /s/.)
 - When the verb ends in a vowel or voiced consonant (except *d*), the ending is pronounced /d/. The voiced consonants are /b/, /g/, /z/, /ʒ/, /dʒ/, /v/, /ð/, /m/, /n/, /ŋ/, /l/, and /r/.
- It is important for Ss to recognize simple past verbs when they hear them. It is also important for Ss to know which verbs they should add /ɪd/ or /əd/ to when they speak. The difference between /t/ and /d/ is less important for Ss to produce because, in fast speech, these sounds are often assimilated into the sounds that follow them (e.g., *I talked to him.*).

Lesson B A busy week

Vocabulary Irregular verbs

(See Student's Book p. 100.)

The lesson presents 11 frequently used English verbs that have irregular forms in the simple past.

Possible problems

The following irregular verbs often cause Ss problems:

read, which is pronounced /riːd/ in its base form and in the simple present, and /red/ in the simple past

bought, both its spelling and pronunciation

went, as the past tense of *go*

did, as the past tense of *do*

Note

Irregular simple past verbs do not end in *-ed*.

Grammar Simple past *yes-no* questions

(See Student's Book p. 101.)

Form

- *Yes-No* questions are formed with the auxiliary verb *did* followed by the base form of the verb. The rule applies to all verbs, regular and irregular. The form is the same for all subjects.
 - Did* + subject + base form of the verb?
 - Did he go to a movie?*
 - Did Paul and Bob go out for dinner?*
- Short answers are formed with *did* and *didn't*.
 - Yes, he did. He went to a movie last night.*
 - No, they didn't. They ate at home.*

Pronunciation

In conversation, *did you* is pronounced /dɪdʒə/ or /dɪdʒuw/, and often /dʒə/ or /dʒuw/ in *wh*- questions.

Vocabulary Past time expressions

(See Student's Book p. 101.)

The Word Sort chart includes common adverbs that show past time: *yesterday, last night / week / month, year, and ago.*

Lesson C Congratulations!

Conversation strategy Appropriate responses

(See Student's Book p. 102.)

The lesson presents some fixed or conventional expressions for everyday situations such as wishing people good luck and happy birthday, giving congratulations and sympathy, and offering praise.

Congratulations! (when someone passes an exam, wins a game, gets a good job, and so on)

Good for you! (when someone does something that the speaker approves of)

Good luck! (when someone has to do something difficult)

Happy birthday! (when someone has a birthday)

Thank goodness! (when someone's bad experience is over or when someone avoids a bad experience)

I'm sorry to hear that! (when someone has had something bad happen)

Strategy plus *You did?*

(See Student's Book p. 103.)

- *You did?* is one example of many common conversational responses that use an auxiliary. Other examples include: with simple present: *You do?* with present of *be*: *You are?*
- People say both *You did?* and *Did you?* The response *You did?* tends to be used more among friends and family, and *Did you?* is more common with strangers. The more "friendly" *You did?* is the focus of this lesson.
- People use responses such as *You did?* to show they are engaged and interested in the conversation, or simply to show that they are listening.
- The intonation of *You did?* can vary. To show surprise and interest, the intonation of *You did?* is likely to be more exaggerated or to be pronounced like a question. To show "I'm listening," the intonation is likely to be "flatter" and sound more matter-of-fact.

Lesson D A blog

Reading tip

(See Student's Book p. 104.)

The tip focuses on understanding parallel constructions: Writers don't always repeat the subject of two or more actions when they are listed or joined by *and* Ss should recognize that the subject is the same for two or more actions (e.g., in the sentence *I invited her over, cooked a special dinner, and made her favorite dessert*, *I* is the subject of each action: *I invited her over, I cooked a special dinner, and I made her favorite dessert*).

Help note Ordering events with *before, after, when, and then*

(See Student's Book p. 105.)

The Help Note focuses on ordering events in the past using prepositions, conjunctions, and one adverb.

Form

- *Before* and *after* are prepositions when used before nouns.
I met a friend before class.
I met a friend after class.
- *Before* and *after* are conjunctions when they join clauses.
I called a friend before I went out.
Before I went out, I called a friend.
- *When* is a conjunction.
When I came home, I went to bed.

- *Then* is an adverb. It is often used at the start of a sentence.
I left work. Then I met a friend.

Use

- Expressions like *before class* and *after work* usually go at the end of a sentence, but can go at the beginning to emphasize the time something happened.
I met a friend before class.
After work, I met a friend.
- Time clauses beginning *before, after,* and *when* can come either first or second in a sentence. When they come first, they need a comma at the end.
I called a friend before I went out.
Before I went out, I called a friend.
I went to bed when I came home.
When I came home, I went to bed.
- *Then* can be used to start a sentence, or after *and* within a sentence.
I left work. Then I met a friend.
I left work and then I met a friend.



Corpus information *After, before, when*

The clauses introduced by the conjunctions *after, before,* and *when* can start sentences, but these clauses most often occur after another clause.

Busy lives

Teach this unit opener page together with Lesson A in one class period.

Introduce the theme of the unit Read the title of the unit aloud. Ask a few Ss, “Do you have a busy life? What do you usually do during the day? How about in the evenings? When do you relax? Do you have a lot of time to relax on the weekends?”

In this unit, you learn how to . . .

▪ **Unit aims** Read the lesson headings and key unit aims aloud. Tell Ss to listen and read along.

↻ **Recycle vocabulary and grammar** This task recycles verbs, frequency adverbs, and time expressions. Tell Ss to work in pairs and look at the pictures in the unit. Ask them to find activities they do on the weekends: some

activities they always do, some they often do, and some they sometimes do. Tell Ss to talk about the activities they do and to use frequency adverbs and time expressions to say how often and when they do them (e.g., *I often read books on Saturdays. I always cook dinner on Saturday evening*). Ss decide if their partner has a “busy weekend.”

Before you begin . . .

▪ Review the activities in the pictures. Tell Ss to look at the pictures and the activities.

↻ **Recycle grammar** This task recycles the present continuous. Ask, “What are the people doing?” Have Ss call out the answers, and ask individual Ss to write them on the board. [1. She’s playing the guitar / practicing a musical instrument. 2. She’s working late. 3. He’s shopping / grocery shopping / buying food. 4. He’s making / cooking dinner.]

▪ **Preview and do the task** Read the instructions aloud. Read the items aloud, and have Ss repeat. Tell Ss to circle the terms for the activities they do. Have Ss work in pairs to tell each other which of the pictured activities they do during the week (e.g., *I usually make dinner; I don’t shop for groceries in the evening. I shop for groceries on Saturdays;*

I don’t practice a musical instrument). Elicit the other things Ss do and write them on the board.

↻ **Recycle vocabulary** This task recycles vocabulary for daily routines and free-time activities. Ask Ss to tell their partners or the class things they usually do during the week. Tell Ss to use frequency adverbs and time expressions in their answers (e.g., *on Monday evenings*).

Extra activity GROUPS

In small groups and with books closed, Ss make a list of as many weekday activities as they can in two minutes. Groups exchange lists and see how many activities are the same.

Lesson A A night at home

1 Getting started

- **Set the scene** Write the lesson title on the board: *A night at home*. Ask Ss, "What do people do in the evening at home?" Elicit ideas and write them on the board (e.g., *make dinner, do homework, watch TV*).

A

- **Preview and do the task** Read the instructions aloud. Model the activity. Tell the class some things you do on a typical weeknight. Elicit the things Ss do on a typical weeknight.

B 3.06

- **Preview the task** Tell Ss to look at the pictures. Write on the board: *Peter, Josh, Stephen, Rachel, Mari, Melissa*. Have Ss predict activities they might hear from each person. Write Ss' ideas on the board next to each person's name.
- Say, "The people are answering the question *What did you do last night?* Who had fun last night? Listen and circle the names of the people you think had fun."
- **Play the recording** Ss listen and circle the people's names. Ask, "Who had fun last night?" [Josh, Melissa, Stephen] "Who didn't have fun last night?" [Mari, Peter, Rachel]
- Help Ss use the pictures to guess the meanings of words, and explain other new vocabulary as needed (e.g., *practice, flute, rent, invite, chat*).
- **Play the recording again** Books closed. Ss listen for each person's activities the night before. Pause after each person's answer, and have Ss call out any activities written on the board that were mentioned on the recording.

Extra activity PAIRS

Play the recording, pausing after each person speaks. Without looking at their books, pairs take turns trying to repeat what each person said.

Figure it out

C

- **Preview the task** Ask Ss to read the information about Josh in Exercise 1A. Say, "Find and underline three verbs that say what Josh did last night." Have Ss call them out, and write them on the board:
stayed played listened
Ask, "What do you notice about the endings of the verbs?" [They end in *-ed*.]
- Ask Ss to read the information about Peter. Tell Ss to look at the first sentence in 1. Ask, "What verbs can complete the sentence about Peter and his wife and what they did last night?" [rented or watched] Write the complete sentence on the board:
Peter and his wife rented a movie.

Ask, "What is the negative sentence? What didn't Peter do?" [But I didn't like it much.] Tell Ss to look at the second sentence in 1. Ask, "What word completes the second sentence about Peter?" [didn't] Write on the board:

Peter didn't like it.

Say the sentences, and have Ss repeat.

- **Do the task** Have Ss complete the remaining sentences. Tell Ss to look at the information under the people's pictures in Exercise 1B for help and to pay attention to the verb endings. Tell Ss to circle other verbs the people in Exercise 1B use to talk about the past. Have Ss compare their answers with a partner. Check answers with the class.

Answers

1. Peter and his wife rented / watched a movie. Peter didn't like it.
2. Melissa and her friends cooked dinner. She didn't want to go out.
3. Rachel worked late. She didn't watch a movie.

Other verbs in past: stayed, played, listened, tried, practiced, invited, cleaned, chatted

- **Focus on the form and the use** Say, "Look at all the verbs you wrote and underlined. What's the same about the verbs in the affirmative sentences?" [They all end in *-ed*.] Write on the board: *(verb)ed*. Explain, "The verbs with an *-ed* ending are in the simple past. We use this form to talk about things that happened in the past, for example, things that happened last night." Ask, "What's the same about the negative sentences?" [They all use *didn't* + the base form of the verb.]
- **Try it out** Have Ss look at the people's answers in Exercise 1B. Ask, "Did any of the people do something you did?" Ask Ss to raise their hands. Model a response (e.g., *Rachel cleaned the house last night, and I cleaned the house, too*). Call on several Ss who raised their hands to give similar answers.

Extra activity PAIRS

Ss form pairs and write five sentences saying what they think their partners did last night. Ss read their sentences aloud to their partners, who say if each is true or false.

Extra activity GROUPS

Ss have one minute to look at the information and to remember what each of the six people did last night. Write the names of the people on the board. Books closed. Group members say what the people did, with a secretary writing simple past sentences. After two minutes, one group writes its answers on the board. Other groups write any additional answers. Groups get one point for each correct answer they wrote. The group with the most points wins.

2 Grammar

 3.07

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Tell Ss to look at the chart. Ask, "What two letters do all these simple past verbs in the examples on the left end with?" [-ed]
- Ask, "How do you make a negative verb in the simple past?" [*didn't* + verb] "Does the verb after *didn't* have an ending?" [no] Ask, "What is the full form of *didn't*?" [did not] Write the pattern for negative statements on the board: *subject + didn't + verb*. (For more information, see Language Notes at the beginning of this unit.)
- **Present Simple Past Endings** Go over the endings for regular verbs in the simple past at the right side of the chart. (For more information, see Language Notes at the beginning of this unit.) Ask Ss to give another verb for each example (e.g., *rented, lived, stayed, worried, shopped*).
- **Present In Conversation** Read the information aloud. Ask a few Ss to give examples of sentences with verbs in the simple present and the simple past.

A

- **Preview and do the task** Read the instructions and the example aloud. Have Ss complete the sentences. Check answers with the class: For each sentence, ask a S to write it on the board.

Answers

1. played; 2. didn't want; 3. called, chatted; 4. rained, didn't want; 5. practiced; 6. tried, called, invited; 7. cooked; 8. watched, didn't like

About you 

B

- **Present Common Errors** Read the information aloud. Write four affirmative sentences on the board (e.g., *I watched TV last night*), and call on Ss to make the sentences negative (*I didn't watch TV last night*). Make sure they don't use the simple past form of the main verb.
- **Preview and do the task** Read the instructions aloud. Ask a pair of Ss to read the example conversation aloud. Write sentence 1 on the board. Say, "This isn't true for me. I didn't play a video game last night." Change the sentence on the board. Ask, "Is sentence 1 true for you?" Have Ss raise their hands. Point out that Ss can change the sentence in different ways to make it true. Have Ss take turns saying true sentences about themselves with a partner. Remind them they can use *How about you?* to ask the other person the same question.
- **Follow-up** A few Ss say sentences that are true for both them and their partners.

Extra activity CLASS

Say statements about what you did last night – some of which are true and some of which are false (e.g., *I cooked dinner. I studied Russian*). Ss write the sentences and mark each *T* (True) or *F* (False). A few Ss give their guesses (e.g., *You didn't study Russian*). Then say the things you did and did not do, and Ss check their lists.

Extra practice

Tell Ss to turn to Extra Practice 10A on p. 148 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-148.)

3 Speaking naturally

A  3.08

- **Preview the task** Say, "The *-ed* ending for simple past verbs is pronounced three ways. Study the examples." Read the instructions aloud. (For more information, see Language Notes at the beginning of this unit.)
- **Play the recording** Ss listen and repeat, listening carefully to the *-ed* endings. Explain that the *-ed* ending is pronounced as an extra syllable, /ɪd/, only after verbs ending in *t* or *d*. Say, "Use /ɪd/ only when the base form of the verb ends in *t* or *d*."
- **Follow-up** Write on the board: *cook, walk, watch, shop, practice*. Point to each, and have the class call out the simple past form with /t/. Do the same for *live, clean, use, order* with /d/, and for *hate, start, visit, need, want* with /ɪd/.

B  3.09

- **Preview the task** Read the instructions aloud. Tell Ss to look at the sentences and underline the verbs. Ask Ss to work in pairs and predict the pronunciation of each verb ending.
- **Play the recording** Ss listen and check (✓) the correct column. Have Ss compare their answers with a partner. Check answers with the class.

Answers

1. /t/ or /d/ 2. /ɪd/ 3. /ɪd/ 4. /t/ or /d/ 5. /t/ or /d/ 6. /t/ or /d/

- **Follow-up** Have Ss compare their predictions with the correct answers.

About you 

C

- **Preview and do the task** Read the example aloud. Have Ss each take notes on one thing they did each night last week. Have groups share their ideas, find activities the group had in common, and report them to the class.
- Write the top three activities from each group on the board. Point to each activity, and have Ss raise their hands if they did the activity last night. Count hands and find the three most common activities for the entire class.

Workbook

- Assign Workbook pp. 74 and 75. (The answer key begins on p. T-173.)

Lesson B **A busy week**

1 Building vocabulary

- **Set the scene** Say, "In Lesson A, you answered the question *What did you do last night?* In this lesson, you answer the question *What did you do last week?*" Have Ss work in pairs and say three things they did last week. Ask several Ss to tell the class about their activities.

A 3.10

- **Preview the task** Write on the board:

cook stay rent

Ask a few Ss to use each verb in a simple past statement. As Ss call out their sentences, add the *-ed* ending to each verb on the board. Say, "These are regular verbs. They end in *-ed* in the simple past. English also has many irregular verbs. Irregular verbs do not use the *-ed* ending. They have special forms in the simple past."

- **Present Note** Read the information aloud. Write on the board:

I took an exam.

Ask, "What do you think the simple present form of *took* is?" [take]

- Tell Ss to look at the pictures and the sentences. Say, "The verbs in these sentences are irregular simple past verbs. Listen to each sentence and repeat."
- **Play the recording** Pause after each sentence for Ss to repeat.
- **Play the recording again** Ss listen and check (✓) the things they did last week.
- Call on several Ss to tell the class two things they did last week and two things they did not do.

