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FOUR CORNERS

Second Edition

Teacher's Edition

with Complete Assessment Program

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 **CAMBRIDGE**
UNIVERSITY PRESS

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Scope and sequence

LEVEL 1	Learning outcomes	Grammar	Vocabulary
Welcome Unit Pages 2–3 Classroom language Page 4	Students can ... <input checked="" type="checkbox"/> introduce themselves and others <input checked="" type="checkbox"/> say hello and good-bye		
Unit 1 Pages 5–14	Students can ... <input checked="" type="checkbox"/> ask for and say names <input checked="" type="checkbox"/> spell names <input checked="" type="checkbox"/> talk about where people are from and what they do <input checked="" type="checkbox"/> discuss people’s names and jobs	The verb <i>be</i> Possessive adjectives Subject pronouns Yes / no questions with <i>be</i>	Names and titles Interesting jobs
Unit 2 Pages 15–24	Students can ... <input checked="" type="checkbox"/> ask for and say people’s nationalities <input checked="" type="checkbox"/> ask for and give phone numbers and email addresses <input checked="" type="checkbox"/> identify family members and give their ages <input checked="" type="checkbox"/> give information about family and friends	Plural subject pronouns Questions with <i>be</i> <i>Who</i> and <i>How old</i> with <i>be</i>	Nationalities Family members
Unit 3 Pages 25–34	Students can ... <input checked="" type="checkbox"/> ask about and identify everyday items <input checked="" type="checkbox"/> ask what something is called in English <input checked="" type="checkbox"/> talk about clothes and possessions <input checked="" type="checkbox"/> describe favorite possessions	Demonstratives Articles <i>a</i> and <i>an</i> Plurals Possessive pronouns <i>Whose</i> ‘s and s’	Everyday items Clothes and colors
Unit 4 Pages 35–44	Students can ... <input checked="" type="checkbox"/> describe how people get around <input checked="" type="checkbox"/> ask for and tell the time <input checked="" type="checkbox"/> ask and answer questions about routines <input checked="" type="checkbox"/> describe the things they do on weekends	Simple present statements Simple present yes / no questions	Ways of getting around Days of the week and routines
Unit 5 Pages 45–54	Students can ... <input checked="" type="checkbox"/> talk about their online habits <input checked="" type="checkbox"/> accept and decline help <input checked="" type="checkbox"/> ask and answer questions about leisure activities <input checked="" type="checkbox"/> discuss how they use technology	Adverbs of frequency Simple present <i>Wh-</i> questions with <i>do</i>	Online activities Leisure activities and places
Unit 6 Pages 55–64	Students can ... <input checked="" type="checkbox"/> identify and talk about jobs <input checked="" type="checkbox"/> ask for someone on the telephone <input checked="" type="checkbox"/> have someone wait <input checked="" type="checkbox"/> describe their talents and abilities <input checked="" type="checkbox"/> talk about study and work programs	Simple present <i>Wh-</i> questions with <i>does</i> <i>Can</i> for ability <i>And, but, and or</i>	Jobs Abilities

Functional language	Listening and Pronunciation	Reading and Writing	Speaking
<p>Interactions: Saying hello Saying good-bye</p>			<ul style="list-style-type: none"> • Introductions • Greetings
<p>Interactions: Asking for spelling</p>	<p>Listening: Spelling names Pronunciation: Contractions</p>	<p>Reading: “Famous Names” An article Writing: My name</p>	<ul style="list-style-type: none"> • Class introductions and greetings • <i>Keep talking:</i> Name circle • Class name list • Guessing game about famous people • <i>Keep talking:</i> “Find the differences” activity about jobs and cities • Quiz about celebrities
<p>Interactions: Asking for someone’s phone number Asking for someone’s email address</p>	<p>Listening: Directory Assistance calls Information forms People I know Pronunciation: Word stress</p>	<p>Reading: “People in My Life” Photo captions Writing: My friends</p>	<ul style="list-style-type: none"> • True and false information about people • <i>Keep talking:</i> Interviews with new identities • Class survey for new contact information • Information exchange about family members • <i>Keep talking:</i> Family trees • Presentation about friends
<p>Interactions: Asking what something is</p>	<p>Listening: Things around the classroom Favorite things Pronunciation: Plurals</p>	<p>Reading: “Yuna’s Blog: My favorite things!” A blog post Writing: My favorite thing</p>	<ul style="list-style-type: none"> • Questions and answers about personal items • <i>Keep talking:</i> Things in the closet • Memory game about everyday items • Personal items and their owners • <i>Keep talking:</i> “Find the differences” activity about clothing colors • Presentation of favorite things
<p>Interactions: Asking the time</p>	<p>Listening: Times of different events Angela’s routine Pronunciation: Reduction of <i>to</i></p>	<p>Reading: “What’s your favorite day of the week?” A message board Writing: About my weekend</p>	<ul style="list-style-type: none"> • Survey about getting to school and work • <i>Keep talking:</i> Transportation facts • Interview about the times of specific events • Interview about routines • <i>Keep talking:</i> “Find someone who” activities about routines • Survey about busy weekends
<p>Interactions: Declining help Accepting help</p>	<p>Listening: Shopping Favorite websites Pronunciation: Thirteen or thirty?</p>	<p>Reading: “Fun Online Activities” An article Writing: Let’s chat</p>	<ul style="list-style-type: none"> • Comparison of online habits • <i>Keep talking:</i> Interview about online habits • Role play of a shopping situation • Interview about leisure activities • <i>Keep talking:</i> Interviews about fun activities • Discussion about favorite websites
<p>Interactions: Asking for someone on the phone Having someone wait</p>	<p>Listening: Telephone calls Ads for overseas programs Pronunciation: <i>Can</i> and <i>can’t</i></p>	<p>Reading: “Fun Jobs” A magazine article Writing: My abilities</p>	<ul style="list-style-type: none"> • “Find someone who” activity about jobs • <i>Keep talking:</i> Memory game about jobs • Role play of a phone call • Interview about abilities • <i>Keep talking:</i> Board game about abilities • Discussion about study and work programs

LEVEL 1	Learning outcomes	Grammar	Vocabulary
Unit 7 Pages 65–74			
Food A <i>Breakfast, lunch, and dinner</i> B <i>I like Chinese food!</i> C <i>Meals</i> D <i>Favorite food</i>	Students can ... <input checked="" type="checkbox"/> say what meals they eat <input checked="" type="checkbox"/> say what they like and dislike <input checked="" type="checkbox"/> talk about their eating habits <input checked="" type="checkbox"/> talk about their favorite food	Count and noncount nouns <i>Some</i> and <i>any</i> <i>How often</i> Time expressions	Food More food
Unit 8 Pages 75–84			
In the neighborhood A <i>Around town</i> B <i>How do I get to...?</i> C <i>Fun in the city</i> D <i>A great place to visit</i>	Students can ... <input checked="" type="checkbox"/> give the locations of neighborhood places <input checked="" type="checkbox"/> ask for and give directions <input checked="" type="checkbox"/> talk about interesting places in their towns <input checked="" type="checkbox"/> give a presentation on a city attraction	Prepositions of location <i>There is, there are</i>	Places in the neighborhood Places to visit
Unit 9 Pages 85–94			
What are you doing? A <i>I'm looking for you.</i> B <i>I can't talk right now.</i> C <i>These days</i> D <i>What's new?</i>	Students can ... <input checked="" type="checkbox"/> describe what people are doing right now <input checked="" type="checkbox"/> ask if someone can talk right now <input checked="" type="checkbox"/> explain why they can't talk on the telephone <input checked="" type="checkbox"/> describe what people are doing these days <input checked="" type="checkbox"/> discuss what people are doing	Present continuous statements Present continuous questions	Actions and prepositions Activities
Unit 10 Pages 95–104			
Past experiences A <i>Last weekend</i> B <i>You're kidding!</i> C <i>Did you make dinner last night?</i> D <i>I saw a great movie.</i>	Students can ... <input checked="" type="checkbox"/> say what they did last weekend <input checked="" type="checkbox"/> show that they're listening <input checked="" type="checkbox"/> express surprise <input checked="" type="checkbox"/> talk about routine events in the past <input checked="" type="checkbox"/> talk about past activities	Simple past regular verbs Simple past irregular verbs <i>Yes / no</i> questions	Weekend activities Things to do
Unit 11 Pages 105–114			
Getting away A <i>Where were you?</i> B <i>That's great!</i> C <i>My vacation</i> D <i>Travel experiences</i>	Students can ... <input checked="" type="checkbox"/> describe where they were in the past <input checked="" type="checkbox"/> react to news <input checked="" type="checkbox"/> talk about their last vacation <input checked="" type="checkbox"/> describe a vacation	Past of <i>be</i> Simple past <i>Wh-</i> questions	Adjectives Vacation activities
Unit 12 Pages 115–124			
Time to celebrate A <i>I'm going to get married.</i> B <i>Sure. I'd love to.</i> C <i>Planning a party</i> D <i>Birthdays</i>	Students can ... <input checked="" type="checkbox"/> talk about their plans for specific dates <input checked="" type="checkbox"/> accept or decline an invitation <input checked="" type="checkbox"/> discuss and agree on plans <input checked="" type="checkbox"/> describe birthday traditions in their culture	<i>Be going to</i> <i>Yes / no</i> questions <i>Wh-</i> questions with <i>be going to</i> Object pronouns	Months and dates Party checklist

Functional language	Listening and Pronunciation	Reading and Writing	Speaking
<p>Interactions: Expressing dislikes Expressing likes</p>	<p>Listening: Food preferences A typical Swedish meal Pronunciation: Word Stress</p>	<p>Reading: “My Favorite Food” An article Writing: A typical meal</p>	<ul style="list-style-type: none"> • Survey about meals • <i>Keep talking:</i> Recipes • Information exchange about food preferences • Comparison of eating habits • <i>Keep talking:</i> Discussion about eating habits • Interview about favorite food
<p>Interactions: Asking for directions</p>	<p>Listening: GPS directions Tourist information Pronunciation: Word stress</p>	<p>Reading: “Escape Rooms” A magazine article Writing: Group poster</p>	<ul style="list-style-type: none"> • Information exchange with maps • <i>Keep talking:</i> Information gap activity with neighborhood maps • Role play about directions • Interview about places in town • <i>Keep talking:</i> Description of an unusual zoo
<p>Interactions: Asking if someone can talk now Explaining that you can’t talk now</p>	<p>Listening: Sound effects Telephone calls Pronunciation: Intonation in questions</p>	<p>Reading: “Status Updates” A micro-blog Writing: My status update</p>	<ul style="list-style-type: none"> • Guessing game about people’s actions • <i>Keep talking:</i> Interpretations of actions • Role play of a phone call • “Find someone who” activity about things people are doing these days • <i>Keep talking:</i> Guessing game about who’s doing what • Speculations about someone’s activities
<p>Interactions: Showing that you’re listening Expressing surprise</p>	<p>Listening: Diana’s week Matt’s busy week Pronunciation: Simple past -ed endings</p>	<p>Reading: “Matt’s Movie Reviews” Blog post Writing: A blog post</p>	<ul style="list-style-type: none"> • Information exchange about last weekend • <i>Keep talking:</i> Picture story • Role play of surprising conversations • Interview about routine events in the past • <i>Keep talking:</i> Memories • “Find someone who” activity about past activities
<p>Interactions: Reacting to good news Reacting to bad news</p>	<p>Listening: A short trip Three vacations Pronunciation: Reduction of <i>did you</i></p>	<p>Reading: “Travel Tales” Blog posts Writing: A postcard</p>	<ul style="list-style-type: none"> • Interview about where you were • <i>Keep talking:</i> Interview about school trips • Class exchange of personal news • Information exchange about vacations • <i>Keep talking:</i> Speculation about a vacation • Presentation of postcards
<p>Interactions: Declining an invitation Accepting an invitation</p>	<p>Listening: Invitations A “Sweet 16” birthday party Pronunciation: Reduction of <i>going to</i></p>	<p>Reading: “Birthday Traditions” An article Writing: A thank-you note</p>	<ul style="list-style-type: none"> • Information exchange about special days • <i>Keep talking:</i> Weekend plans • Class invitations • Discussion of plans for three scenarios • <i>Keep talking:</i> Plan for a party • Discussion about birthday traditions

Introduction to *Four Corners* Second Edition

About the course

Four Corners Second Edition is an exciting integrated four-skills course in American English for adults and young adults. This four-level course is for students who want to use English effectively in daily life. Easy and enjoyable to teach, *Four Corners Second Edition* provides content-rich topics in every unit, extensive opportunities to practice natural English, integrated skills, and a wide variety of engaging speaking activities.

The writing of *Four Corners Second Edition* was informed by the Common European Framework of Reference (CEFR) for languages, and the course takes students from the CEFR A1 level (true beginner level) through to a strong CEFR B1 level (mid-intermediate level).

A special feature of *Four Corners Second Edition* is the opportunity to learn through different media, such as interactive whiteboard software, web-based activities, and other options.

The approach

Although many language learners have studied English for several years or more, they often find they still cannot use English effectively for real-world purposes. A common comment from students is: “I know lots of grammar and vocabulary, but I can’t use my English.”

Four Corners Second Edition addresses this problem by focusing on practical communicative skills at every level of the course. It uses a communicative methodology combined with a framework of language learning outcomes (or goals). The course teaches the language, skills, and competencies needed to carry out a communicative speaking activity at the end of each lesson and to achieve a practical learning outcome – the “can do” statement. This approach means that there is a strong focus on defining what learners “can do” with the language at each stage of the course, providing benchmarks to measure students’ progress. These outcomes in turn are the building blocks of the students’ communication skills.

Four Corners Second Edition uses these learning outcomes as a key organizing principle. Every level, from beginner to intermediate, follows a carefully designed set of outcomes mapped to the CEFR. The learning outcomes themselves are practical, transparent, and easy to measure.

The focus on practical learning outcomes is reflected in an outcomes-based approach to assessment. Students

and teachers can measure success after every lesson to find out if they can use what they learned. If students need additional practice, they can use many other *Four Corners Second Edition* components, such as the Online Self-study.

The syllabus

The *Four Corners Second Edition* syllabus is an integrated communicative syllabus linking grammar, vocabulary, skills, and functions and is informed by the CEFR. This syllabus also includes items tested in standardized ELT exams. The amount of new language students are expected to learn in each lesson is manageable and provides a firm foundation for effective communication. The language taught is recycled within and across levels.

The four strands

The content of *Four Corners Second Edition* has been carefully organized to develop students’ communicative competence in English. Each unit includes these four related strands:

1. Accuracy
2. Functional language
3. Skills
4. Fluency

1. The accuracy strand. This strand draws on vocabulary and grammar and the ability to use grammatically well-formed sentences in communication. In *Four Corners Second Edition*, grammar and vocabulary are presented in Lessons A and C of each unit as key elements of accurate communication.

2. The functional language strand. This strand is found in Lesson B of each unit and focuses on functional speaking skills – the ability to use core functional language in speech – for example: agreeing and disagreeing, complaining, apologizing, accepting and declining invitations.

3. The skills strand. This involves using language across the different modalities of speaking, listening, reading, and writing. In *Four Corners Second Edition*, speaking is strongly emphasized. There are several opportunities for students to speak throughout the lesson, but there is a main speaking activity at the end of each lesson. Speaking is also the main focus of Lesson B. There are two formal listening activities within each unit, but students have the opportunity to listen to recorded sections several times throughout the unit. Reading and writing are the main focus of Lesson D.

4. The fluency strand. As each unit develops, the focus shifts from accuracy to fluency. In Lesson D, students have opportunities to practice fluency, especially in the speaking activity at the end of the lesson.

Benefits of the *Four Corners Second Edition* approach and syllabus

The communicative methodology and outcomes-based approach combined with the *Four Corners Second Edition* syllabus offer numerous advantages to students and teachers:

- **Clarity.** *Four Corners Second Edition's* clear outcomes at regular intervals provide a learning path for students, so they know where they are going and why.
- **“Can do” approach.** The carefully designed outcomes provide learners with the opportunity to use their English in a variety of real-world contexts.
- **Communication.** The carefully graded grammar and vocabulary syllabus provides a firm foundation for effective communication. In addition, the syllabus enables students to practice communicating regularly.
- **Confidence.** By dividing the task of learning a language into manageable segments, combined with the “can do” statements, *Four Corners Second Edition* increases students’ confidence inside and outside the classroom and prepares them for success in the real world.

Unit organization

	Objectives	Typical unit organization
Warm-up	Introduces students to the topic and activates schema.	Unit overview; two <i>Warm-up</i> activities
Lesson A	Presents and practices first set of vocabulary items and first grammar point of the unit.	<i>Vocabulary, Language in context, Grammar, Speaking</i> , (Extra speaking: <i>Keep talking</i>)
Lesson B	Presents and practices the functional language.	<i>Interactions</i> (functional language), <i>Pronunciation, Listening, Speaking</i>
Lesson C	Presents and practices second set of vocabulary items and second grammar point of the unit.	<i>Vocabulary, Conversation, Grammar, Speaking</i> , (Extra speaking: <i>Keep talking</i>)
Lesson D	Practices the skills of reading, writing, speaking (and sometimes listening).	<i>Reading, Listening, Writing, Speaking</i>
Wrap-up	Reviews the target language; helps students find examples of English in the real world.	<i>Quick pair review, In the real world</i>

How to teach a *Four Corners Second Edition* unit

This information takes you through a unit, section by section.

Warm-up

This page introduces the overall unit topic in a creative context in order to activate schema and create interest in the topic. Students do not need to use the target language from the unit at this point. The exercises are designed so that language from previous units is recycled here.

The second part of the *Warm-up* (Part B) is usually a personalization exercise so that students begin to relate the unit topic to their own lives.

Both activities can be done in pairs, groups, or as a class.

Teaching Notes

- Direct students’ attention to the picture(s) on this page. Go over the instructions. Have students complete the activity. Then go over answers with the class.
- Go over the instructions. Have students complete the activity. Set a time limit if necessary. Discuss students’ answers.

After you have finished the *Warm-up* activities point to the four boxes at the top of the page and explain that this is the language that students will be learning in Lessons A–D. These boxes act as a first signpost and help students understand the structure of the unit.

Vocabulary

The aim of this section (in Lesson A and C) is to teach eight or more lexical items related to the topic of the lesson. The new vocabulary is accompanied by attractive illustrations or photos, which aid comprehension and motivate students. Students generally listen and repeat the target vocabulary or do an exercise, such as labeling, categorization, or matching, and then personalize the vocabulary orally in pairs.

Teaching Notes

- Play the audio while students listen and read silently. Then play the audio again, and have the students listen and repeat the words.

Note: In some cases, this section has a labeling, categorization, or matching activity. If so, go over the instructions and point out the example. Have students work in pairs or groups to complete the activity. Students check their answers against the audio.

- Go over the instructions and point out the example. Have students work individually, in pairs, or in groups to complete the activity. Finally, elicit the answers from individual students.

Language in context

Target vocabulary is recycled and new grammar is previewed here within a variety of text types, such as emails, advertisements, messages, short texts, and short exchanges. The section includes a written and /or listening activity, followed by personalized oral practice. Note that it is not necessary to teach the grammar at this point.

Teaching Notes

- Direct students' attention to the pictures to set the scene. Elicit or explain the meaning of unfamiliar words. Go over the instructions and play the audio. Have students listen and complete the activity. Go over the answers with the class.
- Model the personalized speaking activity. Have students work in pairs or small groups and discuss the questions. Call on individual students for feedback.

Conversation

Just as in the *Language in context* section, target vocabulary is recycled, and new grammar is previewed here in a conversation between two or three speakers. The students listen and practice the conversation.

Teaching Notes

- Direct students' attention to the picture to set the scene. Elicit or explain the meaning of unfamiliar words. Play the audio and have the students listen read silently. Then have the students practice the conversation in pairs.

Grammar

The aim is to present and practice the grammar that appeared in the previous section: i.e., *Language in context* (Lesson A) or *Conversation* (Lesson C). The grammar box is brief and clear, without written rules, so that the teacher can either *elicit* or *explain* them. Some of the examples in the grammar box are usually taken directly from the *Language in context* or *Conversation*, which enables teachers to link the two activities. In the controlled practice stage, students carry out a number of activities, ranging from multiple choice to fill in the blanks to matching. The oral practice that follows enables students to personalize the grammar.

Teaching Notes

- Direct students' attention to the grammar box. Elicit or explain the differences between the sections of the box. To develop grammatical awareness, encourage students to refer to the previous section and circle or underline examples of the new grammar in the text(s). Play the grammar box audio and have students practice pronunciation.
- Go over the instructions and point out the model answer. If helpful, do the second example orally as a class. Then have the students complete the written exercise. Have students compare their answers with a partner. Call on students to read their answers aloud or write them on the board. Check answers as a class.

- Go over the instructions and model the activity with a student. Have students practice the activity in pairs or small groups. Check answers.

Interactions

The ability to use essential functional language is an important skill developed in *Four Corners Second Edition*. The aim of Lesson B is to focus specifically on functional language (in the *Interactions* section) presented in the context of a conversation.

Teaching Notes

- Direct students' attention to the pictures to set the scene.
- Play the audio. Have students listen and read silently. Then have students practice the conversation in pairs.
- Point out the target functional expressions in the conversation (for example, reacting to good news: *That's great! That's excellent*, etc.). Elicit or explain what they mean. Play the audio and have students listen and read silently. Model the activity. Then have students practice the conversation again using the new expressions.

Pronunciation

The aim is to present general pronunciation issues related to vocabulary or grammar. Activities include awareness raising and practice in aspects such as word stress, reduction, intonation, and individual sounds.

Teaching Notes

- Use the audio program to introduce the pronunciation point. To develop awareness, encourage students, while listening, to pay particular attention to the pronunciation point before they practice it. Play the audio again and have students repeat.
- Go over the instructions and the words. Play the audio. Have students listen and do the activity. Have students check their answers with a partner.

Listening

Listening is addressed at several places throughout a unit, but the skill is usually specifically developed in Lessons B and D. In Lesson B, students listen in order to practice and confirm comprehension of the functional language presented in *Interactions*. The *Listening* in Lesson D provides valuable practice in “top-down” (listening for the gist of the information) and “bottom-up” (listening for detailed information) listening.

Teaching Notes

- Optional: Use the pictures or the title to set the scene. Go over the instructions and pre-teach any unknown vocabulary that is essential for the activity. Play the audio. Have students listen and do the first activity. Have students check answers with a partner.
- Go over the instructions. Play the audio again and have students listen and do the second activity. Have students check answers with a partner. Go over the answers with the class.

Reading

The readings in *Four Corners Second Edition* reflect the real world, both in terms of content and text type (with a special emphasis on electronic types, such as blogs, ads, online articles, webpages, etc.). Making students familiar with these real-world readings may help students to feel confident to read outside the classroom.

The readings, found in Lesson D, also draw upon a variety of integrated skills. The prereading and postreading exercises promote speaking. Texts are recorded on audio, so you can ask students to listen and read along. Importantly, the readings provide a lead-in to the *Writing* sections, which follow them.

Teaching Notes

- Introduce the topic of the reading, and use the discussion questions to activate background knowledge. Pre-teach vocabulary.
- Go over the instructions. Have students read silently and do the activity. Then go over the answers.
- Go over the instructions. Have students read again, this time in more detail, and do the activity. Go over the answers with the class.
- Model the postreading activity. Have students discuss the topic in pairs.

Writing

The writing activities in *Four Corners Second Edition* contain practical outcomes, for example, writing a thank-you note or a blog entry about a movie. Since many students find writing difficult, even in their own language, the *Writing* section in Lesson D provides practice on how to write. Guidance includes a writing model and practice of target language from the unit, and a set of initial questions to help them with content. The activity usually encourages students to share their work.

Teaching Notes

- Go over the instructions and model the activity. Have students complete the activity.
- Have students read the writing model. Show how the questions in Part A are answered in the text. Have students write a similar text, using their notes from Part A. Ask students to share their work with other students and complete the task.

Speaking and Keep talking

The grammar, functional language, and vocabulary learned so far in the unit are only a means to an end. Students need to use them successfully to *communicate*. For this reason, the *Speaking* activities in Lessons A–D enable students to practice communicating in a real-world context – through role plays, information gaps, interviews, surveys, discussions, and so forth. Importantly, these *Speaking* activities lead students to the lesson “outcome”: a “can do” statement. On successful completion of the *Speaking* activity in Lessons A–D, students check the “can do” statement.

Speaking is addressed in every lesson of *Four Corners Second Edition*. However, the speaking practice varies in purpose and focus. In Lessons A–C, for example, the students practice using new grammar, vocabulary, and functional language accurately in a real-world situation. In contrast, the ability to speak fluently is developed in the culminating speaking activity in Lesson D, and the *Keep talking* activity (Lessons A and C) provides freer speaking practice for students in pair or group settings.

Teaching Notes

Model the activity with the students. Remind students to ask follow-up questions and to show interest in their partner’s comments. Students work in pairs or groups to complete the activity. As you monitor the class, offer help and encourage students to keep talking. Also, take notes of errors you hear students make in the use of the target language, and encourage students to correct them at the end of the speaking activity.

Wrap-up

The unit *Wrap-up* consists of two sections: *Quick pair review* and *In the real world*. The *Quick pair review* provides students with an opportunity to consolidate what they learned in the unit through lively pair-work activities, e.g., *Brainstorm*, *Do you remember? Find out! Guess!* or *Test your partner*. The *Quick pair review* activities can be written or spoken.

In the real world encourages students to find examples of the target language from the unit in the real world outside the classroom. Students are actively encouraged to use sources of English such as movies, magazines, TV, the Internet, and books to learn more about a topic of interest.

Essential teaching tips

Classroom management

Error correction

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

Grouping students

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

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

Instructions

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

Monitoring

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

Teaching lower-level students

- Teach the *Classroom language* on page 4 and put useful language up in the classroom, so the students get used to using English.
- Don't rush. Make sure all the students have had enough time to practice the material.
- Do a lot of repetition and drilling of the new target language.
- Encourage students to practice and review target language by doing activities in the Workbook and Online Self-study.
- Elicit answers from your students and involve them in the learning process. Even though they are beginners, they may have a passive knowledge of English. Find out what they already know by asking them questions.
- Use the *Extra activity* boxes within the procedural notes of this Teacher's Edition to add variety to your lessons.

Teaching reading and listening

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

A more comprehensive list of teaching tips can be found on the *Four Corners Second Edition* website: www.cambridge.org/fourcorners

Core series components

Four Corners Second Edition has a variety of core components to help you and your students meet their language learning needs. Here is a list of the core components.

COMPONENT	DESCRIPTION
Student's Book with Online Self-study	<p>The Student's Book is intended for classroom use and contains 12 ten-page units. <i>Keep talking</i> activities for additional speaking practice are included after the 12 units.</p> <p>The Online Self-study provides additional vocabulary, grammar, functional language, pronunciation, listening, and video-viewing practice.</p>
Class Audio	<p>The Class Audio is intended for classroom use.</p>
Teacher's Edition with Complete Assessment Program	<p>The interleaved Teacher's Edition with Complete Assessment Program includes:</p> <ul style="list-style-type: none">• Page-by-page teaching notes with step-by-step lesson plans• Audio scripts, video scripts, and answer keys for the Student's Book and Workbook• Photocopiable video activity sheets• Video teaching notes• Language summaries for each Student's Book unit's grammar, vocabulary, and functional language• A complete assessment program, including oral and written quizzes, as well as unit tests in printable PDF and Microsoft Word® formats
Workbook	<p>The Workbook's eight-page units can be used in class or for homework. Each unit provides students with additional vocabulary, grammar, functional language, and reading practice.</p>
Video Program	<p>Videos for each unit provide further practice of the unit's vocabulary, grammar, and functional language in a real-world context and serve as models for students to make their own videos.</p>
Presentation Plus	<p>Presentation Plus software can be used on an interactive whiteboard with portable interactive software technology, or with a computer and projector. This software is intended for classroom use and presents the Student's Book, audio, and video.</p>

For a complete list of components, visit www.cambridge.org/fourcorners or contact your local Cambridge University Press representative.

Walkthrough

of the Student's Book

Every unit in *Four Corners Second Edition* contains four lessons, each of which has its own **learning outcome** and culminates in a **personalized** speaking activity.

Warm-up Each unit begins with a *Warm-up* page that previews the language of the unit and introduces students to the unit theme.

7 Food

LESSON A

- Food
- Count and noncount nouns; *some* and *any*

LESSON B

- Expressing dislikes
- Expressing likes

LESSON C

- More food
- *How often*; time expressions

LESSON D

- Reading: "My Favorite Food"
- Writing: A typical meal



Unit preview

- Highlights the language and topics presented in each lesson

Warm Up

A Match the words and the pictures.

1 Italian food C 2 Mexican food _____ 3 Chinese food _____ 4 Ja

B Name ten food words you know.

Warm-up

- Introduces the overall topic in a creative context in order to activate schema and create interest in the topic
- Offers opportunities for personalized discussion

Lesson A presents and practices useful vocabulary and grammar in a communicative context. The lesson ends in a speaking activity which is tied to a specific “can do” statement and which allows students to immediately apply what they have just learned to talk about themselves.

Vocabulary

- Clearly presents vocabulary related to the lesson topic
- Uses illustrations, photos, definitions, and activities to aid comprehension

Language in context

- Previews the meaning and use of the target grammar in a variety of contexts
- Recycles target vocabulary
- Provides personalized oral practice

Grammar

- Provides a clear presentation of new grammar structures
- Presents examples from the *Language in context*
- Includes controlled and personalized practice of the target grammar

Speaking

- Provides personalized speaking activities using the lesson vocabulary and grammar
- Relates directly to the learning outcome of the lesson

“Can do” statement

- Presents a clear and measurable learning outcome
- Helps assess progress
- Appears at the end of every lesson


A Breakfast, lunch, and dinner

1 Vocabulary Food

A Match the words and the pictures. Then listen and check your answers.


a apples	e carrots	i eggs	m pasta
b bananas	f cereal	j fish	n potatoes
c beans	g cheese	k milk	o rice
d beef	h chicken	l noodles	p tomatoes

Dairy




1 2 3

Vegetables



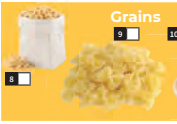
4 5 6

Fruit




7 8 9

Grains



10 11 12

Meat and Protein

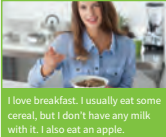


13 14 15


B PAIR WORK Do you ever eat the food in Part A? Tell your partner.
 “I often eat apples. I sometimes eat eggs. I never eat noodles.”

2 Language in context Favorite meals

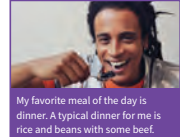
A Listen to three people talk about their favorite meals. Underline the food.



I love breakfast. I usually eat some cereal, but I don't have any milk with it. I also eat an apple.



My favorite meal is lunch. I don't have a lot of time, so I often just get some noodles.

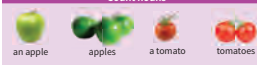



My favorite meal of the day is dinner. A typical dinner for me is rice and beans with some beef.

B What about you? What's your favorite meal of the day? What do you eat?

unit **7**

3 Grammar Count and noncount nouns; *some* and *any*

Count nouns	Noncount nouns
 <p>an apple apples a tomato tomatoes</p>	 <p>milk rice</p>
<p>Do you have any apples? Yes, I have <u>some</u> (apples). No, I don't have any (apples).</p>	<p>Do you have any milk? Yes, I have <u>some</u> (milk). No, I don't have any (milk).</p>


A Complete the chart with the food words from Exercise 1. Then compare with a partner.

Count nouns	Noncount nouns
apples _____ tomatoes _____ _____ _____	milk _____ cereal _____ _____ _____

B Circle the correct words. Then practice with a partner.

A What do you want for lunch, Amy?
 B Let's just make some any pasta.
 A Good idea. We have some / any pasta.
 B Let's see. We have some / any carrots.
 We don't have some / any tomatoes.
 A OK, I can get some / any at the store. What else?
 B Do we have some / any cheese?
 A No, we don't have some / any. I can get some / any.

C PAIR WORK Practice the conversation again. Use other food words from Exercise 1.



4 Speaking What do you eat?

A Write your answers to the questions in the chart.

What do you often eat for ... ?	Me	Name: _____	Name: _____
breakfast			
lunch			
dinner			

B GROUP WORK Interview two classmates. Complete the chart with their answers.

5 Keep talking!
 Go to page 139 for more practice.

I can say what meals I eat. ☺


Lesson B presents the unit's functional English strand. Students practice language functions and strategies in relevant, transferable contexts. A final speaking activity encourages students to personalize the new language, and is tied to a specific "can do" statement.

B I like Chinese food!

1 Interactions Likes and dislikes

A Look at the pictures. Where are Maria and Tom?

B Listen and practice.



Maria Look! They have Italian food here.
Tom Do you like Italian food?
Maria I don't like pizza at all, but I love pasta.
Tom I don't like Italian food.

Maria How about Chinese food?
Tom Good idea. I like Chinese food!
Maria I really like the noodles here.
Tom Great! We can eat lunch at this restaurant.

C Listen to the expressions. Then practice the conversation again with the new expressions.

Expressing dislikes

I don't like ...
 I don't like ... at all.
 I hate ...!

Expressing likes

I like ...
 I really like ...
 I love ...!

D PAIR WORK Look at Maria's and Tom's likes and dislikes. Are they the same as yours? Tell your partner.

Maria	fish	Mexican food	Japanese food	milk	beans	beef
Tom	cheese	carrots	Chinese food	Italian food	French food	eggs

"Maria loves fish, but I don't like fish at all."

68

Interactions

- Introduces practical functional language that students can use in real life
- Focuses on language that helps students sound more like native speakers

unit 7

2 Pronunciation Word stress

A Listen and repeat. Notice the stress in the words.

•	••	•••
cheese	apple	banana
beans	chicken	potato
beef	noodles	tomato

B Listen. Complete the chart with the correct words.

dairy fruit Italian meat pasta

3 Listening I love it!

A Listen to four conversations about food. Check (✓) the words you hear.

1 beans 2 cheese 3 noodles 4 bananas
 beef chicken potatoes carrots
 pasta eggs tomatoes cereal

B Listen again. Do the two speakers like the same things? Circle the correct answers.

1 yes (no) 2 yes / no 3 yes / no 4 yes / no


4 Speaking What do you like?

A Make a list of food you like and food you don't like.

Food I like		Food I don't like	

B PAIR WORK Tell your partner about the food you like and don't like. Ask and answer questions for more information.

A: I really like fish.
 B: Do you cook fish at home?
 A: No, I don't. I eat fish in restaurants.



I can say what I like and dislike.

69

Pronunciation

- Provides practice on pronunciation issues related to the target language in the lesson
- Focuses on aspects of pronunciation such as word stress, sentence stress, reductions, intonation, and individual sounds

Listening

- Helps students develop listening skills and build confidence
- Provides practice in "top-down" (listening for the gist of the information) and "bottom-up" (listening for detailed information) listening

Speaking

- Provides a communicative task that enables students to personalize the new functional language
- Relates directly to the learning outcome

Lesson C presents and practices useful vocabulary and grammar in a communicative context. The lesson ends in a speaking activity which is tied to a specific “can do” statement and which allows students to immediately apply what they have just learned to talk about themselves.

Vocabulary

- Clearly presents vocabulary related to the lesson topic
- Provides personalized speaking practice using the target vocabulary

Conversation

- Previews the meaning and use of the target grammar in the context of a conversation
- Recycles target vocabulary
- Provides structured listening and speaking practice

Grammar

- Provides a clear presentation of new grammar structures
- Presents examples from *Conversation*
- Includes controlled and personalized practice of the target grammar

Speaking

- Provides personalized speaking activities using the lesson vocabulary and grammar
- Relates directly to the learning outcome of the lesson

C Meals

1 Vocabulary More food

A Label the pictures with the correct words. Then listen and check your answers.

dumplings	✓ hot dogs	pizza	soup	sushi
hamburgers	pancakes	salad	spaghetti	tacos



1 hot dogs



2



3



4



5



6



7



8



9



10

B PAIR WORK Which food in Part A do you like? Which food don't you like? Compare your answers.
 A: I really like dumplings. Do you?
 B: Yes, I like dumplings, too. Do you like ... ?

2 Conversation I eat pizza every day.

Listen and practice.

Megan What is that?
David Pizza. My father is a pizza chef.
Megan Really? So how often do you eat pizza?
David I eat pizza every day. It's my favorite food!
Megan I don't eat pizza very often, but it looks interesting. What's on it?
David Cheese, tomatoes, black beans, and fish.
Megan Yuck!
David Have some. It's really good.
Megan No, thanks. I'm not very hungry.



unit **7**

3 Grammar How often; time expressions

How often do you eat pizza?	
every day.	I don't eat pizza very often.
I eat pizza once a week.	I never eat pizza.
twice a month.	
three times a month.	
once in a while.	

A Look at Matt's menu. Answer the questions. Then practice with a partner.

WEEKLY MENU PLANNER							
Matt's menu							
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Breakfast	cereal	eggs	cereal	eggs	cereal	pancakes	pancakes
Lunch	soup	pizza	soup	sushi	soup	tacos	sushi
Dinner	dumplings	chicken	beef	chicken	pizza	spaghetti	hamburgers

- How often does Matt eat hamburgers for dinner? He eats hamburgers once a week.
- How often does Matt eat soup for lunch?
- How often does Matt eat pancakes?
- How often does Matt eat hot dogs?
- How often does Matt eat sushi for lunch?
- How often does Matt eat dumplings for dinner?

B PAIR WORK Make six sentences about your eating habits with different time expressions. Tell your partner.
 "I eat spaghetti once a month."

4 Speaking Eating habits

A Add three food words to the chart. Then answer the questions.

How often do you eat ...?	Me	Name:
hot dogs		
salad		
tacos		

B PAIR WORK Interview your partner. Complete the chart with his or her answers.

C PAIR WORK Compare your information with another partner.
 "Kazu eats hot dogs once a week, but I eat them once in a while."

5 Keep talking!

Go to page 140 for more practice.

I can talk about my eating habits. 71

Lesson D develops students' reading and writing skills. The unit-ending speaking activity promotes personalization and fluency.

D Favorite food


1 Reading

A Look at the pictures in the magazine article. Can you name the food?

B Read the article. What's the best title? Check (✓) the correct answer.

Meal Times My Favorite Food Dinner Around the World


LETTERS FROM OUR READERS



Heather
United States

I love nachos. I make them once a week. I just buy some tortilla chips and put cheese, beef, tomatoes, and onions on top. Then I cook it in the microwave.


34 likes



Jae-sun
South Korea

I like dumplings a lot. You can buy good dumplings in restaurants, but I usually eat my mother's dumplings. They're delicious! I eat them for lunch four or five times a month.


23 likes



Carlos
Argentina

My wife and I go to our favorite ice cream shop three times a month. They have many flavors, but we always get chocolate ice cream. It's our favorite.

55 likes



Olga
Sweden

I really like pancakes, but we don't eat them for breakfast. We eat them after dinner. We usually eat them two or three times a month. I like to eat them with jam.

68 likes

C Read the article again. Complete the chart with the correct information.

Name	Favorite food	How often they have it
Heather	nachos	once a week
Jae-sun		
Carlos		
Olga		

D PAIR WORK Imagine you can have one food in Part A right now. Which food do you want? Why? Tell your partner.

"I want: dumplings. I love South Korean food. Vegetable dumplings are my favorite."

72

Reading

- Uses a variety of real-world text types
- Develops a variety of reading skills, such as skimming, scanning, and deducing meaning from context
- Promotes personalized discussion

unit **7**

2 Listening A meal in Sweden

A Listen to Olga describe a typical meal in Sweden. Which meal does she talk about? Check (✓) the correct answer.

breakfast lunch dinner

B Listen again. Circle the words you hear.

beans (bread) cheese fish milk pancakes
beef cereal eggs fruit noodles potatoes

A Japanese Breakfast

People in Japan usually drink green tea for breakfast. They eat fish, rice, soup, salad, and pickles. It's a healthy and delicious breakfast, but I don't eat this. I usually drink orange juice and eat cereal and fruit for breakfast.

3 Writing A typical meal

A Think of a typical meal in your country. Answer the questions.

- 1 What do people drink? _____
- 2 What do people eat? _____
- 3 Do you usually eat it? _____
- 4 Why or why not? _____

B Write about a typical meal in your country. Use the model and your answers in Part A to help you.

C CLASS ACTIVITY Post your writing around the room. Read your classmates' writing. Who describes similar meals?

4 Speaking What's your favorite meal?

A PAIR WORK Add two questions about food to the chart. Then interview your partner. Take notes.

Questions	Name: _____
What's your favorite meal?	
What's your favorite kind of food?	
How often do you have it?	
Who makes it?	
Can you cook it?	
What do you drink with it?	

A: What's your favorite kind of food?
B: I love Mexican food.

B GROUP WORK Tell your group about your partner's favorite meal. Do you like that meal, too? Does your group like it?

I can talk about my favorite food. 73

Listening

- Provides multiple activities that aid listening comprehension
- Presents culturally diverse contexts that help students enhance their knowledge of the world

Writing

- Provides a variety of real-world text types, such as emails, postcards, and notes
- Provides prewriting steps to help students organize their thoughts before they write
- Provides a model writing sample

Speaking

- Provides communicative activities that develop oral fluency
- Helps students use all the language they have learned to express themselves
- Relates directly to the learning outcome of the lesson

Wrap-up Each unit ends with a *Wrap-up* page that consolidates the vocabulary, grammar, and functional language from the unit and encourages students to use different sources to learn more about a topic of interest.

Wrap-up

Quick pair review

- Provides a quick review of each lesson's vocabulary, grammar, and functional language through lively pair-work activities

Wrap-up

In the real world

- Encourages students to take their learning outside the classroom by using the Web or real-world texts
- Encourages students to write about the information they find

Keep talking

- Provides additional speaking practice expanding on the topic, vocabulary, and grammar of the lesson
- Promotes fluency through a range of enjoyable communicative activities

Wrap-up

1 Quick pair review

Lesson A Brainstorm!
Make a list of count and noncount food words. How many do you know? You have two minutes.

Lesson B Do you remember?
Look at the pictures. Complete the sentences with the correct words. You have one minute.

☹️ I don't like fish at all. 😊 I _____ French food.

☹️ I _____ beef. 😊 I _____ breakfast.

☹️ I _____ milk! 😊 I _____ carrots!

Lesson C Find out!
What is one thing both you and your partner eat every week? Eat once in a while? Never eat? You have two minutes.

A: I eat rice every week. Do you?
B: Yes, I do.

Lesson D Guess!
Describe your favorite food, but don't say its name! Can your partner guess what it is? Take turns. You have two minutes.

A: I love this food. It's Italian, and I eat it once in a while. I eat it at home.
B: Is it pasta?
A: Yes.

2 In the real world

Go online and find information in English about your favorite movie star's or musician's eating habits. Then write about them.

- What is his or her favorite food?
- How often does he or she usually eat it?



Bruno Mars's Favorite Food
The American musician Bruno Mars loves chicken adobo. It's chicken with rice, and it's the national dish of the Philippines.

unit **7 Lesson C**

How often do you eat standing up?

GROUP WORK Add two eating habits to the list. Then discuss how often you do each thing.



drink coffee in the morning



drink tea



eat alone



eat junk food in class



eat fast food for breakfast



eat on the street



eat standing up



(your own idea)



(your own idea)

A: Do you ever drink coffee in the morning?
B: Yes, I do.
C: How often do you drink coffee in the morning?
B: I drink coffee in the morning three times a week. How about you?

Walkthrough

of the Teacher's Edition

The Teacher's Edition provides complete support for teachers who are using *Four Corners Second Edition*. It contains comprehensive teaching notes for the units in the Student's Book, accompanied by suggestions on how to incorporate Presentation Plus into every unit. It also contains Workbook answer keys, class audio and video scripts, photocopiable video activity sheets, video teaching notes, and language summaries for every unit. Here are selected teaching notes for a sample lesson from *Four Corners Second Edition* Level 1.

LESSON C overview
Vocabulary: More food
Grammar: How often; time expressions
Speaking: Comparison of eating habits

1 Vocabulary More food
Learning objective: Use more food vocabulary.

A (CD 2, Track 40)

- Direct Ss' attention to the words and the pictures. Explain that the pictures show more food.
- Go over the instructions and the example.
- Have Ss label the pictures. Encourage Ss to start with the words they know and make guesses if they are not sure.
- Option** Have Ss check answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Explain that *sushi* is food from Japan made with rice, seafood, and vegetables; *dumplings* are from China and usually have meat inside.
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.

Cultural note
Point out that many of the foods in Exercise A are examples of street food. In many cities in the United States and Canada, you can often buy pizza, tacos, hot dogs, and hamburgers at stands on the street.

Presentation Plus: Show the word! page xxxi
After doing Part A, follow the steps for *Show the word!*, Option 2, to practice more food vocabulary.

Extra activity: Game
Divide the class into teams. Call a volunteer to the board and whisper one of the vocabulary words. The S will draw it on the board. The first team to guess the word correctly earns a point. Continue with other words from Part A and other words from the unit.

LESSON B overview
Interactions: Expressing likes and dislikes
Pronunciation: Word stress
Listening: Food preferences
Speaking: Information exchange about food preferences

1 Interactions Likes and dislikes
Learning objective: Express likes and dislikes.

A

- Direct Ss' attention to the pictures to set the scene. Ask: *Where are Maria and Tom? (On the street.) What kind of food can you see? (Italian food and Chinese food.)*

B (CD 2, Track 35)

- Play the audio. Have Ss listen and read silently. If helpful, play the audio line by line and have Ss listen and repeat.
- Have Ss practice the conversation in pairs, then change roles and practice again.

C (CD 2, Track 36)

- Point out the target expressions in the conversation (*don't like... at all / love / don't like / like / really like*). Explain that there are other ways to express likes and dislikes.
- Go over the expressions in the boxes. Explain that these expressions differ in degree, or how much. Point out that in some situations, saying *I hate* a kind of food might not be as polite as using one of the other expressions.
- Play the audio and have Ss listen and focus on the intonation. If helpful, exaggerate the like / dislike words by using intonation, facial expressions, and / or gestures.
- Model the activity with a S. Have the S play the role of Maria. He or she must replace the phrases that Maria uses with two new expressions from the list (e.g., *I hate and I like*). Remind Ss about the differences in meaning of the expressions.
- Have Ss practice the substitution conversation in pairs.

Extra activity: Extension
Call on one or two pairs to act out their conversation for the class. Encourage them to include gestures and actions.

D

Presentation Plus: Tip
Before class, hide the food words in the conversation in Part B. In class, books closed, instead of doing Part D, have Ss substitute the words from the chart in Part D (for Maria) into the first part of the dialogue and give the correct response according to the chart. (e.g., A: Do you like cheese? B: Yes, I love cheese.) Have Ss change roles and practice using Tom's likes and dislikes.

- Model the activity. Say: *Maria loves fish, but I don't like fish at all*. Explain that *but* is used to add information that is very different. Point to the next box and give another example. Remind Ss that he and she verbs end in -s.
- Have Ss work in pairs to practice the sentences. Remind Ss to use the correct form of the expressions *like, really like, love, don't like, don't like at all, and hate*. Go around the room and take notes on errors you hear in how Ss form the target expressions.
- Write the errors you heard Ss make on the board. Encourage Ss to correct them. Make sure Ss use the correct form of the expressions for likes and dislikes.

Extra activity: Game
Play a memory game. Have Ss sit in a circle. Ask S1 to begin by saying something that he or she likes or dislikes. (e.g., *I hate cheese*.) S2 (the person on S1's left) repeats and adds something, but with a different expression: *John hates cheese. I really like beef*. S3 (the next person on the left) continues the chain. If someone makes a mistake, begin the chain again with that person. NOTE: Ss cannot write anything down!

Teaching notes

- Lesson overview provides a breakdown of each lesson and includes the target language and skills presented in each lesson
- Includes Learning objectives for each activity
- Provides step-by-step lesson plans
- Suggests Extra activities for expansions and alternative presentations
- Provides Vocabulary definitions
- Provides Culture notes to give teachers more context about the topic in the lesson

Presentation Plus

- Each Presentation Plus box suggests an activity type that best suits the lesson content. A multi-step description of each activity appears on pages xxvii–xxxii
- Each Presentation Plus Tip box contains additional instructions for a quick activity utilizing the different functionalities of Presentation Plus to explore lesson content

Additional practice

- Provides suggestions for more practice in the Workbook and Online Self-study

Walkthrough

of the Workbook and Online Self-study

Four Corners Second Edition provides students with many additional opportunities to practice the language taught in the Student's Book on their own or in the classroom or lab with the Workbook and Online Self-study in the Student's Book.

Workbook

The Workbook provides additional

- vocabulary
- grammar
- functional language
- reading practice

Food unit **7**

A Breakfast, lunch, and dinner

1 Look at the pictures. Complete the puzzle with food words. What's the mystery word?

2 Complete the sentences with the words from Exercise 1.

- 1 Lynn usually eats _____ noodles _____ at her favorite Chinese restaurant.
- 2 I can't eat dairy. I never eat _____.
- 3 Carl's favorite food is fruit. He eats _____ and _____ every day.
- 4 I usually have milk and fruit with my _____ in the morning.
- 5 _____ and _____ are my favorite vegetables.
- 6 Tanya's favorite grain is _____. She usually has it with beans.

3 What food do you eat? Write two examples for each group or I don't eat ...

Example: I eat bananas and apples. or I don't eat fruit.

- 1 Fruit: _____
- 2 Vegetables: _____
- 3 Meat: _____
- 4 Dairy: _____
- 5 Grains: _____

Online Self-study

The Online Self-study provides additional interactive practice. It contains

- vocabulary exercises
- grammar exercises
- listening exercises
- functional language practice
- pronunciation practice
- video comprehension practice

He's talkative and friendly.
Personality adjectives

Click on the arrow to see the choices. Then click on the correct word to complete each sentence.

1. Jerry is very . People always like him, and he has a lot of friends.
2. Marina is very . She works from 7:00 to 8:00 every day.
3. I always laugh a lot when I'm with Young-mi. She is very .

[See answers](#) [Try again](#) [Check answers](#) [Send scores](#)

Introduction to the Video Program

Video Program

The *Four Corners* Video Program is an exciting and dynamic supplementary video program. The program consists of a variety of entertaining videos, each designed to be watched after the Student's Book unit has been taught. As a complement to the Student's Book, each of the 12 videos provides further practice of that unit's grammar, vocabulary, and functional language in a natural, real-life context. Students have the opportunity to see and hear conversational language from the Student's Book come to life in engaging and lively situations. The videos also feature close-captioned subtitles to aid in understanding as *students listen and read simultaneously*.

The *Four Corners* Video Program presents home movies, how-to's, interviews, and commercials that serve as a model for students to make their own **Action Videos**. The *Four Corners* videos are short – three to five minutes long – and provide realistic examples for students to imitate as they go beyond the Student's Book to create their own personalized videos. This familiar style of video provides a powerful motivation for students to master the new topics, grammar, and vocabulary in order to put their English into practice. And the **Action Videos** allow teachers a concrete way to assess students' oral learning.

Video Activity Sheets

The *Video Activity Sheets* correspond to each of the 12 video segments and are designed to facilitate effective use of the *Video Program* in the classroom. Each two-page unit includes pre-viewing, viewing, and post-viewing activities that provide students with step-by-step support and guidance in understanding the events and language of the video segment. Before You Watch activities introduce the context, characters, and vocabulary necessary to understand the video. The While You Watch section contains easy-to-complete activities to get students to pay attention to the important facts and events while watching the video. The After You Watch section contains comprehension activities that allow teachers to confirm their students understood the main points of the video and personalization activities that expand the spoken language from the Student's Book. The *Video Activity Sheets* are provided in the Teacher's Edition for teachers to photocopy.

Video Teaching Notes

The *Video Teaching Notes* provide teachers with short summaries of the video and language points, and step-by-step instructions and optional teaching ideas to complete the photocopiable *Video Activity Sheets*. The *Video Teaching Notes* also include a brief summary of the **Action Video** assignment for each unit.

Action Video Teaching Notes

The *Action Video Teaching Notes* provide teachers with step-by-step instructions and ideas for students to make their own videos. The notes are structured into Planning, Making, and Sharing sections to help students engage with the Student's Book language as they create their own videos. Instructions are rich with language prompts, optional ideas, and activities for individual students, pairs, and small groups.

Additional techniques for teaching video

Picture-only viewing

Playing the video with the sound off makes students pay attention to the visual information on the screen and engages their imagination to complete activities. Types of videos with a rich background and a lot of activities are well suited to silent viewing.

- **Say the words** For a video with a lot of vocabulary words in it or a sequence of events, play the video with the sound off. Have students list the things they can see.
- **What's my line?** Play a short scene with two or more characters. Choose a scene that is rich with emotion, facial expressions, and gestures. Have pairs of students write what they think the dialogue is for the scene. Then play the video to check their predictions.
- **What's happening?** Choose a scene or two that shows a setting and a lot of action. Write a 4 *Wh-* chart on the board:

Who	Where	When (time of day)	What

Have Ss complete the chart.

- **What happens next?** Choose a video with a sequence of events or actions. Play the first half of the video and then stop at a point where there could be several outcomes. Have students guess what will happen next. Write their ideas on the board. Play the scene again and check how many correct ideas there were.

Sound-only viewing

Playing the video with the sound on but the picture off makes students pay attention to the spoken information they hear. Types of videos in which the character has an expressive voice or which contain a specific language function are a good choice for these activities. Students should not have watched the video beforehand.

- **Describe the scene** Choose a scene that is rich in dialogue and background. Write information questions on the board.

*How many people are in the scene? How many men?
How many women?*

Where are they?

What are they doing?

How are they feeling?

Play the scene and have students listen and answer the questions.

- **Describe the person** Choose a scene in which the character has several lines. Play the scene, and then elicit words to describe the character's personality and appearance on the board. Play the video to see how closely the students' descriptions match the character.

Normal viewing with subtitles

Playing the video normally, with the sound and picture, allows students to pay attention to both the visual and spoken information in the video. Many of the activities involve stopping and replaying video at a critical point so that information can be elicited.

- **Repeat the lines** This is useful to give Ss practice with vocabulary, expressions, and intonation patterns. Play a scene up to the appropriate point, stop the video, and have Ss repeat and mimic the speakers as closely as they can. Then replay the line(s) again, several times for Ss to master it.
- **Freeze frame** This is an excellent activity for checking comprehension. Choose a scene with one or more important actions or language points. Play the scene, pause at the critical point, and then ask students a question. For example, have students describe what is happening or has happened in a scene, describe the characters (who they are or how they are behaving), or have them note details about the setting or predict what will happen next.
- **Subtitle answer check** Use the video to check answers for information gap questions from the Activity Sheets. After Ss have completed the Activity Sheet section, turn on the subtitles and play the conversation again, having Ss read the subtitles to check their answers.

- **What happens next?** For more complex video segments, this activity, described previously in the Picture-only viewing section, can also be done with the sound and subtitles on.

- **Role play** Choose a scene with two or more speaking characters. Tell students that they will watch the video and then role-play the conversation. Assign characters. Play the video at least twice. Then have students practice the role play and perform it in pairs, groups, or for the class. Give students a copy of the script for support, if necessary.

- **A new ending** After viewing a video, have pairs or small groups of students script a new and different ending that rewrites the final scene or creates a new scene of what would happen next. Have students write their script and then perform it for the class. This can also become an **Action Video** assignment if your students enjoy role-playing.

Action Video viewing

After students have viewed the unit video and completed the *Video Activity Sheet*, they are ready to create their own **Action Video**. Use these techniques with the class during the Planning and Sharing stages. Remind students that their videos can be simpler and shorter than the *Four Corners* videos.

Planning

- **Outline** This is useful if students are having difficulty during the planning stage and to help them understand the genre of video they are going to make. With the class, fast forward through the video, pausing at each critical point to list the elements of the video's structure. For example, list the questions interviewers asked, the number of slides presented in a video diary, or for a narrative, note the number of characters, scenes, and/or settings.

Sharing

If it's appropriate, you can treat the students' **Action Videos** as additional course content and use the teaching techniques listed above with the videos, for example: stopping to ask *What happens next?*

- **News report** This is an excellent activity for practicing reported speech. Have pairs of students create and give a news report about one of their classmates' videos. For example, pairs can give a news report about what they saw in someone's daily routine video: John went to work in the morning. He said he usually takes the bus, but that day he walked. We asked John why he walked . . . Other styles of reports are movie reviews and opinion pieces.
- **Student-created worksheets** Have pairs produce an oral quiz about their video. Play their video for the class and then have students quiz their classmates on what they saw.

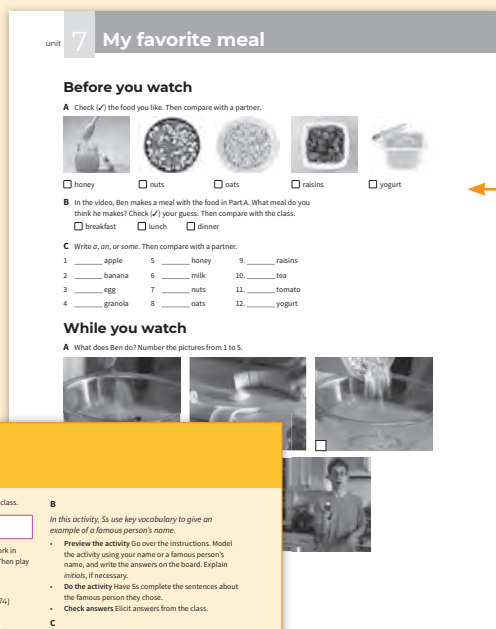
Walkthrough

of the Video Program, Video Activity Sheets, and Video Teaching Notes

Four Corners presents an exciting video program that provides students with extra practice of the Student's Book vocabulary, grammar, and functional language through real-life context videos. Photocopiable video activity sheets in the Teacher's Edition provide structured activities for classroom use. Video teaching notes provide support for teaching the videos in the program along with the video activity sheets.

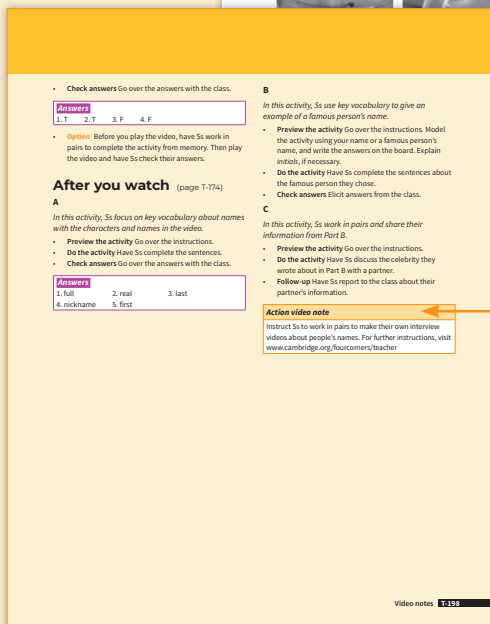
Video Program

- Has a video for extra practice of each unit of the Student's Book
- Practices vocabulary, grammar, and functional language presented in the Student's Book unit
- Presents language in a real-life context



Video activity sheets

- Provide activities to help students understand the language and situations presented in each video
- Provide activities for before watching, while watching, and after watching each video



Video teaching notes

- Provide support for teachers to integrate the video program and video activity sheets in class
- Provide *Action video notes* with ideas on how students can use the videos in the program as models for their own videos

Introduction to Presentation Plus

About Presentation Plus

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

Presentation Plus provides an effective medium to focus students' attention on the content being presented and practiced. It can also help promote their participation and interaction with the material in a more dynamic way. The software can also simplify several of the teaching tasks that take place in the classroom. You can use Presentation Plus to zoom in on a section of a page, play audio or video, display scripts while students listen to the audio or watch a video segment, and access online dictionaries. The easy-to-use tools of Presentation Plus also allow manipulation of all the digitized texts, pictures, audio, and video in an uncomplicated way. You can add text to the page, highlight text or pictures, draw lines or circles, erase, and conceal text or pictures – or ask students to go to the board and do so.

The software also includes features that facilitate the lesson preparation process. For example, you can attach files with your own supplemental material, such as extra activities, slide show presentations, images, audio, video or even web links to the pages and open these at the right moment with a simple click. You can save these attachments and annotations added to the Student's Book pages as “sessions” and return to them at any time – or even share them with other teachers.

In addition to the information in this introduction, you will also find tips and suggested activities using Presentation Plus in the notes for each lesson in this Teacher's Edition. A detailed explanation of all the Presentation Plus features is also available in the Presentation Plus User's Guide, which can be accessed through the Help button on the component home screen. We hope that this information will help you explore the many ways that Presentation Plus can bring a new level of flexibility and interactivity to the *Four Corners Second Edition* classroom.

Presentation Plus key functions and tools

These are some of the tools and functions available in Presentation Plus:

- A **Contents** panel lists all the book pages, audio clips, and video clips. You can access any of these by simply clicking on their titles.
- The **Arrow** tool can be used to drag pages, text boxes, and attachments on screen.
- The **Text Box** tool allows you to insert text boxes anywhere on a page. You can type into them using a keyboard. You can also insert images or attach files to them.
- The **Hide / Show** tools can be used to conceal a specific area of a page.
- The **Pen** tool enables you to write and draw on a page or on audio scripts. It includes a variety of colors and pen width options.
- The **Highlighter** tool can be used to highlight any image or text, including audio scripts.
- The **Eraser** and **Erase-all-annotations** tools can be used to remove annotations such as pen lines or hidden / shown areas or to delete attachments.
- The **Zoom** tool can be used to enlarge any part of a page.
- The **audio player**, activated when you click on an audio icon on a page or the title of an audio clip in the Contents panel, includes the basic functions of an audio player and the scripts. You can click on a line on the script to play only that line.
- The **video player**, activated when you click on the title of a video clip in the Contents panel, includes the basic functions of a video player. It also allows you to play the video on full screen, with subtitles, or even without the image (playing the audio only).
- The **Attach file from my computer** function allows you to attach to the page different types of files from your computer.
- The **Attach a blank page** function allows you to attach a blank page, which you can annotate or use as a mask.
- The **Attach a web link** function allows you to add a link to a website, which you can access when you are online.

- The **Attach a page link** function allows you to add a link to another page of the Student's Book so that you can navigate between pages and sections quickly and easily.
- The **Save session** function allows you to save the book pages with your annotations and attachments so that you can use them later.
- The **Export session** function allows you to save your sessions anywhere on your computer or on other devices, such as a pen drive.
- If you are connected to the Internet, the **dictionary** button allows you to access one of the Cambridge online dictionaries.

How to use Presentation Plus when teaching a *Four Corners Second Edition* unit

Warm-up

You might want to focus on the pictures to preview or review content, or activate students' previous knowledge. Use the Zoom tool to enlarge the pictures or Hide / Show to conceal the text around them. You can also ask students to go to the board and circle or label key elements in the pictures or text using the Pen or Highlighter.

Vocabulary

You might want to zoom in on the section to present the vocabulary with larger pictures or text. You can also conceal the words next to the pictures using the Pen tool before you play the audio so that students focus on the pronunciation of the words. You can have students go to the board and do the activity using the Pen tool before reviewing answers with the whole class.

Language in context

You can use the Zoom or the Hide tool to focus on the pictures and ask questions to set the scene for the text. You can ask students to go to the board and identify the words taught in the vocabulary section using the Highlighter or the Pen tool. You can also use the Highlighter to identify new words and elicit their definition.

Conversation

You can zoom in on the conversation and leave it on the board so that students can work with books closed. You can conceal some of the words students already know using the Pen tool so that they fill these in when practicing the dialogue.

Grammar

You can use the different colors of the Pen tool to identify the various elements of the structure being presented in the grammar box. You can ask students to go to the board and use the Highlighter to identify examples of the new grammar in the *Language in context* or *Conversation* sections. You can also ask students to go to the board and complete the written exercise using the Pen tool to review the answers.

Interactions

For slightly more challenging practice, you can use the Hide or Pen tools to conceal the functional expressions in the dialogue before students practice it substituting the expressions from the boxes.

Pronunciation

You can use the Pen tool to underline stressed syllables, draw arrows to indicate the intonation, and identify reduced, contracted or linked sounds – or ask students to do so on the board – when checking the answers to the activity.

Listening

Zoom in on the image to set the scene before listening to the audio. After the students have done the activities, you might want to play the audio with the script on. You can underline or highlight words in the script and go over their pronunciation or meaning. You can also click on a line of the script to repeat a passage.

Reading

You can use the Zoom or the Hide tool to focus on the title of the text and elicit the topic or the main idea. You can also ask students to go to the board and, using the Highlighter or the Pen tool, identify the passages in the text that provide the answer for the comprehension questions.

Writing

You can use the different colors of the Pen tool to identify – or ask students to identify – the answers to the questions in Part A in the model text.

Speaking and Keep talking

For some activities, you can keep the model dialogue or guiding questions on the board so that students can refer to them while practicing with books closed. You can also attach a Blank Page to list some of the errors students made in order to correct them at the end of the activity.

Wrap-up

You might want to add a Blank Page to collate a list of items brainstormed by students at the end of the activity. You can write the items yourself using the Pen tool or ask students to go to the board to do so.

Presentation Plus activity types

1 Analyzing the model

Purpose: To prepare Ss for the writing activity.

For use with: Writing sections with questions in Part A and model in Part B.

Presentation Plus tools: Zoom, Pen.

Preparation: None.

- Books closed. Zoom in on Parts A and B of the *Writing* section, making sure to include the questions and model.
- Use the Pen tool to underline each question in Part A with a different color.
- Explain to Ss that each sentence in the writing model (Part B) answers a different question from Part A.
- Ask the class which sentence in the writing model corresponds to the first question. Underline this sentence in the model in the color corresponding to the first question.
- Have different Ss go to the board and underline the other sentences in the model in the color corresponding to the question they answer.

1 Choose ABC

Purpose: To practice or review target vocabulary.

For use with: Vocabulary with pictures.

Presentation Plus tools: Zoom, Hide or Pen, Eraser.

Preparation: Before class, hide the target words using the Hide or thick Pen tool so that Ss can see only the pictures. Save the session.

Prepare a list with three choices (A, B, and C) for each picture, one of which should be the correct answer.

Prepare sets of three cards with the letters A, B, and C for each S, or ask them to bring these to the next class.

- Books closed. Zoom in on the area with the pictures and hidden words.
- Point to a picture and call out the three choices listed, e.g., A. *noisy*; B. *interesting*; C. *boring*.
- Ss hold up one of the three cards as their answer.
- Reveal the answer (using the Eraser tool if the word is under the picture).
- Continue the activity until all answers are revealed.

Option: Before class, post large A, B, and C signs in the classroom. Instead of holding up cards, Ss make their choice by moving to the sign with the corresponding letter.

3 Disappearing dialogue

Purpose: To practice speaking.

For use with: Conversation, Interactions.

Presentation Plus tools: Zoom, Pen.

Preparation: None.

- Books closed. Zoom in on the dialogue.
- Have Ss work in pairs and practice the dialogue once with all the words visible on the board.
- As Ss practice, use the thick Pen tool to hide parts of the dialogue little by little.
- The pairs change roles and practice again using the remaining words on the board for guidance.
- Continue hiding the lines until all lines are covered and pairs practice with no guidance.

4 Fill in the text

Purpose: To practice or review target vocabulary.

For use with: Language in context, Conversation.

Presentation Plus tools: Zoom, Hide or Pen, Eraser.

Preparation: Before class, hide the target words in the text using the Hide or thick Pen tool. Save the session.

- Zoom in on the text with the hidden words.
- Books closed. Have Ss look at the text with the hidden words on the board.
- Have Ss work in pairs and fill in the blanks in the text with the missing words.
- Have different Ss go to the board and reveal the first hidden word using the Eraser tool.
- Continue the activity until all the words are revealed.

Option: Follow the steps above, but play the audio before revealing answers so that Ss can check their answers.

5 Find the match

Purpose: To practice or review target language.

For use with: Language in context, Conversation.

Presentation Plus tools: Zoom, Hide, Pen, Text Box, Eraser.

Preparation: Before class, hide target language items in the text using the Hide or the thick Pen tool. On the margin of the text, or wherever there is space, insert a Text Box and type the hidden words in a different order in the box. Save the session.

- Books closed. Zoom in on the area with the hidden words and the Text Box.
- Have Ss work in pairs and give them some time to complete the text with the words in the Text Box.
- Have a S from each pair (or volunteers) go to the board and, using the Pen tool, draw a line from a hidden word to its correct match in the Text Box.
- Continue the activity until all items are matched.
- Reveal the hidden words using the Eraser tool and confirm the answers.

Option: Number the words in the Text Box so that the Ss can write the number of the word over the hidden word.

6 Fix it!

Purpose: To practice or review target language.

For use with: Vocabulary, Grammar, answers to reading comprehension questions.

Presentation Plus tools: Zoom, Pen.

Preparation: Before class, write an incorrect answer for each item in the selected exercise using the black Pen tool. Save the session.

- Zoom in on the exercise with the wrong answers written in. Tell Ss these answers are incorrect.
- Divide the class into pairs and have Ss correct the mistakes with their books closed.
- Have Ss go to the board to cross out the mistakes and correct them using a different color of the Pen tool.

Option: For more challenge, have Ss close their books before doing the activity (only for *Vocabulary* and *Grammar*).

7 Guided brainstorming

Purpose: To review target vocabulary.

For use with: Brainstorm! activities in the Wrap-up.

Presentation Plus tools: Attach a Blank Page, Pen, (or Text Box).

Preparation: Before class, attach a Blank Page next to the section and write a list with the first letter of likely brainstorming answers either using the Pen tool directly onto the Blank Page or typing the list into a Text Box added to the Blank Page. Save the session.

- After Ss do *Brainstorm!*, divide the class into two (or more) teams.
- Display the attached Blank Page with the list of first letters.
- Books open. Have teams alternate calling out answers that start with any of the letters on the board. Fill in the answers on the board using the Pen tool or typing into the Text Box.
- Teams get a point for each correct answer.
- The team with the most points wins.

Option 1: For more challenge, ask Ss to close their books and try to remember answers.

Option 2: Give a time limit for groups to answer.

8 Highlight and say it!

Purpose: To practice pronunciation.

For use with: Any previously taught section with several examples of target pronunciation items.

Presentation Plus tools: Zoom, Highlight.

Preparation: None.

- After pronunciation practice, zoom in on the area (suggested in the teaching notes).
- Have Ss work in pairs and give them some time to identify target pronunciation items in the zoomed area, e.g., “words with stress on the first syllable” or “questions with rising intonation.”
- When the time is over, have a S from each pair (or volunteers) go to the board, highlight one target pronunciation item, and say it.
- Continue until all items have been highlighted and read out loud.

9 Label that picture

Purpose: To review vocabulary.

For use with: Any pictures including several target vocabulary items.

Presentation Plus tools: Zoom, Pen.

Preparation: If using a section with several labeled pictures (as in some Vocabulary sections), before class, hide the labels using the thick Pen tool. Save the session.

- Books closed. Zoom in on the picture or area with pictures so that no text is showing.
- Divide the class into two (or more) teams, and have them stand in straight lines facing the board.
- Have a S from one team go to the board and, using the Pen tool, label any target vocabulary item in the picture in 15 seconds. Other members of the team can suggest items to label.
- The team gets one point for each correct label.
- Continue the game, alternating between the teams, until all items are labeled.
- The team with the highest score wins.

10 Language switch

Purpose: To practice speaking and target language.

For use with: Interactions, Conversation.

Presentation Plus tools: Zoom, Highlight.

Preparation: Before class:

For the *Conversation* section, highlight all instances of the target vocabulary in the dialogue and the possible substitute words for each in the *Vocabulary* section above.

For *Interactions*, highlight all expressions in the dialogue and in the boxes. Save the session.

- Books closed. Have Ss work in pairs. Have Ss look at the board and practice the dialogue by substituting the highlighted items in the dialogue with highlighted items from the corresponding section.

Option 1: For more challenge, hide the items in the dialogue using the Hide or thick Pen tool.

Option 2: For even more challenge, hide the items in the dialogue using the Hide or thick Pen tool, and don't highlight the possible substitute items.

11 List that

Purpose: To review language.

For use with: Wrap-up, Speaking.

Presentation Plus tools: Attach Blank Page, Pen (or Text Box).

Preparation: Before class, attach a Blank Page next to the section and divide it into columns (one for each team) using the Pen tool (or Text Box). Save the session.

- After Ss do *Brainstorm!* (in the *Wrap-up*) or gather data (in *Speaking*), divide the class into two (or more) teams.
- Give the teams some time to collate their individual answers into a team list.
- When the time is over, have the teams face the board and alternate calling out answers (not given by other teams).
- Write each team's answer in their column on the Blank Page (or type them into the corresponding Text Box).
- The teams get one point for each correct answer.
- The team with the highest score wins.

Option: Instead of writing the answers on the board, have Ss go to the board and write it in their team's column.

12 Make connections

Purpose: To activate Ss prior knowledge, to preview content of unit, to review language.

For use with: Warm-up.

Presentation Plus tools: Zoom, Pen.

Preparation: None.

- Have Ss work in pairs.
- Give the pairs some time to look at the *Warm-up* page and link any items in the pictures to any words in the lesson overviews at the top of the page, e.g., the image of a dish to the word *food*. If necessary, discuss the connection between the image and the word.
- Have a S from each pair (or a volunteer) go to the board and, using the Pen tool, connect an item in a picture to a word in the overview above.
- Have the S (or the pair) explain the connection.
- Continue the activity until all possible connections have been made. (If Ss don't come up with all possible ones, elicit these from them.)

13 Preview the unit

Purpose: To activate Ss prior knowledge, to preview content of unit, to review language.

For use with: Warm-up.

Presentation Plus tools: Hide, Pen, Eraser.

Preparation: Before class, hide the bullet lists below the lesson headings at the top of the Warm-up page using the Hide tool. Save the session.

- Books closed. Have Ss focus on the pictures on the Warm-up page on the board. Ask Ss questions about the pictures to elicit words related to the theme and topics of the unit, e.g., *What do you see in the pictures? What type of things are these?*
- Using the Pen tool, write some key words mentioned by the Ss on the board, next to the pictures.
- Reveal the lesson overviews on the top of the page using the Eraser tool. Use the key words elicited to briefly explain the items on the lists.
- Tell Ss that they will learn more about these things in the unit.

14 Restoring text

Purpose: To review language.

For use with: Language in context, Conversation, Interactions.

Presentation Plus tools: Zoom, Hide, Eraser, Show.

Preparation: Before class, hide the text using the Hide tool. Then, randomly, erase parts of the hidden area with the Eraser tool until roughly half of the text is showing. Save the session.

- After Ss read and practice the text, have them close their books.
- Zoom in on the partially hidden text.
- Have Ss work in pairs, and give them some time to re-create the text on a piece of paper.
- When the time is over, either play the audio or “reverse” the hidden area using the Show tool for Ss to check their answers.
- Reveal the full text using the Eraser tool.

15 Revealing grammar

Purpose: To review grammar.

For use with: Grammar.

Presentation Plus tools: Zoom, Pen, Eraser.

Preparation: Before class, hide key parts of the grammar box using the Pen tool. Save the session.

- Books closed. Zoom in on the grammar box with hidden items.
- Have Ss work in pairs and give them some time to complete the grammar box.
- Ask a pair what the first hidden text is. As they say it, ask a question to elicit the use of the hidden text, e.g., *Why do we need did here?*
- After the S answers the question, use the Eraser tool to reveal the text. Discuss as appropriate.
- Continue the activity until the complete box is revealed.

Option: Have Ss go to the board to suggest the text, answer your question and reveal the text.

16 Right or wrong?

Purpose: To practice or review target language.

For use with: Vocabulary, Grammar.

Presentation Plus tools: Zoom, Pen.

Preparation: Before class, write some correct and some incorrect answers, or circle some of the wrong answers for the selected exercise using the black Pen tool. Save the session.

- Zoom in on the exercise. Tell Ss some of the answers are incorrect.
- Point to the first item. Have Ss raise their right hand if they think the answer is correct.
- Ask one of the Ss who identified an incorrect answer to correct it.
- If none of the Ss identified an incorrect answer, say it is incorrect and elicit the correction from the class.
- Continue the activity until all answers are revealed.

Option: If appropriate to the point being practiced and the level of the class, ask Ss to explain the correction.

17 Search and highlight

Purpose: To review vocabulary and/or grammar.

For use with: Vocabulary, Language in context, Conversation, Reading.

Presentation Plus tools: Zoom, Highlight.

Preparation: None.

- Books closed. Zoom in on the appropriate section.
- Divide the class into two (or more) teams.
- Have a S from one team go to the board.
- Say a type of word, and have the S highlight an example in the text, e.g., *Highlight a count noun*.
- The S has 15 seconds to highlight the word using the Highlight tool and can be helped by the team.
- If the S highlights a correct word, the team gets one point. If not, the other team(s) gets the point.
- Continue the game, alternating between the teams and having Ss highlight the same or a different type of word.
- The team with the most points wins.

18 Show the word!

Purpose: To practice or review target vocabulary.

For use with: Vocabulary with pictures.

Presentation Plus tools: Zoom, Hide or Pen, Eraser.

Preparation: Before class, hide the target words using the Hide or thick Pen tool so that only the pictures are visible. Save the session.

- Zoom in on the area with the pictures and hidden words.
- Divide the class into two (or more) teams, and have them stand in straight lines facing the board.
- Say one of the hidden words. Have a S from one team go to the board and reveal the word under the corresponding picture using the Eraser tool.
- If the S guesses correctly, the team gets one point. If not, the other team(s) gets the point.
- Continue the game, alternating between the teams.
- The team with the most points wins.

Option 1: Play the game as a race. The S from each team who gets to the board first has the chance to reveal the word.

Option 2: For Vocabulary sections where the words are not under the pictures, have Ss use the Pen tool to check the corresponding pictures.

19 Swipe and guess

Purpose: To review target vocabulary.

For use with: Vocabulary with labeled pictures.

Presentation Plus tools: Zoom, Hide, Text Box, Eraser.

Preparation: Before class, hide the pictures using the Hide tool, and cover the words using Text Boxes. Save the session.

- Zoom in on the area with the hidden pictures and words.
- Divide the class into two (or more) teams, and have them stand in straight lines facing the board.
- Have a S from one team go to the board and, using the Eraser tool, swipe once through one of the hidden images to reveal part of it.
- That S's team has one chance to try to guess the word. If they don't guess it correctly, the other team(s) has (have) a chance to guess. If they do, they get one point and reveal the rest of the picture using the Eraser tool.
- Continue the game, alternating between the teams.
- The team with the most points wins.

Option: Hide both the pictures and the words using the Hide tool so that swiping reveals parts of both.

20 Which word?

Purpose: To practice target vocabulary.

For use with: Language in context, Conversation.

Presentation Plus tools: Text Box (or Hide or Pen).

Preparation: Before class, cover each target item with a Text Box (or hide the items with the Hide or Pen tool, and add a Text Box to the margin of the text). Type in the covered item and another item from the Vocabulary set. Save the session.

- Books closed. Before Ss read the text, zoom in on the area with the items covered by the Text Boxes.
- Have Ss work in pairs and choose the correct word.
- Play the audio. Have Ss listen and check their answers.
- Have Ss call out the answers for each item or go to the board and reveal the original text by deleting the Text Boxes.

Introduction to the CEFR

Introduction to the Common European Framework of Reference (CEFR)

The overall aim of the Council of Europe's *Common European Framework of Reference* (CEFR) is to provide objective criteria for describing and assessing language proficiency in an internationally comparable manner.

The Council of Europe's work on the definition of appropriate learning objectives for adult language learners dates back to the '70s. The influential *Threshold* series (J. A. van Ek and J. L. M. Trim, Cambridge University Press, 1991) provides a detailed description in functional, notional, grammatical, and sociocultural terms, of what a language user needs to be able to do in order to communicate effectively in the sort of situations commonly encountered in everyday life. Three levels of proficiency are identified, called Waystage,

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

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

Four Corners Second Edition and the Common European Framework of Reference

The CEFR was used as a point of reference throughout the development of the *Four Corners Second Edition* series and informed the choice of language content and activity. The table below shows how *Four Corners Second Edition* correlates with the Council of Europe's levels and with some major international examinations.

<i>Four Corners Second Edition</i>	CEFR	Council of Europe	Cambridge ESOL	IELTS	TOEFL iBT	TOEIC
Level 1	A1/A2	Breakthrough				120+
Level 2	A2	Waystage	KET (Key English Test)	3.0		225+
Level 3	B1	Threshold	PET (Preliminary English Test)	3.5–4.5	57–86	550+
Level 4						

Sources:

<http://www.ielts-test-practice.com/ielts-scores.html>

http://www.ets.org/Media/Research/pdf/CEFR_Mapping_Study_Interim_Report.pdf

http://www.sprachenmarkt.de/fileadmin/sprachenmarkt/ets_images/TOEIC_Can-do-table_CEFR_2008.pdf

Four Corners Second Edition Level 1

Four Corners Second Edition Level 1 covers the CEFR competences for A1 and starts A2. The table below contains the general competences described in the CEFR self-assessment grid for these two levels.

		A1	A2
U N D E R S T A N D I N G	Listening	I can recognize familiar words and very basic phrases concerning myself, my family, and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g., very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.
	Reading	I can understand familiar names, words, and very simple sentences, for example, on notices and posters or in catalogs.	I can read very short, simple texts. I can find specific, predictable information in simple everyday materials, such as advertisements, prospectuses, menus, and timetables, and I can understand short, simple personal letters.
S P E A K I N G	Spoken Interaction	I can interact in a simple way, provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.
	Spoken Production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background, and my present or most recent job.
W R I T I N G	Writing	I can write a short, simple postcard, for example, sending holiday greetings. I can fill in forms with personal details, for example, entering my name, nationality, and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate need. I can write a very simple personal letter, for example, thanking someone for something.

A strong focus on speaking characterizes *Four Corners Second Edition*. The speaking outcomes at the end of every lesson, which define objectives and allow teachers and students to assess progress, mirror the CEFR “can do” statements for this ability. The tables on pages xxxiv-xxxvii list the detailed speaking competences for A1, as well as some A2 competences, and show exactly where each CEFR “can do” statement is covered in the Student’s Book. The Listening, Reading, and Writing tables contain the same type of information for these abilities, and also include information on the Workbook contents. Further information on how *Four Corners Second Edition* correlates to the CEFR and an in-depth breakdown of Level 1 content by unit is available on the *Four Corners Second Edition* website.

Sources:
Breakthrough (Unpublished manuscript) J. L. M. Trim, University of Cambridge ESOL
http://www.englishprofile.org/index.php?option=com_content&view=article&id=45;
 Common European Framework of Reference for Languages: Learning, teaching, assessment (2001) Council of Europe, Cambridge University Press.
 Council of Europe European Language portfolio (2000) Swiss National Foundation Project
<http://www.coe.int/T/DG4/Portfolio/documents/appendix2.pdf>;
Waystage 1990 (1991) J. A. Van Ek and J. L. M. Trim, Council of Europe, Cambridge University Press.

Speaking

A language user at A1 can:	W	1	2	3	4
Introduce someone and understand basic greetings and leave-taking expressions.	W	SB1A			
Ask how people are and react to news.					
Discuss numbers, quantities, costs, and times.			SB2B SB2Wu		SB4B SB4Wu
Ask and answer simple questions, and initiate and respond to simple statements in areas of immediate need or on very familiar topics.		SB1B	SB2B	SB3B	
Ask and answer questions about themselves and other people, e.g., where they live, things they have, people they know.		SB1A SB1C SB1D SB1Wu	SB2A SB2C SB2D	SB3A SB3C SB3D	SB4C SB4D SB4Wu
Indicate time with such phrases as “next week,” “in November,” “three o’clock.”					SB4B SB4C SB4D SB4Wu
Describe himself or herself, what he or she does, where he or she lives.					SB4A

A language user at A2 can:	W	1	2	3	4
Handle very short social exchanges.					
Make and respond to invitations, suggestions, and apologies.					
Say what he or she likes and dislikes.					
Use simple, everyday, polite forms of greeting and address.					
Discuss what to do in the evening or on the weekend.					
Make and respond to suggestions.					
Agree and disagree with others.					
Ask and answer questions about habits and routines.					
Ask and answer questions about what they do at work and in free time.					SB4C SB4D SB4Wu

5	6	7	8	9	10	11	12
					SB10B	SB11B	
SB5B SB5Wu							
SB5B	SB6Wu		SB8A				
	SB6A						
					SB10A SB10C	SB11A	SB12A
		SB7A	SB8C SB8Wu				

5	6	7	8	9	10	11	12
	SB6B			SB9B	SB10B	SB11B	SB12B
							SB12B
		SB7B SB7D SB7Wu	SB8Wu				
	SB6B			SB9B			
							SB12B
							SB12C
							SB12C
		SB7A SB7C					
SB5A SB5C SB5D	SB6C SB6D SB6Wu			SB9C SB9Wu			

(continued)

Speaking *(continued)*

A language user at A2 can:	W	1	2	3	4
Ask and answer questions about pastimes and past activities.					
Describe past activities and personal experiences.					
Ask for and give directions referring to a map or plan.					
Give short, basic descriptions of events and activities.					
Describe plans and arrangements.					
Give a short, rehearsed, basic presentation on a familiar subject.					
Indicate when he or she understands.					
Ask for clarification about key words.				SB3B	

W = Student's Book, Welcome unit SB1A = Student's Book, Unit 1, Lesson A Wu = Student's Book, *Wrap-up section*

Listening

A language user at A1 can:	W	1	2	3	4
Understand everyday expressions aimed at the satisfaction of simple needs of a concrete type.		SB1B	SB2B SB2D	SB3B SB3D	SB4B
Understand numbers, prices, and times.			SB2B		SB4B
Understand questions addressed carefully and slowly to him or her.	This competence is practiced throughout the course.				
Understand instructions and follow short, simple directions.					

A language user at A2 can:	W	1	2	3	4
Understand and extract the essential information from short, recorded passages dealing with everyday matters.					SB4D
Understand what is said to him or her in simple everyday conversation.					

W = Student's Book, Welcome unit SB1A = Student's Book, Unit 1, Lesson A

5	6	7	8	9	10	11	12
					SB10C SB10D	SB11A SB11C SB11D SB11Wu	
					SB10A SB10B SB10Wu	SB11B SB11Wu	
			SB8A SB8B				
				SB9A SB9D SB9Wu			SB12D
							SB12A
			SB8D				
					SB10B		

5	6	7	8	9	10	11	12
SB5B	SB6B	SB7B	SB8B	SB9B			
SB5B							
			SB8B SB8D				

5	6	7	8	9	10	11	12
SB5D	SB6D	SB7D	SB8D	SB9D	SB10B SB10D	SB11B SB11D	SB12B SB12D
			SB8C	SB9B	SB10B	SB11B	SB12B SB12C

Reading

A language user at A1 can:	W	1	2	3	4
Understand very short, simple texts, a single phrase at a time, picking up familiar names, words, and basic phrases.		SB1D WB1D	SB2D WB2D	SB3D	SB4D
Get an idea of the content of simpler informational material and short, simple descriptions.		SB2Wu	SB2Wu	WB3D	WB4D
Understand short, simple messages on postcards.					
Follow short, simple written directions.					
Understand simple messages written by friends or colleagues about everyday situations (e.g., text messages, invitations).					
Understand simple forms well enough to give basic personal details.		SB1B	SB2B WB2A		
Understand information about people (age, place of residence, etc.) in newspaper articles and webpages.		SB1D	SB2D WB2D		SB4D

A language user at A2 can:	W	1	2	3	4
Understand short, simple personal letters, emails, and blogs about aspects of everyday life.					
Identify specific information in simpler written material, such as brochures, short newspaper articles, and webpages.					
Identify the most important information in advertisements in newspapers.					

W = Student's Book, Welcome unit **SB1A** = Student's Book, Unit 1, Lesson A **Wu** = Student's Book, *Wrap-up section*

5	6	7	8	9	10	11	12
			WB8C				
SB5D SB5Wu WB5D	WB6D						
						SB11D	
			WB8D				
				SB9D			WB12D
	WB6A						

5	6	7	8	9	10	11	12
				WB9D	SB10D SB10Wu WB10D	SB11D SB11Wu WB11D	
	SB6D SB6Wu	SB7D SB7Wu WB7D	SB8D SB8Wu				SB12D SB12Wu
			SB8A				

WB1A = Workbook, Unit 1A

Writing

A language user at A1 can:	W	1	2	3	4
Copy familiar words and short phrases.		WB1A WB1B WB1C WB1D	SB2A WB1A WB1B WB1C WB1D	WB1A WB1B WB1C WB1D	WB1A WB1B WB1C WB1D
Write sentences and simple phrases about himself or herself and others, for example, where they live and what they do.		SB1D WB1A WB1C SB1Wu	SB2D SB2Wu	SB3D SB3Wu	SB4D WB4A WB4C
Write name, nationality, address, etc., for example, on a hotel registration form.		SB1B WB1A	SB2B SB2D		
Write a short, simple postcard.					

A language user at A2 can:	W	1	2	3	4
Write about aspects of his or her everyday life (people, places, family, hobbies, job, school).					
Describe events, past activities, and personal experiences in simple sentences.					
Write very simple personal letters and emails, using simple expressions for greeting, addressing, asking, or thanking someone.					
Write a series of simple phrases linked with simple connectors, such as <i>and</i> , <i>but</i> , and <i>because</i> .					

W = Student's Book, Welcome unit **SB1A** = Student's Book, Unit 1, Lesson A **Wu** = Student Book's, *Wrap-up section*


5	6	7	8	9	10	11	12
WB1A WB1B WB1C	WB1A WB1B WB1C	SB7C WB1A WB1C	WB1A WB1B	WB1C			
SB5D WB5C	SB6D SB6Wu WB6A	SB7Wu		SB9D		WB11A WB11C	
						SB11D	

5	6	7	8	9	10	11	12
		SB7D	SB8D				
	SB6Wu		SB8Wu	SB9Wu	SB10D SB10Wu	SB11Wu	SB12Wu
				WB9A			SB12D WB12C
	WB6C						

WB1A = Workbook, Unit 1A

Welcome

1 Introducing yourself

A  Listen and practice.

Simon Hello. I'm Simon.


Chen Hi, Simon. My name is Chen.
Nice to meet you.

Simon Nice to meet you, too.

B **PAIR WORK** Introduce yourselves.



2 Introducing someone else

A  Listen and practice.

Simon Chen, this is my friend Sofia.

Sofia Hi, Chen. Nice to meet you.

Chen Nice to meet you, too, Sofia.

B **GROUP WORK** Introduce your partner from Exercise 1 to another classmate.



Welcome

1 Introducing yourself

Learning objective: Introduce one's self.

A 🎧 (Level 1, Track 2)

- Direct Ss' attention to the picture to set the scene. Point to each student in the picture and say: *Simon and Chen*.
- Go over the instructions. Play the audio. Have Ss listen and read silently.
- Play the audio again. Have Ss repeat to practice pronunciation.
- Have Ss read the conversation in pairs.
- **Option** Read Simon's lines and have the class read Chen's lines chorally. Then divide the class in half. Lead one half in saying Simon's lines and the other in saying Chen's lines, and then change roles and practice again.

B

- Model the activity. Introduce yourself to a S, using your name. Tell the S to read Chen's line and substitute his or her own name.
- Have Ss work in pairs to practice introducing themselves.
- Walk around the room and give help as needed.

2 Introducing someone else

Learning objective: Introduce someone else.

A 🎧 (Level 1, Track 3)

- Direct Ss' attention to the picture to set the scene. Point to the students in the picture and say their names: *Simon, Chen, Sofia*.
- Go over the instructions. Play the audio. Have Ss listen and read silently.
- Play the audio again. Have Ss repeat to practice pronunciation.
- Have Ss read the conversation in pairs.

B

- Model the activity. Introduce a "new" student to the class. Have each pair of Ss from Exercise 1 join another pair to take turns introducing their first partner to another S.

Cultural note

Both men and women in North America often shake hands when they are introduced. They usually use a firm grip and shake up and down once or twice.

3 Hi and bye

Learning objective: Say hello and good-bye.

A 🎧 (Level 1, Track 4)

- Direct Ss' attention to the pictures to set the scene. Point to the pictures and say: *Simon and Chen again.*
- Go over the instructions. Play the audio. Have Ss listen and read silently.
- If helpful, play the audio line by line and have Ss repeat.
- Have students practice the conversation in pairs and then change roles and practice again.

B 🎧 (Level 1, Track 5)

- Point out the target expressions in the conversations (*Hi. Good morning. See you later. Bye.*). Explain that there is more than one way to say *hi* and *bye*.
- Go over the expressions in the boxes. Refer to the pictures in the left-hand box to explain the differences between the expressions. Explain that *See you.* and *See you later.* are used when you are not exactly sure when you will see the other person again.
- Play the audio and have Ss listen and read silently.
- **Option** Play the audio again and have Ss repeat.
- Model the activity with a S. Say Simon's lines and show how to substitute a different expression to say hi. Have the S substitute another greeting. Repeat with the ways to say good-bye.
- Have Ss practice the substitution conversation in pairs.
- Go around the room and give help as needed.


Cultural notes

Some of the expressions are a little more formal than others. For example, a teacher in North America is more likely to greet the class with *Good morning / afternoon / evening* than with *Hi*. *Hi* is often used between friends. When people are answering their own phones, they will usually say *hello*, but a receptionist at work may say *good morning* or *good afternoon* to answer the phone.

C

- Go over the instructions.
- Model the activity with a S. Show how to substitute your names and use different ways to say hello and good-bye.
- Have Ss walk around the room to practice the conversation. Encourage Ss to talk to at least five classmates.
- Finally, tell Ss to check the "can do" statement if they can introduce themselves and others and say hello and good-bye.

3 Hi and bye


A  Listen and practice.






Simon Hi, Chen!
Chen Good morning, Simon! How are you?
Simon I'm fine, thanks. And you?
Chen Fine, thank you.



Simon See you later, Chen!
Chen Bye, Simon!

B  Listen to the expressions. Then practice the conversation again with the new expressions.

Saying hello


- Hi.
- Hello.
-  Good morning.
-  Good afternoon.
-  Good evening.

Saying good-bye

- Bye.
- Good-bye.
- See you.
- See you later.
- See you tomorrow.

C **CLASS ACTIVITY** Say hello to your classmates and ask how they are. Then say good-bye.

I can introduce myself and others. 

I can say hello and good-bye. 

Classroom language



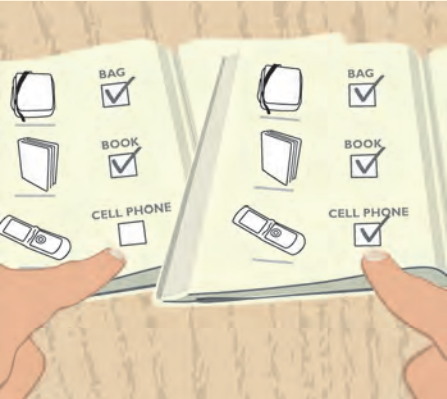
Pair work



Group work



Class activity



Compare answers.



Cover the picture.



Go to page 12.



Ask and answer questions.




Interview your partner.



Role-play the situation.

Classroom language

Learning objective: Use classroom language.

 (Level 1, Track 6)

- Direct Ss' attention to the pictures to set the scene.
Ask: *Where are they? (In class, at school.)*
- Play the audio. Have Ss listen and read silently.
- Play the audio again. Have Ss listen and repeat the phrases and sentences to practice pronunciation.
- **Option** Say the first word of each phrase. Call on Ss and elicit the completion. Have Ss take turns saying the first word as their partner completes the phrase, and then change roles.

1 New friends

At a glance: Unit overview	Speaking outcomes
<p>LESSON A What's your name? Ss learn to introduce themselves and others using names and titles. They use the verb <i>be</i> and possessive adjectives.</p>	Ss can . . . ask for and say names.
<p>LESSON B How do you spell it? Ss ask about and spell names.</p>	Ss can . . . spell names.
<p>LESSON C Are you a student? Ss learn vocabulary for jobs. They use subject pronouns and ask and answer yes / no questions with <i>be</i>.</p>	Ss can . . . talk about where people are from and what they do.
<p>LESSON D Names and jobs Ss read an article about famous people and write sentences about their names and jobs.</p>	Ss can . . . discuss people's names and jobs.

Warm-up

Learning objective: Preview the topic and talk about popular names.

A

- To introduce the topic of names, direct Ss' attention to the pictures. Say the names in the pictures. Ask: *What are these? (Names.)*
- Direct Ss' attention to the lists. Say the names and have Ss repeat. Explain that the first five names are *male* and the next five names are *female*. Tell Ss that a man is male and gesture to a male student. Say a woman is female and gesture to a female student.
- Have Ss check the popular names in the pictures.
- Go over the answers with the class.

B

- Go over the instructions.
- Have Ss work in pairs or groups to say ten popular names in their country. Set a two-minute time limit. Then have one S from each pair or group give different examples from their list.
- **Option** Do the activity as a class.
- Tell Ss that they will learn how to talk about people in this unit. Point out the Unit 1 lesson overviews. Go over what Ss will learn in each lesson.

LESSON A overview

Vocabulary: Names and titles


Grammar: The verb *be*; possessive adjectives

Speaking: Class introductions and greetings

1 Language in context

First day of class

Learning objective: See the verb *be* and possessive adjectives used in context.


 (Level 1, Track 7)

- Direct Ss' attention to the pictures to set the scene. Ask: *Where are they? (In class.)*
- Go over the instructions.
- Play the audio. Have Ss underline the names as they listen and read silently.
- Go over the answers with the class.
- Check comprehension. Ask: *Yes (nod) or no (shake head)? Ms. Peters is a teacher. (Yes.) Maria Gomez is a teacher. (No.) Maria, Ricardo, and Yoko are students. (Yes.) They are at school. (Yes.)*
- Play the audio again. Have Ss listen and repeat to practice pronunciation.
- **Option** Read the questions in the pictures, and have Ss respond chorally with the answers. Then have Ss read the conversations in pairs.

2 Vocabulary

Names and titles

Learning objective: Use names and titles vocabulary.

A  (Level 1, Track 8)

- Direct Ss' attention to the names and titles. Explain: *Jennifer Ann Wilson is a full name.* Point out that *Jennifer* is the first name, *Ann* is the middle name, and *Wilson* is the last name, or family name. In North America, the family name is always last.
- Explain that *Miss*, *Mrs.*, *Ms.*, and *Mr.* are titles used before names. *Mrs.* is only used for a married woman. Point to a S in the class who's wearing a wedding ring to show *married*. *Miss* is only used for a single woman. *Ms.* and *Mr.* are titles for both married and single people.
- Model the activity. Say your title and full name.

Extra activity: Name tags

Bring in blank cards. Have Ss make name tags that say "My name is ____." Tell Ss to keep the cards on their desks for a few days so they can learn each other's names.

- Direct Ss' attention to the names and titles.
- Play the audio. Have Ss listen and read silently.
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.
- Check comprehension. Ask: *Yes or no? Mrs. Chow is married. (Yes.) Miss Gomez is married. (No.) Mr. is for a man. (Yes.)*
- **Option** Call on Ss. Ask: *Mr.? Mrs.?* as you gesture to them. Elicit the title they use.

Cultural note


Until the 1960s, women in the United States and Canada used either *Miss* or *Mrs.* *Ms.* became more popular because of the women's movement in the late 1960s and 1970s. Women did not want their marital status to be the first thing people knew about them.

B

- Model the activity. Have Ss answer questions about your information (e.g., *What's my first name? What's my family name?*).
- Have Ss work individually to complete the sentences.
- Have Ss compare their sentences in pairs.
- Elicit answers from the class.

3 Grammar The verb *be*; possessive adjectives

Learning objective: Practice the verb *be* and possessive adjectives.

 (Level 1, Track 9)

Possessive adjectives

- Books closed.
- Say: *My name is . . .* and gesture to yourself. Call on a S. Say: *Your name is . . .* and gesture to the S. Demonstrate the other possessive adjectives in the same way.
- Check comprehension. Gesture to a male S and ask: *What is ___ name?* Elicit *his*. Gesture to a female S and ask: *What is ___ name?* Elicit *her*. Gesture to two Ss and ask: *What are ___ names?* Elicit *their*.
- Books open. Have Ss refer to the grammar box. Point out the possessive adjectives.

The verb *be*

- Elicit the rules for *is / are*:
 - 1 Point to the sentences in the top half of the grammar box. Ask: *Is or are for one name? (Is.)*
 - 2 Say: *My name . . .*, elicit the verb *is*, and complete the sentence. Point to a S and say *Your name . . .* Elicit *is* and finish the sentence.
 - 3 Gesture to that same S and elicit from the class the entire sentence (e.g., *Her name is Maria.*).
 - 4 Point to the bottom half of the grammar box. Ask: *What . . . (pause) your names?* Elicit the verb *are*.
 - 5 Gesture to two Ss and ask: *What are their names?* Stress *are* and the ending *s*. Elicit their names (e.g., *Their names are Ricardo and Yoko.*).
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

Presentation Plus: Right or wrong? page xxx

Instead of doing Part A, follow the steps for *Right or wrong?* to practice *be* and possessive adjectives.

A

- Go over the instructions. Direct Ss' attention to the first item. Read the sentences. Explain: *Maria is female. We use her with one female.*
- Have students circle the correct words.
- When Ss are finished, have them compare answers with a partner.
- Go over the answers with the class.

B

- Direct Ss' attention to the picture to set the scene. Say: *A teacher and Ss are in class.*
- Go over the instructions and the example. Say the first sentence. Stop at the blank. Ask: *Is or are? (Is.)*
- Have Ss work individually. Go around the room and give help as needed.
- Go over the answers with the class.
- Have Ss practice the conversation in groups of three, and then change roles and practice again.

4 Speaking My name is . . .

Learning objective: Ask for and say names.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the circle.)

A

- Go over the instructions.
- Model the activity. Read A's lines and demonstrate how to substitute your own information. Have a S read B's lines, and use his or her own name.
- Have Ss walk around the room to practice the conversation with at least five other Ss. Tell them to try to remember the names.

B

- Go over the instructions and the example conversation.
- Model the activity. Have a S ask you A's line (*What's his name?*) and gesture to a classmate. Answer the question and ask about another S. Elicit the name or *Sorry, I don't know.*
- Have Ss work in pairs or small groups to take turns asking and answering questions about their classmates.
- Go around the room and provide help as needed.
- Call on Ss and ask questions (e.g., *What's her name? What are their names?*).
- Finally, tell Ss to check the "can do" statement if they can ask for and say names. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 1–3
Online Self-study	Lesson A

LESSON B overview

Interactions: Asking for spelling

Listening: Spelling names

Speaking: Class name list

1 The alphabet

Learning objective: Say the alphabet.

A 🎧 (Level 1, Track 10)

- Direct Ss' attention to the alphabet. Play the audio and have Ss read and listen silently.
- Play the audio again. Have Ss listen and repeat the letters to practice pronunciation.
- Write the vowels (A, E, I, O, U) on the board. Point to each and say the letter. Have Ss repeat. Write difficult pairs on the board (J-G, B-V, S-X, C-K). Say each letter and have Ss repeat.

B

- Go over the instructions.
- Model the activity. If your class is not too large, hold up your book. As you say a few letters in random order, point to them in your book.
- Have students work in pairs to take turns saying and pointing to different letters.
- **Option** Copy the alphabet on the board. Call individual Ss to the board. Say a letter and have a S point to it on the board. Then have the S at the board call on a classmate. The first S will say a letter, and the second S will point to the letter on the board. Continue with other Ss.
- **Option** Call on Ss. Say a letter (T) and elicit the letter that comes next (U). Have a S say a letter and call on a classmate to say the next letter. Continue with other Ss.

Extra activity: Extension

Say the letter A and ask: *What name begins with A?* Elicit examples. Call on students and say a letter. Elicit names that begin with that letter.

2 Interactions Spelling names

Learning objective: Spell names.

A 🎧 (Level 1, Track 11)

- Direct Ss' attention to the photo to set the scene. Say: *The girl is a receptionist.*
- Play the audio. Have Ss read silently. If helpful, play the audio line by line, and have Ss listen and repeat.
- Point out the way to ask for spelling.
- Have students practice the conversation in pairs, then change roles and practice again.

B

- Go over the instructions.
- Model the activity with a S. Read A's lines and demonstrate how to substitute a different name. Have the S use the new name in the questions.
- Have Ss practice the conversation in pairs. Remind them to use the names in the list and change roles.
- Go around the room and give help as needed.
- **Option** Have Ss take turns asking for and spelling the first names from the *Warm-up*, page 5.

Presentation Plus: Tip

After doing Part B, zoom in on Section A. On the board, cover "Donald Wang" and the spelling of the names. Have Ss substitute their own names to personalize the activity.

Extra activity: Lineup

If your class is not too large, and you have the room, have Ss line up according to the letter their first name begins with. Write on the board: *What's your first name?* Gesture to one side of the room for A and the other for Z. Encourage Ss to ask about the spelling of a name if more than one name begins with the same letter.

3 Listening Spell it!

Learning objective: Develop skills for listening to names and spellings.

A (Level 1, Track 12)

- Set the scene. Four people are introducing themselves and spelling their names.
- Go over the instructions.
- Play the audio. Have Ss listen and check the spelling they hear.
- Have Ss check answers with a partner.
- Go over the answers with the class.

B (Level 1, Track 13)

- Direct Ss' attention to the documents. Say the names of the documents (*name tag, student ID, timetable, gym ID, form, note from a teacher*).
- Go over the instructions.
- Play the audio. Have Ss listen and write the names they hear.
- Go over the answers with the class.
- **Option** Ask questions about the names: *What is George's last name? (Lee.) What is Karen's title? (Miss.) What is Danny's last name? (Young.)*

4 Speaking A class list

Learning objective: Spell names.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the circle.)
- Read the conversation with a S. Have the S read A's lines.
- Model the conversation with another S. Substitute your own information.

- Have Ss ask and answer questions to make a list of names. If your class is large, have Ss ask questions to list ten classmates. Have Ss walk around the room to take turns asking and answering questions to make their lists.
- Have Ss work in pairs to take turns asking and answering questions about their own information (e.g., *What is your name?*). Elicit ideas from the class.
- Finally, tell Ss to check the "can do" statement if they can spell names. NOTE: If Ss need more help, suggest they do the *Additional practice* activities.

Presentation Plus: List that page xxix

After Ss complete the speaking activity, follow the steps for *List that* to give Ss a review of first and last names. Have Ss spell the names as they call them out.

Extra activity: Dictation scramble

Books open. Set a time limit. Have Ss study the model conversation. Books closed. Dictate words from the questions in the conversation in random order (*last, and, your, first, name, name, do, spell, it, your, what's, what's, how, you*). Have Ss unscramble the words to write the three questions and then compare answers with a partner.

Additional practice

For more practice, use:

Workbook	pages 4
Online Self-study	Lesson B

LESSON C overview

Vocabulary: Interesting jobs

Grammar: Subject pronouns; *yes / no* questions with *be*

Pronunciation: Contractions

Speaking: Guessing game about famous people

1 Vocabulary Interesting jobs

Learning objective: Use job vocabulary.

A (Level 1, Track 14)

- Direct Ss' attention to the pictures. Ask: *Who are the people in the pictures?* Elicit the names they know.
- Play the audio. Have Ss listen and read silently.
- Play the audio again. Have Ss listen and repeat the sentences to practice pronunciation.
- **Option** Act out each of the jobs in random order (for example, hold a pretend microphone to your mouth and pretend to sing). Elicit the job. Alternatively, say the job and have a S act it out.
- Check comprehension. Ask: *Is Salma Hayek a musician? (No, she's an actress.) Is Tadanobu Asano an actor? (Yes, he is.)*

Cultural note

Many actresses in the United States and Canada prefer to be called actors. The other jobs in this lesson do not have male / female versions.

B

- Go over the instructions and the example conversation.
- Have Ss work in pairs to name three people for each job.
- Elicit ideas from the class.

Extra activity: Game

Model the activity. Tell Ss the initials of a famous person (NK). Then act out the job (*actress*). Elicit the name (*Nicole Kidman*). Have Ss play the game in small groups. Ss take turns giving initials and acting out the job as their group guesses. Call on Ss to give initials and act out the job.

2 Conversation My friend the musician

Learning objectives: Practice a conversation to introduce a new friend; see subject pronouns and *yes / no* questions with *be* in context.

(Level 1, Track 15)


- Direct Ss' attention to the picture to set the scene. Ask: *Who do you see?* (Two males, one female / three young people.)
- Play the audio. Have Ss listen and read silently. If helpful, play the audio line by line and have Ss repeat.
- **Option** For more practice, divide the class into three sections to practice choral reading. Designate one section to be *Sandy*, one *Jacob*, and one *Kevin*. Have each section read their lines together and at the right time in the conversation.
- Have Ss practice the conversation in groups of three. Then call on two groups to act it out for the class.

Presentation Plus: Disappearing dialogue page xxvii

Before Ss practice the conversation, divide Ss into groups of three, and follow the steps for *Disappearing dialogue* to practice speaking.

3 Grammar Subject pronouns; *yes / no* questions with *be*

Learning objective: Practice subject pronouns and *yes / no* questions with *be*.

 (Level 1, Track 16)

Subject pronouns

- Direct Ss' attention to the grammar box. Review the singular subject pronouns (*I, you, he, she, it*).
- Elicit the rules for the forms of *be* with each subject pronoun: *What form of be is used with I? (Am.) What form is used with he, she, and it? (Is.) What form with you? (Are.) What is the contraction of I am? (I'm.) What is the contraction of he is? (He's.) What is the contraction of you are? (You're.)*

Yes / no questions

- Explain the rules for *yes / no* questions and short answers:
 - 1 Focus on form in questions. Write on the board: *be + subject pronoun*
 - 2 Focus on form in short answers. Write on the board: *yes + subject pronoun + be; no + subject pronoun + be + not*
 - 3 Focus on use: Use present for now.
- Refer to the conversation in Exercise 2. Have Ss underline the subject pronouns in the conversation. Have Ss circle the forms of *be*.
- Check Ss' comprehension. Ask:
 - Is Kevin a student? (No, he's not. / No, he isn't.)*
 - Is Kevin a musician? (Yes, he is.)*
 - Is Kevin from Liverpool? (Yes, he is.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A


- Go over the instructions and the example.
- Have Ss work individually to match the questions and the answers.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- Have Ss practice asking and answering the questions in pairs.

B

- Go over the instructions and the example.
- Have Ss work individually to complete the conversations.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- Have students practice the conversations in pairs, then change roles and practice again.

4 Pronunciation Contractions

Learning objective: Listen to and use contractions.

 (Level 1, Track 17)

- Direct Ss' attention to the list of contractions in the grammar box. Explain that contractions are short forms.
- Demonstrate with your fingers. Close your thumb and forefinger to show how the pronouns + *be* become contractions. For example, *you* (your thumb) and *are* (your forefinger) contract to form *you're* (close up your thumb and forefinger).
- Point out that most of these contractions are one syllable. Say: *I am*. Clap once for each syllable. Say: *I'm*. Clap once.
- Go over the instructions.
- Play the audio. Have Ss listen, paying particular attention to contractions.
- Play the audio again. Have Ss listen and repeat.

Presentation Plus: Highlight and say it! page xxviii

After doing Exercise 4 Pronunciation, zoom in on Exercise 3 Grammar and follow the steps for *Highlight and say it!* to practice pronunciation.

5 Speaking Ten questions

Learning objective: Talk about where people are from and what they do.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the circle.)
- Go over the instructions and the example conversation.
- Model the activity. Think of a person from Exercise 1. Have Ss ask *yes / no* questions to find out who the person is.
- Have Ss work in small groups to take turns thinking of a famous person as their classmates ask *yes / no* questions. Go around the room and give help as needed.
- Finally, tell Ss to check the "can do" statement if they can talk about where people are from and what they do. NOTE: If Ss feel they need more help, suggest they do the *Additional practice activities*.

Additional practice

For more practice, use:

Workbook	pages 5–7
Online Self-study	Lesson C

LESSON D overview


Reading: “Famous Names” (an article)

Writing: My name

Speaking: Quiz about celebrities

1 Reading Famous Names

Learning objective: Read and discuss an article about famous people; develop skills in skimming and scanning.

 (Level 1, Track 18)

Presentation Plus: Tip

Before class, hide all the Reading text using the Hide tool, leaving only the pictures showing. In class, books closed. Zoom in on the pictures and elicit information about them to preview the reading. Follow Part A notes below.

A

- Direct Ss’ attention to the pictures. Point to the pictures and say: *Famous people*.
- Go over the instructions. Elicit the names of the people in the pictures (*Tom Cruise, Shakira, Pelé, Zhang Ziyi, Jay-Z, Madonna*).
- **Tip** To help Ss notice names, remind them to scan for capital letters.

B

- Set the scene. If possible, hold up a popular magazine. Ask: *Are famous people in magazines and on TV? (Yes.)*
- Pre-teach any unfamiliar vocabulary.

Vocabulary

short for: a short way to say the same thing; not the full form

nickname: not the real name; an informal name

hip-hop: a type of music

- Go over the instructions. Have Ss read the article and answer the question.
- Elicit the answer

Answer

No.

- **Option** If your Ss enjoy reading aloud, have them practice reading one or two sections as a class.

Cultural note

Many English-speaking celebrities, especially musicians and singers, are known by a single name. These include: Bono (lead singer for the Irish band U2), Adele (British singer), Sting (British musician), Pink (American singer), Drake (Canadian musician), and Seal (British singer). Other famous English-speakers known by one name include Nenê (basketball star) and Oprah (actress and businesswoman).

C

- Go over the instructions and the example.
- Have Ss read the article again and complete the sentences.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

Extra activity: Memory game

Books open. Have Ss reread the article to remember as much as they can. Divide the class into teams. Books closed. Call on teams and ask a *yes / no* question about the article (e.g., *Is Tom Cruise a musician? No, he isn't.*). Each correct answer earns a point.

D

- Go over the instructions and the example.
- **Option** Model the activity with another example: *Beyoncé is a singer and actress from the United States. She uses only her first name. Her full name is Beyoncé Knowles.* Alternatively, dictate the sentences and have Ss compare their sentences with a partner.
- Have Ss work in pairs to tell about another famous person’s name.
- Call on Ss to tell the class about their partner’s famous person.

2 Writing My name

Learning objective: Write sentences about your name.

A

- Go over the instructions and the model. Check comprehension. Ask: *What's his full name? (Anthony Steven Johnson.) Does he have a nickname? (Yes.) What is it? (Big Tony.)*
- Model the activity. Talk about your name. Say at least three sentences.
- Have Ss write three or four sentences about their names.

B

- Have Ss work in small groups to talk about their names.
- Call on Ss to tell the class about another S's name.

3 Speaking Celebrity quiz

Learning objective: Discuss people's names and jobs.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the circle.)

A

- Direct Ss' attention to the photos. Say: *These are famous people.*
- Go over the instructions and the example.
- Have Ss work in pairs to take turns reading the information and answering the questions. Go around the room and give help as needed.
- Go over the answers with the class.

Answers

Emma Watson, Sofia Vergara, Lionel Messi,
Jennifer Lopez, Hugh Jackman, Jennifer Lawrence

- **Option** Call on Ss and give a clue (e.g., *She is a singer.*). Elicit the answer (*Jennifer Lopez*). Alternatively, call on a S and say a name (*Jennifer Lopez*). Elicit the information (*She's an actress and singer. Her nickname is J-Lo.*).

Presentation Plus: Tip

Before class, write in answers for Part A using the Pen tool. Then write *How do you spell that?* under the final answer. In class, books closed. After Ss do Part A, zoom in on the four questions and answers. Have pairs alternate asking and answering *How do you spell . . . ?* for the different celebrities' names.

Extra activity: Realia

Bring in magazines or have Ss bring in magazines about popular culture. Display a photo from the magazine and give information (e.g., *He is an actor. He is from England. He is James Bond. His first name is Daniel.*). Elicit the name (*Daniel Craig*).

B

- Go over the instructions and the example.
- Have Ss work in pairs to write three sentences about a celebrity. Remind them not to write the name. Encourage Ss to use contractions.

C

- Go over the instructions and the example.
- Model the activity. Say three or four sentences about a celebrity (*She is from Germany. She's a model. She's on a TV show about fashion in the United States.*). Elicit guesses (*Heidi Klum*).
- Have each pair work with another pair of Ss to take turns reading their sentences and guessing the name. Go around the room and take notes on errors you hear in *yes / no* questions and short answers.
- Write the errors you heard Ss make on the board. Encourage Ss to correct them. Make sure Ss use the form of *yes / no* questions and short answers.
- Finally, tell Ss to check the "can do" statement if they can discuss people's names and jobs. NOTE: if Ss feel they need more help, suggest they do the *Additional practice activities*.

Extra activity: Extension

Have Ss work in pairs to write questions about a famous person. Go around the room and give help as needed. Encourage Ss to use *yes / no* questions. Have Ss walk around the room to ask and answer questions about their famous person.

Additional practice

For more practice, use:

Workbook	pages 8
Online Self-study	Lesson D

Wrap-up

1 Quick pair review

Lesson A **Do you remember?**

What are your classmates' last names? Answer with the information you remember.
You have two minutes.

A: Her last name is *Fernandes*.

B: Yes, it is. And his first name is *Oscar*. What's his last name?

A: It's *Medina*.

Lesson B **Test your partner!**

Say your full name. Can your partner write it correctly? Check his or her answer.
You have two minutes.

First name	Middle name	Last / Family name
_____	_____	_____

Lesson C **Brainstorm!**

Make a list of interesting jobs. How many do you know? You have one minute.

Lesson D **Guess!**

Describe your favorite celebrity, but don't say his or her name! Can your partner guess the name? Take turns. You have two minutes.

A: He's a singer and a musician. He's from the United States. He's in Maroon 5.

B: Is he Adam Levine?

A: Yes!

2 In the real world

What is your favorite movie? Go online and find information in English about five actors or actresses in the movie. Then write about them.

- What are their names?
- Where are they from?

Actors in "The Avengers"

My favorite movie is "The Avengers."

Chris Hemsworth is an actor in the movie.