B

- **Preview and do the task** Read the instructions aloud. Have Ss write the verbs from Exercise 1A, and next to each write the simple present form. Check answers with the class: Have individual Ss each read a sentence in Exercise 1A. After each one, ask, "What's the simple past form of the verb, and what's the simple present verb with no ending?" [bought, buy; had, have; made, make; saw, see; read, read; went, go; took, take; met, meet; did, do; wrote, write]

Extra activity GROUPS

Ss each write five things they did yesterday. Group members read their lists. Once all Ss have read their lists, group members each write as many activities as they can remember for each group member. Ss check their answers and receive one point for each sentence they get correct. The group member with the most points is the winner.

Word
sort

C

- **Preview the task** Say, "Today is (give day). Yesterday was (give day). Last night was also (give day). Two days

ago it was (give day)." Tell Ss to look at the chart. Read the example in the chart aloud. Say, "Write one thing you did yesterday, one thing you did last night, one thing you did two days ago, one thing you did last week, one thing you did last month, and one thing you did last year."

- **Do the task** Have Ss complete the chart. Tell Ss to compare their charts with a partner. Call on Ss to tell what their partners did at each time.
- **Follow-up** Ask Ss to say the sentences from Exercise 1A in their negative form. Remind Ss that the negative form is *didn't* + verb. [I didn't buy a sweater. I didn't have a piano lesson. I didn't make a lot of phone calls. I didn't see three movies. I didn't read a couple of books. I didn't go to a party. I didn't take an exam. I didn't meet someone interesting. I didn't do a lot of work. I didn't write three reports.]
- Call out an item number from Exercise 1A. Have several Ss make a true statement with the affirmative or negative simple past form of the verb and a time expression from Exercise 1C. They should also add a follow-up statement (e.g., *I had a piano lesson last week, and I had a guitar lesson, too. / I didn't have a piano lesson last night, but I had a guitar lesson.*)

Extra vocabulary EVERYDAY ACTIVITIES

Present or have Ss suggest extra vocabulary for everyday activities, such as *do / did the dishes, give / gave a speech / a presentation at work, clean / cleaned out the closet, make / made the bed, vacuum / vacuumed the carpet, attend / attended a meeting, miss / missed a bus / a meeting.*

Extra activity PAIRS

Ss make a chart similar to the one in the Student's Book, but with different times in it (e.g., *last Monday, four days ago, last spring, last semester*). Ss form pairs and exchange charts, writing three things they did under each heading. Pairs then read their information to each other.

Extra activity INDIVIDUALS / CLASS

Ss write down in one minute as many activities as they can that they did last Monday. Ss write complete simple past sentences. Ss count the sentences, and Ss with the highest totals read their lists. The class decides who the busiest S is.

Vocabulary notebook

Tell Ss to turn to Vocabulary Notebook on p. 106 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-106.)

2 Building language

- **Set the scene** Write on the board:
Did you have a busy week last week?
Answer the question (e.g., *Yes, I did. I worked every day. I went out with friends in the evenings.*). Ask a few Ss to answer the question.

A 3.11

- **Preview the task** Read the instructions aloud. Tell Ss to look at the questions in the online survey, and answer any questions about vocabulary.
- **Play the recording** *Audio script p. T-170* Ss listen and check (✓) Mei Lei's answers.

Answers

1. Yes, I did.
2. No, I didn't.
3. Yes, I did.
4. Yes, I did.
5. No, I didn't.
6. No, I didn't.

- **Follow-up** Play the recording again. Ss listen and circle the answer that is true for them for each question. They will use these answers in Exercise 2C.

Figure it out

B

- **Preview and do the task** Read the instructions aloud. Have Ss look at the questions in Exercise 2A. Ask, "What word is first in each question?" [Did] "What form of the main verb does each question use?" [simple form, or form without an ending] Have Ss complete the questions. Check answers with the class.

Answers

1. Did
2. Did
3. do
4. take

About you

C

- **Preview and do the task** Read the instructions aloud. Have pairs take turns asking and answering the questions in Exercises 2A and 2B. Call on Ss to tell the class what they have in common.

Recycle conversation strategies Have Ss do the task again using the strategies of asking follow-up questions and saying more than *yes* or *no* as they answer questions (e.g., *S1: Why did you have to work late on Monday and Tuesday? S2: I had to finish a report for my boss.*).

3 Grammar

3.12

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Tell Ss to look at the chart. Write on the board: *subject, did, verb?* Ask Ss how to form *yes-no* questions in the simple past. Write the pattern on the board: *Did + subject + verb?* Remind Ss that the past form of the verb is never used after *did*.
- Write on the board:

Did ____ go to a movie yesterday?
Yes, ____ did. No, ____ didn't.

Ask Ss to say the pronouns that can go in the blanks [I, you, she, he, it, we, they]. Tell Ss that this is the pattern for short answers and that the verb after the pronouns does not change.

About you

A

- **Preview the task** Books closed. Copy the scrambled question 1 on the board. Say, "Unscramble these words to make a question." Books open. Ask a S to read the example question and answer aloud. Point out that the time expression usually comes at the end. Elicit the time expression in each item.
- **Do the task** Have Ss complete the task. Check answers with the class: Call on individual Ss to each read a question.

Answers

1. Did you go to bed early last night?
2. Did you do a lot of homework yesterday?

3. Did you have to do any errands last weekend?
4. Did you have a busy schedule last month?
5. Did you and your friends go out last Friday?
6. Did your best friend do anything interesting last week?

- Have Ss take turns asking and answering the questions with a partner. Tell Ss to listen carefully to their partners' answers because they will need the information for the next task.

About you


B

- **Preview and do the task** Read the instructions aloud. Ask two Ss to read the example conversation aloud. Have pairs find a new partner, who asks about their first partner. Call on Ss to tell the class how much they remembered of their first partner's answers. If Ss remembered a lot, ask them to tell the class any strategies they used to remember.
- **Follow-up** Ask a few Ss to report anything interesting they learned to the class.

Extra practice

Tell Ss to turn to Extra Practice 10B on p. 148 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-148.)

Workbook

 Assign Workbook pp. 76 and 77. (The answer key begins on p. T-173.)

Lesson C Congratulations!

Lesson C recycles verbs in the simple past.

1 Conversation strategy

- **Set the scene** Write these column headings on the board:
Good news *Bad news*
Tell Ss to think of examples of good and bad news and call out ideas. Write them on the board under the appropriate heading (e.g., *Good news: I passed my exams. Bad news: I lost my wallet.*).

A

- **Preview the task** Write on the board: *Congratulations! Good for you. Good luck! I'm sorry to hear that.* Tell Ss to think of statements for which they can use the responses. Make a list on the board (e.g., *Congratulations: I got a job. / My soccer team won the game. Good for you: I'm working out at the gym every day. / I volunteer at the local library. Good luck: I have a big test today. / I have an interview today. I'm sorry to hear that: I lost my wallet. / I got a parking ticket.*)
- **Do the task** Read the instructions and the questions aloud. Then call on four Ss to read each of the expressions aloud. Ask, "Which expression can you use when someone passed a test?" [Good for you.] Have Ss match the questions and expressions. Check answers with the class.

Answers

1. d 2. c 3. a 4. b

B 3.13

- **Preview the task** Read the instructions aloud. Tell Ss to quickly read the conversations and underline any words they do not understand. Explain any new words (e.g., *exhausted, interview, driver's test*).
- **Play the recording** Ask, "Which conversations are about good news?" [2, 3] "Which are about bad news?" [1, 4] Elicit how Ss know.
- **Practice** Tell Ss to practice the conversations in pairs, taking turns playing each role.

C

- **Present Notice** Tell Ss to read the information and then look at the conversations again. Ask them to circle the different expressions speakers use in response to news [1. I'm sorry to hear that. 2. Thank goodness! That's great. Congratulations! 3. Nice. 4. I'm sorry to hear that. Well, good luck!]. Point out that these expressions help the listener "say the right thing" in response to certain everyday situations. (For more information, see Language Notes at the beginning of this unit.)

Extra activity PAIRS

Ss practice the four conversations in Exercise 1B again. This time Ss change two words in each conversation (e.g., *A Thank goodness it's Saturday. B Yeah. I'm tired.*).

D

- **Preview the task** Read the instructions aloud. Call on individual Ss to each read one of the sentences aloud. Ask Ss to say what words they do not understand, and have other Ss explain the words if possible. Have two Ss read the example conversation aloud.
- **Do the task** Have Ss decide on the appropriate responses. Check answers with the class: One S reads a sentence, and a different S responds. Have other Ss raise their hands if they chose a different response.

Answers

- | | |
|----------------------------|---------------------|
| 1. Good luck | 4. Happy birthday! |
| 2. I'm sorry to hear that. | 5. Congratulations! |
| 3. I'm sorry to hear that. | 6. Thank goodness! |

- Tell Ss to take turns reading the comments and responses with a partner.

Recycle Ss recycle responses using a *That's...* expression. Tell Ss to practice saying the sentences in Exercise 1D again. This time Ss respond with a *That's...* expression as well as an expression from the lesson (e.g., *S1: I have a terrible cold. S2: That's too bad. I'm sorry to hear that.*)

Extra activity PAIRS

Pairs write a new comment for each of the five expressions. Pairs then work with another pair, and read out their sentences randomly. The other pair responds appropriately.

Extra activity PAIRS

Each S thinks of three things they did in a busy week or three pieces of news, using real or made-up information. Ss form pairs and then use their three ideas in a new conversation, using the conversations in Exercise 1B as models.

Extra activity PAIRS

Ss prepare a conversation similar to the ones in Exercise 1B. Ss must use three of the expressions in their conversation, and then present it to the class.

2 Strategy plus

- **Present Strategy Plus** Write on the board *Interested? Surprised? Just listening?* Tell Ss to look back at p. 102 and find an example of *You did?* in each conversation. For each conversation ask, "Why did the speaker use *You did?* as a response?" Point to the words on the board, and elicit ideas [1. She's surprised / just listening. 2. She's surprised / interested. 3. She's interested / just listening. 4. She's surprised.]. (For more information, see Language Notes at the beginning of this unit.)
- Read the information in Strategy Plus aloud. Ask two Ss to read the example conversation.
- **Present In Conversation** Read the information aloud. Point out that people say both *You did?* and *Did you?* The response *You did?* tends to be used more among friends and family, and *Did you?* is more common with strangers. Write both responses on the board. Say, "Your best friend tells you she did something interesting last night. Which expression do you use?" [You did?] "Someone you just met tells you he did something interesting last night. Which expression do you use?" [Did you?]
- Give pieces of news about things you did recently. Go around the class. Ask Ss to respond with *You did?* or *Did you?* and one of the expressions on p. 102.

A 3.14

- **Preview and do the task** Read the instructions aloud. Have a S read the first item. Elicit the best response. [c]
- Have Ss match the comments and responses.
- **Play the recording** Have Ss listen and review their answers. Check answers with the class: Read A's part, and call on a few Ss to say their questions.

Answers

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

- Tell pairs to take turns practicing the conversations. Ask pairs to act out one of their conversations for the class.

About you

B

- **Preview and do the task** Read the instructions aloud. Tell Ss to think of three things they did last weekend. Have pairs take turns telling each other what they did and responding with *You did?* or *Did you?* and a follow-up question. Challenge Ss to continue their conversations for one minute. Monitor.

3 Listening and strategies

A 3.15

- **Preview the task** Tell Ss to look at the words next to each name. Say, "Choose a word that describes your week." Call on several Ss to tell the class their words and say why. Read the instructions aloud. Refer to the script on p. T-170. Explain any unfamiliar vocabulary (e.g., *present, go well, overnight*).
- **Play the recording Audio script p. T-170** Ss listen and check (✓) the correct word next to each name. Check answers with the class.

Answers

1. busy 2. exciting 3. terrible

B 3.15

- **Preview the task** Read the instructions aloud. Have Ss read the sentences.
- **Play the recording again** Ss listen and complete the sentences. Check answers with the class.

Answers

1. Laura wrote a report last week. She has to present it at a meeting next week.
2. Tyler painted a picture of his sister. His teacher bought it.
3. Louis's department store closed. Now he can't pay his credit card bill.

C 3.15

- **Preview the task** Read the instructions aloud. Tell Ss to read the responses.

- **Play the recording Audio script p. T-170** Ss listen and write. Check answers with the class.

Answers

1. d 2. c 3. a

- **Follow-up** Ss work in pairs to create a conversation using the unused expression from the activity: *Happy birthday!*

About you

D

- **Preview and do the task** Read the instructions aloud. Have two Ss read the example conversation aloud. Model the activity. Tell the class about your week. Then have Ss take turns telling a partner about their week. Remind them to keep the conversation going as long as they can, using follow-up questions and the expressions from the lesson. Call on Ss to tell the class about their partners' week.

Extra activity CLASS

Ss go around the class telling one another unusual things they did the previous week. Ss can make up a piece of amazing news (e.g., *I went to Paris for lunch.*; *I had dinner with Johnny Depp.*; *I cooked dinner for 500 people.*). Tell Ss to exaggerate and be creative! Other Ss respond appropriately.

Workbook

- Assign Workbook pp. 78 and 79. (The answer key begins on p. T-173.)

Lesson D **A blog**

1 Reading

- **Set the scene** Tell Ss to look at the title of the lesson. Ask, "What's a blog?" Get ideas from Ss (e.g., *writing / a website about personal events, writing / a website about a particular topic*).

Prereading

A

- **Preview and do the task** Read the instructions aloud. Ask, "Do you ever read blogs?" Have Ss raise their hands if they do. Ask a few Ss who raised their hands, "Do you know people who write blogs?" Ask a few Ss who do not raise their hands, "Why don't you read blogs?"
- Have Ss work in pairs and list topics that people write about in blogs. Give Ss one minute to brainstorm as many ideas as they can. When Ss finish, write their ideas on the board (e.g., *travel, celebrities, politics, local events, cooking, shopping, sports*).

B

During reading

- **Preview the reading** Read the instructions aloud. Say, "As you read, notice what Martin did last week and what problems he had."
- **Do the reading** Ss read the blog and write a list of things Martin did and problems he had. Tell Ss to underline any new vocabulary as they read.
- Have Ss share the lists, and write their ideas on the board.

Possible answers

What he did: forgot Sophie's birthday, got a new job, bought a ring, cooked a special dinner, had an interview, went to a restaurant, saw friends, ate dinner, left the restaurant, asked Sophie to marry him

Problems: felt nervous and Sophie was tired so he didn't ask her to marry him, didn't want to ask Sophie in front of friends, forgot Sophie's birthday

- **Present Reading Tip** Read the information aloud. Tell Ss to find the example sentence in the blog. Ask Ss to find one more example where the writer doesn't repeat the subject [She put her hands in the pockets and found the box!].

- **Follow-up** Call on Ss to say the words they underlined, and write them on the board. Ask other Ss to explain the meaning of the words. Have Ss choose three or four words and write a true sentence for each.

C

Postreading

- **Preview the task** Read the instructions aloud. Ask a S to read the first statement aloud. Ask, "Is the statement true or false?" [true] Ask, "How do you know?" Call on a S to read the information from the blog [I bought a ring for Sophie on Saturday morning – I wanted to ask her to marry me that night.].
- **Do the task** Have Ss check (✓) *T* (True) or *F* (False) for the remaining statements. When Ss finish, have them compare their answers with a partner. Check answers with the class. Call on individual Ss to give their answers.

Answers

1. T 2. T 3. F 4. T 5. F 6. F

Extra activity GROUPS

Groups write five comprehension questions about Martin's blog (e.g., *Did Martin go to an interview on Wednesday? Who did Martin and Sophie eat with on Friday?*). Groups then ask another group their questions. Ss try to answer without reading the blog again.