He's from Australia ...



1 Quick pair review

Learning objective: Review people's names and jobs.

Lesson A Do you remember?

- Go over the instructions and the example conversation.
- Model the activity. Gesture to a S and say the last name (e.g., *Her last name is Choi.*). Call on a S and elicit information about another S. Encourage Ss to use statements, and *yes / no* questions and short answers.
- Have Ss work in pairs to make a list of all the last names they can remember. Set a time limit of two minutes. Elicit some of the names.

Lesson B Test your partner!

- Go over the instructions.
- Model the activity. Tell Ss to write your full name and title. Have a volunteer write it on the board.
- Have Ss work in pairs to write their partners' names. Set a time limit of two minutes.
- Have Ss check their answers with their partners.

Lesson C Brainstorm!

- Go over the instructions.
- Model the activity. Ask: *What is one interesting job?*
- Have Ss work in pairs to list all the interesting jobs they can. Set a time limit of one minute.
- Elicit ideas.

Presentation Plus: Guided brainstorming page xxviii

After brainstorming, follow the steps for *Guided brainstorming* to review vocabulary for jobs.

Lesson D Guess!

- Go over the instructions and the example.
- Model the activity. Describe your favorite celebrity (*He is a singer. He is from Ireland. He is in U2.*). Elicit guesses. (*Bono.*)
- Have Ss work in pairs to take turns describing a famous person and guessing who it is.
- **Option** Have volunteers describe the person to the class. Elicit guesses.

2 In the real world

Learning objective: Research a favorite movie and the actors and actresses in it and write about them.

- Go over the instructions and the example.
- Model the activity. Tell about your favorite movie and the actors in it.
- Have Ss do research online as an out-of-class assignment. Remind Ss to write down the information.
- When Ss return to class, have them work in pairs or small groups to read what they wrote.
- Call on Ss to read their sentences to the class. Alternatively, ask *yes / no* questions to find out who it is.

2 People and places

At a glance: Unit overview	Speaking outcomes
<p>LESSON A Where are you from?</p> <p>Ss learn vocabulary for nationalities. They use plural subject pronouns and questions with <i>be</i>.</p>	<p>Ss can . . .</p> <p>ask for and say people's nationalities.</p>
<p>LESSON B What's your email address?</p> <p>Ss use numbers to give phone numbers and email addresses.</p>	<p>Ss can . . .</p> <p>ask for and give phone numbers and email addresses.</p>
<p>LESSON C Family</p> <p>Ss learn vocabulary for family members. They ask and answer questions with <i>who</i> and <i>how old</i> with <i>be</i>.</p>	<p>Ss can . . .</p> <p>identify family members and give their ages.</p>
<p>LESSON D Family and friends</p> <p>Ss read photo descriptions about family and friends, and write sentences about friends.</p>	<p>Ss can . . .</p> <p>give information about family and friends.</p>

Warm-up

Learning objective: Preview the topic and identify the names of countries.

A

- To introduce the topic of people and places, direct Ss' attention to the map. Say: *Map*. Have Ss repeat.
- Direct Ss' attention to the first scrambled country name. Say: *These letters are in the word Canada. Canada is in the box. Point to the second scrambled name and say: These letters spell a country name. What is its name? (France).* Have Ss write *France* on the line.
- Have Ss work individually, in pairs, or in groups to write the other names. Then have Ss compare answers.
- Go over the answers with the class.
- **Option** Have Ss work in pairs to take turns saying a country name as their partner points to it on the map.

Presentation Plus: Tip

Instead of doing Part A with books open, zoom in on the map. Following the notes for Part A above, elicit the answer for the second blank, and write *France* in it using the Pen tool. After Ss compare their answers, have volunteers go to the board and write the answers.

B

- Go over the instructions.
- Have Ss work in pairs to take turns saying the names of five other countries in English.
- Call on Ss to say the name of a different country in English.
- Tell Ss that they will learn how to talk about people and places in this unit. Point out the Unit 2 lesson overviews. Go over what Ss will learn in each lesson.

LESSON A overview

Vocabulary: Nationalities

Grammar: Plural subject pronouns; questions with *be*

Pronunciation: Word stress

Speaking: True and false information about people

1 Vocabulary Nationalities

Learning objective: Use vocabulary for nationalities.

A 🎧 (Level 1, Track 19)

- Direct Ss' attention to the top box. Say: *Nationalities*. Direct Ss' attention to the chart. Say: *Countries*.
- Go over the instructions and the example. Point out that *Australia* is the country and *Australian* is the nationality.
- Have Ss complete the chart with the correct nationalities.
- **Option** Have Ss compare answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.

B

- Go over the instructions and the example.
- Model the activity. Say: *Pelé*. Elicit the country and nationality. Say: *He's from _____* and make a questioning face (*Brazil*). Say: *And his nationality?* (*He's Brazilian.*)
- Have Ss work in pairs to take turns saying the names of famous people as their partners say the nationality. Encourage Ss to say the country, too.

Extra activity: Extension

To review *yes / no* questions with *be* and short answers (from Unit 1), have Ss work in pairs. One partner says the name of a famous person (e.g., *Jude Law*), the other partner asks a *yes / no* question about the country and / or nationality (e.g., *Is he British?*), eliciting the answer (*Yes, he is.*).

2 Language in context

New neighbors

Learning objective: See use of plural subject pronouns and questions with *be* in context.

🎧 (Level 1, Track 20)

- Direct Ss' attention to the people on the left side of the picture to set the scene. Ask: *What people are in the picture?* (*A man and a woman.*) *Where are they?* (*In front of their apartment.*)
- Direct Ss' attention to the people on the right side of the picture. Ask: *Who are they?* (*Neighbors.*) *Where do you think they're from?* (*Brazil.*)
- Go over the instructions.
- Play the audio. Have Ss underline the names as they listen and read silently.
- Go over the answers with the class.

Answers

Carlos and Claudia.

- **Option** Play the audio again, line by line, and have Ss repeat.

Extra activity: Choral reading


Say Brad's lines and elicit Emily's lines from the class, then change roles. Divide the class into two groups. Group A says Brad's lines, and Group B responds with Emily's lines, then change roles. Have Ss work in pairs to say the conversation.

Cultural note

Manaus, Brazil, is the largest city in the Amazon, with a population of about two million. Many tours of the Amazon jungle leave from Manaus.

3 Grammar Plural subject pronouns; questions with *be*

Learning objective: Practice plural subject pronouns and questions with *be*.

 (Level 1, Track 21)

Subject pronouns

- Books closed. Write on the board:
One Person **Two or more people**
I am
You are
He / She / It is
- Point to the singular pronouns and say: *These pronouns are for one person. Ask: What pronouns are for two or more people? Write the corresponding plurals on the board (we, you, they).*
- Elicit the plural form of *be*. Ask: *What verb do we use with we, you, and they? (Are.) Write are next to the plural pronouns.*

Yes / No questions


- Write on the board:
_____ Japanese? (you)
_____ Brazilian? (they)
- Point to the blanks and elicit the *yes / no* questions. Ask: *What are the questions? Write in the blanks Are you / Are they. Ask: What are answers to the questions? (Yes, we are. / No we aren't. Yes, they are. / No they aren't.)*

Wh- questions

- Books open. Direct Ss' attention to the *Wh-* questions in the box. Explain that *Where are you from?* is more general than *Which city are you from?* Write on the board: *Wh-* word + *be* + subject (pronoun)
- Read the contractions in the box.
- Refer to the conversation in Exercise 2. Have Ss underline *Wh-* questions in the conversation.
- Check Ss' comprehension. Ask: *Are Claudia and Carlos musicians? (Yes, they are.) Are they from Canada? (No, they aren't.) Where are they from? (They're from Brazil.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.
- Go over the instructions for the grammar practice activity.
- Have students complete the conversation.
- When Ss are finished, have them compare answers with a partner.
- Go over the answers with the class.

4 Pronunciation Word stress

Learning objective: Use correct word stress for nationalities.

A  (Level 1, Track 22)

- Model the concept. Say a nationality of more than one syllable (*Brazilian*), and clap loudly on the middle syllable.
- Direct Ss' attention to the box. Point out that the big circle is for a stressed syllable, the little circle for an unstressed syllable.
- Play the audio. Have Ss listen, paying particular attention to word stress.
- Play the audio again. Have Ss listen and repeat.

B  (Level 1, Track 23)

- Go over the instructions.
- Play the audio and have Ss underline the stressed syllable in each word.
- Have Ss compare answers with a partner. Play the audio again if necessary.
- Go over the answers with the class.

5 Speaking That's not correct!

Learning objective: Ask for and say people's nationalities.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the circle.)

A

- Go over the instructions and the example sentences in the box. Point out that all three sentences are false.
- Have Ss write three false sentences.

B

- Go over the instructions and the example conversation.
- Model the activity. Say the second sentence (*Beyoncé and Solange are British.*). Elicit the correction (*No, they aren't. They're American.*).
- Have Ss work in small groups to take turns saying false sentences and correcting them.
- Go around the room and give help as needed.
- Finally, tell Ss to check the "can do" statement if they can ask for and say people's nationalities. NOTE: If Ss feel they need more help, suggest they do the Additional practice activities.

Additional practice

For more practice, use:

Workbook	pages 9–11
Online Self-study	Lesson A

LESSON B overview

Vocabulary: Numbers 0 to 10; phone numbers; email addresses

Interactions: Asking for someone's phone number; asking for someone's email address

Listening: Directory assistance calls, information forms

Speaking: Class survey for new contact information

1 Numbers 0 to 10; phone numbers; email addresses

Learning objective: Use numbers, phone numbers, email addresses.

A (Level 1, Track 24)

- Direct Ss' attention to the numbers.
- Play the audio. Have Ss listen and read silently.
- Play the audio again. Have Ss listen and repeat the numbers to practice pronunciation.
- Point out that *two* has a silent *w* and *eight* has a silent *g* and *h*.

Presentation Plus: Choose ABC page xxvii

After doing Part A, follow the steps for *Choose ABC* to practice numbers 0 to 10. The digits are the "pictures" in this case.

B (Level 1, Track 25)

- Direct Ss' attention to the phone numbers.
- Play the audio and have Ss listen and read silently.
- Play the audio again. Have Ss listen and repeat the phone numbers to practice pronunciation.
- **Option** Have Ss work in pairs to take turns saying the phone numbers to their partners.

C (Level 1, Track 26)

- Direct Ss' attention to the email addresses.
- Play the audio and have Ss listen and read silently.
- Play the audio again. Have Ss listen and repeat the email addresses to practice pronunciation.
- Make sure Ss use the correct words for the symbols @ (*at*), _ (*underscore*), and . (*dot*). Point out that sometimes we have to say *uppercase* or *lowercase* if the email address has both capital and lowercase letters (example: *Kristin_Sherman@cup.org*).

2 Interactions Phone numbers and email addresses

Learning objective: Say phone numbers and email addresses.

A (Level 1, Track 27)

- Direct Ss' attention to the photo to set the scene. Ask: *How many girls are in the picture? (Two.)*
- Play the audio. Have Ss listen and read silently. If helpful, play the audio line by line and have Ss listen and repeat.
- Have students practice the conversation in pairs, then change roles and practice again.

B (Level 1, Track 28)

- Point out the target questions in the conversation (*What's your phone number? What's your email address?*). Explain that there is another way they can ask for this information.
- Go over the questions in the boxes. Explain that each set of questions has the same meaning.
- Play the audio and have Ss listen and read silently.
- **Option** Play the audio again and have Ss listen and repeat.
- Model the activity with a S. Say Stacy's lines and show how to substitute a different expression to ask for a phone number. Have the S substitute a different expression to ask for an email address.
- Have Ss practice the substitution conversation in pairs.
- Go around the room and give help as needed.

C

- Go over the instructions.
- Model the activity with a S. Have the S say Stacy's lines. Show how to substitute the new information.
- Have Ss practice the conversation in pairs. Go around the room and provide help as needed

3 Listening What name, please?

Learning objective: Develop skills for listening to names, numbers, and email addresses.

A (Level 1, Track 29)

- Set the scene. Four people are calling Directory Assistance to get phone numbers. Explain that Directory Assistance is the number you call to get phone numbers and addresses.
- Direct Ss' attention to the pairs of numbers in each conversation. Elicit the differences in each pair (1. 333 / 323; 2. 651 / 615; 3. 9400 / 9500; 4. 7450 / 4570). Tell Ss to focus on these numbers as they listen.
- Go over the instructions.
- Play the audio. Have Ss listen and check the phone number they hear.
- Have Ss compare answers with a partner. Play the audio again if necessary.
- Go over the answers with the class.

B (Level 1, Track 30)

- Set the scene. In each situation, someone is putting information into a computer.
- Direct Ss' attention to the forms. Ask: *What are these forms for? (A school, a gym, a library.) What information do the forms ask for? (First name, middle name, middle initial, last name, city, phone number, email address.)*
- **Tip** Tell Ss that reading the information before they listen will help them know what to pay attention to.
- Go over the instructions.
- Play the audio. Have Ss listen and write the names, phone numbers, and email addresses they hear.
- Have Ss compare answers with a partner.
- **Option** Play the audio again if needed.
- Go over the answers with the class.

Presentation Plus: Tip

Before class, fill in the forms with answers that contain spelling mistakes and the wrong numbers. Save the session. In class, after doing Part B, zoom in on the forms. Have Ss go to the board and correct the mistakes.

4 Speaking A new number and email address

Learning objective: Ask for and give phone numbers and email addresses.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the circle.)

A

- Go over the instructions.
- Model the activity. Make up a new phone number and email address for yourself. Write them on the board or say them to the class.
- Tell Ss to create a new phone number and email address for themselves and write them down.

B

- Go over the instructions.
- Model the activity. Ask a S for his or her name, new phone number, and email address. Pretend to write the information down.
- Have Ss walk around the room to take turns asking and answering questions to complete the chart. Remind Ss to give their new information.
- **Option** If walking around the room is not possible, have Ss work in groups of five to complete the chart.

C

- Go over the instructions and the example conversation. Point out that Ss will ask about another S and should use the correct possessive adjective (*her, his*).
- Have Ss ask and answer questions about classmates not in their charts. Have Ss walk around the room to ask and answer questions with five other classmates.
- Go around the room and take notes on errors you hear in the use of possessive adjectives and the pronunciation of numbers.
- Write the errors you heard Ss make with possessive adjectives on the board. Encourage Ss to correct them. Point out any errors in the pronunciation of numbers. Review pronunciation if necessary.
- Finally, tell Ss to check the "can do" statement if they can ask for and give phone numbers and email addresses. NOTE: If Ss need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook page 12
Online Self-study Lesson B

LESSON C overview

Vocabulary: Family members; numbers 11 to 101

Grammar: *Who* and *How old* with *be*

Speaking: Information exchange about family members

1 Vocabulary Family members

Learning objective: Use family vocabulary.

A 🎧 (Level 1, Track 31)

- Direct Ss' attention to the pictures. Ask: *What are the names of the people?* (Sarah and Roger Mills, Helen, Michael, Wendy, Brian, and Jack Olson.)
- Play the audio. Have Ss listen and read silently.
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.
- Check comprehension. Ask: *What is the mother's name?* (Helen Olson.) *What are the children's names?* (Wendy, Brian, Jack.) *What is the name of Helen's father?* (Roger Mills.) Point out that Helen's last name, Olson, is her married name. Women in North America often take their husband's last name.
- Point out that grandparents in North American families are often called nicknames such as *grandma* and *grandpa*, or *nana* and *granddaddy*.

B

- Go over the instructions. Read each question aloud and have Ss repeat.
- Have Ss work in pairs to ask and answer the questions.
- Go over the answers with the class.

Answers

- 1 No, they're not. They're married.
- 2 No, they're not. They're husband and wife.
- 3 Yes, they are.
- 4 No, they're not. They're brother and sister.

Extra activity: Riddle game

Model the activity. Give clues about a family member from Exercise 1: *My name is Sarah Mills. My daughter is married. What is her husband's name?* (Michael Olson.) Have Ss work in pairs to prepare clues. Remind them to use vocabulary for family members and possessive adjectives. Call on Ss to say the clues and elicit the names.

Presentation Plus: Show the word! page xxxi

After doing Part B, follow the steps for *Show the word!* to review vocabulary for family members.

2 Conversation Who's that?


Learning objective: Practice a conversation about family members; see questions with *Who* and *How old* with *be* in context.

🎧 (Level 1, Track 32)


- Direct Ss' attention to the picture to set the scene. Ask: *Who do you see?* (Two boys.) *What is in the boy's hand?* (A phone.)
- Play the audio. Have Ss listen and read silently. If helpful, play the audio line by line and have Ss repeat.
- Explain: *Yeah* is a common, informal way to say *yes*. *Wow* is an expression for surprise.
- **Option** For more practice, divide the class into two sections to practice choral reading. Designate one section to be *Lance* and one to be *Jack*.
- Have Ss practice the conversation in pairs. Then call on two pairs to act it out for the class.

3 Grammar *Who and How old with be*

Learning objective: Practice questions with *Who and How old with be*.

 (Level 1, Track 33)

- Direct Ss' attention to the grammar box.
- Explain the rules for questions with *Who* and *How old* and *be*:
 - 1 Focus on form. Say: *The question word or phrase (who, how old) comes first.* Write on the board:
who / how old + be + subject pronoun
 - 2 Say: *We often use a contraction with who is (who's).*
- Ss often have problems saying ages. Point out that we use *be* when giving ages (*She is seven years old, not She has seven years old.*).
- Refer Ss to the conversation in Exercise 2. Have them underline questions with *Who* and *How old* in the conversation.
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

 (Level 1, Track 34)

- Direct Ss' attention to the numbers on the right.
- Play the audio and have Ss listen and read silently.
- Play the audio again and have Ss listen and repeat.
- Check Ss' comprehension. Point to the members of the family in the picture in Exercise 1. Write the names of the family members on the board. Write 7 next to *Wendy*. Have Ss guess the ages of the other family members. Write the ages by their names. Point to *Wendy* in the picture. Ask: *Who's that? (Wendy.) How old is Wendy? (Seven.)* Repeat with other members of the family in the picture.
- **Option** Have Ss work in pairs to say numbers as their partners write them down.

A

- Go over the instructions and the example. Point out that *Oh, that's my brother Ignacio* is the answer. Ask: *What's the question? (Who's that?)*
- Have Ss work individually to write the questions to the answers. Encourage them to look at Exercise 2 if helpful.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- Have Ss practice asking and answering the questions in pairs.

B

- Go over the instructions and the example conversation.
- Model the activity. Point to someone in Exercise 1 and ask: *Who's that?*
- Have Ss work in pairs to take turns asking and answering questions about the family in Exercise 1.
- Call on Ss. Point to a picture and ask: *Who's that?*

Presentation Plus: Revealing grammar page xxx

After doing Part B, follow the steps for *Revealing grammar* to review *Who* and *How old with be*. Hide all instances of *be* in the chart.

4 Speaking My family

Learning objective: Identify family members and give their ages.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the circle.)

A

- Go over the instructions.
- Model the activity. Tell Ss about someone in your family: his or her name, your relationship to the person, his or her age, and where he or she is from.
- Have Ss work individually to complete the chart about three family members.

B

- Go over the instructions and the example.
- Have Ss work in pairs to take turns asking and answering questions about their family members. Go around the room and take notes on errors you hear in questions with *where, who, how old, and what*. Pay attention to word order (question word + *be* + subject pronoun).
- Call on Ss to tell the class about someone in their partner's family.
- Write the errors you heard Ss make on the board. Encourage Ss to correct them. Make sure Ss use the correct form in questions.
- Finally, tell Ss to check the "can do" statement if they can identify family members and give their ages.
NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 13–15
Online Self-study	Lesson C

LESSON D overview

Reading: “People in My Life” (photo captions)


Listening: People I know

Writing: My friends

Speaking: Presentation about friends

1 Reading People in My Life

Learning objective: Read and discuss descriptions of photos; use visuals to guess content; scanning.

 (Level 1, Track 35)

Presentation Plus: Tip

Instead of doing Part A with books open, have Ss close their books. Zoom in on photos above the descriptions one at a time. Follow the steps for Part A below.

A

- Direct Ss’ attention to the pictures.
- Have Ss work in pairs to guess who is in each photo.
- Elicit ideas from the class.

B

- Set the scene. Isabel is describing her friends and family.
- Pre-teach any unfamiliar vocabulary.

Vocabulary

friends: people you know and like

on the left, on the right, in the middle: (gesture to indicate the meaning of these phrases)

player: a person who plays a game (e.g., soccer)

e-pal: a friend you write emails to

- Go over the instructions. Have Ss read the descriptions and answer the questions.
- Elicit the answers.

Answers

Isabel’s family members: Carlos, Julia, Olivia

Isabel’s friends: Fernando, Amy, Dong-sun

- **Option** Have Ss work in groups of four to take turns reading each description aloud.

C

- Go over the instructions and the example.
- Have Ss read the article again and correct the false sentences.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- **Option** Have Ss write three more sentences about the reading. Encourage them to include at least one false sentence. Have Ss exchange sentences with a partner to read and correct if necessary.

Extra activity: Game

Have Ss work in groups of four. Each S is responsible for one of the photo descriptions. Have Ss think of four questions to ask about their photo. Have Ss reread the descriptions to remember as much as possible. Books closed. Have two groups of four work together to take turns asking and answering questions about the photo descriptions.

D

- Go over the instructions.
- Have Ss work in pairs to take turns asking and answering questions about Isabel’s family and friends.
- Call on Ss and ask the questions.

Possible answers

Fernando and Amy are Isabel’s friends.

Olivia’s nickname is Nana.

Julia is ten years old.

Dong-sun is from Pusan.

2 Listening People I know

Learning objective: Develop skills in listening for specific information.

A (Level 1, Track 36)

- Set the scene. Gina is talking about her pictures. Direct Ss' attention to the pictures. Ask: *Who do you see? (A male / young male; female; man; teacher.) Where are they? (Home, Paris, work, classroom.)*
- Go over the instructions.
- Play the audio. Have Ss listen and check the correct answers.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (Level 1, Track 36)

- Go over the instructions.
- Play the audio again. Have Ss listen and answer the questions.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- **Option** Have Ss work in pairs to take turns asking and answering the questions.

3 Writing and speaking My friends

Learning objective: Write sentences about friends; give information about family and friends.

- Direct Ss' attention to the “can do” statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the circle.)

A

- Go over the instructions.
- Have Ss work individually to complete the chart with information about three friends.
- If this is a homework assignment, have Ss bring in photos of their friends. If this is an in-class assignment, have Ss draw pictures of their friends.

Presentation Plus: Analyzing the model page xxvii

After doing Part A, follow the steps for *Analyzing the model* to prepare Ss for writing. Substitute in the items in the left-hand column for questions.

B

- Go over the instructions and the example.
- Check comprehension. Ask: *Who is in the picture? (Samantha.) How old is she? (26 years old.) Where is she from? (She's from the United States.)*
- Have Ss work individually to write three sentences about their friends.

C

- Go over the instructions and the example conversation.
- Model the activity. Show a picture of one of your friends, or draw one on the board. Say one or two sentences about your friend. Elicit questions from the class.
- Have Ss work in groups to take turns sharing their sentences and asking and answering questions. Go around the room and take notes on the correctly formed questions you hear.
- To motivate your Ss, write the correctly formed questions on the board. Point out how many questions Ss know how to ask correctly.
- Finally, tell Ss to check the “can do” statement if they can give information about family and friends. **NOTE:** If Ss feel they need more help, suggest they do the *Additional practice activities*.

Extra activity: Extension

Bring in pictures of people from a magazine, enough for each S or pair of Ss to have one. Model the activity. Display a photo and make up a description of the person, including relationship, age, nationality, and other information. Have Ss work individually or in pairs to write a description of the person they chose / were given. Tell Ss they can make things up. Have Ss put the pictures on the wall. Call on Ss to read the description to the class. Have Ss guess which picture goes with the description.

Additional practice

For more practice, use:

Workbook	page 16
Online Self-study	Lesson D

Wrap-up

1 Quick pair review

Lesson A **Guess!**

Say five countries. Can your partner name the nationalities? Take turns. You have two minutes.

A: *South Korea.*

B: *South Korean.*

Lesson B **Test your partner!**

Write three phone numbers and say them to your partner. Can your partner write them correctly? Check his or her answers. You have two minutes.

My phone numbers	My partner's phone numbers
_____	_____
_____	_____
_____	_____

Lesson C **Brainstorm!**

Make a list of family words. How many do you know? You have one minute.

Lesson D **Find out!**

Are any of your friends or family members from the same cities? You have two minutes.

A: *My father is from Mexico City, and my mother is from Guadalajara.*

B: *My grandmother is from Guadalajara, too!*

2 In the real world

Go online and find information in English about a country from another part of the world. Then write about it.

- What are five cities in the country?
- What are the names and ages of two famous people from the country?

South Korean Cities and People

Seoul, Busan, Incheon, Daegu, and Ulsan are five cities in South Korea. Daniel Dae Kim is a famous actor from Busan, South Korea. He's ...



Busan

1 Quick pair review

Learning objective: Review nationalities, phone numbers, and family words.

Lesson A Guess!

- Go over the instructions and the example conversation.
- Model the activity. Call on a S and say: *China*. Elicit the nationality (*Chinese*).
- Have Ss work in pairs to take turns saying a country and responding with the nationality. Set a time limit of two minutes.
- **Option** Divide the class into teams. Have a S from one team call on a classmate and say a country. Each correctly answered nationality earns a point.

Lesson B Test your partner!

- Go over the instructions.
- Model the activity. Say a phone number. Have a volunteer write it on the board.
- Have Ss work in pairs to take turns saying phone numbers as their partner writes them. Set a time limit of two minutes.
- Have Ss check their answers with their partners.

Lesson C Brainstorm!

- Go over the instructions.
- Model the activity. Ask: *What is one family word?*
- Have Ss work in pairs to list all the family words they can. Set a time limit of one minute.
- Elicit ideas.

Presentation Plus: List that page xxix

After brainstorming, follow the steps for *List that* to review vocabulary about family.

Lesson D Find out!

- Go over the instructions and the example conversation.
- Model the activity. Say sentences about where your family members are from. Have Ss tell you if their family members are from there, too.
- Have Ss work in pairs to talk about what cities their family members are from.
- Ask: *Are any of your family and friends from the same cities?* Elicit examples.

2 In the real world

Learning objective: Research a country in another part of the world and write about it.

- Go over the instructions and questions.
- Model the activity. Tell about five cities in a country and the names and ages of two famous people from that country: *Ottawa, Quebec, Vancouver, Calgary, and Toronto are five cities in Canada. Céline Dion is a famous singer from Canada. (She was born in 1968.) Jim Carrey is a famous actor from Canada. (He was born in 1962.)*
- Have Ss do research online as an out-of-class assignment. Remind Ss to write down the information.

Extra activity: Game

Divide Ss into teams. Have Ss write questions about the information they found online (e.g., *What are five cities in Spain? What country is Penelope Cruz from? What is the name of a famous actor from Spain?*). Call on teams to take turns asking another team a question. Each correct answer earns a point for the team. Alternatively, have Ss read the clues and elicit the name of the country.

3 What's that?

At a glance: Unit overview	Speaking outcomes
<p>LESSON A Is this your notebook?</p> <p>Ss learn vocabulary for everyday items. They use demonstratives; articles <i>a</i> and <i>an</i>; plurals.</p>	<p>Ss can . . .</p> <p>ask about and identify everyday items.</p>
<p>LESSON B What's this called in English?</p> <p>Ss ask about new words in English.</p>	<p>Ss can . . .</p> <p>ask what something is called in English.</p>
<p>LESSON C Clothing</p> <p>Ss learn vocabulary for clothing and colors. They use possessive pronouns; <i>Whose</i>; 's and <i>s</i>'.</p>	<p>Ss can . . .</p> <p>talk about clothes and possessions.</p>
<p>LESSON D Favorite things</p> <p>Ss read a webpage with descriptions about favorite items of clothing, and write a paragraph about a favorite thing.</p>	<p>Ss can . . .</p> <p>describe their favorite possessions.</p>

Warm-up

Learning objective: *Preview the topic and identify a year by clothing style.*

Presentation Plus: *Preview the unit page xxx*

Before doing Part A, follow the steps for *Preview the unit*.
Ask: *What things can you name? What colors do you see in each picture?*

A

- To introduce the topic of everyday items and clothing, direct Ss' attention to the first picture. Say *1969* and gesture to the clothing styles and hair styles.
- Go over the instructions.
- Have Ss work in pairs or groups to write the years under the pictures.
- Go over the answers with the class.
- **Option** Do the activity as a class.

B

- **Tip** Although many of the words will be new to Ss, they probably know some of them. Encourage Ss to guess even if they're not sure of names or spellings. Guessing and trying something, even if they're not sure, is a good language-learning strategy.
- Go over the question.
- Have Ss work in pairs or groups to name five things in the pictures.
- Elicit ideas from the class.
- **Option** Do the activity as a class.
- Tell Ss that they will learn how to talk about clothing in this unit. Point out the Unit 3 lesson overviews. Go over what Ss will learn in each lesson.

LESSON A overview

Vocabulary: Everyday items


Grammar: Demonstratives; articles *a* and *an*; plurals

Pronunciation: Plurals

Speaking: Questions and answers about personal items

1 Vocabulary Everyday items

Learning objective: Use vocabulary for everyday items.

A  (Level 1, Track 37)

- Direct Ss attention to the words and the pictures. Explain that the pictures show everyday items or objects.
- Play the audio. Have Ss listen and read silently.
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.
- **Option** Say the words again. Point out the long vowel sounds in *phone*, *eraser*, *key*, and *notebook*.
- **Option** Have Ss work in pairs to take turns saying the items in random order as their partner points. Or, say words in random order and have Ss point to the object in the room.

B

- Go over the instructions.
- Model the activity. Point to a book and ask: *What is it?* Elicit *book*. Have Ss check the box for *book*.
- Have Ss check the things in your classroom.
- Have Ss compare answers in pairs.
- Elicit the names of checked items.
- **Tip** To help Ss remember the names of everyday objects in the classroom, have them make English labels and attach them to the objects.

Extra activity: Extension

To review spelling, have Ss study the words. Set a one-minute time limit. Have Ss work in pairs to practice spelling. Book open for partner A. A asks about the spelling of a word (e.g., *How do you spell book?*). Book closed for partner B. B spells the word as A checks the spelling. Then Ss change roles.


Presentation Plus: Show the word! page xxxi

After doing Part B, follow the steps for *Show the word!* to practice vocabulary for everyday items.

2 Language in context

What are those?

Learning objective: See use of demonstratives and plurals in context.

 (Level 1, Track 38)


Presentation Plus: Which word? page xxxi

Before doing *Language in context*, follow the steps for *Which word?* to practice everyday items.

- Direct Ss' attention to the picture on the left to set the scene. Ask: *Where are they? (In school.)*
- Direct Ss' attention to the picture on the right. Ask: *Where are they? (In a café.)*
- Go over the instructions.
- Play the audio. Have Ss circle the items in the conversations as they listen and read silently.
- Go over the answers with the class.
- Play the audio again. Have Ss listen and repeat to practice pronunciation.
- **Option** To preview the explanation of demonstratives, read the conversations line by line. Gesture away from you when saying *that* and *those*. Pretend to hold the notebook and sunglasses to demonstrate *this* and *these*.

3 Grammar Demonstratives; articles *a* and *an*; plurals

Learning objective: Practice demonstratives, articles *a* and *an*, plurals.

 (Level 1, Track 39)

Demonstratives

- Direct Ss' attention to the top two sections of the grammar box. Explain the rules:
 - 1 Use *this* for one close thing; use *that* for one far thing (mime *close* and *far*).
 - 2 Use *these* for plural close things; use *those* for plural far things.
 - 3 Use *it* to replace *this* or *that*; use *they* to replace *these* or *those*.
- Refer to the conversations in Exercise 2. Have Ss underline *this*, *that*, *these*, and *those*. Have Ss circle *it* and *they*.
- Check comprehension. Ask: *Is that her dictionary?* (Yes, it is.) *Are those her notebooks?* (No, they're not. They're her English books.) *Are those his sunglasses?* (No, they're not.)

Articles *a* and *an*

- Direct Ss' attention to the articles section of the grammar box. Ask: *What letters are vowels?* (A, E, I, O, U.) Ask: *What article is before a vowel sound?* (An.) *What article is before a consonant sound?* (A.)
- Refer to the everyday items in Exercise 1. Have Ss underline the articles *a* and *an*.

Plurals

- Direct Ss' attention to the plurals section of the grammar box. Explain the rules:
 - 1 Most plurals add *-s*.
 - 2 Words ending in *x*, *ch*, *ss*, *sh*, *s*, add *-es*.
 - 3 Words ending in consonant + *y*, *y* becomes *i*, add *-es*.
- Play the grammar box audio. Have Ss listen and repeat.

A

- Go over the instructions. Direct Ss' attention to the first picture. Point to it and ask: *What's this?* Point out the answer on the blank. *It's a watch.*
- Have Ss complete the conversations.
- When Ss are finished, have them compare answers.
- Go over the answers with the class.
- Have Ss practice the conversations in pairs.


B

- Go over the instructions.
- Model the activity. Hold up an item on your desk (e.g., a pen). Ask: *What's this?* (*It's a pen.*)

- Have Ss work in pairs to take turns asking and answering questions about everyday items in the classroom.
- Call on Ss and ask questions about items.

4 Pronunciation Plurals

Learning objective: Pronounce plural endings.

 (Level 1, Track 40)

Demonstratives

- Go over the instructions. Direct Ss' attention to the orange box. Model the concept. Say: *eraser* and clap three times. Say: *erasers* and clap three times. Say: *actress* and clap twice. Say: *actresses* and clap three times.
- Play the audio. Have Ss listen.
- Play the audio again. Have Ss listen and repeat.
- **Tip** Many Ss have difficulty with ending *s* sounds. Encourage Ss to exaggerate difficult sounds until they are comfortable with the pronunciation.
- Check comprehension. Say: *Bag. What is the plural?* Elicit *bags*. Make sure the S pronounces the ending *s* sound correctly. Say: *Watch. What is the plural?* Elicit *watches*. Make sure the S adds a syllable.
- Repeat with other Ss and other words from the lesson.

5 Speaking In my bag

Learning objective: Ask about and identify everyday items.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the circle.)
- Go over the instructions and the example conversation.
- Model the activity. Walk over to a S's desk. Point to an object and ask questions (*Is that an umbrella? What are these?*). Elicit the answers.
- Have Ss work in pairs to take turns asking and answering questions about things around them.
- Go around the room and provide help as needed.
- Finally, tell Ss to check the "can do" statement if they can ask about and identify everyday items. NOTE: If Ss feel they need more help, suggest they do the *Additional practice activities*.

Additional practice

For more practice, use:

Workbook	pages 17–19
Online Self-study	Lesson A

LESSON B overview

Listening: Things around the classroom

Interactions: Asking what something is

Speaking: Memory game about everyday items

1 Listening Around the classroom

Learning objective: Develop skills in listening for new words.

A 🎧 (Level 1, Track 41)

- Direct Ss' attention to the pictures.
- Go over the instructions.
- **Option** Say each word and have Ss repeat.
- Play the audio. Stop after the first conversation, and elicit the name of the item (*a remote control*). Point out that *I* is in the box next to *a remote control*.
- Continue playing the audio. Have Ss write the number of the conversation in the box.
- **Option** Have Ss work in pairs to take turns asking and answering questions about the items in the pictures (e.g., *What's that? It's a marker. Is that a map? No, it's a poster.*).

B

- Go over the instructions.
- Have Ss underline the items that are in the classroom and then compare answers with a partner.
- Elicit the answers from the class.

2 Interactions Asking about new words

Learning objective: Ask what something is called in English.

A 🎧 (Level 1, Track 42)

- Direct Ss' attention to the picture to set the scene. Two people are asking and answering questions about the names of things in English.
- Play the audio. Have Ss listen and read silently. If helpful, play the audio line by line, and have Ss listen and repeat.
- Have Ss practice the conversation in pairs, then change roles and practice again.

B 🎧 (Level 1, Track 43)

- Point out the target question in the conversation (*What's this called in English?*). Explain that this is a way to ask what something is.
- Go over the questions in the box. Explain that these are other ways to ask what something is.
- Play the audio and have Ss listen and read silently.
- **Option** Play the audio again and have Ss listen and repeat to practice pronunciation.
- Model the activity with a S. Say Alex's lines and show how to substitute a different expression to ask what something is.
- Have Ss practice the substitution conversation in pairs, then change roles and practice again.
- Go around the room and give help as needed.

Presentation Plus: Restoring text page xxx

After doing Part B, follow the directions for *Restoring text* to review language for asking what something is.

C

- Go over the instructions and the example conversation.
- Model the activity with a S. Point to something in the room (e.g., a marker). Ask: *What's this called in English?* Elicit the name. Ask how to spell it.
- Have Ss work in pairs to practice asking and answering questions about items in Exercise 1. Go around the room and provide help as needed.
- **Option** Have Ss practice asking about items in Lesson A for review.

Extra activity: Extension

Have Ss study the spelling of the vocabulary words in Lesson A and in Exercise 1 of Lesson B. Divide the class into two teams. Call on a member of one team to challenge a member of the other team by asking about an item in the classroom (*What's this? How do you spell it?*). Each correct answer earns the team a point.

3 Speaking More everyday items

Learning objective: Ask what something is called in English.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the circle.)

A (Level 1, Track 44)

- Direct Ss' attention to the picture to set the scene. Say: *This is a desk.* Point out that the objects on the desk are numbered.
- Play the audio. Have Ss listen and read silently.
- Play the audio again. Have Ss listen and repeat to practice pronunciation.

B

- Go over the instructions.
- Model the activity. Point to an item in the picture, or a real item in the classroom. Ask: *What's this called?* Elicit the answer.
- Have Ss work in pairs to take turns asking and answering questions about the items in the picture. Remind Ss to cover the words.

Extra activity: Review

Review *yes / no* questions and vocabulary from this unit. Point to a book. Call on a S and ask: *Is this a notebook?* Elicit the answer (*No, it's not. It's a book.*). Hold up items. Have Ss work in pairs to take turns asking and answering *yes / no* questions about the objects.

Presentation Plus: Tip

Books closed. Before doing Part C, zoom in on the picture. Have volunteers go to the board to label the other items (*a bag, a bus pass, a computer, an I.D. card, pencils, pens*).

C

- Go over the instructions and the example conversation.
- Tell Ss we use *let's* to make a suggestion.
- Have Ss ask and answer questions about other things in the picture. Remind Ss to use *it's, this,* and *that* for one item, and *they're, these,* and *those* for two or more items.
- **Option** Tell Ss to ask you what something is called if they don't know the name. Words or phrases they may not know: *bus pass, I.D. card, pencil, pen.*
- Go around the room and take notes on errors you hear in the use of demonstratives, articles, and plurals.
- Write the errors you heard Ss make in demonstratives, articles, and plurals on the board. Encourage Ss to correct them.
- Finally, tell Ss to check the "can do" statement if they can ask what something is called in English. NOTE: If Ss need more help, suggest they do the *Additional practice* activities.

Extra activity: Game

To allow Ss more practice with pronouncing plurals, draw a 3 × 3 grid on the board. In each square, write one of these words: *map, hairbrush, camera, clock, coin, wallet, magazine, dictionary, comb.* Divide the class into two teams (X and O). Alternate calling on a team to choose a word and say the plural form. If the team says the plural correctly, erase the word and write that letter (X or O) in the box. If they say the word incorrectly, write the other team's letter in the box. The first team to get three in a row wins. For large classes, use a 5 × 5 grid and include words from Lesson A.

Additional practice

For more practice, use:

Workbook	page 20
Online Self-study	Lesson B

LESSON C overview

Vocabulary: Clothes and colors

Grammar: Possessive pronouns; *Whose*; 's and s'

Speaking: Personal items and their owners

1 Vocabulary Clothes and colors

Learning objective: Use vocabulary for clothes and colors.

A 🎧 (Level 1, Track 45)

- Direct Ss' attention to the picture. Ask: *What people are in the picture? (A man and a woman.) What are their names? (Ana and Greg.) What do you see? (Clothes.)*
- Play the audio. Have Ss listen and read silently.
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.
- Point out that *clothes* and the verb *close* sound the same, but they have different meanings.
- Check comprehension. Ask: *Is that his T-shirt? (Yes, it is.) Are those her pants? (No, they aren't.) Is this her skirt? (Yes, it is.) Are those his boots? (No, they aren't.) Are his socks pink? (No, they aren't.) Is her skirt orange? (No, it's not.)*
- **Option** Books closed. Ask: *Who has (a blouse)?* Ss with (a blouse) stand up or raise their hands.

Extra activity: Extension

Model the activity. Say a sentence about Greg's clothing (e.g., *His tie is purple.*). Elicit if it is true or false. If it's false, elicit the correction (*No, it's not. It's red and blue.*). Have Ss work in pairs to take turns saying true and false sentences about the picture and eliciting the corrections.

B

- Go over the instructions and the example.
- Model the activity. Describe a S's clothes and elicit the S's name.
- Have Ss work in pairs to take turns describing a classmate's clothes and saying the S's name.
- Call on Ss to describe a classmate. Elicit the S's name from the class.

Presentation Plus: Label that picture page xxix

After doing Part B, follow the steps for *Label that picture* to review vocabulary for clothes and colors.

2 Conversation Whose bag is it?

Learning objective: Practice a conversation about a possession; see possessive pronouns, *whose*, 's, and s' in context.

🎧 (Level 1, Track 46)


- Direct Ss' attention to the picture to set the scene. Ask: *What people are in the picture? (One man, two women.) Where are they? (At the airport.)*
- Play the audio. Have Ss listen and read silently. If helpful, play the audio line by line and have Ss repeat.
- Point out the expressions of politeness: *excuse me, I'm very sorry, thank you, you're welcome.*
- Have Ss practice the conversation in pairs. Then call on two pairs to act it out for the class.
- **Option** Model the activity with a S. Have the S say Greg's lines. Say Laura's lines with expression, demonstrating how intonation rises at the end of the questions *This bag?* And *It is?* Have Ss work in pairs to practice the conversation.

Presentation Plus: Language switch page xxix

After doing Exercise 2, follow the steps for *Language switch* to practice the vocabulary for clothes. Have volunteers highlight all one-item words in the vocabulary section (e.g., *dress*). Zoom in on the conversation and highlight all instances of *bag*. Have Ss practice the conversation as if in a store, substituting in circled words in the vocabulary section for *bag*.

3 Grammar Possessive pronouns; *Whose*; 's and s'

Learning objective: Practice possessive pronouns, questions with *Whose*, 's and s'.

 (Level 1, Track 47)

Possessive pronouns

- Direct Ss' attention to the left side of the grammar box.
- Explain the rule: A possessive pronoun takes the place of a possessive adjective + noun. In the first sentence, *mine* takes the place of *my bag*.
- Check comprehension. Say a sentence with a possessive adjective + noun (e.g., *It's my watch.*). Elicit a sentence with a possessive pronoun (e.g., *It's mine / yours.*). Continue with other examples.
- Refer Ss to the conversation in Exercise 2. Have Ss underline the possessive pronouns in the conversation.

Whose

- Direct Ss' attention to the right side of the grammar box. Demonstrate the meaning of *whose*. Hold your book and say: *This is my book. Whose book is this? It's mine.* Give another example. Gesture to a S and say: *This is her book. Whose book is it?* Elicit the answer (*It's hers.*).

's and s'

- Demonstrate possessives: Point to Greg's bag in Exercise 2 and say: *This is Greg's bag* (emphasize the possessive ending). Point to a S's bag and say: *That's the student's bag.* Write *student's* on the board. Point to two Ss' bags and say: *Those are the students' bags.* Write *students'* on the board.
- Check Ss' comprehension. Ask: *Is the black and yellow bag Greg's bag? (Yes, it's his.) Whose bag is black and green? (Laura's.)*
- Ss sometimes get confused by *whose* and *who's*. Point out that the expressions sound the same, but *whose* asks about possessions and *who's* (*who is*) asks for people's names.
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

- Go over the instructions and the example.
- Have Ss work individually to circle the answers.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- Have Ss practice asking and answering the questions in pairs.

B

- Go over the instructions and the example conversation.
- Model the activity. Point to an item of clothing in Exercise 1 and ask: *Whose tie is this? (It's Greg's.)*
- Have Ss work in pairs to take turns asking and answering questions about the clothing in Exercise 1.
- Call on Ss. Point to a picture and ask: *Whose ____ is that?*

4 Speaking Yes, it's mine.

Learning objective: Talk about clothes and possessions.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the circle.)
- Put a table in front of the classroom if possible.
- Direct Ss' attention to the picture. Elicit the words for the items on the table (*wallet, hat, sunglasses, pencil, notebook, cell phone*).
- Go over the instructions and the example conversation.
- Have Ss each put three things on the table. Model the activity. Pick up a S's notebook and ask: *Whose notebook is this?* Elicit the answer from the class. Then ask the S: *Is this your notebook?* Elicit the answer from the S.
- Have Ss pick up three other things. Tell Ss to walk around the room to ask and answer questions to find the owners.
- Go around the room and take notes on errors you hear in questions with *whose* and in the use of possessive pronouns.
- Call on Ss to tell the class about an object and its owner (e.g., *The blue bag is Elena's.*).
- Write the errors you heard Ss make on the board. Encourage Ss to correct them. Make sure Ss use the correct possessive form.
- Finally, tell Ss to check the "can do" statement if they can talk about clothes and possessions. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 21–23
Online Self-study	Lesson C

LESSON D overview

Reading: “Yuna’s Blog: My favorite things!”
(a blog)
Listening: Favorite things
Writing: My favorite thing
Speaking: Presentation of favorite things

1 Reading Yuna’s Blog: My favorite things!

Learning objective: Read and discuss descriptions of favorite things; develop skills in scanning.

A 🎧 (Level 1, Track 48)

- Direct Ss’ attention to the pictures.
- Elicit the items.

Answers

man, shirt, remote control, umbrella, painting, backpack

- **Tip** To help Ss anticipate the content of a reading, have them look at the photos or pictures that accompany the text and talk about them.

B

- Set the scene. One person is describing her favorite things. Explain that *favorite* is something we like very much, more than other things.
- Pre-teach any unfamiliar vocabulary.

Vocabulary

item of clothing: piece of clothing, for example, a blouse
street market: an outdoor market, usually on a street or public square that opens one or two days a week

- Go over the instructions. Have Ss read the descriptions and circle the countries.
- Elicit the answers.

Answers

art / fashion

Cultural note

Salvador Dali was a famous surrealist painter from Spain. His paintings combine dreams with real life. San Francisco is a city in northern California. It is famous for the hippie movement in the 1960s.

Presentation Plus: Tip

Books closed. After doing Part B, zoom in on the reading. Have pairs discuss which word in each description is the favorite item shown in the photo. Highlight *photo* in the first text. Have volunteers go to the board and highlight the other answers.

C


- Go over the instructions and the example.
- Have Ss read the article again and answer the questions.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

D

- Go over the instructions and the question.
- Model the activity. Tell the class about your three favorite things.
- Have Ss talk about their favorite things in pairs.

2 Listening It's my favorite.

Learning objective: Develop skills in listening for specific information.

 (Level 1, Track 49)

- Set the scene. Four people are talking about their favorite things. Direct Ss' attention to the pictures. Ask: *What things are in number 1? (A sweater and a sweatshirt.)* Point out that the sweater (a) is many colors, but the sweatshirt (b) is only one color. Ask: *What things are in number 2? (A shirt and a pair of shorts.)* *In number 3? (A hat and a cap.)* *In number 4? (Two watches: one pink, one black / gold.)*
- Go over the instructions.
- Play the audio. Have Ss listen and check the correct answers.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

Extra activity: Extension

Have Ss work in pairs to create conversations using one or more of the clothing items that were *not* mentioned in the activity conversations. Encourage Ss to follow the model of each conversation. For example, in conversation 1, they should talk about the sweatshirt in option b. Have a different pair perform conversations for each of the four unmentioned clothing items.

3 Writing and speaking My favorite thing

Learning objective: Write a paragraph about a favorite thing; describe favorite possessions.

- Direct Ss' attention to the “can do” statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the circle.)

A

- Direct Ss' attention to the picture. Ask: *What is it? (A bag.)*
- Go over the instructions and the questions.
- Have Ss work individually to draw their favorite thing and answer the questions about it.
- **Tip** Talking with a partner or small group about a topic can help prepare Ss to write.

Presentation Plus: Analyzing the model page xxvii

After doing Part A, follow the steps for *Analyzing the model* to prepare Ss for the writing activity.

B

- Go over the instructions and the example.
- Check comprehension. Ask: *What is her favorite thing? (A bag.)* *Where is it from? (Cuzco, Peru.)* *How old is it? (Three or four years old.)* *What color is it? (Purple, white, and yellow.)*
- Have Ss work individually to write a paragraph about their favorite things.

C

- Go over the instructions and the example conversation.
- Model the activity with a S. Have the S show his or her picture. Ask the questions from Part A.
- Have Ss work in pairs to take turns sharing their drawings and paragraphs, and asking and answering extra questions about their partner's object. Go around the room and take notes on the correctly formed questions you hear.
- Write the correctly formed questions on the board. Point out how many questions Ss know how to ask correctly.
- Finally, tell Ss to check the “can do” statement if they can describe their favorite possessions. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Extra activity: Guessing game

Collect the paragraphs and redistribute them. Have Ss read the paragraph they received. Elicit guesses from the class as to who wrote it.

Additional practice

For more practice, use:

Workbook	page 24
Online Self-study	Lesson D

Wrap-up

1 Quick pair review

Lesson A **Brainstorm!**

Make a list of everyday items and the plural forms of the words.
How many do you know? You have two minutes.

Lesson B **Test your partner!**

Ask your partner what the things are. You have two minutes.

Student A



Student B



Lesson C **Do you remember?**

Look at your partner's clothes. Then close your eyes and describe them. Take turns.
You have two minutes.

Your shirt is green, and your jeans are blue. I think your socks are white.

Lesson D **Find out!**

What is one thing both you and your partner have in your bags or desks? Find the thing and answer the questions. You have two minutes.

- What color is it?
- How old is it?
- Where is it from?

2 In the real world

What's in style? Find a picture of clothes in a magazine. Then write about them.

- What clothes are in the picture?
- What colors are the clothes?

Clothes in "Style Today"

The woman's sweater in the picture is blue. Her pants are brown, and her shoes are black. Her bag is ...



1 Quick pair review

Learning objective: Review everyday items, clothing, and colors; plurals.

Lesson A Brainstorm!

- Go over the instructions.
- Model the activity. Ask: *What is one everyday item? (A cell phone.) What is the plural? (Cell phones.)*
- Have Ss work individually or in pairs to list all the everyday items and their plurals that they can. Set a time limit of two minutes.
- Elicit ideas.

Presentation Plus: Guided brainstorming page xxviii
After brainstorming, follow the steps for *Guided brainstorming* to review vocabulary for everyday items.

Lesson B Test your partner!

- Go over the instructions.
- Have Ss work in pairs to take turns asking and answering what things are. Designate one Student A and one Student B. Set a time limit of two minutes.
- Elicit what the things are (*wallet, camera, magazine, comb, flash drive, hairbrush*).

Lesson C Do you remember?

- Go over the instructions and the example.
- Model the activity. Point to a S. Close your eyes and say what he or she is wearing.
- Have Ss work in pairs to take turns closing their eyes and describing their partner's clothes. Set a time limit of two minutes.

Lesson D Find out!

- Go over the instructions and the questions.
- Model the activity with a S. Find something you both have. Ask and answer the questions. Tell the class about your things (e.g., *My wallet is red. His wallet is black. His wallet is two years old. Mine is five years old. My wallet is from Italy. His is from Mexico.*)
- Have Ss work in pairs to talk about one thing they both have.
- Call on Ss to tell the class about their things.

2 In the real world

Learning objective: Research what is in style by looking for clothes in a magazine and then writing about the clothes.

- Go over the instructions, the questions, and the example description.
- Model the activity. Show a picture of clothes from a magazine and describe the picture.
- Have Ss do research as an out-of-class assignment or bring in magazines. Have Ss write a description.
- Have Ss work in pairs or small groups to read their descriptions.
- Call on Ss to read their descriptions to the class.

Extra activity: Extension

If possible, collect the magazine photos that Ss used in their descriptions. Post them on the walls of the classroom. Collect the descriptions and redistribute. Have Ss read the description and find the photo it matches.

4 Daily life

At a glance: Unit overview	Speaking outcomes
<p>LESSON A Getting around</p> <p>Ss learn vocabulary for ways of getting around. They use simple present statements.</p>	Ss can . . . describe how people get around.
<p>LESSON B What time is it?</p> <p>Ss learn ways to tell the time. They practice asking for and telling the time.</p>	Ss can . . . ask for and tell the time.
<p>LESSON C My routine</p> <p>Ss learn vocabulary for days of the week, time expressions, and routines. They practice asking and answering <i>yes / no</i> questions in the simple present.</p>	Ss can . . . ask and answer questions about routines.
<p>LESSON D My weekend</p> <p>Ss read a message board with descriptions about favorite days of the week and write a paragraph about their weekend routines.</p>	Ss can . . . describe the things they do on weekends.

Warm-up

Learning objective: Preview the topic and identify everyday items.

Presentation Plus: Preview the unit page xxx

Before doing Part A, follow the steps for *Preview the unit*.
Ask: *What actions do you see in the picture? When do you usually do these activities? What kinds of transportation do you see?*

A

- To introduce the topic of daily life, direct Ss' attention to the picture. Ask: *Where are the people? (On the street.)*
- Go over the instructions.
- Have Ss work in pairs or groups to name the things they see in the picture.
- Elicit answers from the class.
- **Option** Do the activity as a class.

Possible answers

That's a bag.	That's a bicycle.
That's a watch.	That's a bus.
That's an umbrella.	That's a taxi.
That's a laptop.	That's a clock.
That's a cell phone.	Those are newspapers.

B

- Go over the instructions. Ask about the colors of the different things. Help students with the answers using: *Yes, it is. / Yes, they are. / No, it isn't. / No, they aren't.*
- Have Ss work in pairs or groups to say the colors of six things in the picture.
- Elicit ideas from the class.
- **Option** Do the activity as a class.
- Tell Ss that they will learn how to talk about daily life in this unit. Point out the Unit 4 lesson overviews. Go over what Ss will learn in each lesson.

LESSON A overview

Vocabulary: Ways of getting around

Grammar: Simple present statements

Speaking: Survey about getting to school and work

1 Vocabulary Ways of getting around

Learning objective: Use vocabulary for ways of getting around.

A (Level 1, Track 50)

- Direct Ss' attention to the pictures. Explain that the pictures show ways of getting around.
- Play the audio. Have Ss listen and read silently.
- Point out that *bike* is short for *bicycle*, and that *taxi* and *cab* are the same.
- Play the audio again. Have Ss listen and repeat the phrases to practice pronunciation.
- **Option** Have Ss work in pairs to take turns saying a verb (*drive*) as their partner completes the phrase with an appropriate noun (*a car*).

Presentation Plus: Swipe and guess page xxxi

After doing Part A, follow the steps for *Swipe and guess* to review vocabulary for ways of getting around.

B (Level 1, Track 51)

- Go over the instructions. Set the scene. Ss will hear the sounds the five things make.
- Play the audio. Stop after number 1 and ask: *What is that?* (*A bus.*) Point out that 1 is in the box next to *a bus*.
- Play the audio. Have Ss listen and number the sounds.
- Have Ss compare answers in pairs.
- Go over the answers with the class.
- **Tip** Ss will remember vocabulary better if they practice words as groups or chunks that go together (*ride a bicycle / bike / motorcycle; take the train / bus / subway / taxi; drive a car*). Explain that words that go together are called *collocations*.

2 Language in context Going to work and school

Learning objective: See use of simple present for regular and irregular verbs in context.

Presentation Plus: Find the match page xxviii

Before doing Part A, follow the steps for *Find the match*. Hide *drive, take, bike, rides, and walk*.

A (Level 1, Track 52)

- Direct Ss' attention to the pictures. Set the scene. Say: *This is a family.* Ask: *What family members are in the pictures?* (*A mother / wife, father / husband, children / son and daughter.*)
- Go over the instructions.
- Play the audio. Have Ss underline the ways of getting around as they listen and read silently.
- Go over the answers with the class.
- Play the audio again. Have Ss listen and repeat to practice pronunciation.

B


- Go over the instructions.
- Model the activity. Tell the class how you get around.
- Have Ss check the ways they get around.
- Have Ss compare answers with a partner.
- **Option** Tell Ss to stand if the statement is true for them. Read each sentence and have Ss stand.

Cultural note

Some cities in the United States and Canada are good for riding a bike. Among the most bike-friendly cities are: Portland, Oregon; Davis, California; Minneapolis, Minnesota; Boulder, Colorado; Chicago, Illinois; San Francisco, California; Ottawa, Ontario; and Montreal, Quebec. In Davis, California, more people ride a bike to work than drive.

3 Grammar Simple present statements

Learning objective: Practice simple present statements, regular and irregular verbs.

 (Level 1, Track 53)

Regular verbs

- Direct Ss' attention to the left side of the grammar box.
- **Tip** To help explain general grammar concepts, teach your Ss common terms such as *subjects*, *verbs*, *contractions*, and *negatives*.
- Elicit the form in affirmative statements. Ask: *What personal pronouns have a verb with an -s ending? (He, she.)*
- Focus on form in negative statements. Write on the board:
 - 1 I, you, we, they + do not (don't) + verb
 - 2 he, she, it + does not (doesn't) + verb
 - 3 For all subject pronouns, the verb doesn't have an -s ending.
- Point out the contractions (*do not = don't; does not = doesn't*).
- Focus on use in simple present statements. Say: *We use the simple present for general actions.*

Irregular verbs

- Direct Ss' attention to the right side of the grammar box.
- Elicit the irregular forms of the verbs. Ask: *What form of have do we use with he and she? (Has.) How about go? (Goes.)*
- Refer to Mariela's statements in Exercise 2. Have Ss underline all the affirmative and negative simple present verbs.
- Check Ss' comprehension. Ask: *True or false? Mariela walks to work. (False. She drives to work.) Her husband rides his bike. (True.) Her kids take the bus to school. (False. They walk.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

- Go over the instructions and the example.
- Have Ss complete the sentences with the simple present form of the verbs.
- When Ss are finished, have them compare answers with a partner.
- Go over the answers with the class.

B

- Go over the instructions and the example sentences.
- Model the activity. Tell Ss how your family and friends get to school or work.
- Have Ss work in pairs and tell their partner about their family and friends. Have early finishers find two things their families or friends have in common.
- Call on Ss to tell the class about their partner's family or friends. Make sure they say the -s endings on plurals and verbs.

5 Speaking I take the bus.

Learning objective: Describe how people get around.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the circle.)

A

- Go over the instructions.
- Model the activity. Tell Ss how you get to school. Pretend to write it in the chart.
- Have Ss work individually to complete the chart for themselves. Tell them to write their information under *Me*.
- Call on Ss and elicit the way they get to school or work.

B

- Go over the instructions and the example conversation.
- Have Ss work in groups of four to complete their charts.
- Go around the room and provide help as needed. Take notes on errors you hear in the use of simple present statements.

C

- Go over the instructions and the example conversation.
- Have Ss work in a new group and tell their new partners about their classmates (e.g., *Hugo drives to work.*).
- Write the errors you heard Ss make on the board. Encourage Ss to correct them. Make sure Ss use the simple present forms correctly.
- Finally, tell Ss to check the "can do" statement if they can describe how people get around. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 25–27
Online Self-study	Lesson A

LESSON B overview

Interactions: Asking the time

Pronunciation: Reduction of *to*

Listening: Times of different events

Speaking: Interview about the times of specific events

1 Telling time

Learning objective: Learn ways to say the time.

A  (Level 1, Track 54)

- Direct Ss' attention to the pictures. Point out that there are two ways to say most times.
- Play the audio. Have Ss listen and read silently.
- Play the audio again. Have Ss listen and repeat the times to practice pronunciation.
- **Option** Say a time and have Ss write it.
- **Option** Have Ss work in pairs to take turns saying a time as their partner points and, if possible, says a different way to say the same time.

Presentation Plus: Tip


Before class, hide the text under the pictures. In class, after doing Part A, with books closed, zoom in on the pictures and use them to elicit the times.

B

- Go over the instructions.
- Model the activity. Ask: *What is a different way to say nine forty-five? (A quarter to ten.)*
- Have Ss work in pairs to say the times in two different ways.
- Call on a S. Say a time (e.g., *two forty-five*) and elicit another way to say it (*a quarter to three*). Have the S call on a classmate, say a time, and elicit another way to say it.

2 Interactions Time

Learning objective: Ask for and give the time.

A  (Level 1, Track 55)

- Direct Ss' attention to the pictures to set the scene. Ask: *What do you see? (People asking the time.)*
- Play the audio. Have Ss listen and read silently. If helpful, play the audio line by line and have Ss listen and repeat.

- Have Ss practice the conversations in pairs, then change roles and practice again.
- Point out the target questions (*What time is it? What's the time?*) in the conversations. Explain that we use both questions to ask the time.

Presentation Plus: Disappearing dialogue page xxvii

Instead of doing Part A, follow the steps for *Disappearing dialogue* to practice speaking about time.

B

- Go over the instructions.
- Model the activity with a S. Say Joe's lines and show how to substitute a different way to ask for the time. The S will say Mike's line and substitute 4:15 for the time.
- Have Ss practice the conversation in pairs using different expressions, then change roles. For more practice, encourage Ss to use each pair of times to ask about the bus and the class.
- Go around the room and give help as needed.
- **Option** Have Ss practice the conversations again, saying the times in a different way.

Extra activity: Line-ups

Give each S a slip of paper. Have Ss write a time between noon and two p.m. For example, someone might write *12:15*. Collect the slips and redistribute. Have Ss walk around the room to take turns asking the time and responding with the time on the slip of paper. Encourage them to answer in two ways, either *twelve-fifteen* or *a quarter past twelve*.

3 Pronunciation

Reduction of to

Learning objective: Practice reductions with to.

A 🎧 (Level 1, Track 56)

- **Tip** When teaching Ss to use reduced forms, focus on the sound rather than on the way the full form looks. In this case, Ss should use the reduced schwa sound /ə/ rather than the /u:/ sound. Suggest that Ss close their books and just listen at least once.
- Play the audio. Have Ss listen, paying particular attention to the reduction of to.
- Play the audio again. Have Ss listen and repeat.

B 🎧 (Level 1, Track 57)

- Go over the instructions.
- Play the audio and have students listen and read silently.
- **Option** Play the audio line by line and have Ss repeat.
- Model the activity. Say A's lines, reducing to.
- Have Ss practice the conversations in pairs.
- Call on Ss and ask about the time. Make sure they answer using reductions.

4 Listening Am I late?

Learning objective: Develop skills in listening for time.

A 🎧 (Level 1, Track 58)

- Go over the instructions.
- Play the audio and stop after the first conversation. Ask: *What's the time? (10:00.)* Point out that 10:00 is in the blank.
- Continue playing the audio and have Ss listen and write the time of each thing.
- Have Ss compare answers with a partner. Play the audio again if necessary.
- Go over the answers with the class.

B 🎧 (Level 1, Track 58)

- Go over the instructions.
- Play the audio again. Have Ss listen and circle the answers.
- Go over the answers with the class.

5 Speaking What time

is ... ?

Learning objective: Ask for and tell the time.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the circle.)

A

- Go over the instructions and the example conversation.
- Point out that we use *at* before saying the time of an activity.
- Model the activity with a S. Ask: *What time is your favorite TV show?*
- Have Ss interview a partner and take notes.

B

- Go over the instructions.
- Have Ss work with different partners to take turns sharing their first partner's answers.
- Go around the room and take notes on errors you hear in telling the time.
- Call on Ss to tell the class about their first partner.
- **Tip** To encourage quiet Ss to speak more loudly, don't walk closer to them and repeat their answers. Instead, move away from the Ss slowly and encourage them to speak louder so everyone can hear.
- Write the errors you heard Ss make in telling the time on the board. Encourage Ss to correct them.
- Finally, tell Ss to check the "can do" statement if they can ask for and tell the time. NOTE: If Ss need more help, suggest they do the *Additional practice* activities.

Extra activity: Game

Distribute 20 index cards to each pair of Ss. Have Ss create pairs of cards – one card has a clock face with a time on it (e.g., 10:15), and the other card has words (*a quarter past ten*). Have Ss shuffle the cards and put them facedown on the desk. Then have Ss take turns turning over two cards at a time to find a match. If the two cards match, the S keeps them. If they don't match, the S turns them back over.

Additional practice

For more practice, use:

Workbook	page 28
Online Self-study	Lesson B

LESSON C overview

Vocabulary: Days of the week and routines

Grammar: Simple present *yes / no* questions

Speaking: Interview about routines

1 Vocabulary Days of the week and routines

Learning objective: Use vocabulary for days of the week and routines.

A 🎧 (Level 1, Track 59)

- Direct Ss' attention to the calendar. Explain that the calendar shows the days of the week.
- Play the audio and have Ss listen and read silently.
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.
- **Option** Explain the activity. Say: *I say Monday, you say Tuesday.* Call on a S and say: *Friday.* Elicit *Saturday.* Have Ss work in pairs to take turns saying a day of the week and responding with the next day.

B 🎧 (Level 1, Track 60)

- Direct Ss' attention to the pictures. Ask: *What is in the pictures? (A girl and things she does every day.)*
- Go over the instructions.
- Play the audio. Have Ss listen and read silently.
- Play the audio again. Have Ss listen and repeat.
- **Option** Have Ss work in pairs to take turns saying the first word of the phrase (*get*) as their partner completes it (*up*).

Presentation Plus: Choose ABC page xxvii

After doing Part B, follow the steps for *Choose ABC* to practice vocabulary for routines.

C

- Go over the instructions and the example.
- Model the activity. Tell the class about your weekday routine and your weekend routine.
- Have Ss work in pairs to talk about their routines on weekdays and on weekends.

Extra activity: Game

Arrange the chairs in a circle and have Ss sit. Stand in the center of the circle and say a sentence about a routine (e.g., *I get up at seven on weekdays.*). Tell Ss to stand and find a new seat if the statement is true for them. Take one of the S's chairs. (If you have ten Ss, you'll have nine chairs.) Have the S whose chair you've taken stand in the middle and say a statement about routines. Explain that the Ss need to be moving fast and find a new seat if the statement is true. Continue long enough to give most, if not all, Ss a chance to speak.

2 Conversation Monday morning


Learning objective: Practice a conversation about routines; see simple present *yes / no* questions in context.

🎧 (Level 1, Track 61)


- Direct Ss' attention to the picture to set the scene. Ask: *Where are they? (In a café.)*
- Play the audio. Have Ss listen and read silently. If helpful, play the audio line by line and have Ss repeat.
- Have Ss practice the conversation in pairs, then change roles and practice again.
- **Option** Have two pairs of Ss perform the conversation for the class.
- **Tip** To keep Ss interested, have only one or two pairs of Ss perform conversations or role plays for the whole class.

3 Grammar Simple present *yes / no* questions

Learning objective: Practice simple present *yes / no* questions.

 (Level 1, Track 62)

- Direct Ss' attention to the grammar box.
- Explain the rules for simple present *yes / no* questions:
 - 1 Focus on form in questions. Write on the board: *do + I, you, we, they* and *does + he, she, it*
 - 2 Focus on form in short answers. Write on the board: *yes + subject pronoun + do / does; no + subject pronoun + don't / doesn't*
- Refer Ss to the conversation in Exercise 2. Have Ss underline the *yes / no* questions and circle the short answers.
- Check Ss' comprehension. Ask: *Does Tom get up early on Mondays? (Yes, he does.) Does Tom study in the evenings? (No, he doesn't.) Does he go to bed late? (Yes, he does.) Do Liz and Tom drink coffee? (Yes, they do.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

 (Level 1, Track 63)

- Direct Ss' attention to the time expressions.
- Play the audio and have Ss read silently. Point out that these expressions are used with the simple present.
- Play the audio again and have Ss listen and repeat.

Presentation Plus: Right or wrong? page xxx
Instead of doing Part A, follow the steps for *Right or wrong?* to practice simple present *yes / no* questions.

A

- Go over the instructions and the example.
- Have Ss work individually to write *yes / no* questions.
- Have Ss compare questions with a partner.
- Go over the questions with the class.

B

- Go over the instructions and the example conversation.
- Model the activity. Call on a S and ask: *Do you get up at 7:00?* Elicit the answer.
- Have Ss work in pairs to take turns asking and answering the questions in Part A.
- Call on Ss and ask a question from Part A. Elicit the answer.

Extra activity: Extension

Have Ss work in pairs to prepare three more questions about routines using some of the other time expressions in the box. Have each pair join another pair to take turns asking and answering their questions.

4 Speaking Routines

Learning objective: Ask and answer questions about routines.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the circle.)

A

- Direct Ss' attention to the chart. Say each question and have Ss repeat.
- Go over the instructions and the example conversation.
- Model the activity. Ask a S the first two questions. Pretend to write the answers down.
- Have Ss work in pairs to take turns asking and answering the questions to complete the chart. Have early finishers take turns telling their partners about two more routines.

B

- Go over the instructions and the example conversation.
- Have Ss find different partners and then take turns telling about their first partner's answers.
- Go around the room and take notes on errors you hear in simple present *yes / no* questions and answers.
- Call on Ss to tell the class about their first partner. Encourage other Ss to ask *yes / no* questions for more information.
- Write the errors you heard Ss make on the board. Encourage Ss to correct them. Make sure Ss use the correct form of questions and *yes / no* answers.
- Finally, tell Ss to check the "can do" statement if they can ask and answer questions about routines. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 29–31
Online Self-study	Lesson C

LESSON D overview

Reading: “What’s your favorite day of the week?”
(a message board)

Listening: Angela’s routine

Writing: About my weekend

Speaking: Survey about busy weekends

1 Reading What’s your favorite day of the week?

Learning objective: Read and discuss message board postings about favorite days of the week; develop skills in scanning.

A 🎧 (Level 1, Track 64)

- **Tip** To help Ss notice the topic of a reading, have them look at titles, subtitles, and questions.
- Go over the instructions.
- Elicit answers to the question.

B

- Set the scene. Six people are writing about their favorite day of the week.
- Pre-teach any unfamiliar vocabulary.

Vocabulary

have coffee: drink coffee

art class: a class for drawing or painting (act out with your hand)

- Go over the instructions. Have Ss read the postings and find whose favorite day is on the weekend.
- Elicit the answers.

Answers

busyguy, Ricardo, and SuperDad45

C

- Go over the instructions and the example.
- Have Ss read the message board again and work individually to complete the chart.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

Presentation Plus: Tip

After doing Part C, have Ss close their books. Zoom in on the text. Have volunteers go to the board and underline the answers to the questions in Part C in the text. Have Ss number the answers from 1 to 6.

Extra activity: Game

Have Ss study the chart. Set a one-minute time limit. Have Ss work in pairs to take turns asking and answering questions. Designate one partner to be A and the other B. A (book open) asks B (book closed) questions about the first three people in the chart (e.g., *Is busyguy’s favorite day Sunday? [No, it’s not. It’s Saturday.] Why? [He gets up late.]*). Then have B (book open) ask A (book closed) questions about the other three people.

D

- Go over the instructions.
- Read the question aloud. Say each day of the week and have Ss raise their hands if it is their favorite day. Then have Ss say why.

Extra activity: Survey

Say or write these questions on the board: *What is your favorite day of the week? Why?* Have Ss survey six other classmates to ask and answer the questions. Tell Ss to take notes on their classmates’ answers. Call on Ss to tell the class about one of their classmates’ answers.

2 Listening Angela's routine

Learning objective: Develop skills in listening for details.

A (Level 1, Track 65)

- Set the scene. Angela and Max are talking about Angela's routine on weekends.
- Go over the instructions.
- Play the audio. Have Ss listen and circle what Angela does.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (Level 1, Track 65)

- Go over the instructions.
- Play the audio. Have Ss listen and write one more thing Angela does on each day.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

3 Writing About my weekend

Learning objective: Write a paragraph about weekend routines.

A

- Go over the instructions.
- Model the activity. Tell the class about two activities you do and two activities you don't do on Saturdays and Sundays.
- Have Ss work individually to complete the chart about their weekend routines.
- **Tip** Talking about a topic first can help Ss prepare to write.

Presentation Plus: Analyzing the model page xxvii

After doing Part A, follow the steps for *Analyzing the model* to prepare students for the writing activity. Substitute "Activities I do" and "Activities I don't do" for questions.

B

- Go over the instructions and the model in the box.
- Have Ss work individually to write paragraphs about their weekend routines.

C

- Go over the instructions.
- Model the activity. Call on a S to read his or her paragraph. Ask questions for more information (e.g., *Do you get up early on Sundays? Do you study in the evenings?*).
- Have Ss share their writing in small groups. Remind Ss to ask questions for more information.
- Call on Ss to tell the class one thing about a classmate's weekend routine.

Extra activity: Guessing game

Collect the paragraphs and redistribute them. Have Ss read the paragraph they received. Elicit guesses as to who wrote it from the class.

4 Speaking Are you busy?

Learning objective: Interview a partner about the things he or she does on weekends.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the circle.)

A

- Go over the instructions and the questions.
- Explain: *A survey is a set of questions to find out what people think about something.* Have Ss add two questions to the survey.
- Have Ss work individually to circle their answers in the column *Me*.

B

- Go over the instructions.
- Model the activity. Call on a S and ask the questions. Pretend to circle the S's answers.
- Have Ss work in pairs to take turns asking and answering the questions to complete the survey.
- Call on Ss to tell the class about their partners.
- Finally, tell Ss to check the "can do" statement if they can describe the things they do on weekends. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 32
Online Self-study	Lesson D

Wrap-up

1 Quick pair review

Lesson A **Brainstorm!**

Make a list of ways of getting around. How many do you know? You have one minute.

Lesson B **Test your partner!**

Say four different times. Can your partner write them correctly? Check his or her answers. You have two minutes.



Lesson C **Guess!**

Say a time and a day. Can your partner guess your routine at that time? Take turns. You have two minutes.

A: Two o'clock on Monday.

B: Do you exercise at 2:00 on Monday?

A: No.

B: Do you study?

A: Yes.

Lesson D **Find out!**

What are three things both you and your partner do on weekends? You have two minutes.

A: I exercise on Saturday mornings. How about you?

B: No, I don't. I go to bed late on Saturdays. How about you?

A: Yes, I do!

2 In the real world

What time is it around the world? Go online and find the local time in these cities.

Beijing	Cairo	Los Angeles	Rio de Janeiro	Tokyo
Buenos Aires	London	Mexico City	Sydney	Toronto

What time is it now?

It is nine o'clock in the evening in Beijing now.
In Buenos Aires, it's ...



Beijing

1 Quick pair review

Learning objective: Review ways to get around, times, days, and activities.

Lesson A Brainstorm!

- Go over the instructions.
- Model the activity. Ask: *What is one way to get around?*
- Have Ss work individually or in pairs to list all the ways to get around that they can. Set a time limit of one minute.
- Elicit ideas.

Presentation Plus: List that page xxix

After brainstorming, follow the steps for *List that* to review ways of getting around.

Lesson B Test your partner!

- Go over the instructions.
- Model the activity. Say: *A quarter to five* and have Ss write it correctly. Elicit the answer (*4:45*).
- Have Ss work in pairs to take turns saying and writing times. Set a time limit of two minutes.

Lesson C Guess!

- Go over the instructions and the example conversation.
- Model the activity. Say a time and day. Elicit a *yes / no* question to guess your activity.
- Have Ss work in pairs to take turns saying a time and day and asking questions to guess the routine. Set a time limit of two minutes.

Lesson D Find out!

- Go over the instructions and the example conversation.
- Model the activity with a S. Find something you both do on weekends. Ask and answer the questions.
- Have Ss work in pairs to talk about three things they both do on weekends. Set a two-minute time limit.
- Call on Ss to tell the class about what they both do.

2 In the real world

Learning objective: Research local times in different cities.

- Go over the instructions and the example.
- Have Ss do research as an out-of-class assignment and find out the times in different cities when it is nine o'clock in the evening in Beijing.
- Have Ss compare answers with a partner.
- Elicit the times in the cities from the class.

5 Free time

At a glance: Unit overview	Speaking outcomes
LESSON A Online habits Ss learn vocabulary for online activities. They use adverbs of frequency.	Ss can . . . talk about their online habits.
LESSON B How much is it? Ss say prices. They accept and decline help.	Ss can . . . accept and decline help.
LESSON C What do you do for fun? Ss learn vocabulary for leisure activities and places. They ask and answer simple present <i>Wh-</i> questions with <i>do</i> .	Ss can . . . ask and answer questions about leisure activities.
LESSON D Online fun Ss read an article about online activities, and write questions and answers about free time, online activities, or school.	Ss can . . . discuss how they use technology.

Warm-up

Learning objective: Preview the topic and identify free time activities.

A

- To introduce the topic of free time, direct Ss' attention to the pictures. Ask: *Where are the people? (At a café, at the park, at home.)*
- Go over the instructions.
- Have Ss work in pairs or groups to say two sentences about each picture.
- Elicit sentences from the class.
- **Option** Do the activity as a class.

Possible answers

The man and woman walk. They go to the park.
 The man drinks coffee. The man has a laptop.
 The family watches TV. They smile.
 The man plays a video game. He is in his house.

Extra activity: Extension

Have Ss work in pairs to prepare three sentences about each picture, two of which are false. Have each pair join another pair to share their sentences and elicit if they are true or false.

B

- Go over the instructions.
- Model the activity. Tell the class when you have free time (e.g., *I have free time on Saturday morning at 11:00 and Monday at 6:00.*).
- Have Ss work individually to write the times on the calendar.
- Have Ss compare their calendars in pairs or groups.
- Elicit examples from the class.
- Tell Ss that they will learn how to talk about free time activities in this unit. Point out the Unit 5 lesson overviews. Go over what Ss will learn in each lesson.

LESSON A overview

Vocabulary: Online activities

Grammar: Adverbs of frequency

Speaking: Comparison of online habits

1 Vocabulary Online activities

Learning objective: Use vocabulary for online activities.

A 🎧 (Level 1, Track 67)

- Direct Ss' attention to the pictures. Explain that the pictures show things they can do online (on the Internet).
- Play the audio. Have Ss listen and read silently.
- Explain the difference between *download*, *stream*, and *post*. Say: *When we download apps, we copy them from the Internet to our computer or phone. When we stream music, we listen to music on the Internet, but we don't download (or copy) it. When we post photos, we copy them from our computer or phone to social media.*
- Play the audio again. Have Ss listen and repeat the phrases to practice pronunciation.
- **Option** Call on Ss and say the first word of each phrase (e.g., *shop*). Elicit the rest of the phrase (*online*). Then have Ss work in pairs to take turns saying the first word and completing the phrase.

B

- Go over the instructions.
- Model the activity. Tell Ss the things you do online.
- Have Ss work individually to check the things they do online.
- Have Ss compare answers with a partner.
- Elicit the names of checked items.

Extra activity: Extension

This activity will help Ss review simple present *yes / no* questions and times. Model the activity. Call on a S. Ask: *Do you check email?* Elicit a short answer (*Yes, I do* or *No, I don't.*). If the answer is *yes*, ask: *When do you check it?* Have Ss work in pairs to take turns asking and answering questions about times and online activities.

2 Language in context Habits survey

Learning objective: See use of adverbs of frequency in context.

A 🎧 (Level 1, Track 68)

- Direct Ss' attention to the picture on the right to set the scene. Ask: *Who do you see? (A student.) What do you see? (A tablet and a credit card.)*
- Direct Ss' attention to the survey on the left.
- Go over the instructions.
- Play the audio. Have Ss circle the online activities in the survey questions as they listen and read silently.
- Go over the answers with the class.
- Play the audio again. Have Ss listen and repeat to practice pronunciation.

B


- Go over the instructions.
- Have Ss talk about the activities in the survey.
- Call on Ss to tell the class about their online activities.
- **Option** Have Ss take turns asking and answering the questions in pairs.

Presentation Plus: Show the word! page xxxi

After doing Part B, follow the steps for *Show the word!* to review vocabulary for online activities.

3 Grammar Adverbs of frequency

Learning objective: Practice adverbs of frequency.

 (Level 1, Track 69)

- Direct Ss' attention to the grammar box. Explain: *These words say how often we do things. Ask: What percent of the time is always? (100%.) What percent is never? (0%.) What percent is sometimes? (40–50%.) Usually means “almost always.” Often means “a lot of the time.” Hardly ever means “rarely.”*
- Explain the rules for placement of adverbs of frequency:
 - 1 Focus on form in statements: subject + adverb of frequency + verb
 - 2 Focus on form in questions with *ever*: *do / does* + subject + *ever* + verb
 - 3 Focus on form in short answers: *yes / no* + subject + adverb of frequency + *do / does* (*not*)
- Refer to the survey questions and answers in Exercise 2. Have Ss underline the adverbs of frequency.
- Check comprehension. Ask: *Does he ever shop online? (Yes, he often shops online.) Does he ever post photos? (Yes, he sometimes posts photos.) Does he ever play games? (No, he never plays games.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

Presentation Plus: Fix it! page xxviii

Instead of doing Part A, follow the steps for *Fix it!* to practice adverbs of frequency.

A

- Go over the instructions and the example.
- Have Ss rewrite the conversations with adverbs of frequency.
- When Ss are finished, have them compare answers with a partner.
- Go over the answers with the class.
- Have Ss practice the conversations in pairs.

B

- Go over the instructions and the example conversation.
- Model the activity. Call on a S and ask the first question. Elicit the answer.

- Have Ss work in pairs to take turns asking and answering questions using their own information.
- Call on Ss and ask questions from Part A.

Extra activity: Extension

To review everyday activities from Unit 4, have Ss make five sentences using adverbs of frequency. Model the activity. Tell the class about your routines (e.g., *I always drink coffee in the morning. I sometimes watch TV in the evening.*).

4 Speaking Often, sometimes, or never?

Learning objective: Talk about online habits.

- Direct Ss' attention to the “can do” statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the circle.)

A

- Go over the instructions.
- Have Ss work individually to complete the chart with their own ideas and ideas from Exercise 1.

B

- Go over the instructions and the example conversation.
- Model the activity. Have a S tell you something in his or her chart (e.g., *I sometimes upload videos.*). Respond with your habits (e.g., *Oh? I hardly ever do that.*).
- Have Ss work in small groups to compare their online habits.
- Go around the room and provide help as needed. Take notes on errors in the use of adverbs of frequency.
- Write the errors you heard Ss make on the board. Encourage Ss to correct them. Make sure Ss use adverbs of frequency correctly.
- Finally, tell Ss to check the “can do” statement if they can talk about their online habits. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 33–35
Online Self-study	Lesson A

LESSON B overview

Interactions: Declining help; accepting help

Pronunciation: Stress in numbers

Listening: Shopping

Speaking: Role play of a shopping situation

1 Prices

Learning objective: Practice saying prices.

A 🎧 (Level 1, Track 70)

- Direct the Ss to the prices.
- Play the audio. Have Ss listen and read silently.
- Play the audio again. Have Ss listen and repeat to practice pronunciation.

B 🎧 (Level 1, Track 71)

- Direct Ss' attention to the questions and answers.
- Play the audio and have Ss listen and read silently.
- Play the audio again. Have Ss listen and repeat to practice pronunciation.
- **Option** Play the audio line by line and have Ss repeat.
- Have Ss practice the conversations in pairs, then change roles and practice again.

C

- Go over the instructions.
- Have Ss work in pairs to practice saying the prices in a different way, then change roles and practice again.

Extra activity: Extension

Have Ss think of five different prices. Call on Ss to say a price as their classmates write it down. Have Ss compare written prices in pairs. Elicit the prices from the class.

2 Interactions At the store

Learning objective: Decline and accept help at a store.

A 🎧 (Level 1, Track 72)

- Direct Ss' attention to the photos to set the scene. Ask: *Who do you see? (Two people.) Where are they? (At the store.)*
- Play the audio. Have Ss listen and read silently. If helpful, play the audio line by line and have Ss listen and repeat.
- Have Ss practice the conversation in pairs, then change roles and practice again.

Presentation Plus: Language switch page xxix

Instead of doing Part B with books open, follow the steps for *Language switch* to practice accepting or declining help at the store.

B 🎧 (Level 1, Track 73)

- Point out the target expressions in the conversation (*No, thanks. I'm just looking. Yes, please.*). Explain that there are other ways to accept and decline help.
- Go over the expressions in the boxes. Explain that the different ways are equally polite. *Thank you* can be used instead of *thanks*.
- Play the audio and have Ss listen and read silently.
- **Option** Play the audio again and have Ss listen and repeat.
- Model the activity with a S. Say the salesperson's lines in the first conversation and show how to substitute a different expression to decline help.
- Have Ss practice the substitution conversation in pairs, then change roles and practice again.
- Go around the room and give help as needed.

3 Pronunciation

Thirteen or thirty?

Learning objective: Notice and use different stress in numbers.

A 🎧 (Level 1, Track 74)

- Go over the instructions.
- Direct Ss' attention to the numbers in the chart on the right. Point out the stressed syllables in bold.
- Play the audio. Have Ss listen, paying particular attention to the stressed syllables.
- Point out that the /t/ sound is different in the numbers in column A vs. column B. It sounds more like a /d/ in column B numbers.
- Play the audio again. Have Ss listen and repeat.

B 🎧 (Level 1, Track 75)

- Go over the instructions.
- Play the audio and stop after the first conversation. Ask: *Is it fourteen or forty? (Fourteen.)*
- Continue playing the audio. Have Ss listen and circle the prices they hear.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- **Option** Have Ss listen for the item each person wants. Play the audio again. Ask: *What do the people want in each conversation? (A video game, boots, a scarf, a belt.)*

Presentation Plus: Tip

Before class, hide the words in the chart so that only the digits are showing. In class, instead of doing Part C with books open, say a number and point to the same or a different number. If it is the same, have Ss raise their hands.

C

- Go over the instructions.
- Model the activity. Say a number from column A or B and have Ss point.
- Have Ss work in pairs to take turns saying a number as their partner points to it.

4 Listening Can I help you?

Learning objective: Develop skills in listening for main ideas.

A 🎧 (Level 1, Track 76)

- Go over the instructions.
- Play the audio and stop after the first conversation. Ask: *What does the woman ask about? (A camera.)* Point out that *camera* has a check mark.

- Continue playing the audio. Have Ss listen and check the words they hear.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B 🎧 (Level 1, Track 77)

- Go over the instructions.
- Play the audio and stop after the first conversation. Ask: *Does she accept or decline help? (She accepts help.)*
- Continue playing the audio. Have Ss listen and circle the correct answers.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

5 Speaking Role play

Learning objective: Accept and decline help.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the circle.)
- Direct Ss' attention to the pictures and prices. Ask questions about the prices (e.g., *How much is the cell phone? \$400.89.*)
- Divide the class into two groups: A and B.
- Go over the instructions and descriptions of roles for groups A and B and the example conversation.
- Model the activity with a S. Have the S act the part of a salesperson. He or she should offer help. Demonstrate how to ask for the price of one of the items in the pictures (*How much is the umbrella?*). Elicit the answer (*\$9.25.*)
- Have Ss stand and walk around the room to play the roles of salespeople and customers. Remind B Ss to decline help three times and accept help three times.
- Have Ss change roles.
- Go around the room and give help as needed. Take notes on the errors you hear Ss make in saying numbers.
- Write the numbers you heard Ss say incorrectly on the board. Encourage Ss to say them correctly.
- Finally, tell Ss to check the "can do" statement if they can accept and decline help. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 36
Online Self-study	Lesson B

LESSON C overview

Vocabulary: Leisure activities and places

Grammar: Simple present *Wh-* questions with *do*

Speaking: Interview about leisure activities

1 Vocabulary Leisure activities and places

Learning objective: Learn vocabulary for leisure activities and places.

A 🎧 (Level 1, Track 78)

- Direct Ss' attention to the words and pictures. Explain that the pictures show leisure or free-time activities.
- Play the audio. Have Ss listen and read silently.
- Play the audio again. Have Ss listen and repeat the phrases to practice pronunciation.
- Check comprehension. Ask: *Do you always eat out? (No.) Do you hang out at work? (No.) Do you hang out with friends? (Yes.)*
- **Option** Call on Ss and say the first word of each phrase (e.g., *play*). Elicit the rest of the phrase (*soccer*). Then have Ss work in pairs to take turns saying the first word and completing the phrase.

B 🎧 (Level 1, Track 79)

- Direct Ss' attention to the words and pictures. Explain that the pictures show different places.
- Play the audio. Have Ss listen and read silently.
- Play the audio again. Have Ss listen and repeat the phrases to practice pronunciation.

Extra activity: Extension

Books closed. Ask: *Do you often ____ ?* Complete the question with phrases from Parts A and B. Have Ss stand or raise their hands to answer yes. Have Ss work in pairs to use the adverbs of frequency in sentences with the new vocabulary.

C

- Go over the instructions and the example conversation.
- Have Ss work in pairs to take turns talking about each activity and where they do it.

Presentation Plus: Show the word! page xxxi

After doing Part C, follow the steps for *Show the word!* to practice vocabulary for leisure activities and places.

2 Conversation In our free time

Learning objective: Practice a conversation about free-time activities; see simple present *Wh-* questions with *do in context*.

🎧 (Level 1, Track 80)


- Direct Ss' attention to the picture to set the scene. Ask: *Who do you see? (Two students.) What clothes and other things do you see? (A bag, a T-shirt, a shirt, pants, books, a scarf.)*
- Play the audio. Have Ss listen and read silently. If helpful, play the audio line by line and have Ss repeat.
- Have Ss practice the conversation in pairs.
- **Option** Call on two pairs to act out the conversation for the class.
- **Tip** To help Ss learn to sound more like native speakers, have them pay attention to where speakers pause between words in longer conversations. They can mark pauses with a slash (/).

Presentation Plus: Search and highlight page xxxi

After practicing the conversation, have Ss close their books. Follow the steps for *Search and highlight* to review vocabulary for leisure activities and places.

3 Grammar Simple present Wh- questions with do

Learning objective: Practice simple present Wh- questions with do.

 (Level 1, Track 81)

- Direct Ss' attention to the grammar box. Point out that most Wh- questions begin with Wh-. The exception is How.
- Explain the rules:
 - 1 Focus on form: question word + do + subject + verb. Ask: *What are the question words? (What, Where, How, Who, When, Why.)*
 - 2 Focus on use of question words: *what* = to ask about things; *where* = to ask about a place; *how* = to ask about manner, means, or method; *who* = to ask about a person; *when* = to ask about a time or day; *why* = to ask about a reason.
- Refer Ss to the conversation in Exercise 2. Have Ss underline the simple present Wh- questions with do.
- Check comprehension. Ask: *What does Chad do for fun? (He hangs out with friends.) Where does he hang out? (At the mall.) What does Annie do for fun? (She plays soccer.) Who does she play with? (Her brother and his friends.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

- Go over the instructions and the example.
- Have Ss work individually to write Wh- questions.
- Have Ss compare questions with a partner.
- Go over the questions with the class.
- Have Ss practice asking and answering the questions in pairs.

B

- Go over the instructions and the example conversation.
- Model the activity. Call on a S and ask: *How do you get to class?* Elicit the answer.
- Have Ss work in pairs to take turns asking and answering the questions in Part A with their own information.
- Call on Ss to tell the class one thing about their partners.

4 Speaking Tell me more!

Learning objective: Ask and answer questions about leisure activities..

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the circle.)

A

- Go over the instructions and the example.
- Model the activity with a S. Ask: *When do you usually check your email?* Pretend to write the answer.
- Have Ss work in pairs to take turns asking and answering the questions. Remind Ss to take notes in the chart.

B

- Go over the instructions and the example conversation.
- Have Ss work with different partners to take turns telling about their first partners.
- Go around the room and take notes on examples of the simple present used correctly, including statements, *yes/no* questions, Wh- questions, and adverbs of frequency.
- Call on Ss to tell the class one thing about one of their partners' leisure activities.
- Point out some examples of correctly used simple present.
- Finally, tell Ss to check the "can do" statement if they can ask and answer questions about leisure activities. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 37–39
Online Self-study	Lesson C

LESSON D overview

Reading: “Fun Online Activities” (an article)

Listening: Favorite websites

Writing: Let’s chat!

Speaking: Discussion about favorite websites

1 Reading Fun Online Activities

Learning objective: Read and discuss descriptions of online activities; develop skills in skimming.

A 🎧 (Level 1, Track 82)

- Go over the instructions and the question.
- Elicit answers from the class.

Possible answers

dresses, a picture of a girl, two people on a mountain, a museum, a map, a cell phone

B

- Pre-teach any unfamiliar vocabulary.

Vocabulary

elementary school: school for children aged 5 to 11

tour: to visit or look around a place

museum: a place with art or historical things

- Go over the instructions and the question.
- Have Ss read the article and check the correct title.
- Go over the answer with the class.

Extra activity: Extension

As an out-of-class assignment, have Ss take an online tour of one of the museums mentioned in number 4. Tell them to write down three things they learned. When they return to class, have Ss share what they learned in pairs or small groups.

Cultural note

The Egyptian Museum in Cairo opened in 1902 and has 107 halls, with statues, papyrus, and coins on the ground floor, and Tutankhamen’s treasures, jewels, and mummies on the top floor.

The Picasso Museum in Barcelona opened in 1963 and has more than 3,800 works by Pablo Picasso, mostly from his earlier years.

The National Museum in Kyoto opened in 1897. It focuses on early works of art, cultural artifacts, and archaeological finds from Kyoto and from other parts of Japan as well as from East Asia.

C

- Go over the instructions and the headings.
- Have Ss read the article again and write the headings on the lines.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- **Option** If Ss enjoy reading aloud, have them take turns reading the descriptions of online activities to the class.

Presentation Plus: Tip

After doing Part C, have Ss close their books. Zoom in on the text. Have volunteers go to the board and highlight key words in the article that point to the correct headings for each section.

D

- Go over the instructions and the example.
- Model the activity. Tell the class about what you do online.
- Have Ss talk about what they do online in pairs.

2 Listening Four websites

Learning objective: Develop skills in listening for main ideas.

A (Level 1, Track 83)

- Set the scene. Two people are talking about websites. Direct Ss' attention to the pictures. Ask: *What do you see? (The Museum of Modern Art in New York, books, someone playing basketball, a cat.)*
- Go over the instructions.
- Play the audio. Have Ss listen and number the pictures.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (Level 1, Track 83)

- Go over the instructions.
- Play the audio again. Have Ss listen and correct the false sentences.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

3 Writing Let's chat!

Learning objective: Write questions and answers about free time, online activities, or school.

A

- Go over the instructions.
- Explain: *A chat is people talking online.* Have Ss choose a topic for a "chat."
- Have Ss create a user name and then write a question about their topics on the top of a new piece of paper or on their cell phones.
- If helpful, brainstorm a list of example questions (e.g., *What do you do in your free time? What is your favorite online activity? How do you use the Internet for school?*).

B

- Go over the instructions and the example chat. Students have the option to send a message to their classmates on their cell phones or on paper. If on paper, point out that the user name is in the left margin and that the questions start each chat. Then other people add their answers and comments.
- Have Ss work in groups. Tell them to pass their questions to the right, and then read and answer them. Ss may also send questions in a group chat on their phones that includes all the group members.

- Tell Ss to pass the paper again to their right, or to continue answering other classmates' questions in their group chat. Then they read and answer. Continue until Ss have written answers to all the questions in their group.

C

- Go over the instructions.
- Call on Ss to tell the class one interesting thing about their chat.

4 Speaking My favorite website

Learning objective: Talk about favorite websites and online habits.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the circle.)

A

- Go over the instructions and the questions.
- Have Ss work individually to add a question to the list.
- Have Ss work in small groups to ask and answer the questions.
- **Tip** To help with group facilitation, assign one S in each group to take notes and one to make sure everyone has a chance to answer each question.
- Go around the room and give help as needed.

B

- Go over the instructions.
- Call on Ss to share their information with the class.
- Finally, tell Ss to check the "can do" statement if they can discuss how they use technology. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 40
Online Self-study	Lesson D

Wrap-up

1 Quick pair review

Lesson A **Brainstorm!**

Make a list of online activities. How many do you know? You have one minute.

Lesson B **Test your partner!**

Write three prices and say them to your partner. Can your partner write them correctly? Check his or her answers. You have two minutes.

My prices	My partner's prices
_____	_____
_____	_____
_____	_____

Lesson C **Find out!**

What are three activities both you and your partner do for fun? You have two minutes.

A: I play *soccer* for fun. Do you?

B: No, I don't play *soccer*. Do you go shopping for fun?

A: Yes, *sometimes*.

Lesson D **Do you remember?**

Complete the sentences with the correct words. You have one minute.

✓ Buy Find Share Take

1 _____ *Buy* _____ and sell online.

2 _____ *Share* _____ photos and videos.

3 _____ *Find* _____ an old friend.

4 _____ *Take* _____ a tour.

2 In the real world

How much are they? Find two different prices for each of these items.

Then write about them.

a belt	jeans	a small camera
a downloaded song	a laptop	an umbrella

Different Prices

A black belt is \$ 29.99 at Style Shop.

It's \$ 20.00 at Kelly's Accessories.

A downloaded song is ...



1 Quick pair review

Learning objective: Review online activities, free-time activities, and prices.

Lesson A Brainstorm!

- Go over the instructions.
- Model the activity. Ask: *How many online activities can you name?*
- Have Ss work individually or in pairs to list all the online activities that they can. Set a time limit of one minute.
- Elicit ideas.

Presentation Plus: Guided brainstorming page xxviii

After brainstorming, follow the steps for *Guided brainstorming* to review vocabulary for online activities.

Lesson B Test your partner!

- Go over the instructions.
- Have Ss work in pairs to take turns saying three prices and writing what they hear. Set a time limit of two minutes.
- Elicit some prices.

Lesson C Find out!

- Go over the instructions and the example conversation.
- Model the activity. Call on a S and say an activity you do for fun. Elicit whether the S does it, too. If not, continue the conversation.
- Have Ss work in pairs to find out three activities they both do. Set a time limit of two minutes.

Lesson D Do you remember?

- Go over the instructions and the words in the box.
- Have Ss complete the sentences. Set a time limit of one minute.
- Go over the answers with the class.

2 In the real world

Learning objective: Research prices for two items.

- Go over the instructions, the items, and the example. To help Ss anticipate their research, ask questions: *How much do you pay for a belt? How much is a downloaded song? How much are your sneakers?*
- Have Ss do research as an out-of-class assignment, and write sentences about what they find out. Remind them to include two prices and the names of the stores.
- Have Ss work in pairs or small groups to read what they wrote.
- Call on Ss to read their sentences to the class. Ask questions: *How much are sneakers? How much are laptops? Cameras? Where is a good place to buy an umbrella? Where is a good place for laptops?*

6 Work and play

At a glance: Unit overview	Speaking outcomes
<p>LESSON A What does she do? Ss learn vocabulary for jobs. They ask and answer simple present questions with <i>does</i>.</p>	Ss can . . . identify and talk about jobs.
<p>LESSON B Can I speak to . . . ? Ss ask for someone on the phone and have someone wait.</p>	Ss can . . . ask for someone on the telephone and have someone wait.
<p>LESSON C Can you sing? Ss learn vocabulary for abilities. They use <i>can</i> for ability, and <i>and</i>, <i>but</i>, and <i>or</i>.</p>	Ss can . . . describe their talents and abilities.
<p>LESSON D Work and study Ss read an article about working in different places. They write a paragraph about their abilities.</p>	Ss can . . . talk about study and work programs.

Warm-up

Learning objective: Preview the topic and identify people and the places they work.

Presentation Plus: Preview the unit page xxx

Before doing Part A, follow the steps for *Preview the unit*.

Ask: *What do you see? Where are the people?*

A

- To introduce the topic of work and play, direct Ss' attention to the pictures. Ask: *Where are the people?* (*Hospital, plane, concert hall, kitchen.*)
- Go over the instructions.
- Have Ss work individually to answer the questions.
- Go over the answers with the class.

Answers

A doctor usually works in a hospital.
A flight attendant usually works on an airplane.
A musician usually works in a concert hall.
A cook / chef usually works in a kitchen.

B

- Go over the questions.
- Have Ss work in pairs or groups to name the jobs in the pictures and other jobs they know.
- Elicit examples from the class.
- Option** Do the activity as a class.
- Tell Ss that they will learn how to talk about work and play in this unit. Point out the Unit 6 lesson overviews. Go over what Ss will learn in each lesson.

Extra activity: Extension

Have Ss work in pairs to list other places they know (e.g., *school, restaurant, store, museum*). Then have them list one or more jobs for each location.

LESSON A overview

Vocabulary: Jobs

Grammar: Simple present *Wh-* questions with *does*

Speaking: “Find someone who” activity about jobs

1 Vocabulary Jobs

Learning objective: Use vocabulary for jobs.

A 🎧 (Level 1, Track 84)

- Direct Ss’ attention to the words and the pictures. Explain that the pictures show different jobs.
- Go over the instructions and the example.
- **Tip** Ss should pay attention to the endings of words to help them remember parts of speech. Point out that words that refer to people and what they do often end in *-er*, *-or*, *-ian*, *-ant*, or *-ess*.
- Have Ss work individually to match the jobs and the people.
- **Option** Have Ss check their answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.

B

- Go over the instructions and the example conversation.
- Model the activity. Call on a S and point to a picture. Ask: *What’s his (her) job?* Elicit the answer.
- Have Ss work in pairs to take turns asking and answering questions about the jobs in the pictures.

Presentation Plus: Label that picture page xxix

After doing Part B, follow the steps for *Label that picture* to review the vocabulary for jobs.

2 Language in context

At work

Learning objective: See use of simple present *Wh-* questions with *does* in context.

A 🎧 (Level 1, Track 85)

Presentation Plus: Find the match page xxviii

Instead of doing Part A, follow the steps for *Find the match* to practice the vocabulary for jobs. Hide *hospital*, *nurse*, *office*, and *accountant*.

- Direct Ss’ attention to the pictures to set the scene. Ask: *Where do they work?* (*In a hospital, in an office.*)
- Go over the instructions.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Go over the answers with the class.

Answers

nurse, accountant


- **Option** Have Ss take turns reading the profiles aloud in pairs.

B

- Go over the questions.
- Model the activity. Say: *I have a job. I am a teacher.*
- Have Ss answer the questions in pairs, groups, or as a class.
- Call on Ss to tell the class about their partner’s or their own jobs.

3 Grammar Simple present Wh- questions with *does*

Learning objective: Practice simple present Wh- questions with *does*.

 (Level 1, Track 86)

- Books closed. Ask: *What are the Wh- question words? (What, Where, How, Who, When, Why.)*
- Books open. Direct Ss' attention to the grammar box. Explain the rules for Wh- questions:
 - 1 Focus on form. Write on the board: question word + *does* + *he, she, it* + verb
 - 2 Point out that when we use *does*, we do not add an -s ending to the verb.
- Refer to the profiles in Exercise 2. Have Ss underline *does* and circle the verb.
- Check comprehension. Ask: *What does Lucia do? (She's a nurse.) Where does she work? (In a hospital.) What does Henry do? (He's an accountant.) Where does he work? (In an office.) What question do we ask to find out someone's job? (What does he [she] do?)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

- Go over the instructions and the example.
- Have Ss complete the conversations with the correct words.
- When Ss are finished, have them compare answers with a partner.
- Go over the answers with the class.
- Have Ss practice the conversations in pairs.

B

- Go over the instructions and the example conversation.
- Have Ss work individually to write questions about the people in the pictures. Remind them to follow the models in Part A and Exercise 2.
- Have Ss compare questions with a partner.
- Go over the questions with the class.
- Have Ss work in pairs to take turns asking and answering the questions.
- Call on Ss and ask questions.

Extra activity: Extension

This activity will help Ss prepare for Exercise 4. Model the activity. Tell Ss about someone you know with a job (e.g., *My brother John is an electrician. He works for Speedy Electrics. He works Monday through Friday. He sometimes works on Saturday.*). Have Ss work individually to make three sentences about someone they know who has a job. Have Ss share their sentences in pairs. Call on Ss to tell the class.

4 Speaking People's jobs

Learning objective: Identify and talk about jobs.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the circle.)
- Go over the instructions and the example conversation under the chart.
- Model the activity. Call on a S and ask: *Do you know a chef?* If the answer is yes, ask for the name and for extra information. Pretend to write the information down. If the answer is no, call on another S.
- Have Ss work individually to add two jobs to the chart.
- Brainstorm questions to ask for extra information (e.g., *Where does he work? When does she work? What company does he work for?*).
- Have Ss stand and walk around the room to take turns asking and answering questions to complete the chart.
- Go around the room and provide help as needed. Take notes on errors in the use of Wh- questions with *does*. Call on Ss to share what they found out with the class.
- Write the errors you heard Ss make on the board. Encourage Ss to correct them. Make sure Ss use Wh- questions with *does* correctly.
- Finally, tell Ss to check the "can do" statement if they can identify and talk about jobs. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 41–43
Online Self-study	Lesson A

LESSON B overview

Interactions: Asking for someone on the phone; having someone wait

Listening: Telephone calls

Speaking: Role play of a phone call

1 Interactions On the phone

Learning objective: Ask for someone on the phone; have someone wait.

A

- Direct Ss' attention to the photos to set the scene. Ask: *Who do you see? (Two people. / A man and a woman.) Where are they? (He is in a hotel. / She is outside. / They are on the phone.)*
- Go over the instructions. Ask: *Where does Michael work? (In a hotel. / At Quality Hotel.)*

B (Level 1, Track 87)

- Play the audio and have Ss listen and read silently. If helpful, play the audio again line by line and have Ss repeat.
- Have Ss practice the conversation in pairs, then change roles and practice again.

Presentation Plus: Disappearing dialogue page xxvii

After doing Part B, follow the steps for *Disappearing dialogue* to practice language for speaking on the phone.

C (Level 1, Track 88)

- Point out the target expressions in the conversation (*Can I speak to . . . ? Just a minute, please.*). Explain that there are other ways to ask for someone on the phone and to have someone wait.
- Go over the expressions in the first box. Explain that the first two expressions with *can* and *could* are more polite than the expression *Is . . . there?* The expression *Could I please speak to . . . ?* is the most polite, followed by *Can I speak to . . . ?*, followed by *Is . . . there?*

- Go over the expressions in the second box. Explain that the expressions are equally polite.
- Play the audio and have Ss listen and read silently.
- **Option** Play the audio and have Ss listen and repeat.
- Model the activity with a S. Have the S read Michael's lines. Demonstrate how to substitute another expression to ask for someone on the phone.
- Have Ss practice the substitution conversation in pairs, then change roles and practice again.
- Go around the room and give help as needed.

D

- Direct Ss' attention to the photos. Set the scene. Ask: *Who do you see? (Four people.) Where do they work? (At an office / a company.)*
- Go over the instructions and the example conversation.
- Model the activity with a S. Have the S read A's lines. Demonstrate how to ask about a different person.
- Have Ss practice the substitute conversation using different names as well as their own information.
- **Option** Have a pair of Ss perform the conversation in front of the class.

Extra activity: Extension

Have Ss form two lines facing each other. Designate one line A and the other B. Each person in the A line will say A's lines to the person across from him or her in the B line. B Ss can ask for any name they want. Have Ss change roles, then have A Ss move one person to the right. The first A will go to the end of the line. Ss take turns saying the conversation again, change roles, and then A Ss move to the right. Encourage Ss to use all the expressions. Continue until everyone has had a chance to use every expression at least once.

2 Listening A busy woman

Learning objective: Develop skills in listening to phone conversations.

Presentation Plus: Tip

Before class, hide the text under the pictures. In class, before doing Part A, have Ss close their books. Zoom in on the pictures. Ask the class questions about the pictures to elicit vocabulary and topics in order to prepare for the listening. Suggested questions: *Where does she work? What do you see in the first / second / third picture?*

A (Level 1, Track 89)

- Go over the instructions.
- Direct Ss' attention to the pictures. Ask: *Where is she? (At lunch, in a meeting, on another line, on vacation, with a customer.)*
- **Option** Say each place and have Ss repeat.
- Play the audio. Stop after the first phone call. Ask: *Where is Ellen Astor? (In a meeting.)* Point out that 1 is in the box for *in a meeting*.
- Continue to play the audio. Have Ss listen and number the pictures from 1 to 5.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (Level 1, Track 89)

- Go over the instructions.
- Play the audio again. Have Ss listen and number the questions from 1 to 5.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

3 Speaking Role play

Learning objective: Role-play a phone call; ask for someone on the phone; have someone wait.

- Direct Ss' attention to the "can do" statements at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the circles.)
- Put Ss in pairs and assign one S to be partner A and one S to be partner B.
- Go over the instructions and descriptions of the roles for A and B.
- Go over the example conversation.
- Model the activity with a S. Have the S act the part of the caller. He or she should ask for someone. Demonstrate how to ask someone to wait and how to say where someone is.
- Have Ss work in pairs to role-play the situation.
- Go around the room and give help as needed. Take notes on errors in the use of expressions to ask for someone on the phone and to have someone wait.
- Write the errors you heard Ss make on the board. Encourage Ss to correct them. Make sure Ss use the expressions correctly.
- Finally, tell Ss to check the "can do" statements if they can ask for someone on the phone and have someone wait. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 44
Online Self-study	Lesson B

LESSON C overview

Vocabulary: Abilities

Grammar: *Can* for ability; *and, but, and or*

Pronunciation: *Can* and *can't*

Speaking: Interview about abilities

1 Vocabulary Abilities

Learning objective: Learn vocabulary for abilities.

Presentation Plus: Tip

Before class, hide two letters of each vocabulary item under the pictures using the Pen tool. In class, before doing Part A, have students close their books and zoom in on Part A. Play the audio, stopping after each vocabulary item and eliciting the missing letters in each word. Use the Eraser tool to reveal the words and confirm the answers.

A (Level 1, Track 90)

- Direct Ss' attention to the words and the pictures. Explain that the pictures show abilities, or things that people can do.
- Play the audio. Have Ss listen and read silently.
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.
- **Option** Mime an action from the list (*dance*) and elicit the word. Call on Ss to mime an action, and elicit the word from the class. Alternatively, have Ss work in pairs to take turns miming an action as their partner names it.

B

- Go over the instructions.
- Have Ss work in pairs to talk about the things they sometimes do.
- Call on Ss to tell the class about their partners.

2 Conversation Top talent?

Learning objective: Practice a conversation about abilities; see *can* for ability, *and* and *in context*.

(Level 1, Track 91)


- Direct Ss' attention to the picture to set the scene. Explain that *Top Talent* is the name of a show. Ask: *Who do you see? (A man and a woman.) Who is the man? (The man is the host.)*
- Play the audio. Have Ss listen and read silently. If helpful, play the audio line by line and have Ss repeat.
- Have Ss practice the conversation in pairs. Then call on two pairs to act it out for the class.
- **Tip** To help Ss learn to sound more like native speakers, have them pay attention to stressed words.

Extra activity: Extension

Copy the conversation onto strips of paper, one speaker's exchange on each strip (nine strips total). Make enough copies so each S will get a strip. Shuffle the strips. Put Ss into groups of nine. Books closed. Have Ss say their lines and get into the order of the conversation. If your class is large, you may want to write single sentences or even words on the strips. When Ss are standing in order, have them say their lines to re-create the conversation.

3 Grammar *Can* for ability; *and, but, and or*

Learning objective: Practice *can* for ability; practice *and, but, and or*.

 (Level 1, Track 92)

Can for ability

- Direct Ss' attention to the grammar box.
- Explain the rules for *can* for ability:
 - 1 Focus on form in statements. Write on the board: subject + *can / can't* + verb
 - 2 Focus on form in *yes / no* questions. Write on the board: *can* + subject + verb
 - 3 Focus on form in short answers to *yes / no* questions. Write: *yes / no* + subject + *can / can't*
 - 4 Focus on form in *Wh-* questions. Write on the board: *Wh-* word + *can* + subject + verb
- Refer Ss to Exercise 2. Have Ss underline *can* and *can't*.
- Check comprehension. Ask: *Can Pamela sing well? (No, she can't.) Can she play the guitar? (No, she can't.) Can she dance? (Yes, she can.)*

And, but, and or

- Direct Ss' attention to the answers to the *Wh-* questions in the grammar box.
- Explain the rules:
 - 1 *And* joins two similar things. We can use *and* to connect two nouns, two verbs, or two sentences.
 - 2 *But* joins two different things or ideas. We can use *but* to connect two sentences.
 - 3 *Or* can join two choices (e.g., *Do you want to play tennis or soccer?*). *Or* can also join two things that are negative (e.g., *I can't sing or play an instrument. = I can't sing. I can't play an instrument.*). It can connect two nouns, two verbs, or two sentences.
- Play the grammar box audio. Have Ss listen and repeat.

A

- Go over the instructions and the example.
- Have Ss work to write *yes / no* questions with *can*.
- Have Ss compare questions with a partner.
- Go over the questions with the class.
- Have Ss practice asking and answering them in pairs.


B

- Go over the instructions.
- Direct Ss' attention to the chart. Say: *Frank can draw, but ____*. Elicit a completion (e.g., *he can't paint*).


- Have Ss work in pairs to make sentences about Frank.
- Call on Ss to tell the class one of their sentences.

4 Pronunciation *Can* and *can't*

Learning objective: Pronounce *can* and *can't*.

A  (Level 1, Track 93)

- Go over the instructions.
- Play the audio. Have Ss listen.
- Point out the difference between the sounds /ə/ in *can* and /æ/ in *can't*.
- Play the audio again. Have Ss listen and repeat.

B  (Level 1, Track 94)

- Go over the instructions.
- Play the audio. Have Ss circle *can* or *can't* and then compare answers with a partner.
- Go over the answers with the class.

5 Speaking Can you paint?

Learning objective: Describe talents and abilities.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the circle.)

A

- Go over the instructions.
- Have Ss add two abilities to the chart.
- Model the activity with a S. Ask: *Can you paint?* Pretend to check the answer.
- Have Ss work in pairs to take turns asking and answering the questions. Remind Ss to check the things their partners can do in the chart.

B

- Go over the instructions.
- Have Ss work with a different partner to take turns telling about their first partner. Remind Ss to say sentences about something their first partner can do that they can't.
- Finally, tell Ss to check the "can do" statement if they can describe their talents and abilities. NOTE: If Ss want more help, suggest the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 45–47
Online Self-study	Lesson C

LESSON D overview

Reading: “Fun Jobs” (a magazine article)

Listening: Ads for overseas programs

Writing: My abilities

Speaking: Discussion about study and work programs

1 Reading Fun Jobs

Learning objective: Read and discuss descriptions of opportunities for Ss; develop skills in reading for main ideas.

A 🎧 (Level 1, Track 95)

- Direct Ss’ attention to the pictures to set the scene.
Ask: *What do you see? (Four people.)*
- Go over the instructions and ask the question.
- Elicit answers from the class.

Possible answers

water park, zoo, cruise ship, restaurant, software / technology company, office

B

- Pre-teach any unfamiliar vocabulary.

Vocabulary

tester: a person who checks if something works well

hang out: spend time at a place and/or with someone

nanny: a person who takes care of a person or animal

- Go over the instructions and the question. Have Ss read the article.
- **Tip** Encourage Ss to use the sentences around a new word to try to guess the meaning.
- Elicit the answers.

Answers

water slide tester

cruise ship waiter

Presentation Plus: Fix it! page xxviii

Instead of doing Part C with books open, have Ss close their books. Follow the directions for *Fix it!* to check reading comprehension. Create incorrect answers, such as *A video game designer travels.*

C

- Go over the instructions.
- Have Ss read the article again, and answer the questions.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

Extra activity: Jigsaw reading

Have Ss work in groups of four. Give each S a number. S1 reads paragraph 1, S2 reads paragraph 2, S3 paragraph 3, and S4 reads paragraph 4. Then have Ss work together to ask and answer the questions. Each S answers the questions about the paragraph he or she has read.

D

- Go over the questions.
- Have Ss discuss their ideas in pairs.
- Call on Ss to share their ideas with the class.

2 Listening Exciting opportunities

Learning objective: Develop skills in listening for main ideas and specific details.

A (Level 1, Track 96)

- Set the scene. Two people are talking about advertisements. Direct Ss' attention to the ads. Ask: *What do you see? (A turtle, a ride at a theme park, the Colosseum in Italy.)*
- Go over the instructions.
- Play the audio. Have Ss listen and number the ads.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (Level 1, Track 96)

- Go over the instructions.
- Play the audio again. Have Ss listen and complete the sentences with the correct words.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

3 Writing My abilities

Learning objective: Write a paragraph about abilities.

A

- Go over the instructions.
- Model the activity. Tell Ss things you can do well and things you can't do well.
- Have Ss work individually to make lists with their own information.
- **Option** Have Ss talk about their lists in pairs.
- Go over the example paragraph.
- Have Ss work individually to write paragraphs about their abilities.

B

- Go over the instructions.
- Have Ss take turns sharing their paragraphs, and asking and answering questions for more information.
- Call on Ss to tell the class about their partner's abilities.

4 Speaking How well can you ... ?

Learning objective: Talk about opportunities for students.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the circle.)
- Go over the instructions and the questions.
- Model the activity. Tell Ss about the abilities you think you need for one of the programs in Exercise 1 or 2, how well you can do each thing, and if the program is right for you.
- Have Ss discuss their ideas in pairs.
- Go around the room and give help as needed. Take notes on errors you hear in the use of *can* and *can't*.
- Call on Ss to share their ideas with the class.
- Write the errors you heard in the use of *can* and *can't* on the board. Encourage Ss to correct them.
- Finally, tell Ss to check the "can do" statement if they can talk about study and work programs. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 48
Online Self-study	Lesson D

Wrap-up

1 Quick pair review

Lesson A **Guess!**

Describe a job, but don't say what it is. Can your partner guess it? Take turns.

You have two minutes.

A: This person drives a car.

B: Is he a police officer?

A: No. The car is yellow in New York City.

B: Is he a taxi driver?

A: Yes.