Extra activity GROUPS

Groups choose a day next week in Martin's blog and work together to write a new blog post for that day. Write some questions on the board for Ss to answer in their new entry (e.g., *Does Martin like his new job? Do he and Sophie make any wedding plans?*), and have Ss suggest additional ideas. Groups read their new blogs. Ss vote on the best blog.

2 Listening and speaking

- **Set the scene** Books closed. Ask, "How many voice mail messages do you get a day? Who are they from? What are they about?" Write Ss' ideas on the board.

A 3.16

- **Preview the task** Books open. Read the instructions aloud. Have Ss look at the five topics and call out words that they might hear for each topic (e.g., getting in shape: *exercise, work out, sports*).
- **Play the recording** *Audio script p. T-170* Pause after each voice mail so that Ss can write the number. Check answers with the class.

Answers

1. a vacation 2. work 3. getting in shape

- **Follow-up** Ask Ss which words on the board, if any, they heard. Circle them.

B 3.16

- **Preview the task** Read the instructions aloud. Have Ss read the sentences.
- **Play the recording** *Audio script p. T-170* Pause after each person's statement so that Ss can circle the correct words.

- **Play the recording again** Ss listen and review their answers. Check answers with the class.

Answers

1. new dishes 2. to cook 3. her job 4. doesn't like to
5. doesn't get 6. watched TV

About you

C

- **Preview and do the task** Read the instructions aloud. Model the activity. Pretend you are leaving a voice mail message about something you did recently. Have Ss take turns "leaving a message" about something they did. Have groups tell the class some of the more interesting messages.

Extra activity INDIVIDUALS

Ss make a list of all the voice mail messages they have received this week that they remember. Ss share their lists with a partner.

Workbook

- Assign Workbook pp. 80 and 81. (The answer key begins on p. T-173.)

3 Writing

A

- **Preview and do the task** Say, "Think of a day when you had a really interesting or fun experience. What did you do? Write a list of things you did that day." Have Ss make their lists and then number the actions in the order they did them. When Ss finish, ask a few Ss to read their lists aloud.

B

- Read the instructions aloud. Tell Ss to read the example blog entry.
- **Present Help Note** Read the information aloud. Call on Ss to read the example sentences. Say, "In sentences, one event or action happens first, and the other happens second. *Before, after, when, and then* can tell about the order of events or actions." (For more information, see Language Notes at the beginning of this unit.)
- Write an example like the following on the board:

Action 1: I finished my homework. Action 2: I watched TV.

I finished my homework before I watched TV.

I watched TV after I finished my homework.

I watched TV when I finished my homework.

I finished my homework. Then I watched TV.

Explain that the part starting with *before, after, or when* can come first in the sentence (e.g., *Before I watched TV, I finished my homework.*).

- Write the following example on the board:
Action 1: I checked my email.
Action 2: I went out.

Ask Ss to write sentences using the time words (e.g., *After I checked my email, I went out; I checked my email. Then I went out.*).

- **Do the task** Have Ss underline the words that show the order of events [Before, Then, When] Then have Ss write their own blog posts. Tell them to use the ideas they wrote down about their activities last week and the blog topics they brainstormed.

About you

C

- **Preview and do the task** Read the instructions aloud. Tell Ss to read their partners' blog entries.
- Have Ss write at least four questions they want to ask about their partners' blog entries. Read the example question aloud to help Ss with ideas.
- Have pairs take turns asking and answering questions about their entries.

Free talk

Tell Ss to turn to Free Talk 10 at the back of their Student's Books. Have Ss do the tasks. (See the teaching notes on p. T-135.)

Sounds right

Tell Ss to turn to Sounds Right on p. 138 of their Student's Books. Have Ss do the task for Unit 10 in class, or assign it for homework. (See the teaching notes on p. T-138.)

Vocabulary notebook

If done for homework


Briefly present the Learning Tip and the task directions. Make sure Ss understand what they need to do.

If done in class

- **Present Learning Tip** Read the information aloud. Say, "There are a number of forms for you to remember for

each verb you study. Adding new verbs to charts like the ones in the Student's Book helps you learn the forms of each new verb."

1

 This task recycles the spelling rules for verbs ending in *-s*, *-ing*, and *-ed*. It recycles the pronunciation of the *-s* ending for simple present verbs and the *-ed* ending for regular simple past verbs.


- **Preview the task** Read the instructions. Point Ss back to the chart in the Learning Tip. Tell Ss to draw a chart like it in their notebooks, using the same headings. Then walk Ss through the chart using the first verb in the list: *study*. Ask, "Is it a regular or irregular verb?" [R] "What is the form for *he / she / it*?" [studies /z/] "What is the *-ing* form?" [studying] "What is the simple past form?" [studied].

- **Do the task** Tell Ss to complete the chart for the remaining verbs given. Check answers with the class: Call on different Ss to each write all the forms for one of the verbs on the board.

Answers

1. *study*: regular, studies /z/, studying, studied /d/
2. *chat*: regular, chats /s/, chatting, chatted /t/
3. *invite*: regular, invites /s/, inviting, invited /t/
4. *do*: irregular, does, doing, did
5. *buy*: irregular, buys /z/, buying, bought
6. *meet*: irregular, meets /s/, meeting, met

2

 This task recycles the simple past forms of irregular verbs.

- **Preview and do the task** Read the instructions aloud. Point out the example for *ate*. Say, "The base form of *ate* is *eat*. For the base form, write the simple present form with no ending."
- Have Ss complete the chart. Check answers with the class: Call on individual Ss to each write the base form and the past form of a verb on the board.

Answers

eat, buy, bring, come, choose, cost, do, drink, drive, feel, forget, find, give, get, have, know, leave, make, mean, meet, pay, put, run, read, say, sing, sit, see, send, sleep, sell, spend, speak, swim, think, tell, take, go, go out, wake up, win, wear, write

On your own

- **Present On Your Own** Read the information aloud. Say, "Thinking about your day and things you did in English helps you review and remember English words."

- **Follow-up** At the start of the next class, Ss work in groups and report five things they remembered.

Now I can . . .

- Go over the Now I Can items. Put Ss in pairs to give one example each for the first four items. Call on Ss, and ask for examples or explanations.
- Have Ss look over the four lessons and identify any areas they want to review.
- Tell Ss to complete the Now I Can items. Ss check (✓) the items they know and put a question mark (?) by items that they are not confident about. Check with individual Ss which areas need review to see if there are general problems to review in class. Help individual Ss as required. Have Ss hand in a piece of paper with their name and a schedule showing what they plan to review and when. Review or reteach these language items in a future class.

UNIT 11 Looking back

Language notes

Lesson A My first . . .

Grammar Simple past of *be*

(See Student's Book p. 109.)

This lesson introduces the simple past of *be* in affirmative and negative statements, *yes-no* questions, and short answers.

Form

- Use *was* with *I, he, she, it*; use *were* with *you, we, they*.
- Affirmative statements
subject + *be (was / were)* + complement (e.g., adjective / noun)
She was very strict.
- Negative statements
subject + *be (was / were)* + *not* + complement
We weren't noisy.
Note: *Was not* and *were not* are usually contracted to *wasn't* and *weren't* in spoken English. *Wasn't* and *weren't* are the only forms for these negative contractions.
- Yes-No* questions
be (Was / Were) + subject + complement?
Was it fun?
Were they nervous?
- No auxiliary verb is used with the past of *be* (e.g., *did*).
- Short answers
Yes, it was. No, it wasn't.
Yes, they were. No, they weren't.

Pronunciation of *was* and *were*

Was and *were* are pronounced /wʌz/ and /wɛr/ when they are stressed, as in short answers. In most statements and questions, they are unstressed and thus are slightly reduced to /wəz/ and /wər/.



Corpus information *Was* and *were*

Was and *were* are both in the top 100 words in conversation; *wasn't* and *weren't* are in the top 700.

Common errors with simple past of *be*

Ss often use *was* with all the pronouns. They should use *were* with *you, we, and they*. (*They were expensive.* NOT *They was expensive.*)

Speaking naturally Stress and intonation

(See Student's Book p. 109.)

- This section reviews rising intonation on the stressed word in a *yes-no* question, which was presented in Unit 7. It also shows falling intonation on the stressed word in answers to questions, including short answers.
- The falling intonation in the answer shows that the answer is complete. It also signals that the information is "new" or that the speaker does not expect the other person in the conversation to know the information.

Lesson B Vacations

Grammar Simple past information questions

(See Student's Book p. 110.)

The chart in this lesson presents simple past information questions with *be* and other verbs.

Form

- In information questions with *be, was* and *were* follow the question words.
question word + verb *be (was / were)* + subject?
How was your vacation?
- With other verbs, the auxiliary *did* is used between the question word and the subject. The structure is similar to that with the auxiliary *do / does* in simple present questions.
question word + *did* + subject + base form of verb?
What did you do in Hawaii?

Vocabulary *Get* and *go*

(See Student's Book p. 111.)

- The lesson focuses on expressions with two of the most common "delexical verbs" in English: *get* and *go*. Verbs such as *get, go, make, do, take, and have* are called "delexical" because they change their meaning depending on the expressions in which they are used. Some of the expressions in this lesson are new, and some are familiar to Ss from previous units.
- Get* is used with the following meanings:
obtain or receive: *get a gift, get an autograph, get a sunburn*
become: *get dark / lost / married / scared / sick*
arrive: *get home / back*
It is also used in the phrasal verb *get along (with)*.
- Go* is used in the following ways:
before *-ing* forms: *go hiking / snorkeling*
with the infinitive: *go to see a band*
in the expression *go on a trip*

Lesson C Anyway, what did you do?

Conversation strategy Answer a question; then ask a similar one.

(See Student's Book p. 112.)

The strategy in this lesson builds on the very first conversation strategy taught in Unit 1, asking *How about you?* to keep a conversation going by asking the same question. The strategy gives further practice in reciprocating, that is, answering then asking the same or a similar question to make the conversation a two-way exchange rather than a one-way monologue.

For example:

A How was your weekend?

B Good, thanks. I went to a wedding. What did you do?

B answers *A*'s question and asks a similar one.

Strategy plus Anyway

(See Student's Book p. 113.)

- *Anyway* is a useful way to show that the speaker wants to change the focus of the conversation to another topic or wants to go back to an earlier topic after a digression.
- People also often say *anyway* to show they want to end a conversation. It is sometimes used after *Well*.



Corpus information Anyway

- *Anyway* is one of the top 300 words in conversation, and it is approximately 10 times more common in conversation than in newspaper texts.
- Almost half of the examples of *anyway* in the spoken corpus are at the start of a "sentence," often right after *but*, *so*, *well*, or *um*.
- An informal, and less frequent, form of *anyway* is *anyways*.

Lesson D A funny thing happened . . .

Reading *So and because*

(See Student's Book p. 114.)

In Exercise 1C, Ss work with sentences with *so* and *because*. Typically the information after *so* gives the result of the event that came before. The information after *because* gives the reason for or cause of an event.

The restaurant was crowded, so Sarah had to sit with someone. (result)

Sarah had to sit with someone because the restaurant was crowded. (reason or cause)

Reading tip

(See Student's Book p. 114.)

The tip suggests Ss stop after each paragraph and predict what comes next. This can help Ss actively engage with a text, and by predicting ideas they may be able to read more efficiently and possibly more quickly.

Help note Punctuation with speech

(See Student's Book p. 115.)

- The Help Note provides examples of punctuation for writing quoted speech.
- It shows how to punctuate a quotation that starts with a pronoun + *said* or *thought* followed by a comma and quotation marks around the speaker's words, which begin with a capital letter:
I said, "Is this seat free?"
He said, "Sure."
- Although the form is not presented in this unit, it is, of course, also possible to put the speaker after the quotation:
"Is this seat free?" the guy asked.
"Sure," I said.

Looking back

Teach this unit opener page together with Lesson A in one class period.

Introduce the theme of the unit Read the unit title aloud. Say, “When you remember or think about past events or activities, you are looking back.” Write on the board: *5 years old*. Tell something that happened when you were five years old – for example, say, “My family went to Disneyland on vacation. I loved it.” Point to the age on the board, and ask, “When you look back to this age, what do you remember?” Call on several Ss to answer.

In this unit, you learn how to . . .

- **Unit aims** Read the lesson headings and key unit aims aloud. Tell Ss to listen and read along.

Extra activity INDIVIDUALS

Write on the board:

fun interesting useful

Ask Ss to look through the unit, read each lesson title, and briefly look at the lessons and pictures. Ask, “Which lesson looks like fun? Which lesson looks interesting? Which lesson looks useful?” Ask several Ss to give their opinions and say why.

Before you begin . . .

- **Introduce the past situations** Ask Ss to look at Before You Begin. Read aloud the question *What do you remember about these things?*
- Ask Ss to look at the picture of two friends. Ask, “Remember when you were a child. Did you have a good friend? Raise your hand.” Ask several Ss who raised their hands questions about their first friends (e.g., *What was the name of your first friend? Did you play games? Which ones?*). Ask a few Ss to report to the class.
- Ask Ss to look at the picture of the child and pet. Say, “This is a child and his pet.” Have the class brainstorm some types of pets, and make a list on the board (e.g., *cat, dog, hamster, gerbil, bird, fish, turtle, rabbit, snake*).

Recycle grammar This activity recycles the simple past. Write on the board:

I / have / a dog.

Ask Ss to make this a simple past statement [I had a dog.]. Say, “Use the simple past to talk about things in the past.”

- Say, “Remember when you were a child. Did you have a pet? Raise your hand.” Ask several Ss who raised their hands questions about their pets (e.g., *What kind of pet did you have? What did you name it? What did you do for it? Did you feed it?*).
- Ask Ss to look at the picture of the home. Say, “What do you remember about your first home?” Help Ss brainstorm questions to ask about their first home, and write them

on the board (e.g., *Did you live in a house or an apartment? Did you like your neighborhood? Did you share a room with a brother or a sister?*). Have Ss discuss the questions in pairs, and then ask a few pairs to report to the class.

- Ask, “What other ‘firsts’ do you remember?” Have Ss call out ideas (e.g., *first date, first driving lesson, first day at high school, first job*). Write the ideas on the board. Have Ss discuss each “first” in pairs.

Culture note

Pets, especially dogs and cats, are very important to many people in North America. People sometimes even think of their dogs and cats as part of the family. People can buy coats and boots for their pets to wear in the winter. They can buy birthday cards for their pets. They can even go into a “doggie bakery” and buy birthday “cakes” made from dog food.

Extra activity GROUP

Ss tell their group about a “first” memory. Encourage Ss to say “I remember my first . . .” and then add a sentence giving more information.

Lesson A My first . . .

1 Getting started

- **Set the scene** Write on the board: *My first . . .* Ask, "What do you remember well?" Call on Ss to complete the phrase (e.g., *My first exam; My first trip to a theme park*).

A

- **Preview the task** Ask individual Ss to read the sentences aloud and the alternative words. Draw on the board: 😊 = *happy*, and ☹️ = *unhappy*. Preview other new vocabulary with the class. Have Ss explain their meanings or act them out.
- Read the instructions aloud. Model the activity by reading the first sentence again. Ask Ss to choose the correct option [happy]. Ask, "How do you know?" [*Pleased* has a similar meaning to *happy*.]
- **Do the task** Have Ss circle the best words to complete the sentences. Check answers with the class.

Answers

- | | | |
|------------|-----------------|----------|
| 1. happy | 3. embarrassing | 5. young |
| 2. nervous | 4. quiet | 6. awful |

- Ask, "Are the sentences true for you? Tell a partner."
- **Follow-up** Call on a few Ss to share one thing that they have in common with their partners.