Lesson B **Brainstorm!**

Make a list of ways to ask for someone on the phone and have someone wait.

You have two minutes.

Lesson C **Find out!**

What are two things both you and your partner can do? What are two things you can't do?

You have two minutes.

A: Can you cook?

B: Not really. Can you?

A: No, I can't!

Lesson D **Do you remember?**

Are the sentences true or false? Write *T* (true) or *F* (false). You have two minutes.

- 1 A water slide tester hangs out and plays games. F
- 2 A panda nanny travels to many countries. F
- 3 A cruise ship waiter meets lots of people. T
- 4 A video game designer works on a ship. F

2 In the real world

Go online and find information in English about a program in a different country. Then write about it.

- What is the name of the program?
- Where is the program?
- What kind of program is it?
- What do people do in the program?

The Peace Corps

The Peace Corps is an international program. Americans volunteer in many countries. They help build things and teach people.



1 Quick pair review

Learning objective: Review jobs and abilities, and ways to ask for someone on the phone, and to have someone wait.

Lesson A Guess!

- Go over the instructions and the example.
- Model the activity. Say: *This person works in an office. Elicit and answer a question to give more information (e.g., Is it a receptionist? No, she works with numbers. Is it an accountant? Yes, it is.).*
- Have Ss work in pairs to take turns describing a job and guessing. Set a time limit of two minutes.
- Option Call on Ss to describe a job to the class. Elicit guesses.

Lesson B Brainstorm!

- Go over the instructions.
- Have Ss work individually or in pairs to brainstorm ways to ask for someone on the phone and ways to have someone wait. Set a time limit of two minutes.
- Elicit the ways.

Presentation Plus: List that page xxix

After brainstorming, follow the steps for *List that* to review ways to ask for someone on the phone and to have someone wait.

Lesson C Find out!

- Go over the instructions and the example conversation.
- Model the activity. Call on a S and say something you can do. Elicit whether the S can do it, too. Continue until you find two things in common.
- Have Ss work in pairs to find out two things they both can do. Set a time limit of two minutes.

Lesson D Do you remember?

- Go over the instructions.
- Have Ss write T (true) or F (false) for each sentence. Set a time limit of two minutes.
- Go over the answers with the class.

2 In the real world

Learning objective: Research a program in another country and write about it.

- Go over the instructions, the questions, and the example. Ask: *What country do you want to work in? What do you want to do? What international or volunteer organizations do you know about?*
- Have Ss do research as an out-of-class assignment and write sentences about what they find out. Suggest Ss use a search engine and enter phrases such as “international programs,” “work and study abroad,” and “volunteer opportunities.”
- Have Ss work in pairs or small groups to read what they wrote.
- Call on Ss to read their sentences to the class. Ask: *Which programs are interesting to you? Where do you want to go now? Do you think these programs are good?*

7 Food

At a glance: Unit overview	Speaking outcomes
<p>LESSON A Breakfast, lunch, and dinner</p> <p>Ss learn food vocabulary from different food groups. They use <i>some / any</i> and count and noncount nouns.</p>	<p>Ss can . . . say what meals they eat.</p>
<p>LESSON B I like Chinese food!</p> <p>Ss express their own likes and dislikes about food.</p>	<p>Ss can . . . say what they like and dislike.</p>
<p>LESSON C Meals</p> <p>Ss learn food vocabulary for popular meals. They use <i>How often . . . ?</i> and time expressions.</p>	<p>Ss can . . . talk about their eating habits.</p>
<p>LESSON D Favorite food</p> <p>Ss read an article about people's favorite food and write about a typical meal in their country.</p>	<p>Ss can . . . talk about their favorite food.</p>

Warm-up

Learning objective: *Preview the topic and talk about food.*

A

- To introduce the topic of food, direct Ss' attention to the pictures. Ask: *Do you think this food is good? Which food is popular in your country?*
- Go over the instructions.
- Have Ss work in pairs or groups to match each type of food with the country.
- Go over the answers with the class.

Presentation Plus: Make connections page xxix

After doing Part A, follow the steps for *Make connections* to activate prior knowledge, preview the content of the unit, and review language.

B

- Go over the instructions.
- Have Ss work in pairs or groups to say at least ten food words they know. Set a time limit.
- Have one S from each pair or group give different examples from their list.
- Tell Ss that they will learn how to talk about food in this unit. Point out the Unit 7 lesson overviews. Go over what Ss will learn in each lesson.

Extra activity: Extension

Write on the board some English food words that are similar to words in the Ss' language (possible ideas: *chocolate, fruit, banana, spaghetti, sandwich, burger, pie, pancake, juice*). Invite Ss to add more words to the list if they can.

Cultural note

In the United States and Canada, the biggest meal of the day is usually dinner. Dinner is eaten in the early evening, usually sometime between 6:00 and 8:00 p.m.

LESSON A overview

Vocabulary: Food

Grammar: Count and noncount nouns; *some* and *any*

Speaking: Survey about meals

1 Vocabulary Food

Learning objective: Use food vocabulary.

A 🎧 (Level 1, Track 97)

Extra activity: Realia

Bring some food to class, preferably one item from each food group. Use it to present the vocabulary.

- Direct Ss' attention to the pictures. Explain that the pictures are grouped according to the food groups.
- Go over the instructions and the example. Model the activity. Point to the first group. Ask: *What kind of food is cheese? (Dairy.) What is another kind of dairy food? (Milk.)*
- Have Ss work individually or in pairs to match the words and pictures. Go around the room and give help as needed.
- **Option** Have Ss check answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.

B

- Have Ss work in pairs to tell each other what they eat from Part A, and how frequently. Tell Ss to make a note of the food their partner *often* eats.
- Call on Ss to tell the class about the food their partner often eats.

Presentation Plus: Search and highlight page xxxi

After doing Part B, follow the steps for *Search and highlight* to review vocabulary for food. Have the first S at the board highlight a vegetable. Have the next S highlight a type of dairy food, and so forth.

2 Language in context Favorite meals

Learning objective: See use of count and noncount nouns and *some* and *any* in context.

A 🎧 (Level 1, Track 98)

- Elicit the meaning of *breakfast*, *lunch*, and *dinner*. Ask: *Who eats all three meals? Who never eats breakfast?*
- Direct Ss' attention to the pictures to set the scene. Ask: *Which meal can you see in each picture? (Breakfast, lunch, dinner.)*
- Go over the instructions.
- Play the audio. Have Ss underline the food words as they listen and read silently.
- Go over the answers with the class.
- Play the audio again. Have Ss listen and repeat to practice pronunciation.


B

- Model the activity. Have a S answer the questions for the class.
- Have Ss discuss the questions in pairs or groups.
- Elicit ideas from the class.
- **Option** Do the activity as a class.
- Elicit answers from the class.

3 Grammar Count and noncount nouns; *some* and *any*

Learning objective: Practice count and noncount nouns and *some* and *any*.

Count and noncount

 (Level 1, Track 99)

- Books closed. Write on the board:
apple *milk*
tomato *cereal*
- Ask: *What is the plural of these nouns?* Point out that *milk* and *cereal* don't have a plural.
- Introduce the concept of count and noncount nouns. Explain:
 - Count nouns use *a / an* (e.g., *an apple, a tomato*) or a plural (e.g., *apples, tomatoes*).
 - Noncount nouns do not use *a / an* or plurals (e.g., *milk, cereal*).
- Books open. Direct Ss to the noncount nouns in the grammar box. Explain that there is no rule, but noncount nouns are often:
 - liquids (e.g., *milk*)
 - food that is too small to be counted separately (e.g., *cereal*)
 - food that is too big for one serving (e.g., *cheese, bread*)
- Check comprehension. Ask: *Is the word banana count or noncount? (Count.) Is pasta count or noncount? (Noncount.)*

Some and any

- Direct Ss' attention to the examples of *some* and *any* count and noncount nouns in the grammar box.
- Elicit the rules for *some* and *any*:
 - Point to the questions in the first row. Ask: *Do we use the word some with questions? (No.) What word do we use with questions? (Any.)*
 - Point to the third row. Ask: *Do we use some with negatives? (No.) What word do we use? (Any.)*
- Write on the board:
Affirmative: Some + count / noncount nouns
Negative / Questions: Any + count / noncount nouns
- Refer to Exercise 2. Have Ss underline *some* and *any*.
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

- Go over the instructions. Have Ss complete the chart. When Ss are finished, have them compare charts with a partner.
- Go over the answers with the class. Elicit other examples of count / noncount food.

B

- Direct Ss' attention to the picture to set the scene. Ask: *Where are they? (In the kitchen.)*
- Go over the instructions. Ask: *Which word is correct in the second line? (Some.) Why is any not correct? (Any is used in questions and negatives.)*
- Have Ss work individually or in pairs to circle the correct words.
- Go over the answers with the class.
- Have Ss practice the conversation in pairs and then change roles and practice again.

C

- Suggest a different lunch. Elicit ideas for four food items, e.g., *rice, beans, beef, and tomatoes*. Explain that Ss are going to replace the words with the new food items. Model the conversation with a S.
- Have Ss practice the conversation in Part B in pairs, using new food. Call on one or two pairs to act out their conversation for the class.

4 Speaking What do you eat?

Learning objective: Talk about food for each meal.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the circle.)

A

- Explain the activity. Have Ss complete the *Me* column in the chart individually.

B

- Model the activity. Have two Ss take turns asking you about breakfast, lunch, and dinner. As you answer their questions, give more information about each meal.
- Have Ss work in groups of three to interview each other. Tell Ss to follow your example. Remind Ss to write their classmates' answers in the chart.
- Call on Ss to tell the class some interesting facts about their classmates.
- Finally, tell Ss to check the "can do" statement if they can say what meals they eat. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 49–51
Online Self-study	Lesson A

LESSON B overview

Interactions: Expressing likes and dislikes

Pronunciation: Word stress

Listening: Food preferences

Speaking: Information exchange about food preferences

1 Interactions Likes and dislikes

Learning objective: Express likes and dislikes.

A

- Direct Ss' attention to the pictures to set the scene. Ask: *Where are Maria and Tom? (On the street.) What kind of food can you see? (Italian food and Chinese food.)*

B (Level 1, Track 100)

- Play the audio. Have Ss listen and read silently. If helpful, play the audio line by line and have Ss listen and repeat.
- Have Ss practice the conversation in pairs, then change roles and practice again.

C (Level 1, Track 101)

- Point out the target expressions in the conversation (*don't like . . . at all / love / don't like / like / really like*). Explain that there are other ways to express likes and dislikes.
- Go over the expressions in the boxes. Explain that these expressions differ in degree, or how much. Point out that in some situations, saying *I hate* a kind of food might not be as polite as using one of the other expressions.
- Play the audio and have Ss listen and focus on the intonation. If helpful, exaggerate the like / dislike words by using intonation, facial expressions, and / or gestures.
- Model the activity with a S. Have the S play the role of Maria. He or she must replace the phrases that Maria uses with two new expressions from the list (e.g., *I hate* and *I like*). Remind Ss about the differences in meaning of the expressions.
- Have Ss practice the substitution conversation in pairs.

Extra activity: Extension

Call on one or two pairs to act out their conversation for the class. Encourage them to include gestures and actions.

D

Presentation Plus: Tip

Before class, hide the food words in the conversation in Part B. In class, books closed, instead of doing Part D, have Ss substitute the words from the chart in Part D (for Maria) into the first part of the dialogue and give the correct response according to the chart. (e.g., A: Do you like *cheese*? B: Yes, I *love* cheese.) Have Ss change roles and practice using Tom's likes and dislikes.

- Model the activity. Say: *Maria loves fish, but I don't like fish at all*. Explain that *but* is used to add information that is very different. Point to the next box and give another example. Remind Ss that *he* and *she* verbs end in -s.
- Have Ss work in pairs to practice the sentences. Remind Ss to use the correct form of the expressions *like*, *really like*, *love*, *don't like*, *don't like at all*, and *hate*. Go around the room and take notes on errors you hear in how Ss form the target expressions.
- Write the errors you heard Ss make on the board. Encourage Ss to correct them. Make sure Ss use the correct form of the expressions for likes and dislikes.

Extra activity: Game

Play a memory game. Have Ss sit in a circle. Ask S1 to begin by saying something that he or she likes or dislikes, (e.g., *I hate cheese*). S2 (the person on S1's left) repeats and adds something, but with a different expression: *John hates cheese. I really like beef*. S3 (the next person on the left) continues the chain. If someone makes a mistake, begin the chain again with that person. NOTE: Ss cannot write anything down!

2 Pronunciation Word stress

Learning objective: Identify stress in words.

A 🎧 (Level 1, Track 102)

- Direct Ss' attention to the chart. Say the first word in each column and clap as you say the stressed syllable.
- Explain the meaning of the circles at the top of each column:
 - 1 Words in the left column have one syllable.
 - 2 Words in the middle column have two syllables and the first is stressed.
 - 3 Words in the third column have three syllables and the second syllable is stressed.
- Play the audio. Have Ss listen, paying particular attention to word stress.
- Play the audio again. Have Ss listen and repeat.
- **Tip** Using word stress correctly will help Ss sound more like native speakers. Suggest Ss underline or circle the stressed syllable in new words so they remember it.

B 🎧 (Level 1, Track 103)

- Go over the instructions and the words.
- Play the audio. Have Ss listen and write the words in the correct place in the chart.
- Go over the answers with the class.
- Have Ss practice the words in pairs.

Presentation Plus: Highlight and say it! page xxviii

After doing Part B, zoom in on the vocabulary list in Exercise 1, Part A, on page 66, and follow the steps for *Highlight and say it!* to practice word stress for food vocabulary.

3 Listening I love it!

Learning objective: Develop skills in listening for specific information.

A 🎧 (Level 1, Track 104)

- Set the scene. Two people are talking about the food they like and don't like.
- Go over the instructions.
- Play the audio. Have Ss listen and check the food words they hear.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B 🎧 (Level 1, Track 104)

- Go over the instructions.
- Play the audio again. Have Ss listen and circle the correct answers.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

4 Speaking What do you like?

Learning objective: Talk about likes and dislikes.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the circle.)

A

- Have Ss write three foods they like and three foods they don't like in the boxes. Encourage Ss to include food words from both Lessons A and B.

B

- Read the model conversation with a S. Have the S read B's lines. Then point out how you added information when you answered the question.
- Model the conversation with another S. Make a different statement (e.g., *I hate meat.*). Elicit follow-up questions and write them on the board.
- Have Ss ask and answer questions about food they like or don't like in pairs. Encourage Ss to add questions.
- Have pairs share with the class some things they both like or don't like (e.g., *Peter likes fish. I like it, too.*).
- Finally, tell Ss to check the "can do" statement if they can say what they like and dislike. NOTE: If Ss need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 52
Online Self-study	Lesson B

LESSON C overview

Vocabulary: More food

Grammar: *How often*; time expressions

Speaking: Comparison of eating habits

1 Vocabulary More food

Learning objective: Use more food vocabulary.

A 🎧 (Level 1, Track 105)

- Direct Ss' attention to the words and the pictures. Explain that the pictures show more food.
- Go over the instructions and the example.
- Have Ss label the pictures. Encourage Ss to start with the words they know and make guesses if they are not sure.
- **Option** Have Ss check answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Explain that *sushi* is food from Japan made with rice, seafood, and vegetables; *dumplings* are from China and usually have meat inside.
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.

Cultural note

Point out that many of the foods in Exercise A are examples of street food. In many cities in the United States and Canada, you can often buy pizza, tacos, hot dogs, and hamburgers at stands on the street.

Presentation Plus: Show the word! page xxxi

After doing Part A, follow the steps for *Show the word!*, Option 2, to practice more food vocabulary.

Extra activity: Game

Divide the class into teams. Call a volunteer to the board and whisper one of the vocabulary words. The S will draw it on the board. The first team to guess the word correctly earns a point. Continue with other words from Part A and other words from the unit.

B

- Go over the instructions and the example conversation. Model the activity with a S. Have the S read B's line and add another food. Tell Ss that *dislike / dislikes* means the same as *don't / doesn't like*.
- Pre-teach the expressions: *I don't know. / I'm not sure. / I don't know that dish.*
- Have Ss ask and answer questions about the food in Part A. Encourage Ss to discuss all ten foods above. Have early finishers discuss food from Lesson A or other food they know.
- Elicit answers from the class.

2 Conversation I eat pizza every day.

Learning objective: Practice a conversation about food; see *How often and time expressions in context*.

🎧 (Level 1, Track 106)


Presentation Plus: Tip

Before class, hide the text in the conversation, leaving only the picture showing. In class, books closed, zoom in on the picture. Elicit information about the situation to help the Ss predict what the conversation is about. Use the questions in the notes below.

- Direct Ss' attention to the picture to set the scene. Ask: *Where are David and Megan? (Outside.) What's David eating? (Pizza.)*
- Play the audio. Have Ss listen and read silently. If helpful, play the audio line by line and have Ss repeat.
- Have Ss practice the conversation in pairs. Then call on two pairs to act it out for the class.

3 Grammar *How often;* time expressions

Learning objective: Use how often and time expressions.

 (Level 1, Track 107)

- Direct Ss' attention to the grammar box. Explain the rules:
 - 1 Most time expressions are at the end of the sentence.
 - 2 *Ever* and *never* come before the verb.
- Refer to the conversation in Exercise 2. Have Ss underline the target expressions in the conversation.
- Check Ss' comprehension. Ask: *How often does David eat pizza? (Every day.) How often does Megan eat pizza? (Not very often.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

- Go over the instructions and the example.
- Have Ss work individually to look at Matt's menu and answer the questions.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- Have Ss practice asking and answering the questions in pairs.

B

- Go over the instructions and the example sentence. Then have Ss make six true sentences about their habits.
- Have Ss work in pairs to tell each other their sentences.
- Elicit examples of partners' eating habits from the class.

Extra activity: Game

Have Ss write three true sentences and three false sentences about their eating habits. Have Ss read them in pairs and elicit which ones are false. Set a time limit of two minutes, and then have Ss change roles.

B

- Model the activity. Ask a S the first question: *How often do you eat hot dogs?* Pretend to take notes. Ask the same S the second question (*How often do you eat salad?*) and take notes.
- Have Ss work in pairs to ask and answer questions about how often they eat each food item. Go around the room and take notes on the food vocabulary they are using correctly.
- **Option** Have early finishers ask and answer questions about foods from Lesson A.
- Point out the food vocabulary you heard used correctly.

C

- Have Ss work with different partners so that everyone has a new partner.
- **Tip** Ss will sound more fluent if they connect their ideas as they speak. Encourage Ss to use *and* when adding similar information, and *but* when adding different information.
- Have the new pairs exchange information about their first partner. Encourage them to share information and to respond with natural expressions (*Really? Wow!*). Go around the room and take notes on errors you hear in placement of time expressions as well as in the use of the expressions.
- Write the errors you heard Ss make in Part C on the board. Encourage Ss to correct them. Make sure Ss use the correct placement of time expressions.
- Finally, tell Ss to check the "can do" statement if they can talk about their eating habits. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 53–55
Online Self-study	Lesson C

4 Speaking Eating habits

Learning objective: Describe eating habits.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the circle.)

A

- Have Ss add three food words to the chart.
- Have Ss work individually to answer the questions in the *Me* column.

LESSON D overview

Reading: “My Favorite Food” (an article)

Listening: A meal in Sweden

Writing: A typical meal

Speaking: Interview about favorite food

1 Reading My Favorite Food

Learning objective: Read and discuss an article about food; develop skills in reading for gist and specific information..

A 🎧 (Level 1, Track 108)

- Direct Ss’ attention to the pictures. Elicit names of food they know.

Possible answers

tortilla chips, cheese, beef, tomatoes, onions, dumplings, ice cream, pancakes

B

- Set the scene. Ask: *Do you ever read food magazines? How often?* Elicit some ideas from the class.
- Pre-teach any unfamiliar vocabulary.

Vocabulary

nachos: corn chips and cheese

tortilla chips: chips made from corn tortillas

flavors: the tastes that different foods have

jam: food made with sugar and fruit, often spread on bread

- Go over the instructions. Have Ss read the article and choose a title.
- Elicit the answer.

C

- Direct Ss’ attention to the chart. Go over the instructions.
- **Option** Read about Heather’s favorite food as a class and answer her section.

- **Tip** Suggest that Ss identify key words or phrases that will help them complete the reading task (e.g., food words, adverbs of frequency). Have Ss scan for the key words to find the answers.
- Have Ss read the article again and complete the chart. While they are reading, draw the chart on the board.
- Go over answers with the class and complete the chart on the board. Alternatively, invite four Ss to come to the board and write the answers. Have the rest of the class check their answers.
- **Option** If your Ss enjoy reading aloud, have them practice reading one or two letters as a class.

Extra activity: Jigsaw reading

Have Ss do a “jigsaw reading” in groups of four. Each person reads just one paragraph from the article. Then they take turns exchanging information with the others in their group, e.g., S1: *Heather’s favorite food is nachos. She makes them once a week.*

Presentation Plus: Search and highlight page xxxi

After doing Part C, follow the directions for *Search and highlight* to review count and noncount nouns.

D

- Go over the instructions and the example. Model the activity with a S. Tell him or her what food you would like right now and why. Then have the S do the same.
- Have Ss work in pairs to discuss what food they want and why. Ask early finishers to discuss what food they *don’t* want and why.
- Call on Ss to tell the class about their partners.

2 Listening A meal in Sweden

Learning objective: Develop skills in listening for gist and for specific information.

A (Level 1, Track 109)

- Set the scene. Ask: *Where are the two people? (In a cafeteria.)* Explain that the girl in the picture, Olga, is going to describe a Swedish meal she likes.
- Go over the instructions.
- Play the audio. Have Ss listen and choose the meal she talks about.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (Level 1, Track 109)

- Have Ss read the list of foods.
- Go over the instructions and point out the example.
- Play the audio again. Have Ss listen and circle all the words they hear.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

3 Writing A typical meal

Learning objective: Write a paragraph about a typical meal.

A

- Go over the instructions.
- Model the activity. Talk about a typical meal in your country. Elicit the names of some typical meals from Ss. Write the ideas on the board.
- Have Ss choose one meal and give short answers (e.g., *What do people drink? Fruit juice.*).

Presentation Plus: Analyzing the model page xxvii

After doing Part A, follow the steps for *Analyzing the model* to prepare Ss for the writing activity.

B

- Have Ss read the example paragraph *A Japanese Breakfast*. Point out that all the questions in Part A are answered in the writing model.
- Ask questions about the meal: *Where do people eat this meal? (Japan.) Which meal is it? (Breakfast.) Does the writer eat it? (No.)*

- Explain that Ss are going to write about a meal from their country, using their notes from Part A.
- Have Ss work individually to write about a typical meal.

C

- Go over the instructions.
- Have Ss put their writing on the wall around the classroom. Make sure names are on the writing.
- Have Ss walk around and read their classmates' writing. Have them take notes about the meals.
- Ask: *Who wrote about similar dishes? Did anyone write about the same one as you?*

4 Speaking What's your favorite meal?

Learning objective: Ask and answer questions about a favorite meal.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the circle.)

A

- Go over the instructions.
- Have Ss add two questions to the chart. Possible ideas: *When do you eat it? Why do you like it? Do you eat it at home?*
- Model the activity. Ask a S the first question: *What's your favorite meal?* When the S replies, pretend to take notes. Then ask the same S the second question and take notes.
- Have Ss work in pairs to interview each other about their dish and take notes. Go around the room and give help as needed.

B

- Have Ss work in groups.
- Have Ss take turns telling the group about their partner's favorite food. Encourage follow-up questions (e.g., *When does he [she] eat it?*) and comments (e.g., *I like _____, too! That's my favorite! Yuck!*).
- Call on a S in each group to report to the class.
- Finally, tell Ss to check the "can do" statement if they can talk about their favorite food. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 56
Online Self-study	Lesson D

Wrap-up


1 Quick pair review

Lesson A **Brainstorm!**

Make a list of count and noncount food words. How many do you know? You have two minutes.

Lesson B **Do you remember?**

Look at the pictures. Complete the sentences with the correct words. You have one minute.

 I don't like fish at all.

 I like French food.

 I don't like beef.

 I really like breakfast.

 I hate milk!

 I love carrots!

Lesson C **Find out!**

What is one thing both you and your partner eat every week? Eat once in a while?

Never eat? You have two minutes.

A: I eat rice every week. Do you?

B: Yes, I do.

Lesson D **Guess!**

Describe your favorite food, but don't say its name! Can your partner guess what it is?

Take turns. You have two minutes.

A: I love this food. It's Italian, and I eat it once in a while. I eat it at home.

B: Is it pasta?

A: Yes.

2 In the real world

Go online and find information in English about your favorite movie star's or musician's eating habits. Then write about them.

- What is his or her favorite food?
- How often does he or she usually eat it?



Bruno Mars's Favorite Food

The American musician Bruno Mars loves chicken adobo. It's chicken with rice, and it's the national dish of the Philippines.

1 Quick pair review

Learning objective: Review count and noncount food words, eating habits, and favorite foods.

Lesson A Brainstorm!

- Go over the instructions. Model the activity. Elicit the name of one count and one noncount food word.
- Have Ss work in pairs to make a list of count and noncount food words. Set a time limit of one minute.
- Elicit the ideas.

Presentation Plus: Guided brainstorming page xxviii

After doing brainstorming, follow the steps for *Guided brainstorming* to review count and noncount nouns.

Lesson B Do you remember?

- Go over the instructions and the example.
- Have Ss work in pairs to complete the sentences. Set a time limit of one minute.
- Go over the answers with the class.

Lesson C Find out!

- Go over the instructions. Model the activity. Read A's line and ask a S to answer the question. Ask two more questions (e.g., *I eat beans once in a while. Do you? I never eat fish. Do you?*).
- Have Ss talk in pairs about their eating habits. Remind Ss to use time expressions in their questions and answers. Set a time limit of two minutes.
- Go around the room and give help as needed. Make sure Ss are using time expressions.

Lesson D Guess!

- Go over the instructions and the example. Model the activity. Describe your favorite food. Elicit guesses.
- Have Ss work in pairs to take turns describing a food and guessing what it is.
- **Option** Have volunteers describe the food to the class. Elicit guesses.

2 In the real world

Learning objective: Research a famous person's eating habits and write about it.

- Go over the instructions and the example.
- Model the activity. Tell about your favorite movie star's or musician's eating habits, or say: *One of my favorite movie stars is Penelope Cruz. She likes to eat pasta and pizza, but she doesn't eat them all the time.*
- Have Ss do research online as an out-of-class assignment. Remind Ss to write down the information.
- When Ss return to class, have them work in pairs or small groups to read what they wrote.
- **Option** Ask volunteers to describe the food habits of the person. Elicit guesses about who it is.

8 In the neighborhood

At a glance: Unit overview	Speaking outcomes
<p>LESSON A Around town</p> <p>Ss learn vocabulary for places in the neighborhood. They use prepositions of location.</p>	<p>Ss can . . .</p> <p>give the locations of neighborhood places.</p>
<p>LESSON B How do I get to . . . ?</p> <p>Ss ask for and give directions.</p>	<p>Ss can . . .</p> <p>ask for and give directions.</p>
<p>LESSON C Fun in the city</p> <p>Ss learn vocabulary for places to visit. They use <i>There is</i> and <i>There are</i>.</p>	<p>Ss can . . .</p> <p>talk about interesting places in their town.</p>
<p>LESSON D A great place to visit</p> <p>Ss read an article about escape rooms. They create a poster about an interesting place.</p>	<p>Ss can . . .</p> <p>give a presentation on a city attraction.</p>

Warm-up

Learning objective: Preview the topic and identify places in the neighborhood and things you can do there.

A

- To introduce the topic of places in the neighborhood, direct Ss' attention to the pictures. Ask: *What places do you see? (Flower shop, restaurant, bank, farmer's market, hospital, movie theater.)*
- Go over the instructions.
- Elicit sentences from the class.
- Option** Do the activity as a class.

Answers

You can buy flowers at a flower shop / store. You can buy some vegetables at a farmer's market. You can find an ATM at a bank. You can eat lunch at a restaurant. You can see a doctor at a hospital. You can see a movie at a movie theater.

Extra activity: Extension

Have Ss work in pairs to prepare three false sentences about the pictures. Have each pair join another pair to take turns saying the sentences and eliciting the correction.

B

- Go over the question.
- Have Ss work in pairs or groups to say what other places they can find in a city.
- Elicit ideas from the class.
- Option** Do the activity as a class.
- Tell Ss that they will learn how to talk about the neighborhood in this unit. Point out the Unit 8 lesson overviews. Go over what Ss will learn in each lesson.

Possible answers

a police station, a school, a supermarket, a pharmacy

LESSON A overview

Vocabulary: Places in the neighborhood

Grammar: Prepositions of location

Pronunciation: Word stress

Speaking: Information exchange with maps

1 Vocabulary Places in the neighborhood

Learning objective: Use vocabulary for places in the neighborhood.

Presentation Plus: Tip

Before class, hide the words above the picture, leaving only the picture showing. In class, books closed. Zoom in on the icon above each place in the picture. Find out how many places the Ss already know. Ask the question *What's this?* to elicit the words.

A (Level 1, Track 110)

- Direct Ss' attention to the words and the picture. Explain that the map shows places in a neighborhood.
- Go over the instructions and the example.
- Have Ss match the words and the pictures.
- **Option** Have Ss check answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.
- Go over the answers with the class.
- **Option** Have Ss work in pairs to take turns asking and answering questions about the numbered items (*What is number 1? It's a coffee shop.*).

B

- Go over the instructions and the example sentence.
- Model the activity. Tell Ss about places in your neighborhood.
- Have Ss work in pairs to talk about places in your school's neighborhood.
- Elicit ideas from the class.

2 Language in context Ads

Learning objective: Read advertisements; see use of prepositions of location in context.

A (Level 1, Track 111)

- Direct Ss' attention to the ads to set the scene. Ask: *What are these? (Ads.) Where do you see them? (In newspapers or magazines, online.)*
- Go over the instructions.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Point out that *Ave.* is short for *Avenue*.
- Go over the answers with the class.

Answers

restaurant, supermarket, coffee shop

- Play the audio again. Have Ss listen and repeat to practice pronunciation.

B

- Go over the question.
- Have Ss answer the question in pairs or groups.
- Elicit the answers from the class.


Answers

You can eat out at a restaurant, buy food at a supermarket, drink coffee at a coffee shop.

- **Option** Do the activity as a class.
- **Option** Check comprehension. Ask questions such as: *What kind of food do they have at Mama's Place? (Italian.) What time does ABC supermarket open? (They're always open.) . . .*

3 Grammar Prepositions of location


Learning objective: Practice prepositions of location.

 (Level 1, Track 112)

- **Tip** To show Ss the purpose of your lesson, explain the connection between the exercises. For example, say: *You just learned the names of different places. Now you will learn how to give their locations.*
- Books closed. Demonstrate each preposition. For example, put your keys in your bag and say: *My keys are in my bag.* Continue acting out or giving examples of each preposition. Say: *My book is on the desk. My pen is next to my book. Room ____ is across from our classroom. Maria is between Jae-sun and Ly. The bookstore is on the corner of ____ and ____.*
- Books open. Direct Ss' attention to the pictures in the grammar box.
- Focus on form. Point out that some prepositions are single words (*in, on, between*) and some are two or more words (*next to, across from, on the corner of*).
- Focus on use. Say: *We use prepositions of location to say where things are.*
- Point out that *between* and *on the corner of* are followed by two things, e.g., *The hotel is between ____ and ____.*
- Refer to the ads in Exercise 2. Have Ss underline the prepositions of location.
- Check comprehension. Ask: *Where is Mama's Place? (On Second Avenue.) Where is ABC Supermarket? (Next to Town Bank.) Where is Joe's Coffee Shop? (On the corner of Main Street and First Avenue.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.
- Go over the instructions for the grammar practice activity and the example.
- Have Ss complete the sentences with the correct prepositions.
- When Ss are finished, have them compare answers with a partner.
- Go over the answers with the class.

4 Pronunciation Word stress

Learning objective: Notice and use correct word stress.

 (Level 1, Track 113)

- Direct Ss' attention to the chart with the circles. Remind Ss that the big circle is for stress.

- Play the audio. Have Ss listen, paying particular attention to word stress.
- Play the audio again. Have Ss listen and repeat.

Presentation Plus: Highlight and say it! page xxviii

After doing Exercise 4, zoom in on Exercise 3 and follow the steps for *Highlight and say it!* to practice pronunciation of places and prepositions.

5 Speaking Where's the drugstore?

Learning objective: Give the locations of neighborhood places.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the circle.)

A

- Go over the instructions and the example conversation.
- Say each place and have Ss repeat.
- Have Ss work individually to add the four places to the map in Exercise 1. Point out that they will probably put the places in different locations.
- Have Ss work in pairs to take turns asking and answering questions about the places on their maps.
- Call on Ss to tell the class about a place on their map.

B

- Go over the instructions.
- Model the activity. Tell the location of one of the places from Exercise 1 or 5 in your town.
- Have Ss work in pairs to take turns saying the location of a place in their town.
- Go around the room and provide help as needed. Take notes on errors in the use of prepositions of location.
- Call on Ss to tell the class about where a place is located.
- Write the errors you heard Ss make on the board. Encourage Ss to correct them. Make sure Ss use prepositions of location correctly.
- Finally, tell Ss to check the "can do" statement if they can give the locations of neighborhood places. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 57–59
Online Self-study	Lesson A

LESSON B overview

Interactions: Asking for directions

Listening: GPS directions

Speaking: Role play about directions

1 Giving directions

Learning objective: Learn vocabulary for giving directions.

A (Level 1, Track 114)

- Direct Ss' attention to the picture. Set the scene. Ask: *What is this? (A map.) What streets do you see? (Elm Street, Main Street, Fifth Street, Sixth Street, Seventh Street, Eighth Street, Ninth Street.)*
- Play the audio. Have Ss listen and read silently.
- Play the audio again. Have Ss listen and repeat to practice pronunciation.
- Point out that in some places in North America, people also use the expression *Make a right / left.*
- **Option** Call on Ss to read sentences in the directions.

B

- Go over the instructions.
- Have Ss work in pairs to take turns covering the directions as they give directions to the two locations.

2 Interactions Directions

Learning objective: Practice giving directions.

A (Level 1, Track 115)

- Direct Ss' attention to the picture to set the scene. Ask: *Who do you see? (A boy and a girl.) Where are they? (On the street.)*
- Play the audio and have Ss listen and read silently. If helpful, play the audio again line by line and have Ss listen and repeat.
- Have Ss practice the conversation in pairs, then change roles and practice again.

Presentation Plus: Disappearing dialogue page xxvii

After doing Part A, books closed, follow the steps for *Disappearing dialogue* to practice the conversation in Part A.

B (Level 1, Track 116)

- Point out the target expression in the conversation (*How do I get to . . . ?*). Explain there are other ways to ask for directions.
- Go over the other expression in the box. Explain that it means the same thing.
- Play the audio and have Ss listen and read silently.
- **Option** Play the audio line by line and have Ss listen and repeat.
- Model the activity with a S. Have the S read Laura's lines. Show how to substitute another way to ask for directions.
- Have Ss practice the substitution conversation in pairs, then change roles and practice again.
- **Option** Have a pair of Ss perform the conversation in front of the class.

Presentation Plus: Tip

Before class, open the Vocabulary section on page 76 and complete the answers using the Pen tool. In class, zoom in on the picture. Write an X and Start next to number 10 (gas station). Have Ss work in pairs to take turns asking for and giving directions to the other places.

Extra activity: Extension

Have Ss read the conversation in Exercise 2A and listen for differences between what you say and what they read. Have Ss circle the differences as they listen.

Say: Excuse me. How do I get to the library? Go up Seventh Street and take a right on Elm Street. Walk one block to Sixth Street. It's on the left, across from the bus station. (Answers: library instead of park, up instead of down, right instead of left, left instead of right). Repeat the directions if necessary.

3 Listening Follow the route

Learning objective: Develop skills in listening for directions.

Cultural note

Pioneer Square is Seattle's oldest neighborhood, with old brick buildings and cobblestone streets. It has many art galleries, bookstores, antique shops, and restaurants. Many of the buildings date back to the 1890s.

The Smith Tower, located in Pioneer Square, is the oldest skyscraper in Seattle. It was completed in 1914.

CenturyLink Field is where the professional sports teams in Seattle play.

A 🎧 (Level 1, Track 117)

- Go over the instructions. Explain: *GPS (global positioning system) uses satellites and computers to give directions. Many cars and phones have GPS. It tells you where to go.*
- Direct Ss' attention to the map. Point out the landmarks 1 to 5 on the map.
- Play the audio. Have Ss listen and trace the route. Have Ss mark an **X** where the library is located.
- Have Ss compare maps with a partner.
- Go over the answer with the class.

B 🎧 (Level 1, Track 118)

- Go over the instructions.
- Play the audio. Have Ss listen and follow the route and mark a **✓** at the market.
- Have Ss compare maps with a partner.
- Go over the answer with the class.

C

- Go over the instructions.
- Have Ss work in pairs to take turns giving and following directions from Pioneer Square to other places on the map.
- Go around the room and give help as needed.

4 Speaking How do I get to ... ?

Learning objective: Role-play a situation about asking for and giving directions.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the circle.)

A

- Go over the instructions.
- Have Ss work in pairs to draw maps of the neighborhood around your school, labeling different places and street names.

B

- Put Ss in pairs, and assign one S to be partner A and one S to be partner B.
- Go over the instructions and descriptions of the roles for A and B.
- Go over the example conversation.
- Have Ss work in pairs to role-play the situation.
- Go around the room and give help as needed. Take notes on errors in the use of ways to give directions and prepositions of location.
- Call on Ss and ask for directions to a place in the neighborhood.
- Write the errors you heard Ss make on the board. Encourage Ss to correct them. Make sure Ss use the expressions for giving directions and prepositions of location correctly.
- Finally, tell Ss to check the "can do" statement if they can ask for and give directions. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 60
Online Self-study	Lesson B

LESSON C overview


Vocabulary: Places to visit

Grammar: *There is, there are*

Speaking: Interview about places in town

1 Vocabulary Places to visit

Learning objective: Learn vocabulary for places to visit.

A  (Level 1, Track 119)

- Direct Ss' attention to the words and pictures. Explain that the pictures show places to visit.
- Play the audio. Have Ss listen and read silently.
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.

Extra activity: Guessing game

Divide Ss into two groups. Put two chairs with their backs to the board. Have a S from each group sit on a chair. Have the members of the group stand around the S. Write one of the target vocabulary words on the board. The members of the group give definitions of the word or explain the word to the S sitting down (e.g., *A place where you go to look at paintings. [Museum.]*). The S in the chair who shouts out the word first gets a point. Repeat with other words and have different Ss sit with their back to the board.

B


- Go over the instructions and the example.
- Model the activity. Tell about a place and how often you go there.
- Have Ss work in pairs to talk about how often they go to each place.
- Call on Ss to tell the class about their partner.

Presentation Plus: Swipe and guess page xxxi

After doing Part B, follow the steps for *Swipe and guess* to practice vocabulary for places to visit.

2 Conversation Tourist information

Learning objective: Practice a conversation about places to visit; see *There is* in context.

 (Level 1, Track 120)


- Direct Ss' attention to the picture to set the scene. Ask: *Who do you see? (Woman and hotel employee.) Where are they? (At a hotel.)*
- Play the audio. Have Ss listen and read silently. If helpful, play the audio line by line and have Ss repeat.
- Have Ss practice the conversation in pairs. Then call on two pairs to act it out for the class.

Presentation Plus: Restoring text page xxx

After doing the conversation, books closed. Follow the steps for *Restoring text* to review language.

3 Grammar *There is, there are*

Learning objective: Practice *there is, there are*.

 (Level 1, Track 121)

- Direct Ss' attention to the grammar box.
- Explain the rules for *there is* and *there are*:
 - 1 Focus on form in statements. Write on the board: *there is* + singular noun and *there are* + plural noun. Point out the contraction *there's*.
 - 2 Focus on form in *yes / no* questions. Write on the board: *is there* + singular noun and *are there* + plural noun
 - 3 Focus on short answers to *yes / no* questions. Write on the board: *yes / no* + *there is / isn't* or *there are / aren't*
 - 4 Focus on use. Say: There is *and* there are *are often used to say where things are*.
 - 5 Point out that we use *a / an* with *is there*, and any with *are there*.
- Refer Ss to the conversation in Exercise 2. Have Ss underline all the forms of *there is* and *there are*.
- Check comprehension. Ask: *Is there a museum near there? (Yes, there is.) Is there an aquarium? (Yes, there is.) Is there an amusement park? (No, there isn't.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

- Direct Ss' attention to the map. Go over the instructions and the example.
- Have Ss work individually to write *yes / no* questions with *is there / are there . . . ?*
- Have Ss compare questions with a partner.
- Go over the questions with the class.

B

- Go over the instructions and the example conversation.
- Have Ss work in pairs to take turns asking and answering the questions in Part A.
- Call on Ss and ask the questions. Elicit the answers.

4 Speaking *Is there . . . ? Are there . . . ?*

Learning objective: Interview a partner about interesting places in town.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the circle.)

A

- Go over the instructions.
- Have Ss add two items to the chart.
- Brainstorm questions to ask for extra information (e.g., *How often do you go there? Where is it? What can you do there?*).
- Model the activity with a S. Ask: *Are there any movie theaters in your neighborhood?* Elicit the answer. If yes, ask: *Where is it? How often do you go there?* Pretend to write the answer.
- Have Ss work in pairs to take turns asking and answering questions to complete the chart.
- Go around the room and give help as needed. Take notes on errors in the use of *there is* and *there are* in questions and answers.

B

- Call on Ss to elicit interesting places in their partner's neighborhood.
- Write any errors you heard Ss make on the board. Encourage Ss to correct them. Make sure they use *there is* and *there are* correctly.
- Finally, tell Ss to check the "can do" statement if they can talk about interesting places in their town. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 61–63
Online Self-study	Lesson C

LESSON D overview

Reading: “Escape Rooms” (an article)


Listening: City information

Writing: Group poster

Speaking: Presentation about a city attraction

1 Reading Escape Rooms

Learning objective: Read and discuss an article about escape rooms; develop skills in locating information in an article and scanning.

 (Level 1, Track 122)

Presentation Plus: Tip

Before class, hide the body of the article so that only the title shows. In class, books closed. Before Part A, ask Ss questions to preview the reading. *What do you think an escape room is? Is there an escape room in your city?*

A

- Direct Ss’ attention to the article.
- Go over the instructions and the questions.
- Elicit answers from the class

B

- Pre-teach any unfamiliar vocabulary.

Vocabulary

castle: a large building used in the past for protection, usually for kings and queens

puzzle: a game, problem, or toy that tests your knowledge

- Go over the instructions and the question. Have Ss read the article.
- Elicit the answer.

Answer

In Japan.

C

- Go over the instructions.
- Have Ss read the article again and answer the questions.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

Extra activity: Extension

To review *yes / no* questions with *is there / are there*, put students in pairs to make five questions about the article. Have each pair join another pair to take turns asking and answering their questions.

D

- Go over the questions.
- Have Ss discuss their ideas in pairs.
- Call on Ss to share their ideas with the class.

2 Listening City information

Learning objective: Develop skills in listening for places.

A (Level 1, Track 123)

- Set the scene. Three tourists are asking about places at a tourist information booth.
- Go over the instructions.
- Play the audio. Have Ss listen and write the places.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (Level 1, Track 123)

- Go over the instructions.
- Play the audio. Have Ss listen and circle the places that are in the city.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

Presentation Plus: Tip

Before class, complete the chart and circle some correct and some incorrect places that are in the city. In class, after doing Part B, zoom in on Exercise 2. Play the audio again, pausing after each place is described. If Ss think an item is circled correctly, they raise their hands. Discuss as appropriate. Repeat the steps for all places.

3 Writing and speaking

Group poster presentation

Learning objective: Create a poster about a city attraction; give a presentation on the city attraction.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the circle.)

A

- Go over the instructions.
- Model the activity. Choose an interesting place in your city that Ss are likely to know. Write a fact about the place on the board. Elicit other facts from Ss, and write them in the list.

- Have Ss work in small groups to choose an interesting place and make a list of things they know about it.
- Go around the room and give help as needed. Encourage groups to choose different places.

B

- Go over the instructions and the example poster.
- Check comprehension. Ask: *When is the science center open? (Every day from 9:00 to 6:00.) What can you do there? (Take a free audio tour, try science experiments, learn about plant life, eat, buy books.) Is there a place to eat? (Yes, there's a café.)*
- Have Ss work in groups to create and design a poster about the place they chose in Part A.
- Go around the room and give help as needed.

C

- Go over the instructions and the example.
- **Option** Brainstorm a list of questions to ask to get more information (e.g., *When is it open? Where is it? Are there interesting things there? What are they?*).
- **Tip** To help Ss become more confident in speaking to large groups, have them practice in pairs or small groups first.
- Have groups present their posters. Set a five-minute time limit. Have the rest of the class ask questions for more information. Take notes on correctly formed questions and answers you hear using *there is, there are*.
- Finally, tell Ss to check the "can do" statement if they can give a presentation on a city attraction. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 64
Online Self-study	Lesson D

Wrap-up

1 Quick pair review

Lesson A **Brainstorm!**

Make a list of places in a neighborhood. How many do you know? You have one minute.

Lesson B **Do you remember?**

Circle the correct answers. You have two minutes.

- A Excuse me. **Where** (**How**) do I get to the library from here?
B Walk up Third Avenue and **turn** / **take** left on Elm Street.
A Is the library on Elm Street?
B No, it's not. **Go** / **Turn** two blocks on Elm Street. Then **take** / **walk** a right on Main Street. The library is **on** / **in** the right.
A Thanks!

Lesson C **Find out!**

What are two kinds of places both you and your partner like to visit in your city?

What are two kinds of places you don't like to visit? You have two minutes.

- A: I like museums. Do you?
B: Not really. How about water parks? I love those!
A: I do, too!

Lesson D **Guess!**

Describe a place to visit in your area, but don't say its name! Can your partner guess the name? Take turns. You have two minutes.

- A: I go there with my friends on weekends.
B: Is it Mall Marina?
A: No. There are rides and games there.
B: Is it the amusement park, Fantasy Land?
A: Yes!

2 In the real world

What zoos do you know? Go online and find information in English about a zoo. Then write about it.

- What is the name of the zoo? Where is it?
- What animals and exhibits are there?
- Can you watch videos or take a tour on the website?

The San Diego Zoo

The San Diego Zoo is a famous zoo in California. You can see pandas there. You can also ...



1 Quick pair review

Learning objective: Review places in a neighborhood, and ask for and give directions.

Lesson A Brainstorm!

- Go over the instructions.
- Have Ss work in pairs to brainstorm a list of places in a neighborhood. Set a time limit of one minute.
- Elicit the places.

Presentation Plus: List that page xxix

After brainstorming, follow the steps for *List that* to review language for places in a neighborhood.

Lesson B Do you remember?

- Go over the instructions and the example.
- Have Ss circle the correct answers. Set a time limit of two minutes.
- Go over the answers with the class.

Lesson C Find out!

- Go over the instructions and the example conversation.
- Model the activity. Call on a S and say a place you like to visit. Elicit whether the S likes it, too. Continue until you find two places you both like to visit. Then find two places you both don't like to visit.
- Have Ss work in pairs to find out places they both like and don't like to visit. Set a time limit of two minutes.
- Call on Ss to share what they found out with the class.

Lesson D Guess!

- Go over the instructions and the example.
- Model the activity. Describe a place to visit in your area. Elicit guesses.
- Have Ss work in pairs to take turns describing a place and guessing the name. Set a time limit of two minutes.
- **Option** Call on Ss to describe a place to the class. Elicit guesses.

2 In the real world

Learning objective: Research a zoo and write about it.

- Go over the instructions, the questions, and the example.
- Brainstorm a list of zoos and locations in English-speaking countries (*San Diego, Washington, D.C., Calgary, Toronto*). Alternatively, suggest Ss use the Internet to search phrases such as "U.S. zoos" or "Canadian zoos."
- Have Ss do research as an out-of-class assignment and write sentences about what they find out. Remind them to answer the questions.
- Have Ss work in pairs or small groups to read what they wrote.
- Call on Ss to read their sentences to the class. Ask: *What do you like about this zoo? What animals are there? Are there any special exhibits?*

9 What are you doing?

At a glance: Unit overview	Speaking outcomes
<p>LESSON A I'm looking for you.</p> <p>Ss learn vocabulary for actions and prepositions. They use present continuous statements.</p>	<p>Ss can . . .</p> <p>describe what people are doing right now.</p>
<p>LESSON B I can't talk right now.</p> <p>Ss ask if someone can talk now and explain that they can't talk now.</p>	<p>Ss can . . .</p> <p>ask if someone can talk now; explain why they can't talk on the telephone.</p>
<p>LESSON C These days</p> <p>Ss learn vocabulary for activities. They ask and answer present continuous questions.</p>	<p>Ss can . . .</p> <p>describe what people are doing these days.</p>
<p>LESSON D What's new?</p> <p>Ss read status updates on the Internet. They write status updates and respond to those of others.</p>	<p>Ss can . . .</p> <p>discuss what people are doing.</p>

Warm-up

Learning objective: Preview the topic and identify activities.

Presentation Plus: Make connections page xxix

Before doing Part A, follow the steps for *Make connections* to activate Ss' prior knowledge, preview content of unit, and review language.

A

- To introduce the topic of what people are doing, direct Ss' attention to the pictures. Ask: *Where are the people? (At a restaurant or game. / Outside. / At a library. / At home.) What actions do you see? (Watch sports, listen to music, study, play video games, read, eat.)*
- Go over the instructions.
- Have Ss work in pairs or groups to make six sentences about the pictures.
- Elicit sentences from the class.
- Option** Do the activity as a class.

Possible answers

A group of friends watches a sports game. A man listens to music. A woman studies. Two men play video games. A woman reads the newspaper. A woman eats a sandwich.

Extra activity: Extension

Have Ss work in pairs to prepare three false sentences about the picture. Have each pair join another pair to take turns reading the sentences and eliciting the correction.

B

- Go over the question.
- Have Ss work in pairs or groups to answer the question.
- Elicit answers from the class.
- Option** Do the activity as a class.
- Tell Ss that they will learn how to talk about what people are doing in this unit. Point out the Unit 9 lesson overviews. Go over what Ss will learn in each lesson.

LESSON A overview

Vocabulary: Actions and prepositions

Grammar: Present continuous statements

Speaking: Guessing game about people's actions

1 Vocabulary Actions and prepositions

Learning objective: Use vocabulary for actions and prepositions.

A (Level 1, Track 125)

- Direct Ss' attention to the words and the pictures. Explain that the pictures show different actions.
- Play the audio. Have Ss listen and read silently.
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.

Extra activity: Extension

To help Ss review verbs from previous lessons and from Part A, mime an action and elicit the verb. Call a S to the front of the class. Whisper a verb and have the S act it out. Elicit the verb from the class. (Possible actions: *Stand, sit, raise your hand, hold your pencil, wave, eat cereal, drink coffee, call someone on the phone.*)

B (Level 1, Track 126)

- Direct Ss' attention to the words and the pictures. Explain that the pictures show different prepositions of place.
- Play the audio. Have Ss listen and read silently.
- Play the audio again. Have Ss listen and repeat the prepositions to practice pronunciation.

C

- Go over the instructions and the example sentence.
- Model the activity. Say to a S: *Stand next to your chair.*
- Have Ss work in pairs to take turns telling their partners to sit or stand in different places.
- Call on Ss to tell classmates to sit or stand in different places.

Presentation Plus: Show the word! page xxxi

After doing Part C, follow the steps for *Show the word!* to review actions and prepositions.

2 Language in context

Meeting a friend

Learning objective: Listen to people describe what they are doing; see present continuous statements in context.

A (Level 1, Track 127)

- Direct Ss' attention to the picture to set the scene. Ask: *Where are they? (At a soccer game.) Who do you see? (Two young men.) What color are their shirts? (Red.)*
- Go over the instructions.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Go over the answers with the class.

Answers

Amy is standing under the scoreboard.

Claudio is sitting in front of the big clock.


- Play the audio again. Have Ss listen and repeat to practice pronunciation.
- **Option** Have Ss read the conversation in pairs, then change roles and practice again.

B

- Go over the questions.
- Model the activity. Tell the class where you meet friends at a big event (e.g., *I always meet my friends at the front entrance.*)
- Have Ss answer the questions in pairs or groups.
- Elicit the answers from the class.
- **Option** Do the activity as a class.

3 Grammar Present continuous statements

Learning objective: Practice present continuous statements.

 (Level 1, Track 128)

Present continuous statements

- Direct Ss' attention to the grammar box.
- Explain the rules for the present continuous:
 - 1 Focus on form in affirmative statements. Write on the board: subject + *be* + verb + *-ing*
 - 2 Focus on form in negative statements. Write on the board: subject + *be* + *not* + verb + *-ing*
 - 3 Focus on use. Say: *We use the present continuous to talk about what is happening right now.*

Spelling

- Direct Ss' attention to the right column. Explain the spelling rules:
 - 1 For most verbs, add *-ing*. Elicit examples from the chart (*starting, holding, standing, playing, ending*).
 - 2 For one-syllable verbs with the pattern *consonant, vowel, consonant*, double the last consonant, then add *-ing*. Elicit examples from the chart (*sitting, running*).
 - 3 For verbs that end in *-e*, drop the *-e* and add *-ing*. Elicit an example from the chart (*waving*).
- Refer to the conversations in Exercise 2. Have Ss underline the verbs in present continuous.
- Check comprehension. Ask: *Who is standing?* (Amy.) *Who is sitting?* (Claudio.) *Who is wearing a red shirt?* (Everyone.)
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

Presentation Plus: Right or wrong? page xxx

Instead of doing Part A, follow the steps for *Right or wrong?* to practice present continuous statements.

A


- Go over the instructions and the example.
- Have Ss complete the text messages with the present continuous form of the verbs.
- When Ss are finished, have them compare answers with a partner.
- Go over the answers with the class.

B

- Go over the instructions and the example.
- Have Ss work in pairs to make ten sentences about people in the class.
- Call on Ss to tell a sentence to the class.

4 Listening Someone is . . .

Learning objective: Develop skills in listening for specific activities based on sound effects.

 (Level 1, Track 129)

- Go over the directions.
- Play the audio. Stop after the first item and elicit the action (*watching a game*). Point out that *watching a game* is circled.
- Continue to play the audio. Have Ss listen and circle the correct action.
- Have Ss compare answers with a partner.
- Elicit the answers from the class.

Extra activity: Extension

Call on a S. Say a verb (e.g., *run*) and a subject pronoun (e.g., *we*). Elicit the present continuous (*we are running*). Have that S call on a classmate and say a verb and subject pronoun. Continue until everyone has had a chance to participate.

5 Speaking Guess the action.

Learning objective: Describe what people are doing right now.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the circle.)
- Go over the instructions and the actions in the box.
- Go over the example conversation.
- Have Ss work in small groups to take turns performing an action as the rest of the group guesses.
- Call on Ss to perform an action for the class. Elicit guesses. Make sure Ss include a form of the verb *be* when they use the present continuous.
- Finally, tell Ss to check the "can do" statement if they can describe what people are doing right now. NOTE: if Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook pages 65–67
Online Self-study Lesson A

LESSON B overview

Interactions: Asking if someone can talk now; explaining that you can't talk now

Listening: Sound effects; telephone calls

Speaking: Role play of a phone call

1 Interactions Can you talk?

Learning objective: Practice asking if someone can talk now; practice explaining that you can't talk now.

A

- Direct Ss' attention to the pictures to set the scene.
Ask: *Where are they? (At home, outside, on the phone.)*
What's the woman doing? (Talking on the phone, cooking dinner.)

B (Level 1, Track 130)

- Play the audio. Have Ss listen and read silently. If helpful, play the audio again line by line and have Ss listen and repeat.
- Have Ss practice the conversation in pairs, then change roles and practice again.

C (Level 1, Track 131)

- Point out the target expressions in the conversation (*Is this a good time to talk? I can't talk right now.*). Explain that there are other ways to ask if someone can talk or to explain that you can't talk now.
- Go over the expressions in the boxes. Explain that saying *I'm sorry* before using one of the expressions to explain that you can't talk makes it more polite.
- Play the audio and have Ss listen and read silently.
- **Option** Play the audio and have Ss listen and repeat.
- Model the activity with a S. Have the S read Amanda's lines. Show how to substitute another way to ask if it is a good time to talk. Have the S substitute another way to explain that he or she can't talk now.

- Have Ss practice the substitute conversation in pairs, then change roles and practice again.
- Go around the room and give help as needed.
- **Option** Have a pair of Ss perform the conversation in front of the class.

Presentation Plus: Restoring text page xxx

After doing Part C, follow the steps for *Restoring text* to review language for talking on the phone.

D

- Go over the instructions.
- Direct Ss' attention to the pictures. Elicit the activities.
- Have Ss underline *I'm cooking dinner.* in Part B. Explain that they will substitute the activities in the pictures for this sentence.
- Have Ss practice the substitution conversation in pairs, then change roles and practice again. Remind them to use each of the four activities.

Extra activity: Extension

Model the activity. Mime an action (e.g., cooking). Call on a S to say why he or she can't talk using that activity (e.g., *I can't talk right now. I'm cooking.*). Put Ss in pairs or small groups to take turns miming an activity as a classmate explains that he or she can't talk. Call on Ss to mime an activity in front of the class. Elicit the explanation.

2 Listening Do you have a minute?

Learning objective: Develop skills in listening for specific information.

A (Level 1, Track 132)

- Go over the instructions.
- Play the audio. Stop after the first conversation. Ask: *What is the question? (Do you have a minute?)* Point out that *I* is on the line next to that question.
- Continue to play the audio. Have Ss listen and number the questions from 2 to 4.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (Level 1, Track 132)

- Go over the instructions.
- Play the audio again. Stop after the first conversation. Ask: *Why can't Eric talk now? (He's having dinner.)* Point out that *is having dinner* is on the line in number 1.
- Continue to play the audio and have Ss listen and write the reasons.
- Have Ss compare answers with a partner.
- Go over the answer with the class.

3 Speaking Role play

Learning objective: Role-play phone conversations.

- Direct Ss' attention to the "can do" statements at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the circles.)

A

- Direct Ss' attention to the picture. Ask: *The mother can't talk now. Why? (She's holding her baby, she's making food for her baby, she's working on the computer.)*
- Go over the instructions.
- Have Ss work individually to complete the sentences with reasons they can't talk on the phone.

Presentation Plus: Tip

Open a Blank Page. Elicit answers from Part A and write them on the page on the board. Have Ss refer to these answers when role-playing in Part B.

B

- Put Ss in pairs, and assign one S to be Student A and one S to be Student B.
- Go over the instructions and the descriptions of roles A and B.
- Have Ss work in pairs to role-play the situation.
- Go around the room and give help as needed. Take notes on errors in the use of the expressions to ask if someone can talk and to explain they can't talk.
- Call on Ss and ask if they can talk. Elicit a reason why they can't.
- Write the errors you heard Ss make on the board. Encourage Ss to correct them. Make sure Ss use the expressions correctly.
- Finally, tell Ss to check the "can do" statements if they can ask if someone can talk now and explain why they can't talk on the telephone. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 68
Online Self-study	Lesson B

LESSON C overview

Vocabulary: Activities

Grammar: Present continuous questions

Pronunciation: Intonation in questions

Speaking: “Find someone who” activity about things people are doing these days

1 Vocabulary Activities

Learning objective: Use vocabulary for more activities.

A 🎧 (Level 1, Track 133)

- Direct Ss’ attention to the phrases and the pictures. Explain that the pictures show activities.
- Play the audio. Have Ss listen and read silently.
- Play the audio again. Have Ss listen and repeat the phrases to practice pronunciation.
- **Option** Have Ss work in pairs to take turns saying the first word of the phrase as their partner completes it.

B

- Go over the instructions.
- Model the activity. Tell the class which activity you think is a lot of fun (e.g., *Take a dance class is a lot of fun. Study for an exam is not fun at all.*).
- Have Ss talk about the activities and compare ideas with a partner.
- Call on Ss to tell the class about their partner’s preference.

Presentation Plus: Swipe and guess page xxxi

After doing Part B, follow the steps for *Swipe and guess* to review the vocabulary for activities.

Extra activity: Extension

Review the expressions for likes and dislikes from Unit 7. Model the activity. Say an activity you like to do and one you don’t like to do (e.g., *I like to take dance classes. I don’t like to study for exams at all.*). Have Ss take turns saying what they like to do and don’t like to do in pairs.

2 Conversation Old friends


Learning objective: Practice a conversation between friends; see questions with the present continuous in context.

🎧 (Level 1, Track 134)

- Books open. Direct Ss’ attention to the picture to set the scene. Ask: *Who do you see? (Two women.) What are they doing in the picture? (They are smiling. They are greeting each other.)*
- Play the audio. Have Ss listen and read silently. If helpful, play the audio line by line and have Ss repeat.
- Point out that the expression *these days* doesn’t mean *at this moment*. It means in this present time period.
- Check comprehension. Ask: *Is Wendy learning to drive? (Yes, she is.) Is Jill taking a dance class? (No, she’s not.) What is Jill doing? (She’s studying Italian.)*
- Have Ss practice the conversation in pairs. Then call on two pairs to act it out for the class.

3 Grammar Present continuous questions

Learning objective: Practice asking and answering present continuous questions.

 (Level 1, Track 135)

Wh- questions and answers

- Direct Ss' attention to the left side of the grammar box.
- Explain the rules for Wh- questions in the present continuous:
 - 1 Focus on form in Wh- questions. Write on the board: Wh- word + be + subject + verb + -ing
 - 2 Say: *We don't usually use contractions in questions, but we do in answers.*
 - 3 Focus on form in statements. Write on the board: subject + be + verb + -ing

Yes / no questions and answers

- Direct Ss' attention to the right side of the grammar box.
- Explain the rules for yes / no questions and short answers:
 - 1 Focus on form in questions. Write on the board: be + subject + verb + -ing
 - 2 Focus on form in short answers. Write on the board: yes + subject + be, no + subject + be + not
- Focus on use. Say: *We use questions in the present continuous to ask about things happening at this moment or in this time period.*
- Refer to the conversation in Exercise 2. Have Ss underline all questions in the present continuous.
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A


- Direct Ss' attention to the picture. Ask: *What is the girl doing? (She's taking music lessons. / She's learning to play the guitar.)*
- Go over the instructions and the example.
- Have Ss work individually to complete the questions.
- Have Ss compare questions with a partner.
- Go over the questions with the class.

B

- Go over the instructions.
- Model the activity. Call on a S and ask: *Are you taking music lessons these days?* Elicit the answer.
- Have Ss work in pairs to take turns asking and answering the questions in Part A.
- Call on Ss and ask the questions. Elicit the answers.

4 Pronunciation Intonation in questions

Learning objective: Practice intonation in questions.

 (Level 1, Track 136)

- Go over the instructions.
- Direct Ss' attention to the sentences with the arrows. Explain: *Use rising intonation in yes / no questions. Your voice goes up at the very end. Use falling intonation in Wh- questions. Your voice goes down at the very end.*
- Play the audio. Have Ss listen, paying particular attention to intonation in questions.
- Play the audio again. Have Ss listen and repeat.

5 Speaking Busy lives

Learning objective: Describe what people are doing these days.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the circle.)
- Go over the instructions.
- Have Ss work individually to add two activities to the chart.
- Brainstorm questions to ask for extra information (e.g., *What is it? Why are you ____? Who do you ____ with?*)
- Model the activity with a S. Ask: *Are you studying another language these days?* Elicit the answer. If yes, ask: *What is it?* Pretend to write the answer. If no, keep asking until a S says yes.
- Have Ss stand and walk around the room to take turns asking and answering questions to complete the chart.
- Go around the room and give help as needed. Take notes on errors in the use of the present continuous in questions and answers.
- Call on Ss to tell the class about someone in their chart.
- Write any errors you heard Ss make on the board. Encourage Ss to correct them. Make sure they use the present continuous correctly.
- Finally, tell Ss to check the "can do" statement if they can describe what people are doing these days. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 69–71
Online Self-study	Lesson C

LESSON D overview

Reading: “Status Updates” (a micro-blog)

Writing: My status update

Speaking: Speculations about someone’s activities

1 Reading Status Updates

Learning objective: Read and discuss status updates; develop skills in reading for main ideas.

A 🎧 (Level 1, Track 137)

- Go over the question.
- Elicit answers from the class.

B

- Go over the instructions and the question. Have Ss read the status updates.
- Elicit the answer.

Answer

Donna Bristol and Arthur Henderson.

C

- **Tip** A change in formatting of a text often signals important information. For example, in status updates, different colors, and sometimes fonts, are used for the person’s name, status, and time. In textbooks, bold and italicized words are often important or new vocabulary. Have Ss use format changes to find information such as new words, names, and key terms.
- Go over the instructions.
- Have Ss read the status updates again and complete the sentences with first names.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

D

- Go over the questions and the example.
- Have Ss discuss their ideas in pairs.
- Call on Ss to share their ideas with the class.

Presentation Plus: Search and highlight page xxxi

After doing Part D, follow the steps for *Search and highlight* to review the present continuous and prepositions from the unit (*behind, in, in front of, on, under*) in the status updates.

Extra activity: Focus on language

In this unit, Ss have learned two ways to use the present continuous – to talk about things people are doing right now, and to talk about things people are doing these days. Have Ss work in pairs to find the examples of the present continuous for *right now* and *these days* in the status updates.

These days: I’m enjoying Singapore; I’m taking a French class.

The rest of the updates are for *right now*.

2 Writing My status update

Learning objective: Write status updates and respond to others.

A

- Go over the instructions and the example.
- Model the activity. Tell Ss what you're doing right now (e.g., *I'm teaching an English class.*) or these days (e.g., *I'm reading a good book.*).
- Have Ss write a status update on a piece of paper or send a message in a group chat on their cell phones.

B

- Go over the instructions and the example.
- Have Ss pass their papers to the right or read the messages in the group chat.
- Have Ss respond to the update.
- If Ss have written on paper, have them continue three more times.
- **Option** Have Ss return the papers to the original writer. Call on Ss to read the papers or group chat to the class.

3 Speaking Makoto's desk

Learning objective: Discuss what someone is doing.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the circle.)
- Go over the instructions and the example conversation.
- Have Ss work in small groups to discuss as many things as they can about what Makoto is doing. Have early finishers write sentences.
- Go around the room and give help as needed. Take notes on errors you hear in the present continuous.
- Call on Ss to share their ideas with the class.

- Write the errors you heard Ss make on the board. Encourage Ss to correct them. Make sure they use the present continuous correctly.
- Finally, tell Ss to check the "can do" statement if they can discuss what people are doing. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Presentation Plus: Tip

After doing Exercise 3, open a Blank Page. Have volunteers go to the board and write possible answers on the page. Go over them as a class, focusing on correcting present continuous errors.

Extra activity: Memory game

Bring in pictures from magazines that show several people doing something. Make sure the pictures show different activities. Ss work in groups of three. Give each group a picture. Ask: *What is happening in the picture?* Have Ss discuss the picture for three minutes. Take the pictures away. Give each group a new picture to discuss for three minutes. Repeat two more times. Elicit descriptions of one picture at a time from each group. The group that can say the most sentences in the present continuous about a picture earns a point. Continue with the other pictures they discussed.

Additional practice

For more practice, use:

Workbook	page 72
Online Self-study	Lesson D

Wrap-up

1 Quick pair review

Lesson A Find out!

What are three things both you and your partner did after class yesterday?

What are three things you didn't do? You have two minutes.

A: I walked home after class yesterday. Did you?

B: Yes, I did. I watched TV at home. Did you?

A: No, I didn't. I listened to music.

Lesson B Do you remember?

Circle the correct answers. You have two minutes.

- 1 A I listened to all of Taylor Swift's songs today. 3 A Charlie's band played at The Red Room downtown on Saturday night!
B Oh? / You're kidding! All of them? B What? / Oh? No way! That's so cool! I didn't know that.
- 2 A Janet uploaded photos from the party.
B Uh-huh. / Really? I know. I looked at them this morning. 4 A I visited my grandmother last weekend.
B You're kidding! / Oh, yeah? How is she doing?

Lesson C Test your partner!

Say eight irregular verbs in the simple present. Can your partner write the simple past forms of the verbs correctly? Check his or her answers. You have two minutes.

- | | | | |
|---------|---------|---------|---------|
| 1 _____ | 3 _____ | 5 _____ | 7 _____ |
| 2 _____ | 4 _____ | 6 _____ | 8 _____ |

Lesson D Guess!

Make two true sentences and one false sentence about your activities last week. Can your partner guess the false sentence? Take turns. You have two minutes.

A: I watched 20 movies last week. I played basketball in the park. I saw a play.

B: You didn't watch 20 movies.

A: You're right. I only watched 12.

2 In the real world

Did anyone else do the same things as you yesterday? Go online and find three English-speaking bloggers who did the same activities as you yesterday. Then write about them.

- What activities did both you and the bloggers do yesterday?
- What are the bloggers' names? Where are they from?

Bloggers and Me

I played basketball yesterday. Three bloggers also played basketball yesterday. Diego is from California. He played basketball with his brother.

1 Quick pair review

Learning objective: Review prepositions, phone expressions, and activities.

Lesson A Do you remember?

- Go over the instructions.
- Have Ss complete the sentences with the correct prepositions. Set a time limit of one minute.
- Go over the answers with the class.

Lesson B Brainstorm!

- Go over the instructions.
- Have Ss work in pairs to brainstorm a list of phone expressions. Set a time limit of two minutes.
- Elicit the expressions.

Presentation Plus: Guided brainstorming page xxviii

After brainstorming, follow the steps for *Guided brainstorming* to review phone expressions.

Lesson C Find out!

- Go over the instructions and the example conversation.
- Model the activity. Call on a S and say something you are doing. Elicit whether the S is doing it, too. Continue until you find two things you are both doing.
- Have Ss work in pairs to find out two things they are both doing. Set a time limit of one minute.
- Call on Ss to share what they found out with the class.

Lesson D Guess!

- Go over the instructions and the example.
- Model the activity. Describe what a person in the class is wearing and doing. Elicit guesses.
- Have Ss work in pairs to take turns describing a person and guessing the name. Set a time limit of two minutes.
- **Option** Call on Ss to describe a person to the class. Elicit guesses.

2 In the real world

Learning objective: Visit a mall or park and write about it.

- Go over the instructions and the example.
- Have Ss visit a mall or park as an out-of-class assignment and write sentences about the people they see and what they are doing. Suggest Ss write at least ten sentences.
- Have Ss work in pairs or small groups to read what they wrote.
- Call on Ss to read their sentences to the class.

10 Past experiences

At a glance: Unit overview	Speaking outcomes
<p>LESSON A Last weekend</p> <p>Ss learn vocabulary for weekend activities. They use the simple past of regular verbs.</p>	<p>Ss can . . .</p> <p>say what they did last weekend.</p>
<p>LESSON B You're kidding!</p> <p>Ss express surprise and show that they're listening.</p>	<p>Ss can . . .</p> <p>show that they are listening and can express surprise.</p>
<p>LESSON C Did you make dinner last night?</p> <p>Ss learn vocabulary for things to do. They use the simple past of irregular verbs and <i>yes / no</i> questions in the simple past.</p>	<p>Ss can . . .</p> <p>talk about routine events in the past.</p>
<p>LESSON D I saw a great movie.</p> <p>Ss read a blog about movies. They write blog posts.</p>	<p>Ss can . . .</p> <p>talk about past activities.</p>

Warm-up

Learning objective: Preview the topic and compare past and present.

Presentation Plus: Tip

Before class, hide the pictures on the left using the Hide tool. In class, books closed. Zoom in on the pictures. Focusing on the pictures on the right, elicit jobs and names, and have Ss guess the ages. Show the pictures on the left using the Eraser tool. Ask: *What's the same? What's different?*

A

- To introduce the topic of past experiences, direct Ss' attention to the pictures. Ask: *How many people do you see? (Two.) What are their names? (Benjamin and Luz.) How old is Benjamin in the first picture? (16.) How old is Luz in the first picture? (14.)*
- Go over the instructions.
- Have Ss work in pairs or groups to make three sentences about each picture.

- Elicit sentences from the class.
- **Option** Do the activity as a class.

Possible answers

Benjamin is 16 years old. Benjamin is playing the guitar. Benjamin is young. / Benjamin is older. Benjamin is wearing a suit. Benjamin is in an office. / Luz is 14 years old. She is going to school. She has long hair. / Luz is a woman. She is singing.

B

- Go over the question.
- Have Ss work in pairs or groups to answer the question.
- Elicit answers from the class.
- **Option** Do the activity as a class.
- Tell Ss that they will learn how to talk about past experiences in this unit. Point out the Unit 10 lesson overviews. Go over what Ss will learn in each lesson.

LESSON A overview

Vocabulary: Weekend activities

Grammar: Simple past regular verbs

Pronunciation: Simple past -ed endings

Speaking: Information exchange about last weekend

1 Vocabulary Weekend activities

Learning objective: Use vocabulary for weekend activities.

A 🎧 (Level 1, Track 138)

- Direct Ss' attention to the phrases and the pictures. Explain that the pictures show weekend activities.
- Play the audio. Have Ss listen and read silently.
- Play the audio again. Have Ss listen and repeat the phrases to practice pronunciation.
- **Option** Have Ss work in pairs to take turns saying the first word of the phrase as their partner completes it.

Extra activity: Collocation diagrams

Draw a circle on the board with lines radiating from it. Inside the circle, write *play*. Elicit words that frequently follow *play* and write them at the end of the lines (e.g., *basketball, soccer, in a band, volleyball, video games*). Have Ss work in pairs to create diagrams for other verbs (e.g., *watch, go, download, do*). Elicit word groups from the class. Possible answers: *Watch TV / movies / soccer game; go shopping / dancing; download music / videos / games; do homework / laundry / dishes*.

B

- Go over the instructions and the example.
- Model the activity. Say the things you do from Part A and when you do them.
- Have Ss work in pairs to take turns talking about the activities they do and when.

Presentation Plus: Label that picture page xxix

After doing Part B, follow the steps for *Label that picture* to review vocabulary for weekend activities.

2 Language in context Carmen's weekend

Learning objective: Listen to someone talk about last weekend; see simple past regular verbs in context.

A 🎧 (Level 1, Track 139)


- Direct Ss' attention to the pictures to set the scene. Ask: *What is she doing? (Watching TV, talking on the phone, watching a movie with someone at a theater.)*
- Go over the instructions.
- Play the audio. Have Ss number the pictures as they listen and read silently.
- Go over the answers with the class.
- Play the audio again. Have Ss listen and repeat to practice pronunciation.

B

- Go over the question.
- Model the activity. Tell the class what you usually do on weekends.
- Have Ss answer the question in pairs or groups.
- Elicit the answers from the class.
- **Option** Do the activity as a class.

3 Grammar Simple past regular verbs

Learning objective: Practice simple past regular verbs.

 (Level 1, Track 140)

Simple past regular verbs

- Books open. Direct Ss' attention to the grammar box.
- Explain the rules for the simple past regular verbs:
 - 1 Focus on form in affirmative statements. Write on the board: subject + verb + *-ed*
 - 2 Focus on form in negative statements. Write on the board: subject + *did not / didn't* + verb
 - 3 Focus on use. Say: *We use the simple past to talk about past actions.*
- **Option** Explain that we use the simple past with expressions such as *yesterday*, and *last* ____ (*night, week, Thursday*, and so forth).

Spelling

- Explain the spelling rules:
 - 1 For most verbs, add *-ed*.
 - 2 For verbs that end in *-e*, just add *-d*.
 - 3 For verbs that end in a consonant + *y*, change the *y* to *i* and add *-ed*.
 - 4 For one-syllable verbs with the pattern *consonant, vowel, consonant*, double the last consonant, then add *-ed*.
- Refer to the sentences in Exercise 2. Have Ss underline the verbs in the simple past.
- Check comprehension. Ask: *Is this true or false? Pedro called Carmen on Saturday morning. (True.) She listened to music on Saturday night. (False.) She watched movies on Saturday night and Sunday afternoon. (True.) She stayed out late on Sunday. (False.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

Presentation Plus: Fix it! page xxviii

Instead of doing Part A, follow the steps for *Fix it!* to practice simple past regular verbs.

A


- Go over the instructions and the example.
- Have Ss write sentences about things Pedro did and didn't do.
- When Ss are finished, have them compare answers with a partner.
- Go over the answers with the class.

B


- Go over the instructions.
- Model the activity. Make true sentences about your weekend (e.g., *I didn't watch a movie. I watched TV. I didn't play basketball. I played tennis.*)
- Have Ss work in pairs to take turns telling their sentences.
- Call on Ss to tell a sentence to the class.

4 Pronunciation Simple past -ed endings

Learning objective: Pronounce simple past -ed endings.

A  (Level 1, Track 141)

- Go over the instructions.
- Explain: *We only add an extra syllable after words with the ending sound /t/ or /d/.*
- Play the audio. Have Ss listen, paying particular attention to *-ed* endings.
- Play the audio again. Have Ss listen and repeat.

B  (Level 1, Track 142)

- Go over the instructions.
- Play the audio. Have Ss listen and complete the chart with the correct verbs.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

5 Speaking A fun weekend

Learning objective: Say what you did and didn't do last weekend.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the circle.)

A

- Go over the instructions.
- Have Ss complete the phrases with their own ideas.
- Elicit ideas from the class.

B

- Go over the instructions.
- Go over the example conversation.
- Have Ss work in pairs to take turns talking about the things they did and didn't do last weekend.
- Finally, tell Ss to check the "can do" statement if they can say what they did last weekend. NOTE: If Ss feel they need more help, suggest they do the *Additional practice*.

Additional practice

For more practice, use:

Workbook pages 73–75
Online Self-study Lesson A

LESSON B overview

Interactions: Showing that you're listening; expressing surprise

Listening: Diana's week

Speaking: Role play of surprising conversations

1 Interactions Expressing surprise

Learning objective: Practice showing that you're listening; express surprise.

A

- Direct Ss' attention to the pictures to set the scene.
Ask: *Where are they in the first picture? (At school.) What are they doing? (Talking.) Where is the second picture? (Walt Disney World.)*
- Ask the question. Elicit Ss' ideas.

B (Level 1, Track 143)

- Play the audio. Have Ss listen and read silently. If helpful, play the audio again line by line and have Ss repeat.
- Have Ss practice the conversation in pairs, then change roles and practice again.

Presentation Plus: *Disappearing dialogue* page xxvii

After doing Part B, follow the steps for *Disappearing dialogue* to practice expressing surprise.

C (Level 1, Track 144)

- Point out the target expressions in the conversations (*Uh-huh. You're kidding!*). Explain that there are other ways to show interest and express surprise.

- Go over the expressions in the boxes. Explain that these are words that are used to show that you are listening to someone. These words are not always meaningful on their own. Explain that *Really?* and *What?* have question marks, but they aren't really questions.
- Play the audio. Have Ss listen and read silently.
- **Option** Play the audio and have Ss listen and repeat.
- Model the activity with a S. Have the S read Diego's lines. Show how to substitute another way to show you're listening and another way to express surprise.
- Have Ss practice the substitution conversations in pairs, then change roles and practice again.
- **Option** Have a pair of Ss perform the conversation in front of the class.

D

- Go over the instructions.
- Have Ss check the best responses and then compare answers with a partner.
- Go over the answers with the class.
- Have Ss work in pairs to take turns saying the sentences and responding.

2 Listening What a week!

Learning objective: Develop skills in listening for main ideas.

A 🎧 (Level 1, Track 145)

Presentation Plus: Tip

Before doing Part A, books closed. Zoom in on the pictures. Have Ss look at the pictures and predict what will happen in the listening. Elicit a few ideas for each picture and write them in note form next to the pictures using the Pen tool. Have Ss check their predictions as they do Part A.

- **Tip** When an audio program is long, pause it where appropriate (e.g., after the speakers discuss each day). It may be helpful to mark where you plan to pause the audio program in this book.
- Go over the instructions.
- Play the audio. Stop after Diana says, “Yeah. I just didn’t answer them. Numbers 8, 9, and 10.” Ask: *Which picture is it? (The one where she’s taking the test.)* Point out that the number 1 is in the box.
- Continue to play the audio. Have Ss listen and number the pictures from 2 to 4.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B 🎧 (Level 1, Track 145)

- Go over the instructions.
- Play the audio again. Stop after the same line as in Part A. Point out that *answer* and *questions* are on the lines.
- Continue to play the audio and have Ss listen and complete the sentences.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

3 Speaking Really?

Learning objective: Show that you’re listening; express surprise.

- Direct Ss’ attention to the “can do” statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the circles.)

A

- Go over the instructions and the example.
- Have Ss work individually to match the sentences and then compare answers with a partner.
- Go over the answers with the class.

B

- Put Ss in pairs and designate one S to be partner A and one S to be partner B.
- Go over the instructions and the descriptions of the roles for A and B.
- Go over the example conversation.
- Have Ss work in pairs to role-play the situation, then change roles and practice again.

C

- Go over the instructions.
- Model the activity with a S. Tell about an interesting thing that happened last week. Say a sentence about what you did in the past week that is not surprising (e.g., *I watched TV last night.*). Elicit a response (e.g., *Oh?*). Say a sentence that is surprising (e.g., *I watched TV until 4 in the morning.*). Elicit a response (e.g., *Really?*).
- Have Ss role-play new situations using their own ideas.
- Go around the room and give help as needed. Take notes on the errors you hear Ss make in showing they are listening and expressing surprise. Write the errors you heard Ss make on the board. Encourage Ss to correct them. Make sure Ss use the expressions correctly.
- Finally, tell Ss to check the “can do” statements if they can show that they are listening and can express surprise. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 76
Online Self-study	Lesson B

LESSON C overview

Vocabulary: Things to do

Grammar: Simple past irregular verbs; yes / no questions

Speaking: Interview about routine events in the past

1 Vocabulary Things to do

Learning objective: Use vocabulary for things to do.

A 🎧 (Level 1, Track 146)

- Direct Ss' attention to the phrases and the pictures. Explain that the pictures show things to do.
- Play the audio. Have Ss listen and read silently.
- Play the audio again. Have Ss listen and repeat the phrases to practice pronunciation.
- Ss often confuse *make* and *do*. Point out that they need to remember which verb goes with which activity. Say: *We do dishes and laundry, but we make dinner.*
- **Option** Have Ss take turns saying the verbs as their partner completes the phrase. Point out that more than one noun may complete the phrase.

B

- Go over the instructions.
- Model the activity. Tell the class how often you do some of the things in Part A.
- Have Ss work in pairs to take turns telling how often they do the things in Part A.
- Call on Ss to tell the class about their partner's routines.

Presentation Plus: Choose ABC page xxvii

After doing Part B, follow the steps for *Choose ABC* to practice vocabulary for things to do.

2 Conversation Last night

Learning objective: Practice a conversation about yesterday's events; see simple past of irregular verbs and yes / no questions in context.

🎧 (Level 1, Track 147)

- Direct Ss' attention to the picture to set the scene. Ask: *Who do you see? (A couple.) Where are they? (At home.)*
- Play the audio. Have Ss listen and read silently. If helpful, play the audio line by line and have Ss repeat.
- Point out that *yesterday* means the day before today. Mime the past by putting your hand over your shoulder.
- Have Ss practice the conversation in pairs. Remind Ss to use their voices to express surprise.
- Then call on one pair to act the conversation out for the class.

Presentation Plus: Find the match page xxviii

After talking about the picture, follow the steps for *Find the match* to practice vocabulary for things to do. Hide *laundry, haircut, grocery shopping*. Have Ss listen for the answers. Reveal the correct answers on the board.

Extra activity: Extension

Model the activity with a S. Have the S read Mindy's lines. With your book closed, respond appropriately to Mindy's questions. You don't have to say Pete's lines exactly, just give the same information that is in the conversation. Have Ss practice the conversation in pairs, with one person reading the lines and the other person with book closed. Then change roles and practice again.

3 Grammar Simple past irregular verbs; yes / no questions

Learning objective: Practice simple past irregular verbs and yes / no questions.

 (Level 1, Track 148, Track 149)

Simple past irregular verbs

- Direct Ss' attention to the left side of the grammar box.
- Explain the rules for the simple past of irregular verbs:
 - 1 Focus on form in affirmative statements. Write on the board: subject + past tense form
 - 2 Focus on form in negative statements. Write on the board: subject + *didn't* + verb
 - 3 Focus on use. Say: *As with regular verbs, we use the simple past tense of irregular verbs for actions that happened at a specific time in the past, for example, last night or last week.*
- Direct Ss' attention to the box of common irregular verbs.
- Point out that Ss need to memorize the past tense forms of irregular verbs.

Yes / no questions and answers

- Direct Ss' attention to the right side of the grammar box.
- Explain the rules for yes / no questions and short answers:
 - 1 Focus on form in questions. Write on the board: *did* + subject + verb
 - 2 Focus on form in short answers: *yes* + subject + *did* or *no* + subject + *didn't*
 - 3 Explain that regular verbs follow the same rules. Give an example: *Did you stay out late last night?* Elicit answers (*Yes, I did. No, I didn't.*).
- Refer to the conversation in Exercise 2. Have Ss underline all forms of irregular verbs.
- Check comprehension. Ask: *Did Pete see Jennifer last night? (Yes, he did.) Did he like his haircut? (No, he didn't.) Did he go grocery shopping? (No, he didn't.) Did they eat pizza? (Yes, they did.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

- Go over the instructions and the example.
- Have Ss work individually to complete the conversation.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- Have Ss practice the conversation in pairs.

B

- Go over the instructions and the example.
- Have Ss work individually to put the words in order to make questions.
- Have Ss compare questions with a partner.
- Go over the questions with the class.

C

- Go over the instructions and the example conversation.
- Have Ss work in pairs to take turns asking and answering the questions in Part B.
- Call on Ss and ask the questions. Elicit the answers.

4 Speaking Did you?

Learning objective: Use past time expressions to talk about routine events in the past.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the circle.)

A

- Go over the instructions and the example conversation.
- Have Ss work individually to add two past time expressions to the list (e.g., *last month, last year*).
- Have Ss work in pairs to take turns asking and answering questions with each time expression.
- Go around the room and give help as needed. Take notes on errors you hear Ss make in statements and yes / no questions with the simple past.

B

- Go over the instructions.
- Have Ss work in groups to take turns sharing information about their partner in Part A.
- Call on Ss to tell the class about their partner.
- Write any errors you heard Ss make on the board. Encourage Ss to correct them. Make sure they use the simple past correctly.
- Finally, tell Ss to check the "can do" statement if they can talk about routine events in the past. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 77–79
Online Self-study	Lesson C

LESSON D overview

Reading: “Matt’s Movie Reviews” (blog posts)

Writing: A blog post

Speaking: “Find someone who” activity about past activities

1 Reading Matt’s Movie Reviews

Learning objective: Read and discuss a blog; develop skills in reading for details.

A 🎧 (Level 1, Track 150)

- Go over the questions.
- Elicit answers from the class.

B

- Pre-teach unfamiliar vocabulary.

Vocabulary

be in love: to love someone romantically, such as a boyfriend / girlfriend or husband / wife

get married: become husband and wife

sad: not happy, the way you feel when something bad happens

funny: a quality that makes you laugh

sound track: the music in a movie or TV show

- Go over the instructions and the question.
- Have Ss read Matt’s blog.
- Elicit the answers.

Answers

Matt, cgirl, and Joe C liked the movie.

C

- **Tip** Tell Ss that when they read something they can often tell how the writer feels by the words and expressions they use. Have Ss notice the expressions in the blog posts that tell how someone feels.
- Go over the instructions.
- Have Ss read the blog again and correct the false sentences.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

D

- Go over the questions and the example.
- Have Ss discuss their ideas in pairs.
- Call on Ss to share their ideas with the class.

Extra activity: Extension

Have Ss look for movie reviews in English in a newspaper, in a magazine, or online. Have Ss take notes on the name of the movie, the opinion of the reviewer, and any expressions that tell them what that opinion is. Have Ss talk about the reviews in pairs or small groups. Elicit examples from the class.

Presentation Plus: Search and highlight page xxxi

After doing Part D, follow the steps for *Search and highlight* to review simple past regular and irregular verbs and *yes / no* questions in the blog. Say: *Find an irregular verb. Find a yes / no question.*

2 Writing A blog post

Learning objective: Write blog posts and talk about them.

A

- Go over the instructions.
- Model the activity. Say a day, the activity, the place, and other information.

B

- Go over the instructions and the example.
- Check comprehension. Ask: *What did she do after class? (She went shopping.) Did she buy a sweater? (No, she didn't. She bought a watch.) Did she go home at 8:00 p.m.? (Yes, she did.)*
- Have Ss write a blog post about a day last week.

C

- Go over the instructions and the example.
- Have Ss work in pairs to take turns sharing their posts, and asking and answering questions.

3 Listening A busy week

Learning objective: Develop skills in listening to main ideas.

A (Level 1, Track 151)

- Go over the instructions.
- Play the audio. Have Ss listen and check the correct answers.
- Go over the answers with the class.

B (Level 1, Track 151)

- Go over the instructions.
- Play the audio again. Have Ss listen and circle the activities Matt enjoyed.

4 Speaking I played in a band last year.

Learning objective: Talk about past activities.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the circle.)

A

- Go over the instructions and the example conversation.
- Have Ss work individually to add two past activities to the chart.
- Have Ss walk around the room to ask and answer questions to complete the chart.
- Go around the room and provide help as needed. Take notes of the errors you hear Ss make in statements and *yes/no* questions with the simple past.

B

- Go over the instructions and the example.
- Call on Ss to share what they learned with the class.
- Write the errors you heard Ss make on the board. Encourage Ss to correct them. Make sure they use the simple past correctly.
- Finally, tell Ss to check the "can do" statement if they can talk about past activities. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Presentation Plus: Tip

After doing Part B, zoom in on the chart. Ask the class *Did you play in a band last year? Raise your hand.* Write the total into the chart on the board. Repeat for each activity to review question formation and find out the most popular activities in the class.

Extra activity: Memory Game

Have Ss sit in a circle. If your class is large, divide Ss into groups. Model the activity. Have a S tell one thing he or she did in the past (e.g., *I played in a band last year.*). Repeat what the S did, and add one thing you did in the past (e.g., *Maria played in a band last year, and I called my mother last night.*). Have Ss go around the circle with each person repeating what the Ss before said, and adding their own past action.

Additional practice

For more practice, use:

Workbook	page 80
Online Self-study	Lesson D

Wrap-up

1 Quick pair review

Lesson A Find out!

What are three things both you and your partner did after class yesterday?

What are three things you didn't do? You have two minutes.

A: I walked home after class yesterday. Did you?

B: Yes, I did. I watched TV at home. Did you?

A: No, I didn't. I listened to music.

Lesson B Do you remember?

Circle the correct answers. You have two minutes.

- A I listened to all of Taylor Swift's songs today.

B Oh? / You're kidding! All of them? She has a lot!
- A Janet uploaded photos from the party.

B Uh-huh. / Really? I know. I looked at them this morning.
- A Charlie's band played at The Red Room downtown on Saturday night!

B What? / Oh? No way! That's so cool! I didn't know that.
- A I visited my grandmother last weekend.

B You're kidding! / Oh, yeah? How is she doing?

Lesson C Test your partner!

Say eight irregular verbs in the simple present. Can your partner write the simple past forms of the verbs correctly? Check his or her answers. You have two minutes.

- | | | | |
|---------|---------|---------|---------|
| 1 _____ | 3 _____ | 5 _____ | 7 _____ |
| 2 _____ | 4 _____ | 6 _____ | 8 _____ |

Lesson D Guess!

Make two true sentences and one false sentence about your activities last week. Can your partner guess the false sentence? Take turns. You have two minutes.

A: I watched 20 movies last week. I played basketball in the park. I saw a play.

B: You didn't watch 20 movies.

A: You're right. I only watched 12.

2 In the real world

Did anyone else do the same things as you yesterday? Go online and find three English-speaking bloggers who did the same activities as you yesterday. Then write about them.

- What activities did both you and the bloggers do yesterday?
- What are the bloggers' names? Where are they from?

Bloggers and Me

I played basketball yesterday. Three bloggers also played basketball yesterday. Diego is from California. He played basketball with his brother.

1 Quick pair review

Learning objective: Review past actions, expressions of surprise, and irregular verbs.

Lesson A Find out!

- Go over the instructions and the example conversation.
- Model the activity. Call on a S and say something you did after class yesterday. Elicit whether the S did it, too. Continue until you find three things you both did, and three things you didn't do. Have Ss work in pairs to find out three things they both did and didn't do. Set a time limit of two minutes.
- Call on Ss to share what they found out with the class.

Lesson B Do you remember?

- Go over the instructions.
- Have Ss circle the correct answers. Set a time limit of two minutes.
- Go over the answers with the class.

Lesson C Test your partner!

- Go over the instructions.
- Have Ss work in pairs to take turns saying eight irregular verbs in the simple present and writing the simple past forms. Set a time limit of two minutes.
- Have Ss check their partner's answers.
- Elicit present and past tense forms.

Presentation Plus: List that page xxix

After doing *Test your partner!*, instead of eliciting answers (last step), follow the directions for *List that* to review irregular verbs in the simple present and simple past.

Lesson D Guess!

- Go over the instructions and the example conversation.
- Have Ss work in pairs to take turns saying the sentences and guessing which one is false.
- Call on Ss to share one true sentence about their activities.

2 In the real world

Learning objective: Research bloggers and write about them.

- Go over the instructions, the questions, and the example.
- As an out-of-class assignment, have Ss go online to research three English-speaking bloggers who did the same activities they did.
- Have Ss write three or four sentences about what they found out.
- Have Ss work in pairs or small groups to read what they wrote.
- Call on Ss to read their sentences to the class.

Getting away

At a glance: Unit overview	Speaking outcomes
<p>LESSON A Where were you?</p> <p>Ss learn adjectives. They use the simple past of <i>be</i> in statements and questions.</p>	<p>Ss can . . . describe where they were in the past.</p>
<p>LESSON B That's great!</p> <p>Ss express reactions to good and bad news.</p>	<p>Ss can . . . react to news.</p>
<p>LESSON C My vacation</p> <p>Ss learn vocabulary for vacation activities. They ask and answer simple past <i>Wh-</i> questions.</p>	<p>Ss can . . . talk about their last vacation.</p>
<p>LESSON D Travel experiences</p> <p>Ss read and discuss travel blog posts. They write a postcard about an experience they had on vacation.</p>	<p>Ss can . . . describe a vacation.</p>

Warm-up

Learning objective: *Preview the topic and discuss popular places to visit.*

Presentation Plus: Make connections page xxix

Before doing Part A, follow the steps for *Make connections* to activate prior knowledge, preview content of unit, and review language.

A

- To introduce the topic of getting away, direct Ss' attention to the pictures. Ask: *What places do you see?* (*Costa Rica, Paris, Thailand, San Francisco.*)
- Go over the questions.
- Have Ss work in pairs or groups to answer the questions.
- Elicit answers from the class.
- **Option** Do the activity as a class.

B

- Go over the questions.
- Have Ss work in pairs or groups to answer the questions.
- Elicit answers from the class.
- **Option** Do the activity as a class.
- Tell Ss that they will learn how to talk about getting away in this unit. Point out the Unit 11 lesson overviews. Go over what Ss will learn in each lesson.

Extra activity: Extension

As an out-of-class assignment, have Ss choose one of the four places to research. Ss should find out about the specific places pictured on the postcards (e.g., the Eiffel Tower). When Ss return to class, have them work in pairs or small groups to compare notes with other Ss who have the same topic. Then have Ss form new groups of four, representing each of the four postcards. Have each group tell what they found out.

LESSON A overview

Vocabulary: Adjectives

Grammar: Past of *be*

Speaking: Interview about where you were

1 Vocabulary Adjectives

Learning objective: Use adjectives.

A 🎧 (Level 1, Track 152)

- Direct Ss' attention to the words and the pictures. Explain that the pictures show adjectives.
- Play the audio. Have Ss listen and read silently.
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.
- **Option** Have Ss work in pairs. One S says the adjective, the other S says the synonym or the antonym.

B

- Go over the instructions and the example conversation.
- Model the activity. Say one thing that an adjective describes.
- Have Ss work in pairs to take turns using the adjectives to describe things.
- Call on Ss to use an adjective to describe something.

Extra activity: Lineups

Gesture to one side of the room and say: *Exciting*. Gesture to the other side and say: *Boring*. Have Ss stand. Say an activity (e.g., *going to a museum*) and have Ss stand to show where on the line between exciting and boring they think the activity is. Continue with other places and adjectives (*awful / great, fun / terrible, boring / interesting*).

Presentation Plus: Swipe and guess page xxxi

After doing Part B, follow the steps for *Swipe and guess* to review adjectives.

2 Language in context

Quick getaways

Learning objective: Listen to people talk about recent trips; see simple past of *be* in context.

A 🎧 (Level 1, Track 153)

- Direct Ss' attention to the pictures to set the scene. Ask: *What do you see?* (*Gifts / Souvenirs, hotel room, actors, clean apartment*.)
- Explain or elicit the meaning of *quick getaway* (*a short trip*).
- Go over the instructions.
- Play the audio. Stop after the first speaker. Ask: *Which picture is it?* (*Actors in a play*.) Point out that *I* is in the box.
- Continue to play the audio. Have Ss match the pictures to the sentences as they listen and read silently.
- Go over the answers with the class.
- Play the audio again. Have Ss listen and repeat to practice pronunciation.

B

- Go over the questions.
- Have Ss answer the questions in pairs or groups.
- Go over the answers with the class.
- **Option** Do the activity as a class.

Answers

Olivia liked it. The play was exciting and the actors were great.


Ichiro's trip was fun, but the hotel was terrible.

Brian didn't like it. It was quiet and boring.

Eleanor liked the trip because it was interesting, but the bus was awful and noisy.

3 Grammar Past of *be*

Learning objective: Practice simple past of *be*.

 (Level 1, Track 154)

- Direct Ss' attention to the grammar box.
- Explain the rules for the simple past of *be*:
 - 1 Focus on form in statements. Write on the board:
I / he / she / it + was / wasn't, you / we / they + were / weren't
 - 2 Focus on form in questions. Write on the board:
Wh- word + was / were + subject
 - 3 Focus on form in short answers to *yes / no* questions. Write on the board: *yes + subject pronoun + was / were; no + subject pronoun + wasn't / weren't*
 - 4 Focus on use. Say: *We use the simple past for situations in the past.*
- Refer to the sentences in Exercise 2. Have Ss underline the simple past forms of *be*.
- Check comprehension. Ask: *Did Olivia see a play last week? (Yes, she did.) Was it exciting? (Yes, it was.) Was Ichiro's hotel nice? (No, it wasn't.) Was the trip fun? (Yes, it was.) Was Brian's trip to his brother's apartment fun? (No, it wasn't. It was boring.) Were Eleanor and her friend on a day trip last week? (Yes, they were.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

- Direct Ss' attention to the guest comment card. Ask: *Where do you see these cards? (At a hotel.)*
- Go over the instructions and the example.
- **Tip** Encourage Ss to read or skim the text before they complete the exercise. This will help them understand the context and suggest which verb forms are correct.
- Have Ss complete the card with *was, were, wasn't, and weren't*.
- When Ss are finished, have them compare answers with a partner.
- Go over the answers with the class.

B

- Go over the instructions and the example.
- Have Ss work individually to write the questions for the answers.
- When Ss are finished, have them compare questions with a partner.
- Go over the questions with the class.

C

- Go over the instructions.
- Model the activity. Call on a S and ask: *How was your weekend?* Elicit the answer.

- Have Ss work in pairs to take turns asking and answering the questions from Part B with their own information.
- Call on Ss and ask the questions.

4 Speaking Where were you last Friday night?

Learning objective: Describe where they were in the past.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the circle.)

A

- Go over the instructions.
- Have Ss work in pairs to take turns asking and answering the questions to complete the chart.

B

- Go over the instructions.
- Have Ss work in small groups to share their partner's answers. Go around the room and give help as needed. Take notes on errors you hear Ss make in the simple past of *be*.
- Call on Ss to tell the class about their partner's answers.
- Write any errors you heard Ss make on the board. Encourage Ss to correct them. Make sure they use the simple past of *be* correctly.
- Finally, tell Ss to check the "can do" statement if they can describe where they were in the past. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Extra activity: Extension

Model the activity. Tell Ss an exciting place you were and when (e.g., *On my 25th birthday I was in Tokyo. It was very exciting.*). Tell about a boring place you were and when (*My 30th birthday was very boring. I was in the hospital.*). Have Ss write two sentences on a slip of paper: one about an exciting place and one about a boring place. Remind Ss to include when they were there. Collect the slips of paper and redistribute them. Call on Ss to read the sentences. Elicit guesses from the class as to who wrote them. If your class is large, put Ss in groups before you collect and redistribute the sentences.

Additional practice

For more practice, use:

Workbook pages 81–83

Online Self-study Lesson A

LESSON B overview

Interactions: Reacting to good news; reacting to bad news

Listening: A short trip

Speaking: Class exchange of personal news

1 Good news, bad news

Learning objective: Use vocabulary for good news and bad news events.

A (Level 1, Track 155)

- Direct Ss' attention to the pictures and the sentences. Explain that the pictures show good news and bad news.
- Play the audio. Have Ss listen and read silently.
- Play the audio again. Have Ss listen and repeat the sentences to practice pronunciation.

B

- Have Ss work in pairs to discuss which things are good news and which are bad.
- Elicit other examples from the class.

2 Interactions Reacting to news

Learning objective: Practice reacting to good and bad news.

A (Level 1, Track 156)

- Direct Ss' attention to the pictures to set the scene. Ask: *Where are they? (A café.) What are they doing? (They're talking and drinking coffee.) How do they feel? (Happy in the first picture, sad in the second picture.)*
- Tell Ss to pay attention to the speakers' voices when they react to news. Play the audio. Have Ss listen and read silently. If helpful, play the audio again line by line and have Ss listen and repeat.
- Have Ss practice the conversation in pairs, then change roles and practice again.

Presentation Plus: Language switch page xxix

Instead of doing Part B, follow the steps for *Language switch*, Option 2, to practice saying the expressions. Hide *That's great!* and *Oh, no!* in Part A.

B (Level 1, Track 157)

- Point out the target expressions in the conversation (*That's great! Oh, no!*). Explain that there are other ways to react to good news and bad news.
- Go over the expressions in the boxes. Explain that *That's awesome!* and *That's terrible!* are stronger than the other expressions.
- Play the audio and have Ss listen and read silently.
- **Option** Play the audio line by line and have Ss listen and repeat.
- Model the activity with a S. Have the S read Joe's lines. Show how to substitute another way to react to good news. The S shows how to react to bad news.
- Have Ss practice the substitution conversation in pairs, then change roles and practice again.
- **Option** Have a pair of Ss perform the conversation in front of the class.

Presentation Plus: Tip

Instead of doing Part C, zoom in on Exercise 1 and Exercise 2 in Part A. Highlight *It was my sister's birthday* and *I lost my phone* in the conversation. Ss practice the conversation again, substituting in the vocabulary presented in Exercise 1.

C

- Go over the instructions and the example conversation.
- Model the activity with a S. Have the S read A's question. Show how to substitute an example from Exercise 1. Elicit an appropriate reaction.
- Have Ss work in pairs to take turns telling good and bad news and reacting appropriately.
- **Option** Have two pairs of Ss perform their conversations for the class.

3 Listening A short trip

Learning objective: Develop skills in listening for the order of events.

A 🎧 (Level 1, Track 158)

- **Tip** To help Ss anticipate the order of events in a story, have them look at the pictures and guess which comes first, second, and so on.
- Direct Ss' attention to the pictures. Ask: *What is happening in each picture? (He's eating in a restaurant. He's going into a hotel room. He's at the airport. He lost his wallet. He found his wallet. He's sick.)*
- Go over the instructions.
- Play the audio. Stop after Sam says, "The flight was at twelve o'clock. I thought it was at two o'clock." Ask: *What picture is it? (The one with the clock and the airplane.)* Point out that 1 is in the box.
- Continue to play the audio. Have Ss listen and number the pictures from 2 to 6.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B 🎧 (Level 1, Track 158)

- Go over the instructions.
- Play the audio again. Have Ss listen and answer the question.
- Have Ss compare ideas with a partner.
- Go over the answer with the class.

Answer

Sam's trip was good.

Extra activity: Extension

Have Ss work in pairs to retell the story of Sam's trip. Remind them to use the correct simple past forms. Encourage partners to ask questions for more information.

4 Speaking That's . . . !

Learning objective: React appropriately to news.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the circle.)

A

- Go over the instructions.
- Model the activity. Tell Ss three good things and three bad things that happened to you last week.
- Have Ss work individually to write three good things and three bad things that happened to them last week.

B

- Go over the instructions and the example conversation.
- Have Ss walk around the room to practice asking and answering questions about their week. Remind Ss to react appropriately.
- **Option** Have Ss work in pairs to practice telling and reacting to the good and bad things that happened to them.
- Go around the room and give help as needed. Take notes on the errors you hear Ss make in reacting to good and bad news. Write the errors you heard Ss make on the board. Encourage Ss to correct them. Make sure Ss use the expressions correctly.
- Finally, tell Ss to check the "can do" statement if they can react to news. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 84
Online Self-study	Lesson B

LESSON C overview

Vocabulary: Vacation activities


Grammar: Simple past *Wh-* questions

Pronunciation: Reduction of *did you*

Speaking: Information exchange about vacations

1 Vocabulary Vacation activities

Learning objective: Use vocabulary for vacation activities.

A  (Level 1, Track 159)

- Direct Ss' attention to the pictures and the phrases. Explain that the pictures show different vacation activities.
- Play the audio. Have Ss listen and read silently.
- Play the audio again. Have Ss listen and repeat the phrases to practice pronunciation.
- **Option** Have Ss take turns saying the noun as their partner says the complete phrase.

B

- Go over the instructions and the example.
- Model the activity. Tell the class what activities in Part A you did on your last vacation.
- Have Ss work in pairs to take turns telling which of the activities in Part A they did on their last vacation.
- Call on Ss to tell the class about their partner's last vacation.

Extra activity: Extension


To review the adjectives from Lesson A, have Ss work in pairs to discuss which adjectives they would use for each activity. Call on Ss. Say an activity (e.g., *buy souvenirs*) and ask: *Is that fun? Is it boring?* Continue with other activities and different adjectives.

Presentation Plus: Show the word! page xxxi

After doing Part B, follow the steps for *Show the word!* to review vocabulary for vacation activities.

2 Conversation Back from vacation


Learning objective: Practice a conversation about a vacation; see use of simple past *Wh-* questions.

 (Level 1, Track 160)

- Direct Ss' attention to the picture to set the scene. Ask: *Where is the woman? (On the street. In a parade.) What is she doing? (She is dancing. She is smiling.)*
- Play the audio. Have Ss listen and read silently. If helpful, play the audio line by line and have Ss repeat.
- Have Ss practice the conversation in pairs. Remind Ss to use their voices to express surprise.
- Then call on one pair to act the conversation out for the class.

3 Grammar Simple past Wh- questions


Learning objective: Practice simple past Wh- questions.

 (Level 1, Track 161)

- Books closed. Elicit Wh- question words from Ss (*Where, When, Who, What, Why, How*).
- Books open. Direct Ss' attention to the grammar box.
- Focus on the form of Wh- questions. Write on the board: Wh- question word + *did* + subject + verb?
- Refer to the conversation in Exercise 2. Have Ss underline all simple past Wh- questions.
- Check comprehension. Ask: *What city did Kate visit? (Veracruz.) Who did she travel with? (Her sister.) When did she get back? (Last night.) What did she do there? (She went to Carnival. She shopped and took lots of pictures. She bought Dave a souvenir.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.
- Go over the instructions for the grammar practice activity and the example.
- Have Ss work individually to match the questions and answers.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- Have Ss practice asking and answering the questions in pairs.
- Call on Ss and ask the questions. Elicit the answers.

4 Pronunciation Reduction of *did you*

Learning objective: Practice reduction of *did you* in questions.

A  (Level 1, Track 162)

- Go over the instructions.
- Play the audio. Have Ss listen, paying particular attention to the reduction of *did you*.
- Play the audio again. Have Ss listen and repeat.

Presentation Plus: Highlight and say it! page xxviii

Instead of doing Part B, zoom in on the grammar box and follow the steps for *Highlight and say it!* to practice pronouncing the reduction of *did you*.

B

- Go over the instructions.
- Model the activity. Ask: *Where did you go on vacation?* Use the reduction of *did you*.
- Have Ss practice the questions in the grammar chart in pairs.
- Go around the room and give help as needed.
- **Tip** To hear if Ss are using correct pronunciation or intonation, ask them to repeat the word, sentence, or question individually.

5 Speaking What a vacation!

Learning objective: Talk about your last vacation.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the circle.)

A

- Go over the instructions.
- **Option** Say each question, using reductions of *did you*, and have Ss repeat.
- Have Ss work individually to answer the questions in note form (not full sentences).

B

- Go over the instructions.
- Have Ss work in small groups to take turns asking and answering questions about their last vacation.
- Go around the room and give help as needed. Take notes on errors you hear Ss make in using simple past Wh- questions.
- Call on Ss to tell the class about their last vacation. Elicit questions from the class.
- Write any errors you heard Ss make on the board. Encourage Ss to correct them. Make sure they use simple past Wh- questions correctly.
- Finally, tell Ss to check the "can do" statement if they can talk about their last vacation. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 85–87
Online Self-study	Lesson C

LESSON D overview

Reading: “Travel Tales” (blog posts)


Listening: Three different trips

Writing: A postcard

Speaking: Presentation of postcards

1 Reading Travel Tales

Learning objective: Read and discuss travel blog posts; develop skills in reading for main ideas and in scanning.

A  (Level 1, Track 163)

- Go over the questions.
- Elicit answers from the class.

B

- Pre-teach unfamiliar vocabulary.

Vocabulary

tale: story

elephant ride: a ride on the back of an elephant

outdoor café: a coffee shop with tables outside

relatives: family members

fire alarm: a noise that warns people of a fire

build: to make, as in a house

- Go over the instructions and the question.
- Have Ss read the travel blog posts and identify the country.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

Answers

Alan Johnson is visiting Thailand. Mary O'Connor is visiting France. Anita Gonzalez is visiting the United States. Diane Nicholson is visiting Nicaragua.

Cultural note

Chiang Mai is the largest city in northern Thailand and dates back to 1296. Many festivals are celebrated there each year.

Granada is the fourth largest city in Nicaragua and was founded by Francisco Hernández de Córdoba in 1524. It has preserved a lot of the original Spanish colonial architecture.

C

- **Tip** To help Ss follow connections between ideas in a reading passage, have them pay attention to repeated words and pronouns.
- Go over the instructions and the sentences.
- Have Ss read the blog posts again and number the posts from 1 to 4.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

Presentation Plus: Search and highlight page xxxi

After doing Part C, follow the steps for *Search and highlight* to review vacation activities.

D

- Go over the question and the example.
- Have Ss discuss their ideas in pairs.
- Call on Ss to share their ideas with the class.

Extra activity: Extension

Have Ss work in pairs to create titles for each of the blog posts. Elicit ideas from the class.

2 Listening Three different trips

Learning objective: Listen to three people talk about their vacations; develop skills in listening for main ideas and details.

A (Level 1, Track 164)

- Go over the instructions.
- Play the audio. Stop after the female speaker says, “Yeah. It was great.” Ask: *How was her vacation?* (*Great.*) Point out that *great* has a check mark.
- Play the audio. Have Ss listen and check the adjectives.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

Presentation Plus: Tip

Before class, complete the left column of the chart by randomly checking off different boxes. In class, after doing Part A, zoom in on the chart and have Ss go to the board and correct the answers.

B (Level 1, Track 164)

- Go over the instructions.
- Play the audio again. Have Ss listen and write one thing the person liked.
- **Option** Review ways to express likes. Remind Ss to listen for these expressions.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

3 Writing and speaking A postcard

Learning objective: Write a postcard about a vacation experience; ask and answer questions about a vacation.

- Direct Ss’ attention to the “can do” statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the circle.)

A

- Go over the instructions.
- Direct Ss’ attention to the picture. Ask: *What do you see?* (*A market, a man selling hats, a woman shopping for souvenirs.*)
- Have Ss read the postcard.
- **Option** Check comprehension. Ask: *Where did Sofia go?* (*Morocco.*) *Who did she go with?* (*Linda.*) *Where did they go last night?* (*To a big “souk,” or market.*) *What did she buy?* (*A souvenir for Jack.*)

B

- Go over the instructions.
- Have Ss write a postcard to a friend or family member about an experience they had on vacation.

C

- Go over the instructions and the example questions.
- Have Ss post their postcards around the room.
- Have Ss walk around the room to read their classmates’ postcards and write questions about five postcards that interest them.

D

- Go over the instructions and the example conversation.
- Have Ss find the classmates who wrote the five postcards and ask them their questions.
- Go around the room and give help as needed. Take notes on correctly formed questions you hear.
- Provide positive feedback to Ss on correctly formed simple past *Wh-* questions.
- Finally, tell Ss to check the “can do” statement if they can describe a vacation. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 88
Online Self-study	Lesson D

Wrap-up

1 Quick pair review

Lesson A **Brainstorm!**

Make a list of adjectives. How many do you know? You have one minute.

Lesson B **Do you remember?**

Check (✓) the correct answers. You have one minute.

- | | | |
|-----------------------------------|--|---|
| 1 I won a free ticket to Jamaica. | <input checked="" type="checkbox"/> That's great! | <input type="checkbox"/> Oh, no! |
| 2 I lost my cell phone. | <input checked="" type="checkbox"/> That's terrible! | <input type="checkbox"/> That's excellent! |
| 3 My sister missed her flight. | <input type="checkbox"/> That's awesome. | <input checked="" type="checkbox"/> That's too bad. |
| 4 Charlie met Leonardo DiCaprio. | <input type="checkbox"/> Oh, no! | <input checked="" type="checkbox"/> That's great! |

Lesson C **Find out!**

What are two things both you and your partner did on your last vacation?

You have two minutes.

A: Did you go sightseeing on your last vacation?

B: Yes, I did. How about you?

A: Yes, I went sightseeing, too.

Lesson D **Test your partner!**

Describe a vacation. Can your partner draw a postcard of your vacation?

Check his or her drawing. You have two minutes.

"Last year, my sister and I went to Madrid, Spain.

We shopped in El Rastro Market and went to art museums."

2 In the real world

Do you ever read travel blogs? Go online and find a travel blog in English. Then write about it.

- Where did the blogger go?
- When did he or she go there?
- What did he or she do there?

Kelly's Travel Blog

Kelly is a blogger from Canada. Last week, she went on vacation to Scotland. She went sightseeing in Glasgow. She went to ...



1 Quick pair review

Learning objective: Review adjectives, vacation activities, and good and bad news.

Lesson A Brainstorm!

- Go over the instructions.
- Have Ss work individually or in pairs to list as many adjectives as they can. Set a time limit of one minute.
- Elicit examples from the class.

Presentation Plus: Guided brainstorming page xxviii

After brainstorming, follow the steps for *Guided brainstorming* to review adjectives.

Lesson B Do you remember?

- Go over the instructions.
- Have Ss check the correct answers. Set a time limit of one minute.
- Go over the answers with the class.

Lesson C Find out!

- Go over the instructions and the example conversation.
- Model the activity. Call on a S and say something you did on your last vacation. Elicit whether the S did it, too. Continue until you find two things you both did.
- Have Ss work in pairs to find out two things they both did on their last vacation. Set a time limit of two minutes.
- Call on Ss to share what they found out with the class.

Lesson D Test your partner!

- Go over the instructions and the example.
- Have Ss work in pairs to take turns describing a vacation as their partner draws a postcard for it. Set a time limit of two minutes.
- Have Ss check their partner's drawing.
- Call on Ss to tell the class about their partner's vacation.

2 In the real world

Learning objective: Research a travel blog and write about it.

- Go over the instructions, the questions, and the example.
- As an out-of-class assignment, have Ss go online to research a travel blog in English. Suggest that Ss use a search engine and enter *travel blog English*. Encourage Ss to find a blog about a place they would like to visit.
- Have Ss write three or four sentences about what they found out.
- Have Ss work in pairs or small groups to read what they wrote.
- Call on Ss to read their sentences to the class.

12 Time to celebrate

At a glance: Unit overview	Speaking outcomes
<p>LESSON A I'm going to get married.</p> <p>Ss learn vocabulary for months and dates. They use <i>be going to</i> in statements and <i>yes / no</i> questions and answers.</p>	<p>Ss can . . .</p> <p>talk about their plans for specific dates.</p>
<p>LESSON B Sure. I'd love to.</p> <p>Ss decline and accept invitations. They listen to people invite others to do things.</p>	<p>Ss can . . .</p> <p>accept or decline an invitation.</p>
<p>LESSON C Planning a party</p> <p>Ss learn vocabulary for party plans. They ask and answer <i>Wh-</i> questions with <i>be going to</i>; they use object pronouns.</p>	<p>Ss can . . .</p> <p>discuss and agree on plans.</p>
<p>LESSON D Birthdays</p> <p>Ss read and discuss an article on birthday traditions. They write a thank-you note.</p>	<p>Ss can . . .</p> <p>describe birthday traditions in their culture.</p>

Warm-up

Learning objective: *Preview the topic and discuss special events.*

Presentation Plus: Preview the unit page xxx

Before doing Part A, follow the steps for *Preview the unit*. Ask: *What is happening in these pictures? Do people usually send invitations to these events? Which ones?*

A

- To introduce the topic of times to celebrate, direct Ss' attention to the pictures. Ask: *What things do you see? (Husband and wife, students, a New Year celebration, a birthday party)* Elicit answers from the Ss.
- Go over the instructions.
- Option** Say each word and have Ss repeat.
- Have Ss work individually to label the pictures with the correct words and then compare answers with a partner.
- Go over the answers with the class.
- Option** Do the activity as a class.