B 3.17

- **Preview the task** Tell Ss to look at the two pictures on the website. Say, "The first picture shows Ryan Wong in kindergarten. What questions can you ask about his first class?" Have Ss call out questions, and write them on the board (e.g., *Did you like your teacher? Did you have fun?*).
- Say, "The other picture shows a restaurant. Melissa King had her first job there. What questions can you ask Melissa about her first day at work?" Ask Ss to call out questions, and write them on the board (e.g., *Did you like your boss? Did you have to work hard?*).
- Read the instructions aloud. Write the two questions on the board. Give examples of times you were scared or nervous.
- Tell Ss to listen for the answers.
- **Play the recording** Books closed. Ss listen and write the answers. Tell Ss to show their answers to a partner. Ask, "Do you think your partner's answers are correct? Tell your partner why or why not."
- **Play the recording again** Books open. Ss listen, read along, and review their answers. Check answers with the class: Call on a few Ss to read their answers. [Ryan was scared of his teacher because she was strict. Melissa was nervous because it was her first day at work, and things were really busy.].
- Say, "Look at the questions for Ryan on the board. Did he answer any of the questions?" If *yes*, have Ss call out the questions [Ryan answered the question *Did you like your teacher?*]. Ask, "What did he say?" Elicit responses (e.g., *Ryan said he didn't like his teacher*). Repeat the activity for Melissa.

- Have Ss work in groups to look through Ryan and Melissa's stories for new vocabulary and work to write definitions for each new word.

Extra activity CLASS

Books closed. Read the stories aloud, pausing at key words (e.g., *awful, strict*). Ss call out the missing words.

Figure it out

C

- **Preview the task** Tell Ss to look at conversation 1. Write the question on the board: *Was Ryan's class fun?* Say, "Look at Ryan's story. Find the answer to the question in the story, and underline it." [It was awful.] Write on the board: *It _____ awful.* Ask, "What word goes in the blank?" [was] Then say, "Look at both stories. What word is the negative of *was?*" [wasn't] Write on the board: *No, it wasn't.*
- **Do the task** Have Ss complete the conversations using Ryan's and Melissa's stories for help. Have Ss compare answers with a partner. Check answers with the class: Call on pairs of Ss to each read a conversation.

Answers

1. A Was Ryan's class fun?
B No, it wasn't. It was awful.
2. A Was Ryan's teacher strict?
B Yes, she was. She was very strict.
3. A Was Melissa's boss happy about her mistakes?
B No, he wasn't too pleased.
4. A Were Melissa's customers nice?
B Yes, they were, because Melissa was new.

- **Focus on the form and the use** Tell Ss to look at the four conversations in Exercise 1C. Ask, "Are the sentences about now or the past?" [the past] "The verbs are forms of the verb *be* in the simple past." Ask, "What's the form of *be* that goes with *he* or *she?*" [was] "What's the form for negative statements with *he* or *she?*" [wasn't] "What's the form of *be* that goes with *they?*" [were] "What's the form for negative statements with *they?*" [weren't]

- Tell Ss to ask and answer the questions with a partner.

Recycle vocabulary With the class, brainstorm a list of words to describe people. Start by asking Ss to find the words in Ryan's and Melissa's stories [scared, strict, happy, quiet, busy, pleased, nice]. When Ss run out of ideas, tell Ss to look at p. 24 and add any words they did not include.

- **Try it out** Write the following questions on the board:

Was your first English teacher strict?

Was your first boss nice?

Were your first co-workers friendly?

Was your first friend fun?

Ask Ss to raise their hands if they want to answer a question, and have them give responses (e.g., *No, she wasn't strict. She was very nice.*).

2 Grammar

3.18

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Books closed. Write on the board: *I, they, he, we, you, it, she, Mari, the students* in one column and *was, were* in another. Have Ss copy the words and draw lines from the subjects to the correct verbs [I, he, it, she, Mari – was; they, we, you, the students – were].
- Books open. Write on the board:
subject (I, he, she, it, or a singular noun) + _____
subject (you, we, they, or a plural noun) + _____
Ask Ss to complete the patterns for negative statements [wasn't; weren't].
- Tell Ss to look at the third column in the chart. Ask, "What comes first in **yes-no** questions with **be?**" [was, were] Write the pattern on the board: *Was / Were + subject + ?*
- Write the following on the board, and tell Ss that it is the pattern for short answers:
Yes, _____ was. No, _____ wasn't.
Yes, _____ were. No, _____ weren't.
Write the pronouns on the board:
I you she he it we they
Ask Ss to fill in the blanks with the pronouns. [I, she, he, it was; you, we, they were].
- **Present Common Errors** Have a S read the information aloud. Write on the board: *We was / were late. I was / were unhappy. Melissa and Ryan was / were nervous.* Have Ss identify correct options [We were late. I was unhappy. Melissa and Ryan were nervous.].

A

- **Preview and do the task** Read the instructions aloud. Have Ss complete the sentences. Ss compare their answers with a partner. Check answers with the class.

3 Speaking naturally

A 3.19

- **Preview the task** Read the instructions and the example question aloud. Say, "Remember, the most important word in a sentence is stressed, or said louder. In a **yes-no** question, the voice rises on the stressed word."
- Say, "Now look at the answers. Notice that in the short answer *No, I wasn't*, the voice falls on the stressed word *wasn't*. In the statement *I was relaxed*, the voice falls on the stressed word *relaxed*." (For more information, see Language Notes at the beginning of this unit.)
- **Play the recording** Ss listen and repeat.

B 3.20

- **Preview the task** Read the instructions aloud.
- **Play the recording** Ss listen and repeat.
- **Play the recording again** Ss read aloud along with the recording.

Answers

1. A Do you remember your first teacher?
B Yeah. His name was Mr. Davis.
A Was he strict with you?
B No, he wasn't. He was always very nice.
2. A Were you shy when you were little?
B Yeah, I was. I was scared to talk in class. It was awful.
3. A Tell me about your first best friend. Were you classmates?
B No, we weren't. She wasn't in my class. We were neighbors.
4. A Did you have a favorite toy when you were a kid?
B Yes. It was my train set. It was really cool.
A Was it a birthday present?
B No, it wasn't. I bought it with my own money.

- Have Ss practice the conversations in pairs, taking turns playing each role.

About you

B

- **Preview the task** Have a S ask you the first question in Exercise 2A. Respond with your own information (e.g., *Yes. Her name was Mrs. Miller.*) Encourage Ss to ask you follow-up questions. Do the same for the remaining questions.
- **Do the task** Have pairs practice asking and answering the questions in Exercise 2A, using their own information.
- **Follow-up** Ss choose their favorite answer from their partners and tell another pair about it.

Extra practice

Tell Ss to turn to Extra Practice 11A on p. 149 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-149.)

About you

C

- **Preview the task** Tell Ss to look at the questions in Exercise 3B again and write down a key word from each to help remember it (e.g., *easy, good, nice, strict*). Tell Ss to practice asking the questions to themselves using the key words as cues. Then read the instructions aloud.
- **Do the task** Have Ss do the three interviews using their list of key words and not looking at their books. When Ss finish, ask a few Ss to tell about a classmate.

Workbook

Assign Workbook pp. 82 and 83. (The answer key begins on p. T-173.)

Lesson B Vacations

1 Building language

- **Set the scene** Tell Ss to look at the title of the lesson. Write on the board:

relaxing fun exciting

Ask, "What kind of vacation do you want to go on?" Call out each adjective, and have Ss raise their hands. Ask a few Ss, "Where can you go for a relaxing vacation?" Write Ss' suggestions on the board (e.g., *Florida, the beach*).

Repeat the procedure for *fun* and *exciting*.

Recycle a conversation strategy Remind Ss to ask, *How do you spell...?* for help with proper names.

A 3.21

- **Preview the task** Write on the board:

Hawai'i

Say, "Diana is asking Jason about his vacation. He went to Hawai'i. Make three guesses about his trip. Write three sentences." Have several Ss read their sentences aloud (e.g., *It was hot. He had a great time. He went to the beach.*). Say, "Now listen for the answer to the question *What did Jason do on his vacation?*"

- **Play the recording** Ss listen for the answer. Check answers with the class. [He went to the beach, and he went parasailing.]
- Ask, "Were any of your guesses about Jason's vacation correct?" Ask a few Ss to say which sentences were correct.
- **Practice** Tell Ss to practice the conversation in pairs, taking turns playing each role. Then tell Ss to change the conversation, with the S playing Jason giving three different pieces of information about his trip.

Figure it out

B

- **Preview the task** Say, "Look at the conversation again. Underline the questions in the simple past." [When did you get back? So how was your vacation? Where did you go exactly? What was the weather like? So what did you do there?] Ask, "Which questions use *did*: the questions with *be*, or the questions with other verbs?" [with other verbs]
- Say, "Circle the correct choice to complete the questions. Use the conversation to help you."
- **Do the task** Have Ss complete the task and then compare answers in pairs. Check answers with the class.

Answers

1. How was your last vacation?
2. Where did you go?
3. What was the weather like?
4. What did you do?

- **Focus on the form** Write on the board: *What was the weather like?* Ask, "What verb is this?" [past of *be*] "Does it need *did*?" [no] Write on the board: *Where did you go on vacation?* Ask, "What comes after the question word in this question?" [did] "What's the main verb here?" [go]
- **Try it out** Call on two Ss to ask and answer the first question in Exercise 1D. Then have Ss take turns asking and answering the questions with a partner.

2 Grammar

3.22

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Tell Ss to look at the chart. Write on the board:

was / were, question word, subject?
did, verb, subject, question word?

Ask Ss to put each in order to give the patterns for information questions in the past [question word + *was / were* + subject + ?; question word + *did* + subject + verb?]. Explain that the verb in questions with *did* never has an ending.

- Tell Ss to cover the answers to the questions in the chart. Have Ss work in pairs and take turns asking and answering the questions, using the information about Jason's trip. Then tell pairs to look at the chart and check their answers.

About you

- **Preview and do the task** Read the instructions aloud. Tell Ss to look at the list of answers. Say, "Write a question for each of these answers." Ask a S to read the example question aloud. Have Ss write the remaining questions. Check answers with the class: Have pairs of Ss read the questions and answers.

Possible answers

1. How was your last vacation?
2. Where did you go?
3. What was the weather like?
4. Who did you go with?
5. How long were you there?
6. What did you do?

- Ask two Ss to read the example conversation. Tell Ss to work in pairs, asking and answering questions with their own information. When pairs finish, have a few pairs present their conversations to the class.

Sounds right

Tell Ss to turn to Sounds Right on p. 138 of their Student's Books. Have Ss do the task for Unit 11 in class, or assign it for homework. (See the teaching notes on p. T-138.)

Extra practice

Tell Ss to turn to Extra Practice 11B on p. 149 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-149.)

3 Building vocabulary

- **Set the scene** Tell Ss to cover the boxes and look at the pictures of trips. Have Ss work in pairs and write a sentence about each picture. (Consider allowing dictionary use for this task.) Ask several pairs to read their sentences aloud.

A 3.23

- **Preview the task** Tell Ss to read the six memories and see if any of the sentences they wrote are similar. Tell Ss to read the sentences again and look up any new words in their dictionaries. Read the instructions aloud.
- **Play the recording** Ss listen and number the pictures. Check answers with the class: Point to each picture, and ask a S to read aloud the sentence that goes with the picture.

Answers

5	2	6
3	1	4

- Ask Ss questions about the pictures (e.g., *Who had an interesting trip? Who had a boring trip? Who didn't have a good time?*). Have Ss call out the sentence number.

Extra activity GROUPS

Ss choose to be one of the people in the pictures. Group members ask each other questions about their vacations, for which they make up answers.

Word sort

B

- **Preview the task** Write on the board: *go (went), get (got)*. Books closed. Ask Ss to think of a *go* expression, and call on a few Ss for ideas. Write them on the board next to *go* to start a word web. Do the same for *get*. Read the instructions aloud.
- **Do the task** Books open. Have Ss write their own word webs with as many *get* and *go* expressions as they can. (For more information, see Language Notes at the beginning of this unit.)
- Have Ss compare their webs with a partner and write in any additional expressions. Elicit ideas and write them on the board.

Extra vocabulary GO AND GET

Present or have Ss suggest extra vocabulary with *go* and *get*, such as:

go + activities (see Unit 7): *shopping, to bed*

get (become): *tired, bored, nervous, old*

get (receive): *email, a gift, a surprise*

get (arrive): *to work, to school, here, there, to the restaurant*

Extra activity GROUPS

Ss each tell a true story that relates to any of the expressions in bold type in Exercise 3A. Have each group choose the most interesting story and share it with the class.

Extra activity CLASS / PAIRS

Ss are in pairs and race to write sentences. On the board, write two expressions with *go* or *get* (e.g., *get a sunburn, go snorkeling*). Each S has one minute to write a sentence using both expressions. The first S in the pair to finish gets a point. Ss read their sentences to their partners. Repeat the activity using other sets of expressions (e.g., *get an autograph / go hiking; get lost / get along*).

About you

C


- **Preview and do the task** Read the instructions aloud. Have two Ss read the example conversation aloud. Say, "You can use expressions from the trip memories to talk about your trip." Have Ss complete the task.
- Call on a few Ss to tell the class about their partner's best trip.

Recycle conversation strategies Have two Ss read the example conversation again. Ask Ss, "What conversation strategy do you see in the response?" [*You did?* followed by questions] Review other ways to respond: *Really?* followed by a statement or a question; a *That's* expression (e.g., *That's interesting / That's terrible*). Have Ss do the activity again with a different partner, using the strategies.

Vocabulary notebook

Tell Ss to turn to Vocabulary Notebook on p. 116 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-116.)

Workbook

 Assign Workbook pp. 84 and 85. (The answer key begins on p. T-173.)

Lesson C **Anyway, what did you do?**

↻ Lesson C recycles simple past statements and questions.

1 Conversation strategy

- **Set the scene** Tell Ss to look at the title of the lesson and the picture. Say, "It's Monday morning. Jessica and Tom are co-workers. What do you think they're talking about?" Get ideas from Ss, and write them on the board (e.g., *They're talking about work. They're talking about the weekend.*).

A

- **Preview and do the task** Ask, "Do you ever ask your friends or classmates about their weekend?" Ask Ss to raise their hands. Then ask, "What questions can you ask?" Have Ss work in pairs to make a list. Write suggestions on the board (e.g., *Did you have a good weekend? What did you do? Where did you go?*).

B

🔊 3.24

- **Preview the task** Tell Ss they are going to hear a conversation about Jessica and Tom's weekends. Tell Ss to listen and answer the questions *How was Jessica's weekend?* and *How was Tom's weekend?*
- **Play the recording** Books closed. Ss listen and write their answers. Ask Ss to compare their answers with a partner.
- **Play the recording again** Books open. Ss read along and review their answers. (Check answers with the class) [Jessica's weekend was great. She went biking.; Tom's weekend was good. He had a party.].
- **Practice** Tell Ss to practice the conversation in pairs, taking turns playing each role.

C

- Tell Ss to look through the conversation and find the question Jessica asks that is similar to Tom's question [Anyway, what did **you** do?].
- **Present Notice** Books closed. Write on the board:
Answer a question, and then ask a similar one.
Ask Ss to think of reasons to use this strategy in conversations. Have Ss share their ideas with the class

[to continue a conversation; to show interest in the other person, to be friendly, to get information]. Then ask a S to read the information aloud. (For more information, see Language Notes at the beginning of this unit.)

About you

D

- **Preview and do the task** Books open. Read the instructions aloud. Have Ss complete the conversations, first writing the answer to each question and then writing a similar question to ask.
- When Ss finish, ask two Ss to act out conversation 1 for the class, with B using his or her own answer and question. Ask Ss to call out other possible appropriate questions. Repeat the activity with different pairs for conversations 2 and 3.