B

- Go over the question.
- Have Ss work in pairs or groups to answer the question.
- Elicit answers from the class.
- Option** Do the activity as a class.
- Tell Ss that they will learn how to talk about times to celebrate in this unit. Point out the Unit 12 lesson overviews. Go over what Ss will learn in each lesson.

Extra activity: Extension

Have Ss work individually to draw a picture of one of the events that they celebrated last year. Have Ss talk about their drawings in pairs. Suggest Ss save their drawings to discuss later in the unit. They could refer to their drawings at the end of Lesson D, when they talk about birthday celebrations.

LESSON A overview


Vocabulary: Months and dates

Grammar: *Be going to*; *yes / no* questions

Speaking: Information exchange about special days

1 Vocabulary Months and dates

Learning objective: Use vocabulary for months and dates.

A  (Level 1, Track 165)

- Direct Ss' attention to the months and dates.
- Play the audio. Have Ss listen and read silently.
- Ss often have difficulty saying dates because of the consonants at the end of ordinal numbers. Remind Ss to say all the consonants they hear. Point out that the pronunciation of *February* is challenging.
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.
- Call on a S and say a number (e.g., *twenty*). Elicit the ordinal number (e.g., *twentieth*).
- **Option** Have Ss work in pairs to take turns saying numbers and having their partner say the ordinal number.

B


- Go over the instructions and the example conversation.
- Have Ss stand and ask and answer questions about their birthdays to stand in order.
- When Ss are all standing in order, start at the beginning of the line and have Ss say their birthday. Make sure Ss say the ordinal numbers correctly.

2 Language in context Special days

Learning objective: See *be going to* in context.

Presentation Plus: Tip

Before class, hide the dates in each text under the pictures. For added challenge, instead of doing Part A with books open, zoom in on Part A, play the audio, and have Ss listen for the hidden dates. Elicit the dates from the class. Reveal the dates on the board. Play the audio again if necessary.

A  (Level 1, Track 166)

- Direct Ss' attention to the pictures to set the scene. Ask: *What do you see?* (A student graduating, an older man jumping out of a plane, a wedding.)
- Go over the instructions.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Go over the answers with the class.

Answers

June 8th, August 21st, October 16th

B

- Go over the questions.
- Have Ss answer the questions in pairs or groups.
- Call on Ss to tell the class about their partner's special days and why they are special.
- **Option** Do the activity as a class.


Cultural note

In Canada, the school year begins after Labor Day in September, runs for 190 days, and ends at the end of June. The length of the school year in the United States varies from state to state, with most about 175 to 180 days long. In the United States, school begins in August or early September and ends in May or June.

Historically, June is the most popular month to have a wedding, but in recent years, more people have gotten married in July. The most popular months are May through October.

3 Grammar *Be going to*; *yes / no* questions

Learning objective: Practice *be going to*; *yes / no* questions.

 (Level 1, Track 167)

Be going to

- Direct Ss' attention to the left side of the grammar box.
- Explain the rules for *be going to*:
 - 1 Focus on form in affirmative statements. Write on the board: subject + simple present of *be + going to + verb*
 - 2 Focus on form in negative statements. Write on the board: subject + simple present of *be + not + going to + verb*
 - 3 Focus on use. Say: *We use be going to to talk about future plans.*

Yes / no questions

- Direct Ss' attention to the right side of the grammar box.
- Explain the rules for *yes / no* questions with *be going to*:
 - 1 Focus on form in questions. Write on the board: simple present of *be + subject + going to + verb*
 - 2 Focus on short answers for *yes / no* questions. Write on the board: *yes*, + subject pronoun + simple present of *be*; *no*, + subject pronoun + simple present of *be + not*
- Refer to the sentences in Exercise 2. Have Ss underline the forms of *be going to*.
- Check comprehension. Ask: *Is Mari going to graduate from high school on June 8th? (No, she's not.) Is Sarah going to start college in September? (Yes, she is.) Is Walter going to be eighty years old on August 21st? (Yes, he is.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A


- Direct Ss' attention to the picture. Ask: *What do you see? (A graduation.)*
- Go over the instructions and the example.
- Have Ss complete the conversation with the correct forms of *be going to*.
- When Ss are finished, have them compare answers with a partner.
- Go over the answers with the class.
- Have Ss practice the conversation in pairs.

B

- Go over the instructions.
- Have Ss work in pairs to take turns asking and answering three *Are you going to . . . ?* questions.
- Call on Ss to ask a classmate a question.

4 Pronunciation Reduction of *going to* before verbs

Learning objective: Use reduction of *going to* before verbs.

A  (Level 1, Track 168)

- Go over the instructions.
- Play the audio. Have Ss listen, paying particular attention to the reduction of *going to*.
- Point out that this reduction is only used in speaking, not in writing.
- Play the audio again. Have Ss listen and repeat.

B

- Go over the instructions.
- Have Ss practice saying the sentences from the grammar chart in pairs.
- Call on Ss to say a sentence.

5 Speaking Three special days

Learning objective: Talk about plans for specific dates.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the circle.)

A

- Go over the instructions.
- Model the activity. Tell the class about the dates and your plans for three special days next year.
- Have Ss work individually to complete the chart.

B

- Go over the instructions.
- Have Ss work in pairs to talk about three special days, and ask and answer questions.
- Go around the room and give help as needed. Take notes on errors you hear Ss make in *be going to*.
- Call on Ss to tell the class about their partner's answers.
- Write any errors you heard Ss make on the board. Encourage Ss to correct them. Make sure they use *be going to* correctly.
- Finally, tell Ss to check the "can do" statement if they can talk about their plans for specific dates. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 89–91
Online Self-study	Lesson A

LESSON B overview

Interactions: Declining an invitation; accepting an invitation

Listening: Invitations

Speaking: Class invitations

1 Interactions Invitations

Learning objective: Practice declining and accepting invitations.

A

- Go over the question.
- Have Ss answer the question in pairs.
- Elicit answers from the class.

B (Level 1, Track 169)

- Direct Ss' attention to the pictures to set the scene. Ask: *What are the people doing? (Talking on the phone.)*
- Play the audio. Have Ss listen and read silently. If helpful, play the audio again line by line and have Ss listen and repeat.
- Have Ss practice the conversation in pairs, then change roles and practice again.

C (Level 1, Track 170)

- Point out the target expressions in the conversation (*I'm sorry. I can't. Sure. I'd love to.*). Explain that there are other ways to decline and accept invitations.
- Go over the expressions in the boxes. Explain that the expressions for declining an invitation are a little more formal than the ones for accepting an invitation.
- Play the audio and have Ss listen and read silently.
- **Option** Play the audio line by line and have Ss listen and repeat.
- Model the activity with a S. Have the S read Brandon's lines. Show how to substitute another way to decline an invitation, and another way to accept an invitation.

- Have Ss practice the substitution conversation in pairs, and then change roles and practice again.
- Go around the room and give help as needed.
- **Option** Have a pair of Ss perform the conversation in front of the class.

Presentation Plus: Restoring text page xxx

After doing Part C, follow the steps for *Restoring text*, using the new expressions in the boxes to review language for invitations.

D

- Go over the instructions and phrases in the box.
- Go over the example conversation.
- Model the activity with a S. Have the S read B's question. Show how to substitute an activity from the box. Elicit a way to decline the invitation. Practice again and elicit a way to accept the invitation.
- Have Ss work in pairs to take turns inviting their partner to do an activity, as their partner practices declining and accepting invitations.
- **Option** Have two pairs of Ss perform their conversations for the class.

Extra activity: Extension

Have Ss work in groups of three to practice accepting and declining the invitations in Part D. Assign roles A, B, and C so Ss know who they are. In the first round, A will invite B, B will decline, A will invite C, and C will accept. Have the Ss do the activity. In the second round, B invites, C declines, and A accepts. In the third round, C invites, A declines, and B accepts. Go around the room and give help as needed.

2 Listening I'd love to, but . . .

Learning objective: Develop skills in listening for the gist.

Presentation Plus: Tip

Before class, hide half of each picture diagonally. In class, before doing Part A, zoom in on the pictures and have Ss guess what is in them. If Ss need help, use the Eraser tool to gradually reveal parts of the pictures.

A 🎧 (Level 1, Track 171)

- Direct Ss' attention to the pictures. Ask: *What activities are in each picture? (See a movie, eat out at a restaurant, go to a soccer game, meet for coffee.)*
- Go over the instructions.
- Play the audio. Stop after the first conversation. Ask: *What was the invitation? (Go to a soccer game.)* Point out that *1* is in the box for the soccer game.
- Continue to play the audio. Have Ss listen and number the pictures from 2 to 4.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B 🎧 (Level 1, Track 171)

- Go over the instructions.
- Play the audio again. Stop after the first conversation. Ask: *Did she accept or decline?* Point out that *accept* has a check mark.
- Continue to play the audio. Have Ss listen and check *accept* or *decline*.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

Extra activity: Extension

To review simple present and past, have Ss work in pairs to ask and answer questions about each conversation. Call on Ss and ask questions (e.g., *Where did Pete invite Vanessa? Did she accept? Did David decline the invitation? Does Jeremy know the new Italian restaurant?*).

3 Speaking Do you want to hang out?

Learning objective: Accept or decline invitations.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the circle.)
- Go over the instructions.
- Go over the example conversation.
- Model the activity with a S. Ask: *Do you want to go to a party?* Elicit an excuse from the S. Then say: *Maybe next time.* Remind Ss to expand the conversation by talking about time and place if they accept their partner's invitation.
- **Tip** To help Ss become comfortable with more than one way to say something, have them practice each option in pairs first.
- Have Ss walk around the room to practice making invitations and accepting or declining with excuses with at least five classmates. Remind Ss to respond to excuses appropriately.
- Go around the room and give help as needed. Take notes on the errors you hear Ss make in inviting, accepting, declining with excuses, and responding to excuses.
- Call on Ss to invite a classmate to do something. Encourage Ss not to repeat invitations, excuses, or responses.
- Write the errors you heard Ss make on the board. Encourage Ss to correct them. Make sure Ss use the expressions correctly.
- Finally, tell Ss to check the "can do" statement if they can accept or decline an invitation. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Extra activity: Extension

Have Ss work in pairs. Student A makes an invitation. Student B accepts or declines. If Student B declines, then he or she must make an invitation to Student A. Student A then accepts or declines. Have Ss walk around the room to practice with ten classmates.

Additional practice

For more practice, use:

Workbook	page 92
Online Self-study	Lesson B

LESSON C overview

Vocabulary: Party checklist

Grammar: *Wh-* questions with *be going to*; object pronouns

Speaking: Discussion of plans for three scenarios

1 Vocabulary Party checklist

Learning objective: Use vocabulary for things to do for a party.

A 🎧 (Level 1, Track 172)

- Direct Ss' attention to the pictures. Ask: *What do you see?* (*Names, invitation, menu, sweater, happy birthday sign, music, cake, sandwich.*)
- Go over the instructions. Explain that a checklist is a list of things to do.
- Have Ss match the things on the checklist and the pictures.
- **Option** Have Ss check their answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.
- **Option** Have Ss work in pairs to take turns saying the verb as their partner says the noun. Then they change roles.

B

- Go over the instructions and times in the box.
- Go over the example.
- Have Ss work in pairs to discuss when it is a good time to do each thing.
- Call on Ss to tell the class about their ideas.

2 Conversation I can bake!

Learning objective: Practice a conversation about a party; see use of *Wh-* questions with *be going to* in context.

🎧 (Level 1, Track 173)

Presentation Plus: Fill in the text page xxvii

Before doing Exercise 2, follow the steps for *Fill in the text* using the conversation to practice the vocabulary for a party checklist. Hide *do* (on first line), *send the invitations*, *buy*, and *bake the cake*.


- Direct Ss' attention to the picture to set the scene. Ask: *What are they doing?* (*Working together at the computer.*)
- Play the audio. Have Ss listen and read silently. If helpful, play the audio line by line and have Ss repeat.
- Have Ss practice the conversation in pairs.
- Then call on one pair to act the conversation out for the class.

Extra activity: Extension

Copy the lines of the conversation onto strips of paper (one strip for each chunk of dialogue, 12 strips total). Books closed. Put Ss into groups of 12. Give each S a strip to memorize. Have Ss say their lines to the other members of the group and then organize themselves to stand in the order of the conversation. When Ss are in order, have each S say his or her line to recite the conversation.

3 Grammar *Wh*- questions with *be going to*; object pronouns

Learning objective: Practice *Wh*- questions with *be going to* and object pronouns.

 (Level 1, Track 174)

Wh*- questions with *be going to

- Direct Ss' attention to the left side of the grammar box.
- Focus on form in *Wh*- questions. Write on the board: *Wh*- question word + simple present of *be* + *going to* + verb
- Focus on use. Say: *We use Wh- questions with be going to to get information about future events.*

Object pronouns

- Direct Ss' attention to the right side of the grammar box. Say the first question and answer. Ask: *Who is him in this sentence? (Eric.)* Say the second question and answer. Ask: *What is it in this sentence? (The cake.)* Say the third question and answer. Ask: *What is them in this sentence? (The invitations.)*
- Direct Ss' attention to the bottom of the grammar box.
- Elicit the object pronouns for each subject pronoun.
- Refer to the conversation in Exercise 2. Ask Ss to underline the *Wh*- questions and circle the object pronouns.
- Check comprehension. Ask: *Who is going to help Andrea and Matt? (Rosario.)* *How is Rosario going to send the invitations? (By email.)* *What are they going to buy Eric? (A sweater.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

- Go over the instructions and the example.
- Have Ss work individually to complete the conversation.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- Have Ss practice the conversation in pairs.

B

- Go over the instructions and the example.
- Have Ss work individually to rewrite the sentences using object pronouns.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

C

- Go over the instructions.
- Model the activity. Call on a S and ask: *What are you going to do tonight?* Elicit his or her plans.
- Have Ss walk around the room and take turns asking and answering the question with ten classmates.
- Call on Ss to tell the class about a classmate's plans.

Presentation Plus: Revealing grammar page xxx

After doing Part C, follow the steps for *Revealing grammar* to review object pronouns. Hide *him, it, and them* from the top of the grammar chart and any (or all) object pronouns from the bottom.

4 Speaking Let's decide together.

Learning objective: Discuss and agree on plans.

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the circle.)

A

- Go over the instructions.
- Go over the first situation and the example conversation.
- Have Ss discuss the situations in pairs.

B

- Go over the instructions.
- Have each pair join another pair to take turns sharing their ideas, and asking and answering questions for more information. Encourage Ss to agree on their ideas for each situation.
- Go around the room and give help as needed. Take notes on errors you hear Ss make in using *Wh*- questions with *be going to* and object pronouns.
- Call on Ss to tell the class about their group's ideas.
- Write any errors you heard Ss make on the board. Encourage Ss to correct them. Make sure they use *Wh*- questions and object pronouns correctly.
- Finally, tell Ss to check the "can do" statement if they can discuss and agree on plans. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 93–95
Online Self-study	Lesson C

LESSON D overview

Reading: “Birthday Traditions” (an article)

Listening: A “Sweet 16” birthday party

Writing: A thank-you note

Speaking: Discussion about birthday traditions

1 Reading Birthday Traditions

Learning objective: Read and discuss an article on birthday traditions; develop skills in reading for main ideas and details.

A 🎧 (Level 1, Track 175)

- Go over the questions.
- Have Ss answer the questions in pairs.
- Elicit answers from the class.

Presentation Plus: Tip

Before class, hide the text leaving only the pictures showing. After doing Part A, books closed. Zoom in on the article and have Ss focus on the pictures. Ask the questions in the notes for Part B below to set the scene. Additional questions: *How old are the children? What are they celebrating?*

B

- Direct Ss’ attention to the pictures to set the scene.
Ask: *Who and what do you see? (Children and food.)*
Where do you think they are from? (Ecuador, Japan, South Korea.)
- Pre-teach unfamiliar vocabulary.

Vocabulary

tradition: an action or a way of behaving of a group of people for a long time

traditional: following the ways of behaving of a group of people

high-heeled shoes: shoes that are not flat

- Go over the instructions and the question.
- Have Ss read the article and answer the question.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

Answers

Nigeria: first, fifth, tenth, and fifteenth birthdays

Japan: third, fifth, and seventh birthdays

Ecuador: fifteenth birthday

South Korea: first birthday

C

- Go over the instructions.
- Have Ss read the article again and answer the questions.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

Extra activity: Extension

Have Ss work in pairs to create eight more questions (two per text) about the article. Have pairs join another pair to take turns asking and answering their questions. Call on Ss to ask a classmate a question. Elicit the answer.

D

- Go over the question and the example.
- Have Ss discuss their ideas in pairs.
- Call on Ss to share their ideas with the class.

Extra activity: Extension

Have Ss work individually to prepare five *Wh-* or *yes / no* questions to ask a classmate about how they celebrated their last birthday. Suggest that Ss review the grammar from Unit 11 if they need help. Have Ss work in pairs to take turns asking and answering their questions. Call on Ss to tell the class about their partner’s last birthday.

2 Listening Sweet 16

Learning objective: Listen to someone tell about her “Sweet 16” birthday party; develop skills in listening for specific information.

A (Level 1, Track 176)

- Go over the instructions.
- Play the audio. Stop after Amanda says “My birthday is July 14th.” Ask: *When is her birthday? (July 14th.)* Point out that *Amanda’s birthday is July 14th.* has a check mark because it is true.
- Play the audio. Have Ss listen and check the true sentences.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (Level 1, Track 176)

- Go over the instructions.
- Play the audio. Have Ss listen and correct the false sentences.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

3 Writing A thank-you note

Learning objective: Write a thank-you note for a gift.

- Go over the instructions.
- Model the activity. Tell about a gift you received. Include what the gift is, who it is from, why you got it, and what you like about it.
- Have Ss answer the questions.
- **Option** Have Ss talk about the gifts in pairs.

Presentation Plus: Analyzing the model page xxvii

After doing Part A, follow the steps for *Analyzing the model* to prepare for the writing activity.

B

- Direct Ss’ attention to the note. Ask: *Who wrote the note? (Sun-hee.) Who did she write to? (Liz.) What did Liz give Sun-hee? (A sweater.) Why did Sun-hee like it? (Blue and green are her favorite colors.)*
- Go over the instructions.
- Have Ss write a thank-you note for a gift. Remind them to use their answers in Part A and the model for help.

C

- Go over the instructions.
- Have Ss share their thank-you notes in small groups.
- Elicit whether Ss wrote about similar gifts.

4 Speaking How we celebrate

Learning objective: Describe birthday traditions in your culture.

- Direct Ss’ attention to the “can do” statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the circle.)

A

- Direct Ss’ attention to the picture. Ask: *What are they celebrating? (A birthday.) Where is the party? (Mexico.)*
- Go over the instructions and the questions.
- Have Ss work in small groups to discuss the ways people celebrate birthdays in their culture. Remind them to use the questions.
- Call on Ss to tell the class about how they or someone in their group celebrates birthdays.

B

- Go over the instructions.
- Have Ss work in their small groups to take turns telling how they are going to celebrate their next birthday.
- Go around the room and give help as needed. Take notes on correctly formed uses of *be going to* in statements and questions that you hear.
- Provide positive feedback to Ss on correctly formed uses of *be going to*.
- Finally, tell Ss to check the “can do” statement if they can describe birthday traditions in their culture. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 96
Online Self-study	Lesson D

Wrap-up

1 Quick pair review

Lesson A **Guess!**

Say three dates when you are going to do something special. Can your partner guess what you are going to do? Take turns. You have three minutes.

A: I'm going to do something special on June 17th.

B: Are you going to graduate?

A: Yes, I am!

Lesson B **Do you remember?**

Read the sentences. Write A (accepting an invitation), D (declining an invitation), or E (making an excuse). You have one minute.

1 I'd love to. A

4 I'm really sorry, but I can't. D

2 I'm studying for an exam. E

5 I'm working late tonight. E

3 That sounds great. A

6 I'm afraid I can't. D

Lesson C **Brainstorm!**

Make a list of things you do to plan a party. How many do you know? You have two minutes.

Lesson D **Find out!**

What are three activities both you and your partner do on your birthdays? You have two minutes.

A: I eat cake on my birthday. Do you?

B: Yes, I eat cake, too.

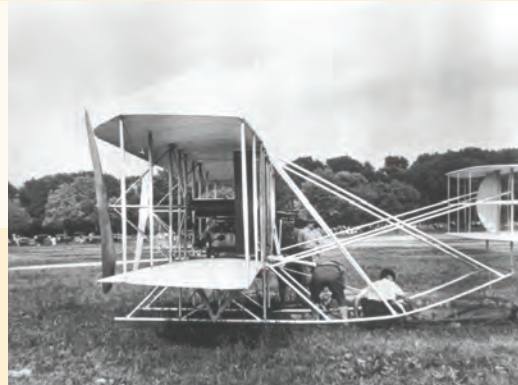
2 In the real world

When is your birthday? Go online and find information in English about two important events that happened that day. Then write about them.

- Where did the events happen?
- Who participated in the events?
- Why were the events important?

My Birthday

My birthday is December 17th. On this day in 1903, the Wright brothers flew an airplane for 12 seconds. This was important because ...



1 Quick pair review

Learning objective: Review dates, ways to accept and decline invitations, and plans for a party.

Lesson A Guess!

- Go over the instructions and the example conversation.
- Have Ss work in pairs to take turns saying three dates they are going to do something special as their partner guesses. Set a time limit of three minutes.
- Call on Ss to tell the class about one of their partner's special days and plans.

Lesson B Do you remember?

- Go over the instructions.
- Have Ss write A, D, or E next to each sentence. Set a time limit of one minute.
- Go over the answers with the class.

Lesson C Brainstorm!

- Go over the instructions.
- Have Ss work individually or in pairs to make a list of things they do to plan a party. Set a time limit of two minutes.
- Elicit examples from the class.

Presentation Plus: List that page xxix

After brainstorming, follow the steps for *List that* to review vocabulary for planning a party.

Lesson D Find out!

- Go over the instructions and the example conversation.
- Model the activity. Call on a S and say something you do on your birthday. Elicit whether the S does it, too. Continue until you find three things you both do.
- Have Ss work in pairs to find out three things they both do on their birthdays. Set a time limit of two minutes.
- Call on Ss to share what they found out with the class.

2 In the real world

Learning objective: Research events that happened on their birthday and write about them.

- Go over the instructions, the questions, and the example.
- As an out-of-class assignment, have Ss go online to research events that happened on their birthdays. Suggest that Ss use a search engine and enter *This day in history* (date).
- Have Ss write three or four sentences about what they found out.
- Have Ss work in pairs or small groups to read what they wrote.
- Call on Ss to read their sentences to the class.
- Elicit which birthday is the most interesting.

Keep talking!

Unit 1, Lesson A

Learning objective: Practice saying names and possessive adjectives.

Refer Ss to page 125.

A

- Go over the instructions and the example conversation. Say: *My name is Eduardo.* Have a S read the next line: *His name is Eduardo. My name is Ming-mei.* Continue with two more Ss.
- Have Ss work in groups to practice the activity. Have Ss stand in a circle.
- Go around the room and provide help as needed. Make sure Ss use the correct possessive adjectives and forms of *be*.

B

- Go over the instructions and the example sentences.
- Have students work in groups to practice the activity.
- Go around the room and provide help as needed. Make sure Ss use first and last names.
- Call on Ss to tell the class about the people in their group.

unit

Lesson A

Keep talking!

Name circle

A GROUP WORK Stand in a circle. Go around the circle and say your first names. Repeat your classmates' names before you say your own name.



B GROUP WORK Go around the circle again. Repeat your classmates' full names.

A: My name is Eduardo Sanchez.

B: His name is Eduardo Sanchez. My name is Ming-mei Lee.

C: His name is Eduardo Sanchez. Her name is Ming-mei Lee. My name ...

Keep talking!

125

Entertainment awards

Student A

PAIR WORK You and your partner have pictures of the same people, but some of the jobs and cities are different. Ask questions to find the differences. Circle them.



A: Is Antonio Loren a model in your picture?

B: Yes, he is.

A: OK. That's the same. Is he from Rome?

B: No, he's from Milan. That's different.

126

Keep talking!

Unit 1, Lesson C

Learning objective: Talk about people, jobs, and cities.

Put Ss in pairs. Designate one S as A and one S as B. Refer A Ss to page 126. Refer B Ss to page 128.

- Explain or elicit the meaning of *the same* and *different*. Hold up two Ss' books (*the same*). Hold up two coats or bags (*different*). Explain to Ss that they have to circle things that are different.
- Go over the instructions and the example conversation (they are the same on both pages).
- Model the activity. Ask: *Is Antonio a model in your picture? Is that the same or different? (Yes, that's the same.) Is Maria an actress? Is that the same or different? (No, that's different.)* If helpful, ask one or two more questions.
- Have Ss take turns asking and answering questions to find differences. Remind Ss not to look at their partners' page.
- Go around the room and give help as needed.
- Elicit the differences.

Answers

Student A:

Antonio Loren is from Milan.

Lucy Chen is an actress.

Maria Lopez is a singer.

David Mason is from Boston.

Student B:

Antonio Loren is from Rome.

Lucy Chen is an artist.

Maria Lopez is an actress.

David Mason is from London.

Unit 2, Lesson A

Learning objective: Practice asking and answering questions about names, nationalities, and cities.

Refer Ss to page 127.

A

- Direct Ss' attention to the map. Ask about cities and countries (e.g., ask: *Where is Dakar?* [Senegal.] *Where is Havana?* [Cuba.] *What cities are in Canada?* [Toronto and Vancouver.]).
- Go over the instructions.
- Model the activity. Create a "new" identity for yourself (*My name is Yuki Nakamoto. I am from Tokyo, Japan.*).
- Have Ss work individually to complete the index card for themselves.

B

- Go over the instructions and the example conversation.
- Model the activity. Call on a S and ask the questions in the conversation. Show how to substitute the name and nationality in your second and third lines. Write the S information on the board.
- Have Ss work in groups of five to practice the activity. Alternatively, have Ss walk around the room to interview four classmates. Remind Ss to write the information on the cards.
- Go around the room and provide help as needed. Make sure Ss use nationalities in response to country names.
- Call on Ss to tell the class about a "new" classmate.

unit 2 Lesson A

Around the world

A Create a "new" identity. Write your new name and the country and city you are from.

Name:
Country:
City:



B GROUP WORK Interview four classmates. Complete the cards with their "new" identities.

Name:
Country:
City:

Name:
Country:
City:

Name:
Country:
City:

Name:
Country:
City:

A: Hi. What's your name?
B: Hi. My name is Sophie Manet.
A: Where are you from, Sophie?
B: I'm from France.
A: Oh, you're French. What city are you from?
B: I'm from Paris.

Unit 1, Lesson C

continued

Entertainment awards

Student B

PAIR WORK You and your partner have pictures of the same people, but some of the jobs and cities are different. Ask questions to find the differences. Circle them.



A: Is Antonio Loren a model in your picture?

B: Yes, he is.

A: OK. That's the same. Is he from Rome?

B: No, he's from Milan. That's different.

Answers

Student A:

Antonio Loren is from Milan.

Lucy Chen is an actress.

Maria Lopez is a singer.

David Mason is from Boston.

Student B:

Antonio Loren is from Rome.

Lucy Chen is an artist.

Maria Lopez is an actress.

David Mason is from London.

Unit 2, Lesson C

Learning objective: Talk about family members.

Refer Ss to page 129.

A

- Go over the instructions.
- Direct Ss' attention to the family tree. Check comprehension. Ask: *This is Roberto. Who is his father? (César.) Who is his wife? (Claudia.) Who is their daughter? (Isabel.) Who is Isabel's brother? (Iván.)*
- Have Ss work individually to draw their own family trees.
- Go around the room and give help as needed.

B

- Go over the instructions and the example conversation.
- Read the conversation with a S.
- Model the activity with another S. Tell about someone in your family. Have the S ask questions.
- Have Ss work in pairs to take turns talking about their family tree as their partner draws it.

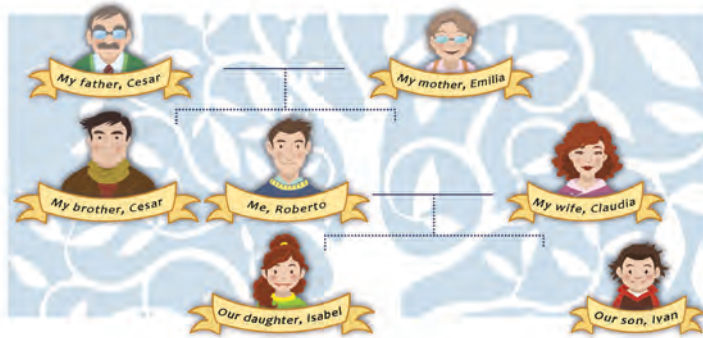
C

- Go over the instructions.
- Have Ss compare the trees they drew with their partner's original trees.
- Call on Ss and ask questions: *Who is in your partner's family? What is his (her) father's name? How old is his (her) sister?*

unit 2 Lesson C

Family tree

A Draw your family tree. Include your family members, their names, and their ages.



My Family Tree

B PAIR WORK Tell your partner about your family tree, but don't show it! Your partner draws it on another sheet of paper. Take turns.

A: My grandfather is George. He's 72 years old. My grandmother is Anna.

B: How do you spell "Anna"?

A: A-N-N-A.

B: OK, thanks.

A: She's 68. Their kids are ...

C PAIR WORK Compare your drawing with your partner's family tree. Are they the same?

Keep talking!

Cleaning the closet

PAIR WORK Look at Dean and Lucy's closet. What things are in their closet?



A: What's that?

B: It's a dictionary. What's that?

A: It's a cell phone. Hey, what are these?

Unit 3, Lesson A

Learning objective: Talk about everyday items.

Refer Ss to page 130.

- Direct Ss' attention to the picture. Elicit some of the items they see.
- Go over the instructions and the example conversation.
- Model the activity. Point to an item and ask: *What's that?* Elicit the answer.
- Have Ss work in pairs to take turns asking and answering questions about the items in the closet.
- **Option** Have Ss work in pairs to make a list of items and the number of each.

Extra activity: Pair drawings

Model the activity. Have a S tell you what is in his or her bag or car. It doesn't have to be true. Draw the items on the board as you listen. Show the class your finished drawing. Ask: *Is this right?* Make any necessary changes. Have Ss work in pairs to take turns naming the things as their partner draws them. Encourage Ss to use different numbers of things.

Unit 3, Lesson C

Learning objective: Talk about clothes and colors.

Put Ss in pairs. Designate one S as A and one S as B. Refer A Ss to page 131. Refer B Ss to page 132.

A

- Go over the instructions and the example conversation (they are the same on both pages).
- Direct Ss' attention to Ben's clothes. Ask A Ss: *Are Ben's pants gray?* (Yes, they are.) Ask B Ss: *Are Ben's pants gray?* (Yes, they are.) Say: *That's the same.* Ask both: *Is his cap yellow?* Elicit the differences (A: *Yes, it is.* B: *No, it isn't.*). Say: *That's different.*
- Have Ss work in pairs to talk about what is the same and different in the two pictures.
- Elicit the differences.

Answers

Differences: *Alice's pants; Ben's cap and T-shirt; Vanessa's scarf; José's suit and belt; Jane's skirt, shoes, and hat; Liam and Leo's caps.*

B

- Go over the instructions and the example partial conversation.
- Elicit the completion of B's line (*Ben's pants are gray.*).
- Have Ss look at the picture to remember as much as they can. Set a one-minute time limit.
- Have Ss cover the picture and talk about what is the same.
- Option** Have Ss write notes about the people's clothes.
- Elicit what is the same.

unit 3 Lesson C

What color?

Student A

A PAIR WORK You and your partner have pictures of the same people, but some of their clothes are different colors. Describe the clothing to find the differences. Circle them.



A: In my picture, Alice's coat is blue and white.

B: That's the same in mine. And her pants are gray.

A: In my picture, her pants are green. That's different.

B PAIR WORK Cover the picture. What is the same? Answer with the information you remember.

A: Alice's coat is blue and white.

B: Yes. And Ben's pants are ...

Keep talking!

131

Answers

Similarities: *Alice's brown boots; Ben's gray pants and white tennis shoes; Vanessa's pink dress and black boots; José's blue and white shirt; Jane's blue jacket and green and white shirt; Liam and Leo's purple sweaters, brown shorts, and gray tennis shoes.*

Unit 3, Lesson C

continued

What color?

Student B

A PAIR WORK You and your partner have pictures of the same people, but some of their clothes are different colors. Describe the clothing to find the differences. Circle them.



A: In my picture, Alice's coat is blue and white.

B: That's the same in mine. And her pants are gray.

A: In my picture, her pants are green. That's different.

B PAIR WORK Cover the picture. What is the same? Answer with the information you remember.

A: Alice's coat is blue and white.

B: Yes. And Ben's pants are ...

Answers

Differences: Alice's pants; Ben's cap and T-shirt; Vanessa's scarf; José's suit and belt; Jane's skirt, shoes, and hat; Liam and Leo's caps.

Answers

Similarities: Alice's brown boots; Ben's gray pants and white tennis shoes; Vanessa's pink dress and black boots; José's blue and white shirt; Jane's blue jacket and green and white shirt; Liam and Leo's purple sweaters, brown shorts, and gray tennis shoes.

Unit 4, Lesson A

Learning objective: Talk about ways people get around.

Refer Ss to page 133.

A

- Go over the instructions. Point out that % means “percent.” Check comprehension. Ask: *If 100% of students drive to school, does that mean all, half, or none of the students drive? (All of the students.)*
- Direct Ss’ attention to the picture. Ask: *How do people get around in Los Angeles? (They drive.)*
- Direct Ss’ attention to the figures on the left. Ask: *What percent drive alone? (73%.) What percent drive with others? (10%.) What percent take the bus, train, or subway? (7%.) What percent ride a bicycle? (1%.) What percent work from home? (5%.)*

B

- Go over the instructions and the percentages in the box.
- Direct Ss’ attention to the picture. Ask: *How do those people get around? (They take the subway.)*
- Have Ss work in pairs to complete the chart with their guesses about percentages.
- Elicit ideas from Ss.
- Have Ss check their answers on page 134.

C

- Go over the instructions and the example conversation.
- Have Ss work in small groups to rank the ways people get to work in your city from 1 to 8.

unit

4 Lesson A

Car, train, bus, or bicycle?

A Look at the ways people get to work in Los Angeles.

How people in Los Angeles get to work	
73%	drive alone
10%	drive with others
7%	take the bus, train, or subway
3%	walk
1%	ride a bicycle
5%	work from home



Note: % = percent

B PAIR WORK Guess the ways people get to work in Washington, D.C. Complete the chart with the numbers. Then check your answers on the bottom of page 134.

1% 4% 5% 6% 13% 32% 39%

How people in Washington, D.C. get to work	
_____ %	drive alone
_____ %	drive with others
_____ %	take the bus, train, or subway
_____ %	walk
_____ %	ride a bike
_____ %	other
_____ %	work from home



C GROUP WORK Guess the ways people get to work where you live. Rank them from 1 to 8.

_____ drive alone _____ ride a bicycle _____ take the bus, train, or subway _____ walk
 _____ drive with others _____ take a taxi _____ work from home _____ other

A: I think number 1 is “take the bus, train, or subway.”

B: I agree. I think number 2 is “drive alone.”

Keep talking!

Routines

A CLASS ACTIVITY Find classmates who do each thing. Write their names.

Find someone who ...	Name	Find someone who ...	Name
gets up before 6:00		sleeps a lot on weekends	
studies in the morning		walks to class	
takes a shower at night		has a red bike	
has coffee at home		reads on the bus	
reads every day		takes a bath in the morning	
goes to bed early		drives a sports car	
watches TV after midnight		doesn't cook	



take a shower



study on the bus



drive a sports car

A: Do you get up before 6:00, Donna?

B: No, I don't. I get up at 6:30.

A: How about you, Michael? Do you get up before 6:00?

C: Yes, I do.

B Share your information.

A: Michael gets up before 6:00.

B: And Angela gets up before 6:00. David studies in the morning.

Answers to Keep talking! Unit 4 Lesson C, Part B (page 133): 32% drive alone; 6% drive with others; 39% take the bus, train, or subway; 13% walk; 4% ride a bike; 5% work at home; 1% other

Unit 4, Lesson C

Learning objective: Ask and answer questions about routines.

Refer Ss to page 134.

A

- Direct Ss' attention to the pictures. Say each new activity and have Ss repeat.
- Go over the instructions and the example conversation. Point to the first line on the *Find someone who . . .* activity and say: *Michael gets up before 6:00.*
- Model the activity. Ask a S: *Do you get up before 6:00?* If the S answers yes, pretend to write his or her name on the first line. If the S answers no, keep asking until a S does answer yes.
- Have Ss walk around the room to ask and answer questions and complete the chart. Encourage Ss to write a different name on every line if possible.

B

- Go over the instructions and the example conversation.
- Have Ss share their information in pairs or small groups.
- Call on Ss to tell the class about one or more classmates.

Unit 5, Lesson A

Learning objective: Talk about more online habits.

Refer Ss to page 135.

A

- Go over the instructions.
- Direct Ss' attention to the pictures. Say each phrase and have Ss repeat.
- Direct Ss' attention to the chart. Say each question and have Ss repeat.
- Model the activity. Call on a S and ask: *Do you ever read people's blogs?* Make sure the S responds with an adverb of frequency. Repeat his or her sentence (e.g., *I sometimes read people's blogs.*)
- Have Ss work individually to add two more questions to the chart.

B

- Have Ss work in pairs to take turns asking and answering the questions in their charts. Remind Ss to use adverbs of frequency in the answers.
- Have Ss write their partner's answers in the chart.

C

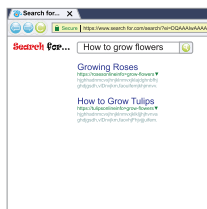
- Go over the instructions and the example conversation.
- Have Ss work with different partners to take turns talking about their first partner's answers.
- Call on Ss to tell the class about their first partner's online habits.

unit 5 Lesson A

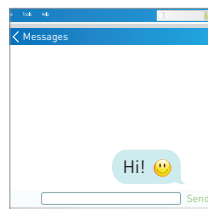
On the computer

A Add two more questions about online activities to the chart.

Do you ever ... ?	Name:
read people's blogs	
buy books online	
watch movies online	
search the internet in English	
write articles or blogs	
chat with friends online	
listen to podcasts	



search the internet in English



chat with friends online



buy books online

B PAIR WORK Interview your partner. Complete the chart with his or her answers. Use adverbs of frequency.

A: Naoko, do you ever read people's blogs?

B: Oh, yes. I often do. Do you?

A: I hardly ever do.

B: Do you ever ...

C PAIR WORK Tell another classmate about your partner's answers.

A: Naoko often reads people's blogs.

B: Sasha never does.

Keep talking!

135


Extra activity: Survey


Have Ss each choose one question about online habits to ask their classmates. If your class is large, have Ss ask 10 or 15 classmates. Have Ss walk around the room to ask and answer the questions and record the answers.

Follow-up questions

A Add two more questions about each topic to the charts.

Sports and games	Questions	Name: _____
	Do you ever play sports?	
	What do you play?	
	Who do you play with?	

Shopping	Questions	Name: _____
	Do you ever go shopping?	
	Where do you shop?	
	What do you buy there?	

Getting around	Questions	Name: _____
	Do you ever take the bus?	
	Why do you take the bus?	
	When do you take it?	

B **CLASS ACTIVITY** Find a classmate who does each activity. Then ask the follow-up questions. Take notes.

A: Do you ever play sports, Samantha?

B: Yes, I sometimes do.

A: What do you play?

B: I play tennis.

C Share your information. What answers are popular in your class?

Unit 5, Lesson C

Learning objective: Ask and answer follow-up questions.

Refer Ss to page 136.

A

- Go over the instructions.
- Direct Ss' attention to the charts. Point out that the first question in each section is a *yes / no* question, and the follow-up questions are *Wh-* questions.
- Have Ss work individually to add two more questions to each topic.

B

- Go over the instructions and the example conversation.
- Model the activity. Call on a S and ask: *Do you ever go shopping?* If the S answers yes, ask the follow-up questions, including one more (e.g., *Who do you go with?*). Pretend to write the answers down.
- Have Ss walk around the room to ask and answer questions to complete their charts. Remind them to write the names and the answers.

C

- Go over the instructions.
- Have Ss share their information in pairs or small groups.
- Call on Ss to share their information with the class.

Unit 6, Lesson A

Learning objective: Talk about jobs people do.

Refer Ss to page 137.

A

- Go over the instructions.
- Direct Ss' attention to the picture. Tell Ss to try to remember as much as they can. Set a time limit of two minutes.

B

- Go over the instructions and the example conversation.
- Have Ss cover the picture. Then have Ss work in pairs to take turns asking and answering the questions.

C

- Go over the instructions.
- **Option** Give Ss one minute to look at the picture and think of two more questions.
- Have Ss cover the picture. Then have Ss work in pairs to take turns asking and answering two more questions about the picture.

Extra activity: True or false

Have Ss work in pairs to write five sentences about the picture. At least two should be false. Books closed. Have each pair join another pair to take turns reading their sentences and eliciting whether they are true or false.

unit 6 Lesson A

Job details

A Look at the picture for two minutes. Try to remember the people's names, jobs, and other information.



B PAIR WORK Cover the picture. Ask the questions and answer with the information you remember.

- | | |
|------------------------------|-------------------------------------|
| • What does Ana do? | • What does Luis do? |
| • Where does she work? | • Where does Mei-li work? |
| • Who does she work with? | • What does she do? |
| • What does Paul do? | • What company does Mitch work for? |
| • How does Jane get to work? | • What does Carla do? |

A: What does Ana do?

B: I think she's a waitress.

A: Yes, I think so, too. Where does she work?

C PAIR WORK Ask and answer two more questions about the picture.

Keep talking!

137

Start to finish

GROUP WORK Play the game. Put a small object on Start. Toss a coin.



Move 1 space.

Heads



Move 2 spaces.

Tails

Read the question. Can you do what it says? Take turns.

Yes. → Move forward.

No. ← Move back.

START	Can you spell your first name backward? <i>Carlos:</i> S-O-L-R-A-C. ← 1 space 2 spaces →	Can you whistle?  ← 2 spaces 1 space →	Can you name the days of the week in English? <i>Munday, ...</i> ← 2 spaces 1 space →
Can you answer this question? What time is it? ← 2 spaces 1 space →	Can you read music?  ← 1 space 3 spaces →	Can you name eight nationalities? ← 1 space 1 space →	Can you name nine colors?  ← 3 spaces 1 space →
Can you shoot a basketball?  ← 1 space 2 spaces →	What can you do online? Name two things. ← 2 spaces 1 space →	Can you sing karaoke in English?  ← 2 spaces 2 spaces →	Can you name eight countries in alphabetical order? <i>Australia, Brazil, Canada ...</i> ← 2 spaces 1 space →
Can you count from 1 to 20 in English? ← 2 spaces 1 space →	Can you ask for someone on the phone?  ← 2 spaces 1 space →	Can you answer this question? What's your morning routine? ← 2 spaces 2 spaces →	Can you talk about your family for one minute?  ← 3 spaces 1 space →
Can you name six things in the classroom?  ← 3 spaces 3 spaces →	Can you answer this question? What do you usually do on Saturday night? ← 1 space 2 spaces →	Can you name seven ways of getting around?  ← 1 space 2 spaces →	FINISH

138

Keep talking!

Unit 6, Lesson C

Learning objective: Play a game to practice questions and answers with can.

Refer Ss to page 138.

- Go over the instructions.
- Direct Ss' attention to the game board.
- Model the activity. Toss a coin. If it's heads, read the first question aloud (*Can you spell your first name backward?*), and spell your name backward. If it's tails, say: *Can you whistle?* Whistle. Pretend to move your piece as directed.
- Have Ss work in groups of three or four to play the game.
- Go around the room and give help as needed.
- When Ss have finished the game, call on Ss and ask a question on the game board.

Extra activity: Extension

After Ss have played the game, have them use the board as a "Find someone who" activity. Have Ss stand and go around the room to ask questions. If a classmate answers yes, they can write his or her name in the square. Encourage Ss to write a different name in every square.

Unit 7, Lesson A

Learning objective: Practice some / any with other food words.

Refer Ss to page 139.

A

- Go over the instructions. Model the activity. Choose seven items from the picture. Have the class ask you questions (e.g., *Do you have any . . . ? [Yes, I have some. / No, I don't have any.]*) to find out which seven items you chose. Ss continue until they find out which seven items you have in your basket.
- Have Ss circle seven items. Help with vocabulary if necessary.

B

- Go over the instructions.
- Point out the three recipes. Ask: *What food do you need for each recipe? (Some beef, some carrots, etc.)*
- Have Ss work in pairs to ask questions to find out what is in their partner's basket and talk about which recipes they can make with the food items.
- Go around the room and pay close attention to the use of *some / any*.
- Call on Ss to tell the class what dishes they made with the food listed.

C

- Go over the instructions.
- Have Ss work in pairs to discuss any other recipes they could make with the food items in their baskets.
- Call on Ss to share more recipes. Elicit more examples. (*Can anyone make salad? . . . an omelette? . . . a meal for breakfast?*)

unit 7 Lesson A

What's in your shopping basket?

A Choose seven items to put into your shopping basket. Circle them.



B PAIR WORK Find out what is in your partner's basket. Can you make the dishes below with the food in your baskets?



Stew
beef
carrots
noodles



Fruit smoothie
apples
bananas
milk



Spaghetti and meatballs
beef
cheese
pasta
tomatoes

A: I have beef and noodles. Do you have any carrots?

B: Yes, I do. We can make stew!

C PAIR WORK What else can you make with the food in your baskets?

Keep talking!

139

How often do you eat standing up?

GROUP WORK Add two eating habits to the list. Then discuss how often you do each thing.



drink coffee in the morning



drink tea



eat alone



eat junk food in class



eat fast food for breakfast



eat on the street



eat standing up



(your own idea)



(your own idea)

A: Do you ever drink coffee in the morning?

B: Yes, I do.

C: How often do you drink coffee in the morning?

B: I drink coffee in the morning three times a week. How about you?

Unit 7, Lesson C

Learning objective: Talk about eating habits.

Refer Ss to page 140.

- Go over the instructions.
- Explain that *candy* is a food with a lot of sugar and that *fast food* is food you get very quickly, such as hot dogs and hamburgers.
- Have Ss read the eating habits under the pictures.
- Model the activity. Tell the class two examples of your eating habits (e.g., *I eat only fruit for dinner.*). Tell Ss to add two more ideas. These can be unusual, e.g., *eat cold pizza, eat cereal for dinner, eat food in the middle of the night.* Elicit some ideas from the whole class.
- Model the conversation at the bottom of the page with two Ss. Take the role of S C. Continue the conversation with them. Alternatively, ask the class for ideas on how to continue it.
- Have Ss work in groups of three to discuss how often they do each thing. Have them sit in a circle if possible and look at one another as they talk.
- **Option** To encourage Ss to keep talking, have each S take notes on one of their partner's habits. Call on Ss to report back to the class on the partner. Encourage Ss to talk for as long as they can. Time Ss and report on which S talks for the most time.

Unit 8, Lesson A

Learning objective: Talk about places in the neighborhood.

Put Ss in pairs. Designate one S as A and one S as B. Refer A Ss to page 141. Refer B Ss to page 142.

A

- Go over the instructions and the model conversation.
- Have Ss work in pairs to take turns asking and answering questions to write the names of missing places on their maps.

B

- Go over the instructions and the example conversation.
- Have Ss cover the picture. Then have Ss work in pairs to take turns saying six things they remember.
- **Option** Books closed. Call on Ss and say true and false statements about the picture. Elicit whether each statement is true or false. Have Ss check their answers in the book if necessary.

Extra activity: True or false

Have Ss work in pairs to write five sentences about the picture. At least two should be false. Books closed. Have each pair join another pair to take turns reading their sentences and eliciting whether they are true or false.

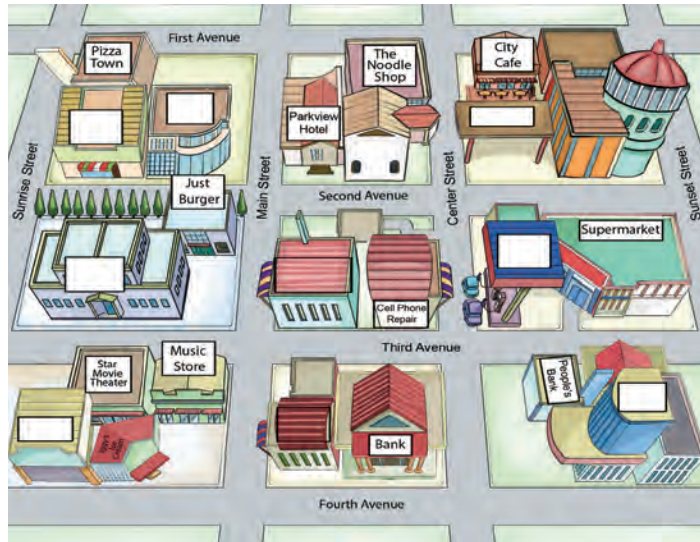
unit

8 Lesson A

What's missing?

Student A

A PAIR WORK You and your partner have pictures of the same neighborhood, but different places are missing. Ask questions to get the names. Write them.



A: What's next to the supermarket?

B: The gas station.

B PAIR WORK Cover the picture. Tell your partner six things you remember.

A: The gas station is next to the supermarket.

B: That's right.

Keep talking!

141

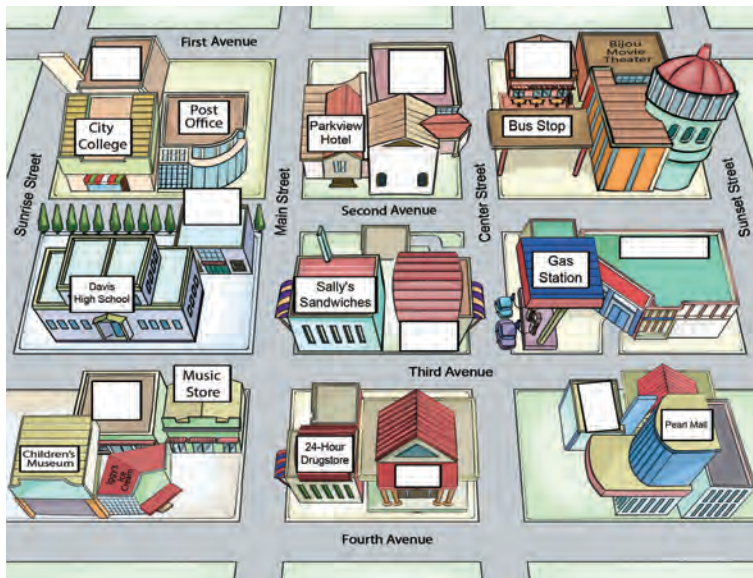
Unit 8, Lesson A

continued

What's missing?

Student B

A PAIR WORK You and your partner have pictures of the same neighborhood, but different places are missing. Ask questions to get the names. Write them.



A: What's across from the post office?

B: Parkview Hotel.

B PAIR WORK Cover the picture. Tell your partner six things you remember.

A: Parkview Hotel is across from the post office.

B: That's right.

Unit 8, Lesson C

Learning objective: Write sentences to practice using *there is* and *there are* and prepositions of location.

Refer Ss to page 143.

- Go over the instructions and the example.
- Direct Ss' attention to the picture and the names of animals.
- Model the activity. Say another sentence about the picture: *There's a man in a bed next to a lion.*
- Have Ss work in pairs to make ten sentences about the zoo.
- Go around the room and give help as needed.
- Call on Ss to share their sentences with the class.

Extra activity: Extension

To review the simple present tense and adverbs of frequency, have Ss work in pairs to add a sentence to each of the ones they made above. Model the activity. Say: *There's a man in a bed next to a lion. A man doesn't usually sleep next to a lion.* Have Ss add ten sentences using the simple present and adverbs of frequency. Have each pair join another pair to share their sentences.

unit 8 Lesson C

An unusual zoo

PAIR WORK What's wrong at this zoo? Make ten sentences about the people, animals, and other things in the zoo. Use *There is ...*, *There are ...*, and prepositions of location.



"There's a bear in the car."

Keep talking!

143

Neighbors

A PAIR WORK Look through the windows. What are the people doing? Discuss your ideas.



A: I think the man is *doing* his homework. What do you think?

B: I think he's writing a letter. He's sitting, too.

B PAIR WORK What are the people actually doing? Go to page 153 to check your answers.

Unit 9, Lesson A

Learning objective: Talk about what people are doing.

Refer Ss to page 144.

A

- Go over the instructions and the model conversation.
- Have Ss work in pairs to say what they think the people are doing. Encourage Ss to think of more than one idea.

B

- Go over the instructions.
- Have Ss check their answers on page 153.

Extra activity: Extension

For each answer Ss got wrong, have them make negative sentences. For example, if a S said, "The man is watching TV," he or she might say, "The man isn't watching TV. He's sleeping."

Unit 9, Lesson C

Learning objective: Describe what Ss are doing these days.

Refer Ss to page 145.

A

- Go over the instructions and the example.
- Model the activity. Say three sentences about what you are doing these days.
- Have Ss work individually to write three sentences about what they are doing these days on three pieces of paper.
- Go around the room and give help as needed.

B

- Put Ss into groups. Direct Ss' attention to the picture. Ask: *What are they doing? (They are working / studying together.)*
- Go over the instructions and the example.
- Have Ss put their papers on a table in the middle of their group. Tell them to shuffle the papers.
- Have Ss each take a paper and take turns reading the sentences and guessing who wrote them. Point out that they can substitute *This person* for *I* when reading the sentences.
- **Option** Do the activity as a class.

C

- Go over the instructions and the example conversation.
- Have Ss take turns asking and answering questions in their groups about what they are doing these days.
- Call on Ss to tell the class about someone in their group.

unit

9 Lesson C

Who is it?

A Write three sentences about what you're doing these days on three pieces of paper. Don't write your name!

I'm tutoring a student.

I'm taking tennis lessons.

I'm not studying every night!

B **GROUP WORK** Put your papers on the table. Take one paper and read the sentences. Your group guesses the name. Take turns.



A: This person is tutoring a student.

B: Is it Juliana?

C: No, it's not me!

D: Is it Kate?

C **GROUP WORK** Discuss the activities you're doing these days. Ask and answer questions for more information.

A: Who are you tutoring these days, Ken?

B: I'm tutoring a friend of mine. His name is Luke.

C: Are you tutoring him in English?

B: No, I'm not. I'm tutoring him in Japanese.

Keep talking!

145

Picture story

A PAIR WORK Look at the pictures of David and Emma Salas. What did they do last weekend? Use the verbs to discuss your ideas.

clean	fix	play	stay out	watch
dance	paint	shop for	study	



A: David and Emma cleaned the house.

B: Emma fixed her bike.

B PAIR WORK Cover the pictures. What did David and Emma do last weekend? Answer with the information you remember.

Unit 10, Lesson A

Learning objective: Talk about what people did last weekend.

Refer Ss to page 146.

A

- Go over the instructions, the words in the box, and the model conversation.
- Option** Direct Ss' attention to the pictures, and elicit the actions they see.
- Have Ss work in pairs to say what they think David and Emma did last Saturday.

Possible answers

They cleaned the house.
 Emma fixed the bike.
 Emma painted David.
 They shopped for new clothes.
 They played video games.
 David watched a basketball game.
 Emma studied German.
 They danced.
 They stayed out late.

B

- Go over the instructions.
- Have Ss cover the pictures and say what they remember. Alternatively, have Ss close their books and say what David and Emma did and didn't do.

Unit 10, Lesson C

Learning objective: Talk about past activities.

Refer Ss to page 147.

- Go over the instructions and the example conversation at the bottom of the page.
- Direct Ss' attention to the picture. Ask: *Who do you see? (Mother and son.) What is he holding? (A bowl of soup.) Did the woman cook? (No, she didn't. The son did.)*
- Model the activity. Say a sentence about what you did yesterday. Encourage Ss to ask follow-up questions.
- Have Ss work in groups to take turns telling about past activities and asking and answering questions.
- Go around the room and give help as needed.

unit 10 Lesson C

Memories

GROUP WORK Make five true sentences about your past activities with the phrases below. Your group asks three questions about each sentence for more information. Take turns.

Yesterday	Last night	Last weekend	Last month	Last year
I drank ...	I ate ...	I saw ...	I bought ...	I went ...
I got up ...	I went to bed ...	I had ...	I read ...	I met ...
I did ...	I slept ...	I drove ...	I made ...	I took ...



- A: Last night, I ate soup for dinner.
 B: Did you eat in a restaurant?
 A: No, I didn't. I ate at home.
 C: Did you make the soup?
 A: No, I didn't. My son made it.
 D: Did you ... ?

Keep talking!

147

School trips

A PAIR WORK Add three more questions about school or work trips to the list. Then interview your partner. Take notes.

- | | | | |
|---|---|----|-------------------------|
| 1 | What was your favorite school or work trip? | 6 | Were you there all day? |
| 2 | How old were you? | 7 | Did you buy anything? |
| 3 | How was the trip? | 8 | _____ |
| 4 | Was there anything bad about the trip? | 9 | _____ |
| 5 | Did you take a bus there? | 10 | _____ |



B PAIR WORK Tell another classmate about your partner's answers.

"Michi's favorite school trip was to a cookie factory. She was ten years old. The trip was..."

Unit 11, Lesson A

Learning objective: Talk about trips people took.

Refer Ss to page 148.

A

- Direct Ss' attention to the pictures. Ask: *What do you see? (Children on school trips.)*
- Go over the instructions.
- Model the activity. Tell the class about a trip you took and answer the questions.
- Have Ss add three more questions to the list.
- Have Ss work in pairs to take turns asking and answering the questions. Remind Ss to take notes on their partner's answers.

B

- Go over the instructions and the example.
- Have Ss work with new partners to take turns sharing their first partner's answers.
- Call on Ss to tell the class about their first partner. Encourage the class to ask questions for more information.

Unit 11, Lesson C

Learning objective: Ask and answer questions about someone's vacation.

Refer Ss to page 149.

A

- Go over the instructions and the example questions and answers.
- Direct Ss' attention to the picture.
Ask: *What do you see?* (A boarding pass, a ticket to a club, a postcard of a zoo, a T-shirt, a hotel key card, two photos, a brochure for a museum.)
- Model the activity. Ask: *What museum did she go to?* (Modern Art Museum.)
- Have Ss work individually to write three questions and answers about Adriana's vacation.

B

- Go over the instructions.
- Have Ss cover the picture. Alternatively, have Ss close their books. Have Ss work in groups to take turns asking and answering questions about Adriana's vacation.
- Go around the room and give help as needed.

unit

11 Lesson C

What a vacation!

A Look at the items from Adriana's vacation. Write five questions and answers about her vacation.

1. Where did Adriana go on vacation?
New York City.
2. What kind of music did she hear?
Jazz music.



B **GROUP WORK** Cover the picture. Ask your questions. How many correct answers did your group get?

Keep talking!

This weekend

A Make eight true sentences about your plans with the phrases below.

My plans		
I'm going to I'm not going to	dress up	tonight this evening tomorrow this weekend next Monday next Friday
	eat out	
	go to a concert	
	go to bed late	
	go to the mall	
	go window-shopping	
	hang out	
	study	
watch a movie		
work		



dress up



go to a concert



go window-shopping

B PAIR WORK Tell your partner about your plans. Ask and answer questions for more information.