Possible answers

1. Yes, thanks. / It was nice. / We were at the pool all day.
Did you have a good weekend?
 2. Um, I went to a friend's party. It was fun.
How about you? What did you do?
 3. Not really. We just stayed home.
How about you? Did you do anything fun on Sunday?
- Tell Ss to practice the conversations in pairs, taking turns asking and answering. Then tell Ss to change partners and practice again.

Extra activity PAIRS

Pairs write a "Monday morning" conversation. They ask and answer questions about the previous weekend. A few pairs act out their conversations for the class. Other Ss think of more questions to ask each pair.

2 Strategy plus

- **Present Strategy Plus** Tell Ss to look at the conversation on p. 112 and circle the two examples of *anyway* [So . . . anyway, what did you do?; Well, anyway, . . . I have to go.].
- Write the following on the board:
 1. You can use *anyway* to change the ____ of a conversation.
 2. You can also use *anyway* to ____ a conversation.Tell Ss to look at the examples from the conversation and then try to complete the information [1. topic; 2. end]. When Ss finish, tell them to compare their ideas with a partner.
- Read the information aloud, and have Ss make any corrections to what they wrote. (For more information, see Language Notes at the beginning of this unit.)
- **Present In Conversation** Books closed. Write 30, 100, 300, 1,000 on the board. Ask, "Do you think *anyway* is in the top 30, 100, 300, or 1,000 words?" Books open. Ask a S to read the information aloud.

3.25

- **Preview the task** Read the instructions aloud.
- **Play the recording** Have Ss listen to the three conversations and circle *a* or *b* for each. Check answers with the class.

Answers

1. a 2. a 3. b

- Tell Ss to practice the conversations in pairs, taking turns playing each role.
- **Follow-up** Have Ss ask and answer the questions again, this time giving their own information.

3 Listening and strategies

A 3.26

- **Preview the task** Tell Ss to look at the 10 topics. Say, "In each conversation, two friends are talking about their weekends. First, just listen for the topics they talk about. They talk about two in each. There are four topics that they don't talk about."
- **Play the recording Audio script p. T-171** Ss listen for the topics and circle the ones they hear.
- **Play the recording again** Say, "This time, number the topics." Check answers with the class.

Answers

1. hiking, the beach 2. shopping, dancing
3. the movies, studying

B 3.26

- **Preview the task** Read the instructions aloud. Call on Ss to each read a question.
- **Play the recording Audio script p. T-171** Ss listen and write. Pause after the first conversation. Ask, "What was the weather like in the mountains?" [The weather was good.] Have Ss write the answer on the line.
- Play the rest of the recording, pausing after each conversation to give Ss time to write.
- **Play the recording again** Ss listen and review their answers. Check answers with the class.

Answers

1. a. The weather was good. b. Rex went to the beach.
2. Laura bought new shoes. b. John went dancing at a club with friends; yes. 3. a. Emma didn't study. b. He has to study more for his math exam.

C 3.26

- **Preview and do the task** Read the instructions aloud. Ask, "What are some expressions people use to end

conversations?" Write Ss' suggestions on the board (e.g., *Anyway; Well, I have to . . .*).

- **Play the recording Audio script p. T-171** Ss listen and check the conversations that end. Check answers with the class.

Answers

Check (✓): Conversations 1 and 3

About you

D

- **Preview and do the task** Read the instructions aloud.
- **Recycle conversation strategies** Ask Ss what strategies they learned in this lesson or in other lessons that they think they can use and practice in their conversations (e.g., *asking similar questions, using anyway, saying more than yes or no, using expressions with That's, etc.*). Write their suggestions on the board.
- Have Ss talk to at least three people about the previous weekend. Ask Ss to talk about something different in each conversation.

Extra activity PAIRS

Pairs do a "written conversation." S1 starts the "conversation" by writing a question about last Friday evening on a piece of paper (e.g., *What did you do last Friday night?*). S1 hands the paper to S2, who writes a response. Ss continue passing the paper back and forth, writing questions and responses to each other. When Ss have finished their "conversation," they exchange papers with another pair and read the conversations.

Workbook

- Assign Workbook pp. 86 and 87. (The answer key begins on p. T-173.)

Lesson D A funny thing happened . . .

1 Reading

- **Set the scene** Read the title of the lesson and the article aloud. Say, "This is a page from a magazine. It's a story from a reader. What kind of story do you think it is?" [a funny story]
- Ask, "What magazines do you read? Do they have a page for letters or stories from readers?" Get ideas from Ss (e.g., *I read a lot of women's magazines, like Elle. It has a lot of letters from readers about clothes and fashion.*). Ask, "Did you ever write a letter to a magazine?" Ask Ss to raise their hands for *yes*, and ask those Ss "What did you write about?"
- Work with the class to retell the story. Have one pair tell what happened first. Then call on other pairs to continue the story. If Ss get part of the story wrong, have other pairs help correct them [The story is about Sarah's funny experience. She shared a table with someone else. She thought he ate her French fries, but actually she ate the guy's French fries by mistake.].
- Ask, "Did anyone make any correct guesses about what happened next?" Have Ss share their guesses with the class.

A

Prereading

- **Preview the task** Read the instructions aloud. Ask, "Do you ever read the letters people send in to magazines?" Tell Ss to raise their hands for *yes*, and ask a few, "What topics do people write about?" Then read the example topics aloud.
- **Do the task** Have Ss work in pairs and make a list of topics that people write about in letters to magazines. Give pairs one minute to list as many ideas as they can. Then write ideas on the board (e.g., *articles they read in the magazine, family, friends, fashion, school, trips, vacations, work, relationships, current events, the news*).

B

During reading

- **Preview the reading** Write these questions on the board:
 1. *What kind of story is it?*
 2. *Who wrote it?*
- Say, "Read the first few lines of the article, and answer these questions. Raise your hand when you find the answers." Call on Ss to answer the questions [1. a funny / embarrassing story; 2. Sarah Morgan].
- **Present Reading Tip** Read the information aloud. Tell Ss to stop after each paragraph and write down a guess about what happens next. Say, "When you think about an article or story, it helps you read better."
- **Do the reading** Say, "Now read the story. What's it about? What happened to Sarah? As you read, underline the main events in the story." Have Ss complete the task.
- When Ss finish, have them work in pairs and briefly summarize Sarah's story aloud. Tell Ss to help each other with information instead of looking back at the reading.

C

Postreading

- **Preview the task** Read the instructions aloud. Have a S read the two parts of the example sentence.
- **Do the task** Have Ss match the parts of the remaining sentences. Check answers with the class: Read the first part of each sentence aloud, and call on a S to say the second part.

Answers

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

- **Follow-up** Point out the use of *so* and *because* in the sentences in Exercise C. Ss look for and circle examples of *so* in the story [I was really hungry and I didn't feel like making dinner, *so* I went to a fast-food place near my office building. The restaurant was really crowded, *so* I had to share a table. *So* I took a handful and ate them.]. (For more information, see Language Notes at the beginning of this unit.)
- Say, "The part after *so* tells the result. The result happened because of the event or action in the first part of the sentence." Write an example on the board:

The restaurant was crowded, so Sarah had to share a table.

Then write on the board:

Sarah had to share a table because the restaurant was crowded.

Explain that in sentences with *because*, the part after *because* tells the reason.
- Have Ss write four sentences about their day, using *so* or *because* (e.g., *I didn't have breakfast this morning because I got up late.; It's very hot today, so I'm wearing a T-shirt.*). Ss share answers in groups and see if anyone has a similar sentence.

2 Writing

A

- **Preview the task** Read the instructions aloud.
- **Present Help Note** Read the information aloud. (For more information, see Language Notes at the beginning of this unit.)
- Say, "Look at the story on p. 114. Circle the examples of quotation marks." Call on Ss to read the sentences they find ["Hi. Is this seat free?" "Those are my fries."].
- **Do the task** Have Ss correct the punctuation in the rest of Sarah's story. Tell Ss to add quotation marks, commas, periods, question marks, and capital letters. Check answers with the class: Have individual Ss each write a sentence on the board.

Answers

I said, "Hi. We met a few minutes ago."
He said, "Yeah, we did."
I said, "I think I ate your fries."

He laughed and said, "Yes, you did."
I apologized and said, "I thought they were my fries."
He said, "That's OK. No problem."
I said, "Can I buy some more fries for you?"
He laughed and said, "Thank you. I'm still a little hungry."

B

- **Preview the task** Say, "We read all of Sarah's funny story. How do you think Sarah feels? What does the guy think of Sarah?" Get ideas from Ss.
- Read the instructions aloud. Tell Ss to use their imagination and think of what they say next.
- **Do the task** As Ss write, walk around the class and help as needed. When Ss finish, have them exchange stories with a partner and review one another's punctuation.
- **Follow-up** A S reads Sarah's story aloud. Ss then take turns reading aloud their endings to the class. At the end, Ss say which ending they like best and why.

3 Listening and speaking

A 3.27

- **Preview the task** Read the title aloud. Call on Ss to read the speech bubbles. Ask, "Did you ever do something really embarrassing? Did you ever say something funny to a dinner guest?" Ask Ss to share their stories with the class. Read the instructions aloud. Say, "First, let's listen to Miranda. Before you listen, read the sentences under her name." Give Ss time to read the four sentences.
- **Play the recording** *Audio script p. T-171* Pause after Miranda's story to give Ss time to circle the correct information. Have Ss read sentences 5–8 under John's photo. Play the rest of the recording.
- **Play the recording again** Ss listen and review their answers. Check answers with the class.

Answers

Miranda

1. Miranda was in a store.
2. Her friend loves shopping.
3. They looked at a sweater.
4. Miranda didn't like the colors.

John

1. John was 10 years old.
2. His father's boss came for dinner.
3. John and the man talked about school.
4. John didn't like his new teacher.

B 3.28

- **Preview the task** Read the instructions aloud. Have Ss read the different endings for each story and choose the best ending for a funny story.
- **Play the recording** *Audio script p. T-171* Ss listen and check their guesses.

Answers

1. a
2. b

- **Follow-up** Ss answer comprehension questions. Ask questions such as:
 1. Did Miranda like the sweater? [no] Why not? [because she didn't like the colors]
 2. Why was the situation embarrassing for Miranda? [because she said the sweater was horrible and her friend bought one last week]
 3. Who came to dinner at John's house? [his father's boss]
 4. Who didn't John like? [his teacher]
 5. Who was his teacher's father? [the boss]

About you 

C

- **Preview and do the task** Read the instructions aloud. Have Ss work in pairs and tell a story.
- If Ss retell one of the stories they heard, tell the partners to listen and correct any information or help with the retelling.
- If Ss tell a funny story of their own, have Ss take a few minutes to prepare. Then have them tell their stories to their partners, who listen and ask follow-up questions.
- **Follow-up** A few Ss tell their stories to the class.

Free talk

Tell Ss to turn to Free Talk 11 at the back of their Student's Books. Have Ss do the task. (See teaching notes on p. T-135.)

Workbook

 Assign Workbook pp. 88 and 89. (The answer key begins on p. T-173.)

Vocabulary notebook

If done for homework

Briefly present the Learning Tip and the task directions. Make sure Ss understand what they need to do.

If done in class

- **Present Learning Tip** Read the information aloud. Say, "A time chart lists events in order. You can use a time

chart to practice time expressions for past events, for example, *10 years ago*, *three weeks ago*, *last year*. A time chart that lists past events is also a good way to study verbs in the simple past."

- ↻ These tasks recycle time expressions for the past and verbs in the simple past.

1

- **Preview and do the task** Tell Ss to read the instructions. Read the example aloud. Have Ss complete the chart. Remind Ss that they can use a verb more than once.
- Have Ss compare their answers with a partner. Check answers with the class: Call on Ss to read the sentences aloud.

Answers

15 years ago: My family lived in Hawaii.

10 years ago: I was in high school.

5 years ago: I got my driver's license and bought / got my first car.

2–4 years ago: I took my first trip abroad.

last year: I got sick and was in the hospital for two weeks.

last month: My brother got married and went to Fiji on his honeymoon.

last week: My friend Jo had a party. It was boring. I didn't have a good time.

last weekend: I went hiking with a friend. It was awful – we didn't get along.

2

- **Preview and do the task** Read the instructions aloud. Have Ss make a time chart about their own past experiences. When Ss finish, have them work in pairs and read each other's time charts. Tell Ss to ask their partners questions about each event to get more information.

On your own

- **Present On Your Own** Read the information aloud. Say, "Make a new chart. Don't use the same times and information you used in Exercise 1."
- **Follow-up** At the start of the next class, Ss read their charts to a partner.

Now I can . . .

- Go over the Now I Can items. Put Ss in pairs to give one example each for the first four items. Call on Ss and ask for examples or explanations.
- Have Ss look over the four lessons and identify any areas they want to review.
- Tell Ss to complete the Now I Can items. Ss check (✓) the items they know and put a question mark (?) by items that they are not confident about. Check with individual Ss which areas need review to see if there are general problems to review in class. Help individual Ss as required. Have Ss hand in a piece of paper with their name and a schedule showing what they plan to review and when. Review or reteach these language items in a future class.

UNIT 12 Fabulous food

Language notes

Lesson A Eating habits

Grammar Countable and uncountable nouns

(See Student's Book p. 119.)

Countable nouns

- In English, some nouns are considered "countable": for example, *one potato, two potatoes, three potatoes*, etc.
- Countable nouns are nouns that have singular *and* plural forms. Singular countable nouns can be used with *a / an*.
a carrot (singular) *carrots* (plural)
- Singular countable nouns need a determiner before them (e.g., *a carrot, the carrot, this carrot*).
- Plural countable nouns can stand for general categories (e.g., *I love carrots*). They do not need a determiner before them for this use.

Uncountable nouns

- Uncountable nouns do not have a plural form. They cannot be used with *a / an* or plural *-s*.
rice, not *a rice* or *rices*
- Uncountable nouns are often used with *some* (e.g., *some rice*) and other determiners (*the rice*).

Nouns that can be either countable or uncountable

- Some nouns can be both countable and uncountable with little difference in meaning (e.g., *fruit, food, cheese*). Many of these are food words. In conversation, the uncountable or singular forms of these words are much more frequent than the plural forms.
- Sometimes there is a difference in meaning:
I love coffee. (uncountable = the substance in general)
Can I have (a) coffee / three coffees? (countable = a cup / three cups of coffee)
I like chicken. (uncountable = the meat)
I saw some chickens today. (countable = the animals)

Grammar Many and much

(See Student's Book p. 119.)

How much and How many

How many is used in questions with plural countable nouns, and *how much* is used with uncountable nouns.

How many apples do you eat every week?

How much fruit do you eat every day?

Many and much in statements

- *Many* is used in statements with plural countable nouns. *Much* is used with uncountable nouns.
- *Many* is not usually used in affirmative statements like the following:
not: *I eat many eggs*.
instead: *I eat a lot of eggs*.
Much is not usually used in affirmative statements like the following:
not: *I eat much fruit*.
instead: *I eat a lot of fruit*.
- However, both *many* and *much* are used in negative statements.
I don't eat many eggs.
I don't eat much fruit.

Note: *A lot of* can also be used in negative statements (e.g., *I don't eat a lot of eggs. I don't eat a lot of fruit*).



Corpus information

Common errors with *the* before nouns

Ss sometimes use *the* before nouns to talk about things in general. (I don't like meat, but I eat eggs. NOT ~~I don't like the meat, but I eat the eggs.~~)

Lesson B What's for dinner?

Vocabulary Food words

(See Student's Book p. 120.)

The food words are presented as either singular or plural according to the most common forms in the corpus. Words like *melon* and *pineapple* can be plural, but they are usually used as singular uncountable nouns, so they are singular in the captions on p. 120. To help Ss, tell them to use the forms in Building Vocabulary as they complete the chart in Exercise 1B.

Grammar Would you like . . . ? I'd like . . .

(See Student's Book p. 121.)

In this lesson, *would like* is taught in questions with *you* and in statements with *I'd*. The focus is on *would like* in offers and suggestions.

Form

Would like can be followed by a *to*-infinitive or a noun. Like other modal verbs, *would* inverts with the subject in questions.

- *Yes-No* questions (with following *to*-infinitive)
Would + subject + *like* + *to*-infinitive?
Would you like to go out tonight?
- *Yes-No* questions (with following nouns)
Would + subject + *like* + noun?
Would you like some dinner?
- Information questions
question word + *would* + subject + *like*?
What would you like?
When would he like to meet?

Use

Would you like and *I'd like* are often taught as “more polite” forms of *Do you want . . . ?* and *I want*. This is a useful guideline for Ss. However, forms with *would like* are actually often used when people are speaking informally.



Corpus information *Would like*

The full form *would like* is almost as frequent as the contracted form *'d like*. The pronoun *I* is the most common subject for both forms (up to 75 percent), and they are both commonly followed by *to*-infinitives (in up to 78 percent of the examples).

Common errors with *like*

Ss often use the base form of the verb after *I'd like*. They need to use *to* + verb. Ss also confuse *I'd like* with *I like*.

Grammar *Some* and *any*

(See Student's Book p. 121.)

- *Some* and *any* are used both as determiners (e.g., *We have some chicken.*) and as pronouns (e.g., *We don't have any.*).
- The basic rule is that *some* is used in affirmative statements (e.g., *I'd like some fish.*) and that *any* is used in questions (e.g., *Do you have any fish?*) and in negative statements (e.g., *I don't want any fish.*).
- In offers with *Would you like . . . ?*, people usually use *some*, perhaps because they expect a *yes* answer. After *Do you have . . . ?*, *any* is more frequent than *some*.

Speaking naturally *Would you . . . ?*

(See Student's Book p. 121.)

- This section gives Ss practice in understanding and saying the blended pronunciation of *would you* in rapid speech.
- The *d* and *y* of *would you* are generally pronounced as *j* in conversation: /wʊdʒʊw/, and the vowel of *you* is often reduced: /wʊdʒə/.

Lesson C I just want a sandwich or something.

Conversation strategy *Or something* and *or anything*

(See Student's Book p. 122.)

This strategy introduces the notion of “vague” language, which is very common in informal conversation. The expressions *or something* (*like that*) and *or anything* are common in contexts of food and drink.

Note: The expressions follow the same basic rules as *some* and *any* as described for Lesson B: *or something* is used in affirmative statements (e.g., *I'd like a sandwich or something.*). In negative statements and questions, *or anything* is used (e.g., *I don't want a big meal or anything. Do you have any soda or anything?*). In offers, both are possible, although *or something* is more common.

Use

- People use these expressions, partly to avoid giving long lists of examples, when they expect that listeners will understand what they mean. By saying *or something*, the speaker can avoid lengthy or elaborate explanations. For example:

I just want a sandwich or something.

or something = a snack, maybe a sandwich, maybe not, but something small, not a big meal

- In addition, *or something* makes offers sound more open. *Would you like a sandwich or something?*
or something = please feel free to ask for something different



Corpus information *Or something*

The expression *or something* is one of the top 10 two-word expressions in conversation. About one-third of the uses of *something* are in the expression *or something*.

Strategy plus *Or . . . ?*

(See Student's Book p. 123.)

This Strategy Plus presents another expression associated with the notion of vagueness or openness. *Or . . . ?* at the end of a *yes-no* question makes the question less direct and allows the other person to answer *no* more easily or to offer a different suggestion. For example:

Do you want to go out, or . . . ?

Lesson D Great places to eat

Reading tip

(See Student's Book p. 124.)

The Reading Tip tells Ss to imagine what they are reading about. This strategy, visualizing, helps readers activate background knowledge that can help with reading comprehension. Creating a mental image can also make information easier to remember.

Help note Useful expressions

(See Student's Book p. 125.)

- The Help Note provides a useful list of “opposites,” or antonyms, to describe good and bad features of restaurants (e.g., *The food was delicious / awful.*). Studying expressions together with their “opposites” is a useful vocabulary learning strategy.

Fabulous food

Teach this unit opener page together with Lesson A in one class period.

- **Introduce the theme of the unit** Read the unit title aloud. Have Ss call out any food words they already know in English, and write them on the board. Tell Ss to see if the foods on the board are pictured on the unit opener page and, if so, to name and point to them.

In this unit, you learn how to . . .

- **Unit aims** Read the lesson headings and key unit aims aloud. Tell Ss to listen and read along.

Extra activity CLASS

Ss look through the unit and find one task that they look forward to doing. Several Ss tell the class which task they chose and why they chose it (e.g., *I chose Talk About It on p. 125 because I like to talk about restaurants.*).

Before you begin . . .

- **Introduce the foods in the pictures** Tell Ss to look at the list of food words. Read each item aloud, and have Ss repeat.
- Tell Ss to look at the example in the exercise. Point out to Ss that *dairy: milk and cheese* describe the food in picture 1. Explain that dairy is a category of food. Say, "Milk and cheese are dairy. What else is dairy? Look at picture 1." [butter, eggs, yogurt]
- Tell Ss to work in pairs and match the other food descriptions with the pictures. Help with new vocabulary as needed, and consider allowing Ss to use dictionaries.
- When Ss have finished, read aloud each category and the food words and have Ss call out the number of the picture [grains: bread, rice, and pasta – 5; dairy: milk and cheese – 1; seafood: fish and shellfish – 2; meat: beef and chicken – 6; vegetables: broccoli and carrots – 3; fruit: bananas and a papaya – 4].
- Review the food words by calling out items (e.g., *milk, chicken, fish*). Have Ss call out the number of the picture for the food and point to the food item in their books.
- Tell Ss to look at the food words again, and circle the things they ate yesterday. Have Ss tell the class two things they ate yesterday (e.g., *I ate fish yesterday, and I ate fruit.*).

Recycle a conversation strategy This task recycles answering a question and then asking a similar one. Tell Ss to work in pairs and ask questions about each food item (e.g., *S1: Do you like fish? S2: Yes, I love fish. How about you? Do you eat fish?*).

- **Follow-up** Write on the board: 1, 2, 3, 4, 5, 6. Call out the numbers one at a time. A S then reads aloud the foods in the picture with that number, and other Ss raise their hands for the foods they ate yesterday. For each item, count hands, write the number on the board, and then find the top foods eaten.

Extra activity PAIRS

Ss work in pairs and look at the pictures again. Ss find other food items that are not listed in the exercise, and make a list. Ss then call out the food words. Write them on the board (e.g., 1: *butter, yogurt*; 2: *salmon, lobster*; 3: *carrots, radish*; 4: *grapes, apples*; 5: *beans*).

Recycle grammar This task recycles frequency adverbs. Write on the board:

sometimes never often hardly ever always

Have Ss put these in order from most frequent to least frequent [always, often, sometimes, hardly ever, never].

- Say, "Copy the list of frequency adverbs. Then think how often you eat the foods in the pictures. Write each food next to a frequency adverb." When Ss finish, say, "Tell your partner about your list." Model by saying, for example, "I often eat pasta. I hardly ever eat beef."

Lesson A Eating habits

1 Getting started

- **Set the scene** Write on the board: *Eating habits*. Tell Ss to look at the title of the lesson. Say, “A habit is something you do a lot or all the time.” Give Ss an example of an eating habit you have (e.g., *I put sugar in my coffee all the time. It’s a habit. I always cut up apples. It’s a habit.*). Ask Ss to think of an eating habit they have, and write it down. Then have Ss tell the class an eating habit.

A

- **Preview and do the task** Have Ss read the words. Ask, “What is a vegetarian?” [someone who doesn’t eat meat] “What is a picky eater?” [someone who only likes certain foods] “What does a person on a diet do?” [watch their weight, count calories, not eat certain food items.] “What does it mean to have food allergies?” [It means certain foods make you sick.]
- Point to the first item again. Ask, “What are some food items that a vegetarian doesn’t eat?” Have Ss call out ideas and write them on the board (e.g., *chicken, beef, fish. Some strict vegetarians don’t eat eggs or any animal products.*).
- **Do the task** Have Ss work in pairs and make a list of foods that the other people on the list don’t eat.
- Have Ss call out ideas on their lists. Have Ss raise their hands if they have the same items on their lists [Possible answers: Picky eaters often don’t eat unusual food or food prepared in a different way. A person on a diet often doesn’t eat bread or pasta, high fat food like cream and butter. A person with food allergies often doesn’t eat grains, nuts, fruit like strawberries, or shellfish.]

B 3.29

- **Preview the task** Say, “Look at the picture. What do you think Ellen is doing?” [making dinner; choosing recipes] “Who is she calling, and why?” (e.g., *maybe she’s calling a friend; maybe she can’t find a recipe or can’t cook*) Say, “Ellen is calling her parents with some questions. Cover the phone message. Work with a partner, and try to label the pictures of food. You can use your dictionaries.” Have pairs call out their answers [top plate: potatoes / French fries, fruit / bananas; middle plate: rice, vegetables / broccoli, fruit / apple, grapes, kiwi, banana; bottom plate: meat, eggs, vegetables / potatoes, carrots].
- Say, “What is Ellen’s problem? Listen for the answer.”
- **Play the recording** Ss listen for the answer. Check the answer with the class [Ellen has to make dinner, but she doesn’t know what to cook: one friend is a vegetarian, one friend is on a diet, and one friend is a picky eater].
- **Play the recording again** Say, “Listen again. Which plate of food does Ellen think is right for Amy? for Juan? for David? Write the person’s name next to the correct plate.” Check answers with the class [top plate: David; middle plate: Amy; bottom plate: Juan].
- Write the names of Ellen’s friends in a column on the board: *Amy, Juan, David*. In another column write *on a diet, vegetarian, picky, allergic to milk and shellfish*. Ask Ss to match the people with the descriptions [Amy: vegetarian; Juan: on a diet; David: picky, allergic to milk and shellfish].

Figure it out

C

- **Preview the task** Tell Ss to look back at Ellen’s message and underline all the food words. Ask, “What’s the first food word you see?” [meat] “Is it singular or plural? How do you know?” [singular; there’s no -s ending] Point out *meat* in the chart.
- Ask, “What’s the first food word you see that’s plural?” [eggs] Point out *eggs* in the chart.
- **Do the task** Say, “Now look at each food word you underlined. Decide which ones are singular and which ones are plural, and add them to the chart.” Have Ss complete the chart, and then compare answers with a partner. Check answers with the class. Have Ss circle the words *a lot of, much, and many*. Ask, “Do singular or plural nouns follow these expressions in her message?” [*a lot of* – both; *much* – singular; *many* – plural]

Answers

Singular: meat, fish, cheese, rice, bread, pasta, milk, shellfish

Plural: eggs, fruits, vegetables, carrots, cucumbers, potatoes, bananas

- **Focus on the form** Say, “Most nouns in English have both singular and plural forms.” Write on the board: *egg, eggs*. Say, “You can count them: *one egg, two eggs, three eggs*. But some nouns do not have plural forms: for example, *rice*. The nouns that you wrote in the *Singular* part of the chart are not usually used in the plural. They don’t usually have plural forms.”

About you

D

- **Preview the task** Read the instructions aloud. Have two Ss read the example conversation aloud. Model the task by saying, “I don’t like shellfish. How about you?” Have individual Ss answer.
- **Do the task** Have pairs discuss their food likes and dislikes. Go around the class, checking that Ss are using singular and plural forms correctly. Ask a few Ss to report one fact about their partners.

Extra activity INDIVIDUALS / GROUPS

Write the following headings on the board: *Foods I Love, Foods I Hate, Foods I Don’t Eat / I’m Allergic To*. Ss copy the headings on a piece of paper, write the names of food words under the headings using true information, and add their names. Ss then exchange papers. In groups of three, Ss plan a menu for the three classmates whose papers they have. When finished, groups read out the names of their “dinner guests” and the foods they plan to cook.

2 Grammar

3.30

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Tell Ss to look at the chart. Say, "There are two kinds of nouns: countable nouns and uncountable nouns." (For more information, see Language Notes at the beginning of this unit.)
- Explain, "Things you can count are countable nouns: for example, *eggs*." Draw three eggs on the board, and count them: *one egg, two eggs, three eggs*. Countable nouns have plural forms, which usually end in *-s*. They also have singular forms. Singular countable nouns can have *a* or *an* before them."
- Say, "Things you can't count are uncountable nouns: for example, *milk*." Draw a glass of milk on the board. Explain, "You can't count milk. With uncountable nouns, don't use plural *-s* or *a* or *an*. For example, you have to say *rice*, not *rices* or *a rice*." Say, "Some nouns are both countable and uncountable. *Fruit* is one example. *Fruit* is usually uncountable, but people say *fruits and vegetables*."
- Write the following sentences on the board, and ask Ss to complete them with *Countable* or *Uncountable*:
 1. ___ nouns have plural forms.
 2. ___ nouns do not have *a / an* before them.
 3. ___ nouns do not have plural forms.
 4. ___ nouns can have *a / an* before them.[1. Countable; 2. Uncountable; 3. Uncountable; 4. Countable]
- Write on the board:

How much? How many?

Say, "Look at the chart. Which do you use with countable nouns?" [How many] "Which do you use with uncountable nouns?" [How much]
- Say, "Look at the answers to the questions with *many* and *much*. With affirmative statements such as *I eat*, use *a lot of*. For negative statements such as *I don't eat*, you can use *a lot of* for all nouns, or you can use *many* for countable nouns and *much* for uncountable nouns." (For more information, see Language Notes at the beginning of this unit.)
- **Follow-up** Write on the board:

How much ___ do you eat?
How many ___ do you eat?

Ss copy and complete the questions. Ask a few Ss to call out their questions (e.g., *How much bread do you eat? How*

many bananas do you eat?). Ss take turns asking and answering questions in pairs.

- **Present Common Errors** Read the information aloud. Write on the board: *I like the milk / milk. I eat a lot of the cheese / cheese. I don't eat the seafood / seafood*. Have Ss come to the board and circle the correct words [milk; cheese; seafood].

A

- **Preview and do the task** Read the instructions aloud. Ask, "In conversation 1, what's the correct word in A's question?" [much] "Why?" [Here, *fruit* is uncountable – it doesn't have an *s*.] "What's the first correct choice for B's answer?" [a banana] "Why?" [*Banana* is countable and singular.] Have Ss complete the task. Check answers with the class: Have pairs of Ss read the questions and answers.

Answers

1. A How much fruit do you eat a day?
B Well, I have a banana every day for breakfast, and I eat a lot of fruit after dinner for dessert.
2. A How many times a week do you eat potatoes?
B About once a week. But I eat rice every day.
3. A Do you eat a lot of red meat? Or do you prefer chicken?
B Actually, I'm a vegetarian, so I never eat meat.
4. A How often do you eat seafood?
B Well, I eat a lot of fish, but I'm allergic to shellfish.
5. A How many eggs do you eat a week?
B I don't eat many. I don't really like eggs.
6. A How often do you eat vegetables?
B I usually eat a lot of French fries. Is that a vegetable?

- Tell Ss to take turns asking and answering the questions with a partner.

About you

B

- **Preview and do the task** Read the instructions aloud. Have pairs take turns asking and answering the questions, but this time giving their own answers.

Extra practice

Tell Ss to turn to Extra Practice 12A on p. 150 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-150.)

3 Talk about it

- **Preview and do the task** Read the instructions aloud. Have Ss ask and answer the questions in groups.
- When Ss finish, call on a few Ss to tell the class something interesting about a group member.
- **Follow-up** Ss choose two of the questions and write answers to them using true information.

Extra activity GROUPS

Groups choose three foods that are good for you and three foods that are not. Group members ask and answer questions about how much of each they eat. Groups decide on the Ss with good eating habits.

Workbook

Assign Workbook pp. 90 and 91. (The answer key begins on p. T-173.)


Lesson B What's for dinner?

1 Building vocabulary

- **Set the scene** Tell Ss to look at the pictures in Lesson B, and the lesson title. Ask questions about dinner and elicit responses from Ss (e.g., *Do you usually make dinner every evening? What do you like to make for dinner?*).

A 3.31

- **Preview the task** Tell Ss to look at the food words in the picture. Have Ss call out any words they already know. Read the instructions aloud.
- **Play the recording** Ss listen and repeat.
- **Play the recording again** Say, "Listen. Check the foods you like, and put an X next to the foods you don't like."

 **Recycle vocabulary** Ask Ss to call out expressions they can use to talk about likes and dislikes and write them on the board (e.g., *I like, I love, I hate, I can't stand*).

- Have Ss take turns telling the class about one food they like, and one food they don't like.

Extra vocabulary FOOD

Present or have Ss suggest extra vocabulary for food such as *bacon, steak, clams, lobster, corn, eggplant, peas, cherries, coconut, grapefruit, lemons, limes, milk, cream, yogurt, rice, pasta, juice, soda, raisins, cake, pie*.

Word sort 

B

- **Preview the task** Read the instructions aloud. Tell Ss to look at the headings in the chart.

- **Do the task** Have Ss complete the chart, then compare answers with a partner. Check answers with the class.

Answers

meat: lamb, hamburger meat

seafood: shrimp, salmon

vegetables: spinach, onion, peppers, lettuce, tomatoes, garlic, green beans

fruit: strawberries, pineapple, melon, mangoes, apples, pears

dairy: ice cream

grains: cereal

drinks: coffee, tea

snacks: potato chips, peanuts, cookies

other: oil, butter, sugar

- Have three Ss read the example sentences. Remind Ss to use *I don't eat much* with uncountable nouns and *I don't eat many* with countable nouns. *I eat a lot of* can be used with countable and uncountable nouns. Then have Ss take turns telling a partner about their diet.



Vocabulary notebook

Tell Ss to turn to Vocabulary Notebook on p. 126 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-126.)

Workbook

- Assign Workbook pp. 92 and 93. (The answer key begins on p. T-173.)

2 Building language

A 3.32

- **Set the scene** Write on the board: *What do you want for dinner?* Ask a few Ss to answer (e.g., *I want pasta, and cheese, and garlic bread.*).
- **Preview the task** Tell Ss they are going to hear the conversation between two roommates, Ted and Phil. They are talking about dinner. Say, "Listen for the answer to the question *What do Ted and Phil have to do before dinner?*"
- **Play the recording** Ss listen for the answer. Ask, "What do Ted and Phil have to do before dinner?" Call on a few Ss for the answer [go to the grocery store].
- Say, "Look at the conversation. Find a question that means *Do you want to go out?*" [Would you like to go out?] Write it on the board, and underline *would, like*. "Now find a sentence that means *I want to stay home tonight.*" [I'd like to stay home tonight.] Write it on the board, and underline *I'd like*. Tell Ss that *would like* is a polite way to say *want*.
- **Practice** Tell Ss to practice the conversation in pairs, taking turns playing each role. Then have pairs change the food words and practice again using their own ideas. Ask a few pairs to act out their conversation for the class.

Figure it out 

B

- **Preview the task** Read the instructions aloud. Tell Ss to underline any sentences using *would / 'd like* in the conversation. Point Ss to the first question in the exercise. Ask, "What's the correct answer?" [like to] "How do you know?" [Ted asks "Would you like to go out for pizza?"] Then tell Ss to circle *some* and *any* in the conversation. Ask, "Which word do you use in negative statements?" [any]
- **Do the task** Have Ss complete the task themselves. Check answers with the class.

Answers

1. A like to; B like 2. A some; B any, some

- Have Ss practice the conversations in pairs.
- **Focus on the form** Write on the board *Would you like . . . ?* Have Ss find and underline the question in the conversation [Would you like to go out for pizza?]. Ask, "What form of the verb follows the expression *I'd like* or questions with *would you like?*" [to + verb] "Do we use *some* or *any* in affirmative statements with *would like?*" [some] "Do we use *some* or *any* in negative statements?" [any]

3 Grammar

A 3.33

- **Present the grammar chart** Play the recording. Ss listen and repeat.
- **Understand the grammar** Ask, “*Would like* is a polite way to say what word?” [want] Point out the contraction *I'd* in the answer. Ask, “What two words make up *I'd*?” [I, would] (For more information, see Language Notes at the beginning of this unit.)
- Write on the board: *Would you like a drink? Would you like to go for a drink after class?* Ask, “What comes after *would like*?” [a noun, *to* + verb]
- Tell Ss to think of questions with nouns and *to* + verbs on the topic of food (e.g., *Would you like some coffee? Would you like to eat early tonight?*). Call on a few Ss, and write their questions on the board.
- Direct Ss’ attention to the second column in the chart. Say, “Look for *some* and *any*. Which is used in questions?” [any] “Which is used in affirmative statements?” [some] “Which is used in negative statements?” [any]
- Ask Ss to write three affirmative and three negative statements about what they ate yesterday using *some* and *any* (e.g., *I ate some cookies. I didn't eat any meat.*). Call on a few Ss to each write a statement on the board.
- **Present In Conversation** Read the information aloud. Write on the board:
Would you like some coffee? = offer
Can I have some coffee? = request
Say, “In offers, you have something that you want to give another person. In requests, you ask someone for something you want.” Call on Ss to respond to each (e.g., offer: *Yes, please. / No, thanks.*; request: *Sure. / OK.*).

A

- **Preview and do the task** Read the instructions aloud. Have Ss complete the conversations. Have Ss review their partners’ answers. Then check answers with the class.

4 Speaking naturally

A 3.34

- **Preview the task** Tell Ss to look at the three questions. Say, “When *would you* is spoken quickly, the two words often sound like one word.” (For more information, see Language Notes at the beginning of this unit.)
- **Play the recording** Ss listen and repeat. Remind Ss to listen carefully to the pronunciation of *would you*.

B 3.35

- **Preview the task** Tell Ss to read the five incomplete questions. Tell Ss to listen and complete the questions with what they hear.
- **Play the recording Audio script p. T-172** Pause after each question to give Ss time to write. Check answers with the class: Read the first part of each sentence aloud, and call on a S to complete it.

Answers

1. A I'm sleepy. I'd like to go for a walk. Would you like to come?
B Sure. Let's go out for some coffee. I'd like / would like to get some cake, too.
2. A I'm really thirsty. Do you have any water with you?
B Well, I have some soda. Would you like some?
3. A Would you like a snack? I have some cookies and peanuts. Oh wait, I don't have any peanuts.
B Um, I'd like / would like some fruit. Do you have any?
4. A What would you like to do after class? Do you have any plans?
B Well, I need to go shopping and get some food.
A Oh, I can come with you. I need to get some milk, too. I don't have any.

- Tell Ss to practice the conversations in pairs, taking turns playing each role.
- **Present Common Errors** Books closed. Write on the board: *I'd like to go for a walk.* Say, “Look at the sentence. It's correct. What common error do you think Ss make?” Elicit ideas. Books open. Tell Ss to read Common Errors and see if they were correct.

About you

B

- **Preview and do the task** Read the instructions aloud. Have two Ss read the example conversation aloud. Have pairs ask and answer the questions giving their own answers.

Extra practice

Tell Ss to turn to Extra Practice 12B on p. 150 of their Student's Books. Have Ss do the tasks in class, or assign them for homework. (See the teaching notes on p. T-150.)

A 3.34

Answers

1. What would you like to do tonight?
2. Would you like to go out for dinner?
3. Would you like to try a new place?
4. Where would you like to meet?
5. What would you like to do after dinner?

- **Play the recording again Audio script p. T-172** Pause and have Ss repeat the questions.

About you

C

- **Preview and do the task** Tell Ss to work in pairs and make plans for dinner tonight. When Ss finish, have a few pairs tell the class what their plans are.

Lesson C I just want a sandwich or something.

Lesson C recycles questions and statements with the simple present and *would like*.

1 Conversation strategy

- **Set the scene** Tell Ss to look at the title of the lesson. Ask, "Do you eat sandwiches?" Have Ss raise their hands. Ask a few Ss what kind of sandwiches they like. Ask Ss when they eat sandwiches. Tell Ss to raise their hands if they don't eat sandwiches. Ask, "Why not?"

A

- **Preview and do the task** Have Ss look at the picture. Ask, "What are they doing?" [working, meeting] Say, "They're going to take a break for lunch. What kinds of food are popular for lunch?" Elicit ideas and write them on the board.

B 3.36

- Tell Ss to look at the picture. Say, "Carrie and Henry are at work. Carrie is asking Henry about lunch. What do they decide to do for lunch? Listen for the answer."
- **Play the recording** Ss listen for the answer. Check the answer with the class [They decide to go to a Spanish restaurant.]. Say, "Listen again. What does Carrie want for lunch? How about Henry? Write the answers."
- **Play the recording again** Ss listen and write the answers. Check answers with the class [Carrie: a sandwich or a salad; Henry: a light meal, something hot].

C

- **Present Notice** Read the information aloud. Ask Ss to read aloud the examples of the expressions in the conversation [I just want a sandwich or something. I don't want a big meal or anything. I can have a sandwich or a salad or something like that.]. Tell Ss that people use these expressions when they do not need to be specific or do not want to list all the possibilities. For example, the speaker presents an idea (e.g., *Would you like a sandwich?*) and then uses *or something* instead of a long list of similar ideas (e.g., *a snack, some soup, something light*). The speaker knows the listener understands the kind of thing meant. (For more information, see Language Notes at the beginning of this unit.)
- Direct Ss' attention to Henry's sentence *I'd like something hot* in the conversation. Point out that with *something* the adjective comes after the word it describes, which is not common in English. Write on the board:
I'd like something _____ right now.
Call on a few Ss to complete the sentence (e.g., *I'd like something sweet right now.*)
- **Practice** Ask Ss to practice the conversation in Exercise 1B in pairs, taking turns playing each role. Then tell Ss to practice it again, changing two pieces of information and using another adjective for *hot*. Ask a few pairs to act out their conversations for the class.

D

- **Present Note** Read the information aloud. Point out that the use of *something* and *anything* is similar to the use of *some* and *any* although *something* is used in more situations than *some*.

- **Preview and do the task** Read the instructions aloud. Tell Ss to look at the first conversation. Ask Ss to write the missing expression. Then ask Ss to call out the answer [or something]. Ask, "Why is the answer *or something*?" [Because it's an affirmative statement.]
- Have Ss complete the remaining conversations. Then Ss compare answers with a partner. Check answers with the class: Have pairs of Ss stand up and each read one of the conversations aloud.

Answers

1. A Do you eat a big lunch?
B No, I usually just have a salad or something.
2. A What do you usually have for breakfast?
B Oh, I just have some coffee and a muffin or something.
A You don't have eggs or anything?
3. A Would you like to go out for dinner or something?
B Sure. But I don't want a big meal or anything.
Something light maybe.
A OK. Well, let's go somewhere with a salad bar or something.

- Tell Ss that they can also use *like that* after *or something* and *or anything* but they are more common without.
- **Practice** Have Ss practice the conversation in pairs, taking turns playing each role.

About you

E

- **Preview and do the task** Read the instructions aloud. Ask two Ss to model the activity for the class: S1 asks the first question in Exercise 1D, and S2 answers, giving true information. Have pairs take turns asking the questions and giving their own answers.
- **Follow-up** Ss find another partner and do the task again.

Extra activity PAIRS

Pairs make up a conversation about where to go for something to drink after class. Tell them to use actual places if possible and to try to use *or something* or *anything* at least once in the conversation.

Extra activity PAIRS

Ss think of three questions to ask a partner about his or her lunch habits. Ss then take turns asking a partner their questions and answering, giving as much information as they can. Ss have to use *or something (like that)* or *anything* in their answers.

2 Strategy plus

- **Present Strategy Plus** Read the information aloud. Ask a pair of Ss to read Henry and Carrie's parts. Say, "Notice how Henry uses *or...?* at the end of his *yes-no* question. This makes the question less direct and more open-ended. It also makes it easier for Carrie to answer *no* or to respond with a suggestion of her own." (For more information, see Language Notes at the beginning of this unit.)
- **Present In Conversation** Point out that *or* is one of the top 50 words in conversation. Tell Ss to find *or*'s in Carrie's final lines on p. 122, and have a S read them aloud [a sandwich or a salad or something like that]. Point out that a basic use of *or* is to give choices.

About you

- **Preview and do the task** Tell Ss to read the questions. Say, "Work on your own. Check the questions that can

end in *or...?*, and then write *or...?* at the end of those questions." Check answers with the class.

Answers

The *or...?* questions are 1, 2, 4, and 5.

- Tell Ss that questions with *or...?* have a rising intonation. Tell Ss to read the questions aloud.
- Have a pair of Ss read the example conversation aloud. Tell pairs to take turns asking and answering the questions using true information.

Sounds right

Tell Ss to turn to Sounds Right on p. 138 of their Student's Books. Have Ss do the task for Unit 12 in class, or assign it for homework. (See the teaching notes on p. T-138.)

3 Listening and strategies

A 3.37

- **Preview the task** Tell Ss to read the items in Exercise 3A. Say, "Listen to the four conversations. Complete the sentence about each person." Go over any unfamiliar vocabulary.
- **Play the recording Audio script p. T-172** Pause after each conversation to give Ss time to write. If Ss have difficulty, guide them with questions (e.g., *What kind of restaurant does Jack want to go to? What does he want to eat? When did he have breakfast? Does he want a big or small meal?*). Check answers with the class.

Answers

1. d 2. e 3. a 4. c

Extra activity PAIRS

Pairs make up a conversation in which one of the speakers doesn't usually eat anything for lunch (the extra phrase from Exercise 3A). Have Ss act out their conversations for the class.

B 3.37

- **Preview the task** Tell Ss to listen again. Say, "This time, listen very carefully to the last thing each person says in the conversation. Think about it, and circle either *I agree* or *I don't agree*. Then complete the sentence with your own opinion." Explain that *I feel* and *I believe* mean *I think*.
- **Play the recording Audio script p. T-172** Stop after the first conversation and ask, "What does the woman tell Jack?" [It's not good to eat a big meal at noon. It makes you really sleepy in the afternoon. You can't work after a heavy meal like that.] "Do you agree?" Call on a few Ss to give their opinions. Continue to play the recording. Pause after each conversation to give Ss time to think and write.
- Have Ss compare their ideas with a partner. Check answers with the class: Ask several Ss to share their ideas.

Possible answers

1. I agree. I think that a big meal makes you sleepy.
I don't really agree. I think that a big meal gives you energy.
2. I agree. I feel that a big lunch is important. You need a big lunch. You don't need a big dinner.
I don't really agree. I feel that eating a lot of small meals is good for you.
3. I agree. I think that breakfast is important.
I don't really agree. I think that you can skip breakfast and be OK.
4. I agree. I believe that eggs, cheese, and butter can cause health problems.
I don't really agree. I believe that dairy foods are good for you.

C

- **Preview and do the task** Read the instructions aloud. Have two Ss read the example conversation. Tell Ss to work in pairs and make plans to go out after class. Alternatively, have Ss write a conversation first and then practice it.
- Have a few pairs act out their conversations for the class.

Free talk

Tell Ss to turn to Free Talk 12 at the back of their Student's Books. Have Ss do the task. (See the teaching notes on p. T-136.)

Workbook

Assign Workbook pp. 94 and 95. (The answer key begins on p. T-173.)

Lesson D Great places to eat

1 Reading

- **Set the scene** Tell Ss to look at the title of the lesson. Ask, "Do you know any great places to eat?" Have Ss raise their hands. Ask a few Ss with raised hands, to tell you the name of the place, and what kind of restaurant it is.
- Ask, "Do you read restaurant guides? How else do you find out about restaurants?" Elicit ideas from Ss.

A

Prereading

- **Preview the task** Ask different Ss to read the five statements aloud. Make sure Ss understand the meaning of each item. Elicit ideas for the sixth statement and write them on the board (e.g., *It has a great location. It's convenient. It has a great chef. It serves really good coffee. The servers are friendly. It's quiet.*). Then read the instructions aloud.
- **Do the task** Tell Ss to think of an interesting restaurant they know and to write its name. Have Ss check (✓) the sentences that are true about the restaurant, and to write one other thing in the other space.
- Write the five sentences on the board. Read each aloud. Have Ss raise their hands if they checked (✓) it. Count the hands for each. At the end, circle the three features that most of the restaurants have in common.

Extra activity PAIRS

Books closed. Write the names of the restaurants from the restaurant guide on the board:

Chillout ice restaurant, Dubai; Dinner in the Sky; The Hajime Robot Restaurant, Bangkok

Then write these questions:

What kind of food do you think each restaurant serves?

Is each restaurant expensive or cheap?

What's the atmosphere like – quiet or noisy?

What is special about each restaurant?

What other guesses can you make about the restaurants?

Ss work in pairs and write guesses about each of the restaurants. Pairs then share some of their guesses with the class (e.g., *I think Chillout is very cold.*). After reading the guide, pairs see if their guesses were correct. A few pairs report to the class (e.g., *I thought Chillout was very cold. It's actually made of ice.*).

B

During reading

- **Present Reading Tip** Have a S read the tip aloud. Say, "If you imagine or think about each place when you read and ask questions about it, it means that you are reading actively. If you are an active reader, it helps you to read and understand more of the article."
- Have Ss read the first review (Chillout ice restaurant). Ask, "Would you like to eat there?" Elicit responses from Ss. Have them say why or why not.
- **Preview the reading** Tell Ss to skim the guide and find some things the reviewer(s) mention. Elicit examples (e.g., *things you can order like soda, hot chocolate, green tea smoothie; location – up in the air; special things – made of ice, served by robots*). Read the instructions aloud.
- **Do the reading** Tell Ss to read the restaurant guide and decide which restaurant they would like to try and why.
- Tell Ss to work in pairs and tell their partner which restaurant they chose and why. Have a few Ss report to the class about their partners' choices.
- Tell Ss to scan (read quickly) the guide again and circle any new words. Ask Ss to compare new words with a partner and help each other with the meanings. Then help with any vocabulary Ss are still unsure of.

Recycle a conversation strategy This task recycles the strategy of taking time to think. Have S1 cover the restaurant guide. S2 asks questions about the restaurants. S1 answers with as much information as possible. Remind Ss that if they need time to think they can use expressions like *well, Let's see, Let me think* (see Unit 8C) (e.g., *S1: What drink can you order in the Ice restaurant? S2: Let's see, um, I think you can order hot chocolate.*). Ss then change roles.

Extra activity CLASS

Call out a piece of information about one of the restaurants in the guide (e.g., *This restaurant serves Asian dishes.*). Ss quickly look through the guide and find the name of the restaurant that the information is about. Ss raise their hands when they find the answer. When most Ss have their hands raised, call on a S to say the answer (e.g., *Hajime Robot Restaurant*). After several examples, ask a few Ss to call out information for the class to respond to.

Extra activity GROUPS

Ss take turns giving a piece of interesting information about a local restaurant (e.g., *I know a Mexican restaurant. Its name is El Jardin. It has great seafood and a mariachi band.*). At the end, group members tell if they would like to try any of the restaurants the other Ss described and why.

C

Postreading

- **Preview the task** Read the instructions aloud. Ask different Ss to each read a question aloud.
- **Do the task** Have Ss answer the questions and then explain their answers to a partner.

Answers

1. You can ask for a warm blanket and some hot chocolate.
2. ice cream
3. 22
4. a chef, a server, and an entertainer
5. Asian dishes from the menu
6. Possible answer: People like to try new and unusual places.

2 Listening and writing

A 3.38

- **Preview the task** Read the instructions aloud. Have Ss read through the eight sentences. Go over new vocabulary from the script as needed (e.g., *specialty, authentic, paella, service, in a hurry, recommend*).
- **Play the recording** *Audio script p. T-172* Ss listen.
- **Play the recording again** Ss listen and circle their answers. Check answers with the class.

Answers

1. The restaurant was Spanish.
2. They serve great seafood.
3. Olivia had a rice dish.
4. It's good for vegetarians.
5. The service was slow.
6. The atmosphere was fun.
7. It was expensive.
8. Olivia recommends it.


B

- **Preview the task** Read the instructions aloud. Tell Ss to look at the example review for Healthy Bites.
- **Present Help Note** Call on six Ss to each read a sentence in the Help Note aloud. Say, "The words under *good* and *bad* are all adjectives. The ones under *good* have a positive meaning. The ones under *bad* have a negative meaning."
- Books closed. Read a sentence from the Help Note, and have Ss say the sentence with the opposite meaning.
- Books open. Say, "Look at the restaurant guide on p. 124. Find the adjectives that describe things related to the restaurants." Have Ss call out the adjectives, and write them on the board [cool, cold, warm, hot, favorite, special, scared, different, smiling, delicious, fun, lively, excellent].
- **Do the task** Tell Ss to underline the adjectives in the review of Healthy Bites. Elicit the adjectives and write them on the board [small, healthy, famous, excellent, delicious, spicy, excellent, fast, friendly].

About you

C

- **Preview the task** Read the instructions aloud. Write on the board: *The service is excellent*. Ask Ss to write three sentences like the one on the board using a different adjective and noun in each one (e.g., *The atmosphere was romantic. The food is fantastic. The prices are cheap.*).
- **Do the task** Have Ss write a review of a restaurant or café. Walk around the class, and help Ss as needed.

 **Recycle a conversation strategy** Review the use of *Me too* or *Me neither* to agree. Tell Ss to write five statements with opinions of a restaurant, each with an adjective (e.g., *I don't like noisy restaurants. I like good, cheap restaurants.*). Have Ss take turns reading their sentences to a partner, who responds using *Me too* or *Me neither* when he or she agrees. Pairs count to see how many sentences they agreed on.

D

- **Preview and do the task** Display Ss' reviews in the classroom. Tell Ss to read four or five of the reviews and choose a restaurant that they would like to try. Then ask a few Ss to tell the class which restaurant they want to try and why.
- **Follow-up** Ask, "Did you know any of the restaurants in your classmates' reviews?" Ss raise their hands if they did. Ask a few Ss questions (e.g., *When did you go there? What did you eat? How was the food? Do you agree with the review?*).

Extra activity INDIVIDUALS


Ss find a review that they strongly agree or disagree with. They write a response to the writer of the review.

3 Talk about it

- **Preview the task** Read the instructions aloud. To model the activity, have a S ask you two of the questions.
- **Do the task** Have Ss work in groups to discuss the questions and agree on a place they would like to go together. Have Ss make notes of the answers. Encourage Ss to use English only.

- Call on a S in each group to present their idea to the class.

Workbook

 Assign Workbook pp. 96 and 97. (The answer key begins on p. T-173.)

Vocabulary notebook

If done for homework


Briefly present the Learning Tip and the task directions. Make sure Ss understand what they need to do.

If done in class

- **Present Learning Tip** Read the information aloud. Say, "Here's another idea to help you remember words. Group

them into things you like and things you don't like. On this page, make groups of kinds of food you like and kinds you don't like. You can also do the same thing with kinds of music or TV shows or many other topics."


1

 The following task recycles food vocabulary.

- **Preview and do the task** Read the instructions aloud. Have Ss use the words in the list to complete the word webs.

- Books open. Ask Ss to compare their word webs with a partner. Call on several pairs to tell the class the kinds of foods they both like (e.g., *Ana and I both like fruit*).

2

 The following task recycles vocabulary for talking about food and for talking about likes and dislikes.

- **Preview and do the task** Read the instructions aloud. Say, "In this chart, don't just write *vegetables*. You have to name the vegetable. Look at the example, *onions*, in the *I Can't Stand* column." Tell Ss to list at least five foods for each column on the chart.
- Have Ss complete the chart. Remind them to be careful not to use plural forms for uncountable nouns (e.g., write *beef*, not *beefs*).
- When Ss finish, have them compare charts with a partner and find the food items they have in common.
- **Present In Conversation** Books closed. Write on the board:
The top food words that come after the verb eat are:
Tell Ss to guess food words to complete the sentence. As Ss call out ideas, make a list on the board. Then ask Ss to guess the top three words.
- Books open. Tell Ss to read the information in the box. Ask Ss to find how many of their guesses were correct.

On your own

- **Present On Your Own** Read the information aloud. Have Ss do the activity at home. Tell them to use dictionaries and try to learn at least three new food words in English.
- **Follow-up** At the start of the next class, Ss work in small groups to read the list of foods they labeled and the new words they learned.


Now I can . . .

- Go over the Now I Can items. Put Ss in pairs to give one example each for the first four items. Call on Ss and ask for examples or explanations.
- Have Ss look over the four lessons and identify any areas they want to review.
- Tell Ss to complete the Now I Can items. Ss check (✓) the items they know and put a question mark (?) by items that they are not confident about. Check with individual Ss which areas need review to see if there are general problems to review in class. Help individual Ss as required. Have Ss hand in a piece of paper with their name and a schedule showing what they plan to review and when. Review or reteach these language items in a future class.

Checkpoint Units 10–12

Before you begin the Checkpoint, write on the board: *Grammar, Vocabulary, Conversation Strategies*. Tell Ss to think about Units 10–12 and write down which area they are most sure about. Say each area, and ask Ss to raise their hands for the one they wrote.

1 What's the question?

 This task recycles simple past information questions and questions with *would like*.

- **Set the scene** Have Ss read the incomplete conversation quickly. Ask, "What's the conversation about?" [things people did last night; things they would like to do tonight]
- **Preview and do the task** Read the instructions and the example aloud. Tell Ss that there may be more than one correct question. Have Ss complete the conversation. Check answers with the class: Read the conversation aloud, pausing at each missing part. Call on Ss to read their questions, and ask if other Ss have different questions.


Possible answers

- A I'm so tired this morning.
B So what did you do last night?

- A Last night? Oh, I went to see a band.
B You did? What band?
A The Mall Kids. They're a new group.
B Yeah? What were they like?
A They were great. I was at the club really late.
B What time did you leave?
A About 2:00 a.m. So anyway, how about you? What did you do last night?
B Oh, I just went home and watched TV. The usual.
A Well, let's go out tonight or something.
B Oh, OK. What would you like to do? . . .

- **Practice** Tell Ss to practice the conversation in pairs, taking turns playing each role. Then have Ss practice the conversation again, changing the last two lines. Ask a few pairs to act out their conversation for the class.

2 Do you have a balanced diet?

 This task recycles food vocabulary, questions with *How much* and *How many*, and statements and questions with *some* and *any*.

A


- **Preview the task** Read aloud the instructions and the headings in the chart. To check that Ss remember food vocabulary and count and noncount nouns, ask, "Who eats a lot of seafood?" and have Ss raise their hands. Ask a couple of Ss what kind they eat, and tell them to write that in the chart. Ask, "What are some food words we can use with *many*?" Elicit ideas and write them on the board. Then ask, "Who doesn't eat many bananas?" Tell Ss to write examples of count nouns in the second column and examples of noncount nouns in the third column.

- **Do the task** Have Ss complete the chart. When Ss finish, elicit examples from the class: Write the categories on the board, and call on six Ss to each write his or her words under one category.

B

- **Preview the task** Read the instructions aloud. Have two Ss read the example conversation aloud. Write on the board *How much* and *How many*. Have Ss tell you which category words in Exercise 2A are used with *How much* and which are used with *How many* (e.g., *How much seafood*, *How many vegetables*).
- **Do the task** Have Ss compare their charts with a partner, taking turns asking and answering questions about each category. Have a few pairs present their conversations to the class.

3 Ask a question in two ways; answer and ask a similar question.

 This task recycles answering a question and then asking a similar one and using *or . . . ?* It also recycles asking a question in two ways and the expression *I mean*.

A

- **Preview the task** Read the instructions and the example aloud. Ask, "What other good second questions can you ask? Use *or . . . ?* at the end." Have Ss call out questions.
- **Do the task** Have Ss write a second question ending with *or . . . ?* for each item. Check answers with the class: Ask a few Ss for their questions.

Possible answers


1. did you do anything special or . . . ?
2. did you go away or . . . ?

3. did you go out for dinner or . . . ?
4. would you like to see a movie or . . . ?

B

- **Preview the task** Read the instructions aloud. Have two Ss read the example conversation aloud. Point out how *B* asks a similar question. Encourage Ss to ask follow-up questions to continue each conversation.
- **Do the task** Have pairs take turns asking and answering the questions.

4 What's the right expression?

 This task recycles two conversation strategies: using appropriate responses like *Congratulations!* and *Good luck!* and the use of *or something* and *or anything*. It also recycles the expressions *You did?*, *Anyway*, and *I know*.

- **Set the scene** Tell Ss to look at the picture and think of a question to ask about it (e.g., *Where is the woman? What is she doing?*). Have Ss call out ideas.
- **Preview the task** Read the instructions and the example aloud. Point out that Ss need to use each expression at least once and they will use *anyway* twice.
- **Do the task** Have Ss complete the conversation. Tell Ss to check answers in pairs: S1 reads Bryan's lines, and S2 reads Julia's lines. Then check answers with the class.

Answers


Bryan How was your weekend? Did you go away or anything?

Julia No, but I went to a karaoke club.

Bryan Really? You did? So how was it?
Julia Great! I sang in a contest and won \$50.
Bryan Congratulations! I didn't know you were a singer.
Julia Well, I practiced every day for a month.
Bryan Good for you!
Julia And thank goodness I practiced! Ten friends of mine were there. So, anyway, did you do anything special?
Bryan Not really. I had to study for an exam on Saturday and Sunday. I studied all weekend and then got sick.
Julia I'm sorry to hear that. You need to take care of yourself.
Bryan Yeah. I know . . . Well, anyway, I have to go. I want to study my notes. But after the exam, let's meet for coffee or something.
Julia OK. So good luck with your exam.

- **Practice** Tell Ss to practice the conversation in pairs, taking turns playing each role.

5 Show some interest!

 This task recycles simple past tense verbs, time expressions, and responses with *You did?*

A

- **Preview the task** Read the instructions aloud. Write the first sentence on the board: *I _____ on an interesting trip.* Ask Ss to call out a simple past verb to complete it [went].
- **Do the task** Have Ss complete the sentences with a simple past verb. Tell Ss that there may be more than one correct answer for some sentences.
- Check answers with the class: Call on Ss to read their statements, and ask if other Ss have different answers.

Possible answers

1. I went on an interesting trip.
2. I bought some new clothes.
3. I met someone famous.
4. I made an international phone call.
5. I had a party at my house.
6. I made some Italian food.
7. I walked on the beach.
8. I spoke English with a tourist.
9. I spent some money.
10. I got lost in the city.

- Call on a S to read the first sentence again. Ask, "When did you go on an interesting trip?" Ask the S to answer with true information. Write the sentence with the time expression on the board (e.g., *I went on an interesting trip last year.*).
- Have Ss choose five sentences and add time expressions to the sentences to make true statements about themselves.

Extra activity PAIRS

Ss each write 10 incomplete sentences like the ones in the Student's Book. Encourage them to look back over the units for expressions to use. Ss exchange papers with a partner and complete the sentences with a simple past verb.

B

- **Preview the task** Read the instructions aloud. Model the task by reading the first line of the example. Call on a S to read the second line, and then respond, continuing the conversation with the S.
- **Do the task** Have pairs take turns reading the five sentences they wrote in Exercise 4A. Say, "Respond with *You did?*" and ask questions to continue the conversation."

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