A: I'm going to go to bed late tonight.

B: Are you going to watch a movie tonight?

A: No, I'm not. I'm going to study.

Unit 12, Lesson A

Learning objective: Talk about plans.

Refer Ss to page 150.

A

- Go over the instructions.
- Say each phrase in the box and have Ss repeat.
- Direct Ss' attention to the pictures. Say each phrase and have Ss repeat.
- Model the activity. Tell the class about your plans using the phrases (e.g., *I'm going to eat out tomorrow. I'm not going to eat out tonight. We're going to hang out and watch a movie tonight.*).
- Have Ss work individually to make eight true sentences about their plans.

B

- Go over the instructions and the example conversation.
- Have Ss work in pairs to take turns telling their plans and asking and answering questions. Encourage Ss to ask questions for more information.
- Call on Ss to tell the class one thing about their partner's plans.

Unit 12, Lesson C

Learning objective: Talk about plans for a party.

Refer Ss to page 151.

A

- Go over the instructions and the conversation.
- Direct Ss' attention to the picture. Ask: *What do you see? (A classroom, students talking casually.)*
- Have Ss work in groups to plan a party and take notes.
- Go around the room and give help as needed.

B

- Go over the instructions.
- Call on Ss from each group to share their ideas with the class. Elicit questions from the class for more information.

C

- Go over the instructions.
- Have the class vote on their favorite plan.

unit 12 Lesson C

Party planners

A GROUP WORK Plan an end-of-class party. Take notes.

Date of party	Time of party	Place of party

Food and drink	Decorations	Music



A: When are we going to have our party?

B: Let's have it after class on Friday at 8:00.

C: OK. Now, where are we going to have it?

D: Let's have it here at the school.

B CLASS ACTIVITY Share your ideas. Ask and answer questions for more information.

A: We're going to have our party on Friday at 8:00.

B: It's going to be here at our school.

C: Which room is the party going to be in?

C CLASS ACTIVITY Vote for your favorite plan.

Keep talking!

151

Irregular verbs

Base form	Simple past
be	was, were
become	became
build	built
buy	bought
can	could
choose	chose
come	came
do	did
draw	drew
drink	drank
drive	drove
eat	ate
fall	fell
feel	felt
fly	flew
get	got
give	gave
go	went
hang	hung
have	had
hear	heard
hold	held
know	knew
leave	left

Base form	Simple past
lose	lost
make	made
meet	met
pay	paid
read	read
ride	rode
run	ran
say	said
see	saw
sell	sold
send	sent
sing	sang
sit	sat
sleep	slept
speak	spoke
spend	spent
stand	stood
swim	swam
take	took
teach	taught
think	thought
wear	wore
win	won
write	wrote

Answer Key

Unit 9 Lesson A (page 144)

Keep Talking! Neighbors



Additional resources

Workbook answer key

Unit 1

Lesson A

Exercise 1

Rick is Mr. Jones.
Wendy is Mrs. Wilson.
Vera is Miss Garcia.
Margie is Ms. Lee.

Exercise 2

1. Rick Jones
2. Wilson
3. Vera Garcia
4. Lee

Exercise 3

1. Mr.
2. first
3. names
4. family
5. full

Exercise 4

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

Exercise 5

1. is
2. is
3. are
4. are
5. are
6. is

Exercise 6

1. What are their names?
2. What is / What's her name?
3. What is / What's his name?
4. What are their names?

Exercise 7

1. My
2. Their
3. Her
4. her
5. His

Exercise 8

Answers will vary.

Exercise 9

Answers will vary.

Lesson B

Exercise 1

1. F
2. Y
3. A
4. W
5. N
6. U

Exercise 2

1. What's your name
2. How do you spell your last name / How do you spell your family name / How do you spell Nichols
3. How do you spell your first name / How do you spell Terrance

Exercise 3

Clerk Hello. What's your name?
Michelle My name is Michelle Griffin.
Clerk How do you spell your last name, Ms. Griffin?
Michelle G-R-I-F-F-I-N.

Clerk OK. And how do you spell your first name?

Michelle M-I-C-H-E-L-L-E.

Clerk Thank you.

Lesson C

Exercise 1

1. model
2. artist
3. actor
4. singer
5. actress
6. musician

Exercise 2

1. Charlee Fraser is from Australia. She's a model.
2. Yue Minjun is from China. He's an artist.
3. Ryan Gosling is from Canada. He's an actor.
4. Maria Rita is from Brazil. She's a singer.
5. Octavia Spencer is from the United States. She's an actress.
6. Carlos Santana is from Mexico. He's a musician.

Exercise 3

1. He is from Canada.
2. I am from Vancouver.
3. I am an actor.
4. She is a singer.

Exercise 4

1. I'm an actor.
2. He's from Canada.
3. I'm from Vancouver.
4. She's a singer.

Exercise 5

1. Yes, he is.
2. No, he isn't.
3. No, she isn't.
4. Yes, she is.

Exercise 6

Answers will vary. Sample answers:

1. Yes, he / she is.
No, he / she isn't.
2. Yes, I am.
No, I'm not.
3. Yes, I am.
No, I'm not.
4. Yes, I am.
No, I'm not.

Exercise 7

1. Is she from Canada?
2. Is he an artist?
3. Are you a student? / Are you a teacher?
4. Is his / your name John?
5. Is Miami in Florida?
6. Is she an actress?

Exercise 8

1. She isn't from Canada. She's from the United States.
2. He isn't a musician. He's an artist.
3. I'm not a singer. / You're not a singer. I'm a student. / You're a student. I'm a teacher. / You're a teacher.
4. His / My name isn't John. It's Steve. / His name / My name is Steve.
5. Miami isn't in California. It's in Florida. / Miami is in Florida.
6. She's not an actress. She's a model.

Lesson D

Exercise 1

Marina, Tiago, Jacob, Marcos, Olivia

Exercise 2

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

Unit 2

Lesson A

Exercise 1

1. Ecuadorian (It's a nationality. The others are countries.)
2. Spain (It's a country. The others are nationalities.)
3. Greek (It's a nationality. The others are countries.)
4. Colombia (It's a country. The others are nationalities.)
5. Thailand (It's a country. The others are nationalities.)

Exercise 2

-ian: Brazilian, Canadian
-an: American, Mexican, South Korean
-ish: British, Spanish, Turkish
-ese: Japanese, Chinese

Exercise 3

1. She's Thai.
2. He's British.
3. He's Greek.
4. She's Saudi.
5. She's American.
6. He's Japanese.

Exercise 4

1. Carla and Rafael are from Peru.
2. Are Josh and Ann Canadian?
3. Jon and I are not / aren't from China.
4. Are Kyle and Tim American?

Exercise 5

1. They're from Peru.
2. Are they Canadian?
3. No, Jon and I are / we're not from China.
4. Are they American?

Exercise 6

- | | | |
|--------|--------|-----------|
| 1. are | 5. is | 9. aren't |
| 2. am | 6. is | 10. is |
| 3. are | 7. are | 11. is |
| 4. are | 8. Are | 12. am |

Exercise 7

- | | |
|--------------|----------|
| 1. Where are | 4. What |
| 2. What | 5. Where |
| 3. Are | 6. Are |

Exercise 8

- No, they aren't.
- She's from Dallas.
- Yes, he is.
- They're from Canada.
- He's from Memphis.
- He's from Turkey.
- No, he isn't.
- No, they aren't.

Lesson B

Exercise 1

- nine-zero / oh-three, two-five-two-one
- five-eight-eight, six-seven-one-three
- four-zero / oh-two, one-three-five-nine
- two-six-six, five-zero / oh-one-two

Exercise 2

- What's your last name?
- How do you spell your last name?
- What's your phone number?
- What's your email address?
- What city are you from in Thailand?

Exercise 3

Alice Hey, Victor. How do you spell your last name?

Victor R-A-Z-A.

Alice OK. What's your phone number? / What's your email address?

Victor It's 296-572-9813. / It's VTRaza@email.com.

Alice Thanks. What's your email address? / What's your phone number?

Victor It's VTRaza@email.com. / It's 296-572-9813.

Alice Thanks.

Lesson C

Exercise 1

- | | |
|----------------|-------------|
| 1. grandmother | 6. brother |
| 2. grandfather | 7. husband |
| 3. father | 8. son |
| 4. mother | 9. daughter |
| 5. sister | |

Exercise 2

- Victoria is my wife.
- Lucia is my sister.
- Ricardo is my grandfather.
- Alonso is my father.
- Felipe is my brother.
- Sofia is my daughter.

Exercise 3

- 12 twelve
- 15 fifteen
- 16 sixteen
- 29 twenty-nine
- 38 thirty-eight
- 41 forty-one
- 54 fifty-four
- 67 sixty-seven
- 76 seventy-six
- 85 eighty-five
- 93 ninety-three
- 102 one hundred and two

Exercise 4

- | | | |
|------|------|------|
| 1. b | 3. c | 5. a |
| 2. a | 4. b | |

Exercise 5

- How old is Mr. Haik?
He's thirty-nine.
- How old is Paula?
She's forty-five.
- How old are Mr. and Mrs. Ryu?
They're seventy-two and sixty-eight. / He's seventy-two, and she's sixty-eight.
- How old is Jake?
He's eleven.
- How old are Cora and Steven?
They're thirteen and twenty. / She's thirteen, and he's twenty.

Exercise 6

- What's your last name?
- I'm 27.
- who are they? / what are their names?
- He's my husband.
- How old is he?
- How old are they?

Lesson D

Exercise 1

- She's ninety-two.
- She's six.

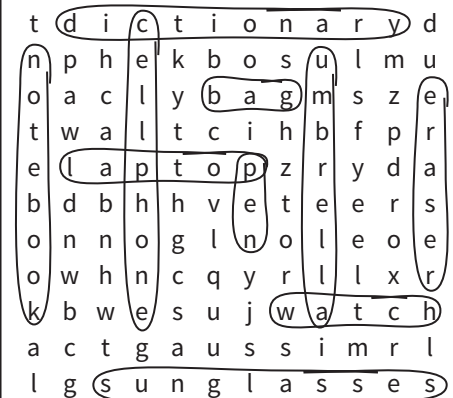
Exercise 2

- His family name is Baran.
- He's from the United States.
- No, they aren't.
- Yes, they are.
- Yes, he is.
- No, he isn't.

Unit 3

Lesson A

Exercise 1



Exercise 2

- | | |
|----------------|--------------------------|
| 1. a laptop | 6. a cell phone |
| 2. a watch | 7. a pen |
| 3. a bag | 8. a dictionary / a book |
| 4. sunglasses | 9. a notebook |
| 5. an umbrella | 10. an eraser |

Exercise 3

- | | |
|--------------|-----------------|
| 1. umbrellas | 6. actresses |
| 2. books | 7. dictionaries |
| 3. addresses | 8. keys |
| 4. laptops | 9. erasers |
| 5. watches | 10. cell phones |

Exercise 4

- | | |
|-----------------|-------------------|
| 1. a cell phone | 5. it is |
| 2. They're | 6. keys |
| 3. What's that | 7. What are these |
| 4. Is this | 8. Is this |

Exercise 5

- A: Is that your bag?
B: No, it's not. / Yes, it is.
- A: What's that?
B: It's my key.
- A: What's this?
B: It's my dictionary.
- A: Is this your bag?
B: Yes, it is. / No, it's not.

Exercise 6

- A: Are those your bags?
B: No, they're not. / Yes, they are.
- A: What are those?
B: They're my keys.
- A: What are these?
B: They're my dictionaries.
- A: Are these your bags?
B: Yes, they are. / No, they're not.

Lesson B

Exercise 1

- this called
- an alarm clock

- B.** 1. say this
2. a hairbrush
- C.** 1. the word
2. a coin

Exercise 2

1. *Fran* Excuse me. What's this called in English?
Pat It's a flash drive.
Fran Thanks.
2. *Gabe* Excuse me. What's this called in English? / How do you say this in English? / What's the word for this in English?
Tim It's a comb.
Gabe Thanks.
3. *Jill* Excuse me. What's this called in English? / How do you say this in English? / What's the word for this in English?
Yuka It's a marker.
Jill Thanks.

Lesson C

Exercise 1

1. red 7. white
2. yellow 8. black
3. gray 9. purple
4. blue 10. pink
5. orange 11. brown
6. green

Exercise 2

Answers for colors will vary.

Exercise 3

1. Whose sweater is
It's Sam's.
It's his.
It's his sweater.
2. Whose shorts are
They're hers.
They're Jenny's.
3. Whose bags are
They're theirs.
They're their bags.
They're Bill and Meg's bags.
They're Bill and Meg's.
4. Whose coat is
It's not my coat.
It's not mine.

Exercise 4

1. hers 4. theirs
2. mine 5. ours
3. yours 6. his

Exercise 5

1. It's Peter and Kate's laptop. It's Peter and Kate's. It's their laptop. It's theirs.
2. They're Linda's shoes. They're Linda's. They're her shoes. They're hers.

3. They're Ron's sunglasses. They're Ron's. They're his sunglasses. They're his.
4. It's Neil and Jane's flash drive. It's Neil and Jane's. It's their flash drive. It's theirs.
5. It's Oliver's wallet. It's Oliver's. It's his wallet. It's his.
6. It's Sylvia's camera. It's Sylvia's. It's her camera. It's hers.

Lesson D

Exercise 1

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

Exercise 2

Product	Two items	Colors
1. Sca-hat	scarf and hat	blue, black, green, yellow
2. Hat-brella	hat and umbrella	blue, purple, orange
3. Pho-hat	cell phone and hat	red, brown, white
4. Hat-glasses	hat and sunglasses	black, gray, purple

Unit 4

Lesson A

Exercise 1

1. bus 5. car / cab
2. train 6. walk
3. cab / car 7. motorcycle
4. subway
Mystery word: bicycle

Exercise 2

1. take the bus
2. drive a car
3. ride a bicycle
4. take a taxi
5. ride a motorcycle

Exercise 3

1. b 3. c 5. a
2. b 4. c 6. c

Exercise 4

1. don't have 7. take
2. take 8. ride
3. doesn't take 9. walks
4. has 10. doesn't go
5. drives 11. has
6. goes 12. rides

Exercise 5

1. Thirteen people take the bus to work. One person takes the bus to school.
2. Seven people take the train to work. Four people take the train to school.

3. Three people take a taxi to work. One person takes a taxi to school.
4. One person rides a bicycle to work. Three people ride a bicycle to school.
5. Thirty-two people drive a car to work. Eighteen people drive a car to school.
6. One person walks to work. Five people walk to school.

Exercise 6

Answers will vary.

Lesson B

Exercise 1

1. It's at eight-fifty a.m. / ten to nine.
2. It's at nine-thirty a.m. / half past nine.
3. It's at ten forty-five a.m. / a quarter to eleven.
4. It's at one p.m. / one o'clock.
5. It's at two-seventeen p.m.
6. It's at three fifty-five p.m. / five to four.
7. It's at four-forty p.m. / twenty to five.
8. It's at six-fifteen p.m. / a quarter after / past six.

Exercise 2

1. is it 4. to
2. It's 5. late
3. time

Exercise 3

A: What time is it? / What's the time?

B: It's 6:00 / six o'clock.

A: What time is the train to Norfolk?

B: It's at 6:15 / six-fifteen / a quarter after six. We're early.

Lesson C

Exercise 1

Days of the week are in this order: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

Exercise 2

1. Jackie studies Spanish on Monday(s).
2. Jackie cooks dinner with her husband on Tuesday(s).
3. Jackie gets up early on Wednesday(s).
4. Jackie exercises on Thursday(s).
5. Jackie goes to bed late on Friday(s).
6. Jackie eats breakfast with her mother on Saturday(s).
7. Jackie watches TV with her children on Sunday(s).

Exercise 3

on: Friday, the weekend, Tuesday afternoon, weekdays

in: class, the afternoon, the evenings, the morning

at: 8:15, midnight, night, noon

Exercise 4

1. Yes, she does.
2. No, they don't.
3. Yes, he does.
4. Yes, she does.
5. No, they don't.
6. Yes, they do.

Exercise 5

1. Does Andy study on the weekend?
2. Do they eat breakfast every day?
3. Does his sister go to work at 8:00?
4. Do her grandparents drink coffee in the evening?
5. Do Liv and Martin watch TV on weekdays?
6. Does Vanessa go to bed after midnight?

Exercise 6

1. No, he doesn't. He studies on Mondays.
2. Yes, they do.
3. No, she doesn't. She goes to work at 8:30.
4. Yes, they do.
5. No, they don't. They watch TV on weekends.
6. No, she doesn't. She goes to bed at 10:30.

Exercise 7

Answers will vary.

Lesson D

Exercise 1

- Boston:** train, bus
Washington, D.C.: train, bus
Coney Island: subway, bus
Orchard Beach: subway, bus

Exercise 2

1. B, W
2. O
3. B
4. C
5. B, W

Unit 5

Lesson A

Exercise 1

1. use social media
2. shop online
3. play games
4. watch videos
5. post photos
6. check email
7. stream music
8. download apps

Exercise 2

1. download apps
2. checks email
3. posts photos
4. shop online
5. uses social media
6. watch videos
7. stream music
8. play games

Exercise 3

- always sometimes
usually hardly ever
often never

Exercise 4

1. Robin always walks to school.
2. We sometimes play games online.
3. Do you ever work on Saturdays?
4. Sara and Toby often stream music.
5. Does Fran ever take the bus to work?
6. Keiko hardly ever uses social media.

Exercise 5

1. Does she ever check email in class?
2. Does he ever get up early?
3. Do you ever play games online?
4. Do they ever go to bed after midnight?
5. Do they ever shop online?
6. Do you ever download apps?

Exercise 6

1. Yes, she sometimes does.
2. No, she never does.
3. Yes, she often does.
4. Yes, she often does.
5. No, she hardly ever does.
6. No, she never does.

Exercise 7

Answers will vary.

Lesson B

Exercise 1

1. sixty-two (dollars and) fifty (cents)
2. six hundred (dollars and) twenty-five (cents)
3. forty-two (dollars and) forty-five (cents)
4. two (hundred and) thirty (dollars and) ninety-nine (cents)
5. fifty-eight (dollars and) seventy-nine (cents)
6. seventy-six (dollars and) twenty (cents)

Exercise 2

- A.** 1. Can
2. just
B. 1. Yes
2. How much
3. It's
- C.** 1. please
2. these
3. They're
D. 1. No
2. fine

Lesson C

Exercise 1

1. play soccer at Oak Park.
2. eat out at restaurants.
3. go dancing at Club Z.
4. go shopping at the mall.
5. watch movies at home.

Exercise 2

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

Exercise 3

1. Who
2. How
3. do your parents
4. Do you
5. When
6. do you
7. What time
8. do you

Exercise 4

Answers will vary.

Exercise 5

- A.** 1. Where do you go shopping?
2. Why do you go
3. How do you get / go
- B.** 1. Where do you eat
2. Who do you go
3. When do you
4. go
- C.** 1. What do you do
2. Where do you hang

Exercise 6

Reporter Where do you work?

Sandra I work at Beth's Restaurant.

Reporter How do you get to work?

Sandra I walk.

Reporter Why do you walk to work?

Sandra Because I don't have a car.

Reporter What do you do for fun?

Sandra I watch movies.

Reporter Who do you watch movies with?

Sandra I watch movies with my friends.

Lesson D

Exercise 1

All three groups go dancing.

Exercise 2

1. They hang out with their friends.
2. They hardly ever eat out at restaurants.
3. They go dancing at clubs.
4. They eat out with their friends and family.
5. They eat at home on weekdays.
6. They often shop online.

Unit 6

Lesson A

Exercise 1

Across:

1. police officer
4. taxi driver
5. chef
6. doctor
9. accountant

Down:

2. electrician
3. receptionist
7. pilot
8. waiter

Exercise 2

1. Where does your brother work?
2. What company does he work for?
3. When does he work?
4. What does he do?

Exercise 3

1. Where does your brother work?
2. What company does he work for?
3. What does he do?
4. When does he work?

Exercise 4

1. Who does a doctor work with?
2. What does a doctor do? / Who does a doctor help?
3. When does a doctor work?
4. Where does a doctor work?

Exercise 5

1. He's an electrician.
2. He works for Mac Electrics.
3. He works from 8:00 a.m. to 5:30 p.m.
4. He plays soccer and watches movies.
5. She's a flight attendant.
6. She works for Go Air.
7. She takes a bus.
8. She listens to music and goes dancing.

Exercise 6

Answers will vary.

Lesson B**Exercise 1**

- Joe Good afternoon, TYA Air.
 Pam Hello. Can I speak to Jack Johnson?
 Joe Who is this, please?
 Pam It's Pam Davis.
 Joe One moment, please. . . .
 Oh, I'm sorry. Mr. Johnson is on another line.
 Pam All right. Thank you.

Exercise 2

- A: Good morning, TJ Accountants.
 B: Hello. Could I please speak to Tina Evans?
 A: Who is this, please?
 B: It's Jeff Briggs.
 A: Just a minute, please. . . . Oh, I'm sorry. Ms. Evans is in a meeting.
 B: All right. Thank you.

Lesson C**Exercise 1**

- | | |
|---------------------|-----------|
| 1. plays the guitar | 5. swims |
| 2. speaks Spanish | 6. paints |
| 3. fixes computers | 7. sings |
| 4. dance | 8. draws |

Exercise 2

1. Where does Don play the guitar?
2. Who does Karen dance with?

3. Where does Zoe draw pictures?
4. When does Mrs. Yamaguchi paint pictures?
5. Who does Carlos speak Spanish with?
6. When does Rick sing at a restaurant?

Exercise 3

1. Can Julia speak French?
2. Can Doug play the guitar?
3. Can Doug and Evan sing?
4. Can Emma speak French?
5. Can Evan swim?
6. Can Marcos and Emma paint?

Exercise 4

1. A: Can she speak French?
B: Yes, she can.
2. A: Can he play the guitar?
B: Yes, he can.
3. A: Can they sing?
B: Yes, they can.
4. A: Can she speak French?
B: No, she can't.
5. A: Can he swim?
B: No, he can't.
6. A: Can they paint?
B: No, they can't.

Exercise 5

1. Julia can paint, but she can't play the guitar.
2. Doug can sing, and he can swim.
3. Emma can't paint, but she can swim.
4. Marcos can't sing or play the guitar.

Exercise 6

Answers will vary.

Lesson D**Exercise 1**

1. Susanna
2. Josh
3. Dana and Diego

Exercise 2

- | | | | |
|------|------|------|----|
| 1. ✓ | 3. ✓ | 5. ✓ | 7. |
| 2. | 4. | 6. ✓ | 8. |

Unit 7**Lesson A****Exercise 1**

- | | |
|------------|-----------------------|
| 1. cheese | 5. noodles |
| 2. bananas | 6. potatoes |
| 3. cereal | 7. apples |
| 4. rice | Mystery word: carrots |

Exercise 2

- | | |
|---------------------|------------------------|
| 1. noodles | 4. cereal |
| 2. cheese | 5. Potatoes / Carrots, |
| 3. bananas / apples | carrots / potatoes |
| | 6. rice |

Exercise 3

Answers will vary.

Exercise 4

- | | | | |
|------|------|------|------|
| 1. C | 3. N | 5. N | 7. N |
| 2. N | 4. C | 6. N | 8. C |

Exercise 5

1. No, I don't have any.
2. Yes, I have some.
3. Yes, we have some.
4. No, he doesn't have any.
5. No, they don't have any.
6. Yes, she has some.

Exercise 6

- | | | |
|---------|----------|----------|
| 1. some | 6. any | 11. an |
| 2. any | 7. some | 12. any |
| 3. any | 8. some | 13. some |
| 4. a | 9. some | |
| 5. an | 10. some | |

Exercise 7

Order of sentences will vary.

1. Andrea has some tomatoes.
2. She doesn't have any apples.
3. She has some milk.
4. She has some carrots.
5. She has some cheese.
6. She has some eggs.
7. She doesn't have any pasta.
8. She doesn't have any fish.
9. She doesn't have any beans.
10. She doesn't have any rice.

Exercise 8

Answers will vary. Sample answers:
 I have a / an / some [food item].
 I don't have a / an / any [food item].

Lesson B**Exercise 1**

1. don't like noodles
2. really like Mexican food
3. love rice and beans
4. hate fish
5. don't like chicken at all
6. like beef

Exercise 2

Answers will vary.

Lesson C**Exercise 1**

- | | |
|--------------|--------------|
| 1. hot dog | 6. dumplings |
| 2. salad | 7. soup |
| 3. sushi | 8. hamburger |
| 4. pancakes | 9. tacos |
| 5. spaghetti | |

Exercise 2

1. pancakes (They aren't on pizza.)
2. hot dogs (They're not Italian food.)
3. soup (It can't be in a salad.)
4. tacos (They're not Japanese food.)
5. salad (It's not in soup.)

Exercise 3

- Brenda eats pizza every day.
- Ahmed eats tacos once a year.
- We don't eat meat very often.
- Andy eats cheese twice / two times a month.
- Lydia never eats vegetables.
- They have dumplings four times a week.

Exercise 4

- often 5. never
- often 6. every
- once 7. very
- three 8. twice

Exercise 5

- c 3. b 5. d
- e 4. a

Exercise 6

- She eats Brazilian food once a week.
- She never eats Colombian food.
- She eats Japanese food twice a week.
- She eats Korean food twice a month.
- She eats American food every day.
- She eats Italian food once a week.
- She eats Greek food once in a while.

Exercise 7

Answers will vary.

Lesson D**Exercise 1**

pizza

Exercise 2

- once a month
- Isabel's mother
- veggie pizza

Exercise 3

- NI 3. F 5. F 7. T
- T 4. NI 6. NI 8. T

Unit 8**Lesson A****Exercise 1**

- library 6. newsstand
- subway station 7. coffee shop
- bank 8. gas station
- supermarket 9. bus stop
- bookstore

Exercise 2

Answers may vary depending on what places in your country have each item. Possible answers (based on the United States):

- At a coffee shop, a bookstore, a gas station, or a supermarket.
- At a newsstand, a supermarket, a bookstore, a gas station, or a coffee shop.

- At a bookstore, a library, a newsstand, or a supermarket.
- At a gas station.
- At a supermarket, a coffee shop, or a gas station.

Exercise 3

- on 4. between
- on the corner of 5. across from
- in 6. next to

Exercise 4

- The supermarket is next to the post office. / The post office is next to the supermarket.
- The department store is on Linden Street.
- The drugstore is across from the hotel. / The hotel is across from the drugstore.
- The café is in the bookstore. / The bookstore is in the café.
- The library is between the bank and the school.
- The hotel is on the corner of Market Street and First Avenue / First Avenue and Market Street.

Exercise 5

A. Places from left to right: supermarket, hotel, coffee shop, bank, library

- Yes, it is.
- The library.
- The hotel.
- No, it isn't.

B. Places from left to right: newsstand, bookstore, post office, drugstore, police station

- The newsstand.
- The bookstore.
- Yes, it is.
- No, it isn't.

Lesson B**Exercise 1**

- Walk 3. up 5. blocks
- left 4. Turn 6. Take

Exercise 2

- A: Excuse me. How do I get to the drugstore?
 B: Go up Oak Street and turn left on First Avenue.
 A: Turn left on First Avenue?
 B: Yes.
 A: Great. Thank you very much.

Lesson C**Exercise 1**

- | | |
|---------------|--------------|
| Across | Down |
| 2. movie | 1. zoo |
| 3. water | 2. museum |
| 5. aquarium | 4. amusement |
| 6. swimming | |
| 7. center | |

Exercise 2

- Yes, there are.
- Yes, there is.
- Yes, there is.
- No, there aren't.
- Yes, there is.
- Yes, there is.

Exercise 3

- There's an aquarium in Gatlinburg. / There's one aquarium in Gatlinburg.
- There are nine museums in Gatlinburg. / There are (some) museums in Gatlinburg.
- There aren't any zoos in Gatlinburg. / There isn't a zoo in Gatlinburg.
- There are four movie theaters in Gatlinburg. / There are (some) movie theaters in Gatlinburg.
- There's a ski area in Gatlinburg. / There's one ski area in Gatlinburg.
- There's an amusement park in Gatlinburg. / There's one amusement park in Gatlinburg.

Exercise 4

- Are there any museums in this city?
- Yes, there are.
- there aren't
- Is there a swimming pool
- there is
- There's
- Is there a library
- there isn't

Exercise 5

Answers will vary.

Lesson D**Exercise 1**

No, it isn't. (It's closed on Sundays.)

Exercise 2

- Friday
- Monday
- Wednesday
- Tuesday
- Thursday
- Saturday

Exercise 3

- It's \$5 / five dollars per person.
- It's 6:00–8:00 p.m. / It's at 6:00 p.m.
- Yes, there is.
- They take a bus. / They get there by bus. / They get to the amusement park by bus.
- It's on (the corner of) Main Street and Orchid Street / Orchid Street and Main Street.

Unit 9

Lesson A

Exercise 1

- | | |
|----------------|----------|
| a. to / behind | e. front |
| b. to | f. at |
| c. on | g. in |
| d. under | h. in |

Exercise 2

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

Exercise 3

- | | | |
|------|------|------|
| 1. b | 3. c | 5. a |
| 2. a | 4. a | 6. c |

Exercise 4

We're having a great time in Spain. We're at a museum now. I'm writing in the café. My husband is looking for the Picasso paintings. My daughter is watching a movie about Spanish art. My son's not watching the movie. He's playing a video game here in the café. The baby isn't here. She's sleeping at the hotel with my mother. Well, my mother's is not sleeping. I think she's watching TV!

Exercise 5

- Matt's not / Matt is not / Matt isn't driving to work.
- We're / We are playing soccer at the park.
- Chloe's not / Chloe is not / Chloe isn't sitting in the café.
- The game is starting now.
- They're / They are swimming in the pool.
- Joan's not / Joan is not / Joan isn't having lunch right now.
- I'm / I am calling Audrey.
- You're not / You are not / You aren't running.

Exercise 6

Order of sentences may vary.

- They're running. They're not / They aren't watching a movie.
- She's cooking. She's not / She isn't eating at a restaurant.
- The movie is starting. The movie's not / It's not / It isn't ending.
- He's holding a book. He's not / He isn't looking for a book.

Lesson B

Exercise 1

- | | |
|-------------|----------|
| 1. a minute | 4. call |
| 2. sorry | 5. sure |
| 3. busy | 6. later |

Exercise 2

- Jin Sun* Hello?

Ivan Hi, Jin Sun. It's Ivan. Is this a good time to talk? / Can you talk now?

Jin Sun Oh, sorry. I can't talk right now. / This isn't a good time. I'm doing my homework. Can I call you back?

Ivan OK, sure. Talk to you later.

Jin Sun Thanks. Bye.
- Dan* Hello?

Marc Hi, Dan. It's Marc. Is this a good time to talk? / Can you talk now?

Dan Oh, sorry. I can't talk right now. / This isn't a good time. I'm cooking dinner. Can I call you back?

Marc OK, sure. Talk to you later.

Dan Thanks. Bye.

Lesson C

Exercise 1

- learn to drive
- take a dance class
- create a website
- look for a job
- study Italian
- tutor a student
- take tennis lessons
- study for an exam

Exercise 2

- Learn to drive
- Study Italian
- Take tennis lessons
- Take a dance class
- create a website
- Study for an exam
- Tutor a student
- Look for a job

Exercise 3

Carmen is taking a dance class.
Thomas is looking for a job.
Megan is creating a website.
Daniel is studying Turkish.

Exercise 4

- She's taking a dance class.
- He's looking for a job.
- She's creating a website.
- He's studying Turkish.

Exercise 5

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

Exercise 6

- What are you doing these days?
- Are you taking an art class?
- Is Brad taking the class?

- Where are you studying French?
- What are you and Dave doing these days?

Exercise 7

- What are you doing these days?
- Where are you studying French?
- Is Brad taking the class?
- What are you and Dave doing these days?
- Are you taking an art class?

Exercise 8

Answers will vary.

Lesson D

Exercise 1

They're eating sushi.

Exercise 2

- Paul
- Julie

Exercise 3

- Yes, he is.
- His son is helping him. / Paul is helping him.
- He's learning soccer.
- Mr. Gonzalez is tutoring Ron's daughter / Molly.
- Yes, she is.
- No, she isn't.

Unit 10

Lesson A

Exercise 1

- A.** 1. staying
2. watching
3. visiting
- B.** 1. playing
2. staying out
3. playing
- C.** 1. listening
2. shopping

Exercise 2

+ -ed: played, visited

+ -d: danced, liked

y → i, +ed: cried, studied

double consonant + -ed: chatted, shopped

Exercise 3

- Vincent exercised with Ray on Monday morning. / Vincent and Ray exercised on Monday morning.
- Vincent called his mother on Monday evening.
- Vincent worked at the bookstore on Tuesday afternoon.
- Vincent played tennis with Ray on Wednesday morning. / Vincent and Ray played tennis on Wednesday morning.

- Vincent watched videos on Wednesday evening.
- Vincent visited his grandfather on Thursday afternoon.
- Vincent fixed Dan's computer on Thursday evening.
- Vincent studied for the test with Lara on Friday afternoon. / Vincent and Lara studied for the test on Friday afternoon.
- Vincent shopped for a new computer on Friday evening.

Exercise 4

- shopped
- looked for
- searched
- didn't exercise
- exercised
- listened
- watched
- didn't watch
- didn't talk
- loved
- laughed
- cried

Exercise 5

Answers will vary.

Lesson B

Exercise 1

- A.** 1. Oh
2. Yes
3. You're kidding
4. not
- B.** 1. Oh, yeah
2. Yes
3. What
4. know
- C.** 1. Yeah
2. At
3. Really
4. for

Exercise 2

1. C 2. A 3. B

Lesson C

Exercise 1

- have
- go
- make
- get
- see
- do

Exercise 2

- I'm doing laundry.
- I'm doing the dishes.
- I'm seeing a play.
- I'm getting a haircut.
- I'm making dinner.
- I'm having a party.

Exercise 3

- b
- b
- c
- b
- a
- b

Exercise 4

- A: Did Sue buy new clothes at the mall?
B: Yes, she did.
- A: Did Ethan and Craig (drive) to Miami?
B: No, they didn't.
- A: Did he (make dinner) last night?
B: No, he didn't.
- A: Did they go to work on Friday?
B: Yes, they did.

Exercise 5

- had
- got up
- didn't make
- ran
- saw
- took
- got
- sat
- read
- went
- slept

Exercise 6

- Yes, he did.
- No, he didn't.
- No, he didn't.
- Yes, he did.
- No, he didn't.

Exercise 7

Answers will vary. Sample answers:

- I got up late. / I didn't get up late.
- I did laundry. / I didn't do laundry.
- I bought new clothes. / I didn't buy new clothes.
- I met a friend. / I didn't meet a friend.
- I went to a play. / I didn't go to a play.
- I got a haircut. / I didn't get a haircut.
- I read a book. / I didn't read a book.
- I ate at a restaurant. / I didn't eat at a restaurant.

Lesson D

Exercise 1

1. b 2. c 3. a

Exercise 2

- Jeremy and his family went to Sandusky, Ohio.
- Jeremy and his family are staying with friends.
- Jeremy and his family went to the amusement park / Cedar Point on Tuesday.
- Jeremy and Beth liked Cedar Point and Cedar Point Shores.
- Jeremy and Beth saw a play last night.
- On their vacation, Jeremy and his family didn't cook at all.

Unit 11

Lesson A

Exercise 1

- | Across | Down |
|-------------|----------------|
| 3. fun | 1. interesting |
| 5. terrible | 2. awful |
| 6. exciting | 4. quiet |
| 8. boring | 7. noisy |
| | 9. OK |

Exercise 2

Answers will vary.

Exercise 3

- Was Lola in class on Monday morning?
- Were they at an amusement park yesterday?
- We were at a museum.
- It was fun and exciting.
- Yes, they were.
- How was Jim's weekend?
- No, she wasn't.
- Where were you and Chris on Friday afternoon?

Exercise 4

- A: Was Lola in class on Monday morning?
B: No, she wasn't.
- A: Were they at an amusement park yesterday?
B: Yes, they were.
- A: How was Jim's weekend?
B: It was fun and exciting.
- A: Where were you and Chris on Friday?
B: We were at a museum.

Exercise 5

- was
- wasn't
- was
- wasn't
- was
- were
- were
- weren't
- were

Exercise 6

Answers will vary.

Lesson B

Exercise 1

- G
- B
- B
- G
- B
- G

Exercise 2

- A: Did you have a good weekend?
B: It was OK. I stayed home all weekend. I was sick.
- A: That's too bad.
B: Thanks. And how was your weekend?
A: It was great. I went to a new club with friends.
B: That's nice!

Exercise 3

- A: Did you have a good weekend?
B: It wasn't great. I lost my wallet.
A: Oh, no! / That's terrible.
B: Thanks. And how was your weekend?
A: It was good. I saw an interesting play.
B: That's excellent! / That's awesome!
or
A: Did you have a good weekend?
B: It was great. I saw an interesting play.
A: That's excellent! / That's awesome!
B: Thanks. And how was your weekend?
A: It wasn't great. I lost my wallet.
B: Oh, no! / That's terrible.

Lesson C

Exercise 1

- Tim shopped in markets and bought souvenirs in Tokyo.
- Donna went to a festival in Cuzco.
- Eric went to the beach and relaxed in Rio.
- Tina took pictures of the Eiffel Tower in Paris.
- Laura took a tour of the Taj Majal in Agra.
- Rick and Lisa went sightseeing in San Francisco.

Exercise 2

- pictures (You can't say *go pictures*.)
- to a festival (You can't say *take to a festival*.)
- souvenirs (You can't say *relax souvenirs*.)
- sightseeing (You can't say *buy sightseeing*.)
- a tour (You can't say *shop a tour*.)

Exercise 3

- She went to Miami.
- They went sightseeing.
- She traveled with her husband and two children.
- He got there by bus. / He took a bus.
- It started at 10:00 a.m.
- They got there by bus. / They took a bus.
- It ended at 6:00 p.m.
- They went to the Seaquarium.

Exercise 4

- How did Lucy and her family get to Miami?
- Who did Ricardo travel with?
- What did Patty do in Miami?
- When did Harry go to the art festival?
- How did Hiro and his wife get to Miami?
- What time / When did the art festival start?

Exercise 5

- How was your vacation?
- Where did you go (on vacation)?
- Who did you travel / go with?
- How did you get there? / How did you get to Costa Rica? / How did you travel?
- What time did you get to San José / Costa Rica? / When did you get to San José / Costa Rica?
- What did you do there? / What did you do in Costa Rica / San José?
- How was the food? / How did you like the food?

Exercise 6

Answers will vary. Sample answers.

- I went to . . .
- I was . . . years old.
- I saw . . .
- I traveled with . . .
- I got there by . . .
- I . . .
- I ate . . .
- I bought . . .
- I got up . . .
- It was . . .

Lesson D

Exercise 1

- Make a Schedule
- Remember Your Wallet
- Check the Weather
- Get a Hotel

Exercise 2

- He took a bus.
- She took T-shirts and shorts.
- He traveled with Lee.
- No, he didn't.
- It was at home.

Unit 12

Lesson A

Exercise 1

- May
- June
- December
- April
- February

Exercise 2

- Makoto's birthday is June twenty-second.
- Kyle's birthday is June twenty-third.
- Lucia's birthday is June twenty-ninth.
- Jack's birthday is June thirtieth.
- Don's birthday is July first.
- Daniel's birthday is July fifth.
- Amanda's birthday is July eighth.
- Emily's birthday is July twelfth.

Exercise 3

- going to
- are going to drive
- not going to
- isn't going to take
- going to stay / I am
- Is Sarah going / she isn't

Exercise 4

- Ellie is going to travel to Ecuador on March 22nd.
- Dana is going to start her / a new job on April 21st.
- Tim is going to graduate from college on May 7th.
- Willy is going to go on vacation (for a week) on June 2nd.
- Jill and Lucas are going to go skydiving on July 23rd.
- Brian and Nicole are going to start college on September 10th.
- Amy and Ken are going to get married on October 11th.
- Heather is going to have a big party on December 13th.

Exercise 5

- A: Are you going to take a taxi to work?
B: Yes, I am.
- A: Are they going to get married next week?
B: No, they aren't.
- A: Is he going to create a website for me?
B: No, he isn't.
- A: Are we going to eat out on Friday?
B: Yes, we are.
- A: Is she going to look for a job?
B: Yes, she is.
- A: Are you going to do the dishes tonight?
B: No, I'm not.

Exercise 6

Answers will vary.

Exercise 7

Answers will vary.

Lesson B

Exercise 1

- sorry
- afraid
- really
- Sure / love
- sounds great
- Sounds good

Exercise 2

- I'm sorry. I can't. / I'm afraid I can't. / I'm really sorry, but I can't.
- Sure. I'd love to. / Yeah. That sounds great. / Sounds good.
- Sure. I'd love to. / Yeah. That sounds great. / Sounds good.

Exercise 3

Answers will vary. Sample answers.

Marc Hello?

Dina Hi, Marc. It's Dina. Listen, do you want to ... ?

Marc ... ? I'm sorry. I can't. / I'm afraid I can't. / I'm really sorry, but I can't.

Dina Oh, OK. Well, do you want to ... ?

Marc ... ? Sure. I'd love to. / Yeah. That sounds great. / Sounds good.

Dina Great. ...

Marc Sure. I'd love to. / Yeah. That sounds great. / Sounds good. See you on ...

Lesson C

Exercise 1

1. choose the music
2. send the invitations
3. make a guest list
4. plan the menu
5. bake a cake
6. decorate the room
7. buy a gift
8. prepare the food

Exercise 2

1. Tonya is going to make a guest list.
Danilo is going to plan the menu.
2. Ben is going to send the invitations.
Mi Yon is going to buy a gift.
3. Glenn is going to choose the music.
Terry is going to decorate the room.
4. Rodrigo is going to prepare the food.
Erica is going to bake a cake.

Exercise 3

Object pronouns: me, you, him, her, it, us, them

Exercise 4

How are you? I'm busy with Mick and Susana. I'm going to take them to a soccer game at 12:00. Then we're going to go shopping. Susana has a concert on Friday. I'm going to buy her a new dress. Mick needs a new computer. I'm going to buy it at CompSave.

Listen, Mom's birthday is Sunday. What are we going to get her? Do you want to get her a sweater and a scarf? Look at the pictures.

I can buy them online today. You can pay me later. Mom helps us all the time, so let's surprise her with a party. Let's have a cake. Can you bake it? Dad is going to be here tomorrow. I can tell him about the party. I'm going to call you after the soccer game. Are you going to be home?

Exercise 5

1. What are you going to buy Jen?
2. Who's going to help Henry and me?
3. When are you going to see John?
4. How is Sonya going to send the invitations?
5. What time is he going to call Paul and Vera?
6. Where is she going to meet you and Jim?

Exercise 6

1. A: What are you going to buy Jen?
B: I'm going to buy her a hat.
2. A: How is Sonya going to send the invitations?
B: She's going to send them by email.
3. A: Who's going to help Henry and me?
B: Frank's going to help you.
4. A: What time is he going to call Paul and Vera?
B: He's going to call them at 7:00.
5. A: Where is she going to meet you and Jim?
B: She's going to meet us at the bus stop.
6. A: When are you going to see John?
B: I'm going to see him on Monday.

Lesson D

Exercise 1

A birthday / Joe's birthday

Exercise 2

- | | | |
|-------|------|-------|
| 1. T | 3. T | 5. T |
| 2. NI | 4. F | 6. NI |

Class audio scripts

Unit 1

Lesson B, Exercise 3, Part A [p. 9]

Level 1, Track 12

- 1 *Man* Hello. I'm Steven Black.
Woman Hello, Steven. How do you spell your first name?
Man S-T-E-V-E-N.
- 2 *Woman* Hi. My name is Dena Brown.
Man Hello. How do you spell your first name?
Woman It's D-E-N-A.
- 3 *Woman* Hello. My name is Kerry.
Man Kelly?
Woman No. It's Kerry.
Man How do you spell that?
Woman K-E-R-R-Y.
- 4 *Woman* What's your name?
Man It's Bryan. B-R-Y-A-N.
Woman Nice to meet you, Bryan.
Man Nice to meet you, too.

Lesson B, Exercise 3, Part B [p. 9]

Level 1, Track 13

- 1 *Man 1* Hi. I'm George.
Man 2 Hello. I'm Larry Winston.
Man 1 Nice to meet you, Larry.
Man 2 Nice to meet you, too, George. Uh, what's your last name?
Man 1 My last name? It's Lee. L-E-E.
- 2 *Woman* Good afternoon.
Man Hello.
Woman My name is Susan Watkins.
Man Suzanne Watkins?
Woman No, Susan. S-U-S-A-N. W-A-T-K-I-N-S.
- 3 *Woman* Good morning.
Man My name is Danny Young.
Woman Danny Young?
Man Yes.
Woman And how do you spell your name?
Man D-A-N-N-Y. Y-O-U-N-G.
Woman Welcome to class, Danny.
- 4 *Woman 1* What's your name, please?
Woman 2 Karen. Karen Nelson.
Woman 1 How do you spell your name?
Woman 2 K-A-R-E-N. And Nelson. N-E-L-S-O-N.
Woman 1 OK, Mrs. Nelson.
Woman 2 Um . . . it's "Miss," not "Mrs."

- 5 *Man* Hello.
Woman Your name, please.
Man Um, Paul Harris.
Woman How do you spell your last name?
Man H-A-R-R-I-S.
Woman What's your middle name, Paul?
Man My middle name? It's Jared. J-A-R-E-D.
- 6 *Teacher* Good morning, class.
Students Good morning!!
Teacher Welcome. My name is Ms. Fields. F-I-E-L-D-S.

Unit 2

Lesson B, Exercise 3, Part A [p. 19]

Level 1, Track 29

- 1 *Woman* Directory Assistance. What city?
Man West Hollywood.
Woman What name, please?
Man Uh, Carlos Moreno.
Woman The number is . . . three-two-three, eight-two-two, one-six-zero-seven.
- 2 *Woman 1* Good morning, Directory Assistance.
Woman 2 I need the number for Lucy Chang, please.
Woman 1 How do you spell the last name?
Woman 2 C-H-A-N-G.
Woman 1 The number is . . . six-six-two, six-five-one, oh-four-one-oh.
- 3 *Woman* Directory Assistance. What city?
Man Chicago.
Woman What name?
Man Michael Ashcroft. A-S-H-C-R-O-F-T.
Woman The number is . . . eight-six-six, two-seven-nine, nine-four-zero-zero.
- 4 *Woman 1* Hello, Directory Assistance.
Woman 2 Hi, I need the number for Beatriz Lago.
Woman 1 How do you spell that?
Woman 2 L-A-G-
Woman 1 No, the first name.
Woman 2 Oh, it's B-E-A-T-R-I-Z.
Woman 1 The number is . . . three-four-one, three-six-oh, four-five-seven-oh.

Lesson B, Exercise 3, Part B [p. 19]

Level 1, Track 30

- 1 *Woman* Your name, please?
Man Michael Kensington.
Woman Michael Kensington. . . . OK. How do you spell Kensington?
Man K-E-N-S-I-N-G-T-O-N.
Woman OK, Michael. What's your middle name?
Man John.
Woman J-O-H-N?
Man Yes.
Woman And what's your phone number?
Man My cell phone number is, um, six-oh-eight, nine-eight-five, six-eight-three-one.
Woman OK. . . . And your email address?
Man It's M-J-K-7-8-at-C-U-P-dot-org.
Woman M-J-K-7-8-at-C-U-P-dot-org?
Man Yes.
- 2 *Man* What's your name, please?
Woman Lydia Jackson. L-Y-D-I-A, J-A-C-K-S-O-N.
Man And your middle initial?
Woman P for Paula.
Man OK. And your phone number?
Woman It's eight-one-three, two-six-five, one-three-five-six.
Man Thank you. And what is your email address?
Woman It's Lydia-underscore-J-at-cambridge-dot-org.
Man Lydia-underscore-J-at-cambridge-dot-org?
Woman Yes, correct.
- 3 *Man* Your name, please?
Woman Veronica Guzman.
Man Is that V-E-R-O-N-I-C-A, G-U-Z-M-A-N?
Woman Yes.
Man What city are you from Ms. Guzman?
Woman I'm from Dallas.
Man And what is your number?
Woman My phone number?
Man Yes.
Woman It's two-one-zero, eight-two-six, six-three-nine-eight.
Man And your email address, please?
Woman V-guzman-at-C-U-P-dot-org.
Man OK. Thank you very much.

Lesson D, Exercise 2 [p. 23]

Level 1, Track 36

- Woman* Look at my webpage with my photos.
Man Who's he? Your friend?
Woman No, my brother. His name is Mark.
Man How old is he?
Woman He's fifteen. And this is Dominique. She's in my English class.
Man Where's she from?

- Woman* She's from Paris. She's French.
Man Is he your father?
Woman No, my grandfather.
Man Oh?
Woman Yeah. His name is Henry.
Man Henry?
Woman Yeah.
Man How do you spell it?
Woman H-E-N-R-Y.
Man And who's she? Your mother?
Woman No. That's Ms. Parker, my English teacher.
Man Oh? Is she American?
Woman No, she's from Canada.

Unit 3

Lesson B, Exercise 1 [p. 28]

Level 1, Track 41

- 1 *Bo* What's this, Marta?
Marta It's a remote control.
Bo What?
Marta Two words: remote control.
- 2 *Marta* What's this, Bo?
Bo It's a marker.
Marta A marker?
Bo Yes.
- 3 *Bo* Marta, what's this?
Marta It's a map.
Bo A mat?
Marta No, a map. With a p.
- 4 *Marta* Bo, what's this? A watch?
Bo No, that's not a watch. That's an alarm clock.
Marta An alarm clock?
Bo That's right.
- 5 *Bo* What's this? Is it a poster?
Marta Yes, it is, Bo. It's a poster.

Lesson D, Exercise 2 [p. 33]

Level 1, Track 49

- 1 *Man* That sweater is nice. Is it yours?
Woman Yeah. It's my favorite.
Man The colors are nice.
- 2 *Man* These are my favorite shorts.
Woman Your favorite shirt?
Man No, my favorite shorts.
- 3 *Woman* Nice cap. Is it yours?
Man Yeah. It's from my baseball team. Our team colors are black and white.
Woman Cool.
- 4 *Man* That's a cool watch.
Woman Thanks. It's my favorite.
Man The pink is nice.

Unit 4

Lesson B, Exercise 4 [p. 39]

Level 1, Track 58

- Man* What's the time?
Woman Um, it's a quarter to ten.
Man Oh, I'm early. The movie is at ten o'clock.
- Woman* What time is your Japanese class, Rod?
Man It's at four o'clock. What time is it now?
Woman It's four-oh-five.
Man Oh, no!
- Woman* What time is the train? Am I late?
Man Twelve-twenty. It's only eleven fifty-five now.
Woman Oh, good.
- Woman* What time is the bus to the city?
Man At noon.
Woman What time is it now?
Man It's only ten-thirty!
- Man* Susan, what time is your dance class?
Woman It's at nine forty-five.
Man Um, it's nine-fifty now.
Woman Nine-fifteen or nine-fifty?
Man Nine-fifty.

Lesson D, Exercise 2 [p. 43]

Level 1, Track 65

- Max* So, Angela, do you work on the weekend?
Angela Yes, I work on Saturdays.
Max Really? In the afternoon or evening?
Angela I go to work at six p.m.
Max Do you take the bus to work?
Angela No, I take the subway.
Max And after work?
Angela Oh, after work, I watch TV at home.
Max Do you go to class on the weekend, too?
Angela I have classes from Monday to Friday, but not on the weekend.
Max Do you go to bed late?
Angela Yeah.
Max And do you get up late on Sundays?
Angela Yes, I do. I get up at ten-thirty or so.
Max Yeah, me, too. I also exercise on Sundays.
Do you?
Angela No, I don't. I read the news, and I study. I have a busy week, and Sunday is a good time to study.
Max Do you cook on the weekend?
Angela I cook on Sunday.

Unit 5

Lesson B, Exercise 3, Part B [p. 49]

Level 1, Track 75

- Man* Excuse me. How much is this video game?
Woman It's fourteen dollars.
Man Forty dollars?
Woman No, *fourteen*. It's on sale today.
Man Oh!
- Woman 1* Mom, look at those boots!
Woman 2 How much are they?
Woman 1 Just sixty dollars!
Woman 2 Sixty dollars . . .
Woman 1 Oh, Mom, pleeeeease . . .
Woman 2 Oh, well, OK.
Woman 1 Thanks, Mom!
- Woman* Hmm . . . that's a nice scarf.
Man Nah . . . I don't like it.
Woman It's only seventeen dollars.
Man Seventeen dollars? That's not bad.
- Woman* Can I help you?
Man Yes, please. How much is this belt?
Woman It's ninety dollars.
Man Nineteen dollars?
Woman No, sir. *Ninety* dollars. It's Italian.
Man I see.

Lesson B, Exercise 4, Part A [p. 49]

Level 1, Track 76

- Man* Can I help you?
Woman Yes, thanks. How much is that camera?
Man It's a hundred and fifty-four dollars.
- Woman* Can I help you?
Man Yes, thanks. I like these shirts. Are they on sale?
- Man* How much is this in blue?
Woman The blue bag is thirty dollars.
- Woman* I like this skirt. Do you have it in brown?
Man Yes, we do.

Lesson B, Exercise 4, Part B [p. 49]

Level 1, Track 77

- Woman 1* Can I help you, ma'am?
Woman 2 Yes, please. How much are these?
- Woman* Can I help you, sir?
Man I'm just looking, thanks.
- Woman 1* Can I help you?
Woman 2 Um, I'm fine, thank you.
- Woman* Can I help you?
Man Yes, please. Do you have this in green?

Lesson D, Exercise 2 [p. 53]

Level 1, Track 83

- Helena* Hey, Michael.
Michael Oh, hi, Helena. How's it going?
Helena OK. Is that your new computer?
Michael Yeah.
Helena It's nice. Hey, who's that?
Michael Oh, it's Stephen Curry.
Helena The basketball player?
Michael Yeah. This is his fan site. I look at this website sometimes. I look at photos and read news about him.
Helena Cool. Do you have other favorite websites?
Michael Sure. Here's one.
Helena What's that?
Michael It's the website for MoMA.
Helena What's MoMA?
Michael The Museum of Modern Art, in New York City. They have a great site. See? A museum tour.
Helena That's fun.
Michael Here's another site I like.
Helena Oh, I know this site. I sometimes shop on this site.
Michael Right. I sell my old books.
Helena I have a favorite site.
Michael Oh yeah?
Helena Look here.
Michael What are those?
Helena Cool videos. People from all over the world upload them.
Michael Oh, yeah. Do you ever upload videos?
Helena No, never. I just watch them. Let's watch this one, OK?

Unit 6

Lesson B, Exercise 2 [p. 59]

Level 1, Track 89

- 1 *Woman* Good afternoon, Star Computers.
Man Hello. My name is Kevin Geary. Can I please speak to Ellen Astor?
Woman One moment, please.
Man Thank you.
Woman I'm sorry, sir. Ms. Astor is in a meeting.
Man Oh, OK. Thank you.
- 2 *Woman* Good morning, Star Computers.
Man Hello. This is Kevin Geary again. Could I speak to Ms. Astor, please?
Woman Yes. One moment. I'm sorry, Mr. Geary. She's on another line.
Man On another line? Oh, OK.
- 3 *Woman* Star Computers.
Man Can I speak to Ellen Astor?
Woman Who is this, please?

- Man* Kevin. Kevin Geary. I –
Woman Hold on, please. I'm sorry. Ms. Astor's at lunch.
Man At lunch. All right. Thank you.
- 4 *Woman* Hello. Star Computers.
Man This is Kevin Geary.
Woman Ah, Mr. Geary. How are you?
Man I'm fine. Could I please speak to . . . ?
Woman I'm sorry. She's with a customer.
- 5 *Woman* Hello. Star Computers.
Man Hi, this is –
Woman Hi, Kevin. How are you?
Man Um, OK, thanks. Is Ms. Astor there?
Woman Oh, sorry, Kevin. She's on vacation.
Man She's what?! On vacation?
Woman Yes. Call back on Tuesday morning, please.

Lesson C, Exercise 4, Part B [p. 61]

Level 1, Track 94

- 1 *Man* That's my favorite song! Let's dance!
Woman I can't dance.
- 2 *Man* My computer doesn't work.
Woman I can fix it.
- 3 *Woman* Hey. Let's start a band.
Man I can play guitar.
- 4 *Woman* [*in French*] *Bonjour. Comment allez-vous?*
Man I can't speak French.

Lesson D, Exercise 2 [p. 63]

Level 1, Track 96

- Man* Hey, Celia. Look at these online ads for programs. Here's one in Italy. I can study Italian *and* work in a restaurant in the evening. I can also see the city in my free time.
Woman At a restaurant? Really? As a chef in an Italian restaurant?
Man I don't know. I think I *help* the chef.
Woman Can you speak Italian?
Man Um, no.
Woman What's the salary?
Man The salary? It doesn't say. Ah . . . It says "good" salary.
Woman Or here's one. You're interested in animals. Can you swim?
Man Swim? Sure.
Woman "Work with turtles . . . Tuesday to Saturday . . ."
Man What time do I work?
Woman From six a.m. to one-thirty p.m.
Man That's not bad. And Costa Rica is a very nice country. Oh, look here.
Woman What does it say?
Man Are you 18 to 22 years old?
Woman Yes.

- Man* Can you speak Chinese, Korean, Japanese, or English?
- Woman* Chinese, Korean, Japanese, and English?
- Man* No, or English. You speak English. You can work at a theme park in Hong Kong.
- Woman* Fun! A theme park! What's the job?
- Man* Hmm . . . it doesn't say.

Unit 7

Lesson B, Exercise 3 [p. 69]

Level 1, Track 104

- Woman* I like pasta with meat sauce a lot.
Man I don't. I don't like beef.
- Man* Mmm. I love chicken. It's one of my favorite foods.
Woman I like it, too. I can eat it every day.
- Man* Yum! I love potatoes.
Woman Yeah. They're one of my favorite vegetables.
- Woman* Great! Bananas and cereal for breakfast.
Man Not again! Let's eat something else. Pleeeeease!

Lesson D, Exercise 2 [p. 73]

Level 1, Track 109

- Olga* Hi, Matt.
- Matt* Oh, good morning, Olga. How's it going?
- Olga* Good, thanks. Let's have some breakfast before class.
- Matt* OK. . . . Olga, you're from Sweden, right? What's a typical breakfast in Sweden?
- Olga* Well, one very important food is bread.
- Matt* Do you put anything on the bread?
- Olga* Yes, we do. We usually have it with butter or cheese.
- Matt* What about pancakes?
- Olga* Swedes love pancakes, but we hardly ever eat them for breakfast. We usually eat them after dinner, for dessert.
- Matt* What other food is typical for breakfast in Sweden?
- Olga* Swedes also eat cereal and eggs for breakfast. And a lot of fruit.
- Matt* How healthy.
- Olga* Oh, it is.
- Matt* It sounds like a lot of food.
- Olga* Well, hotels sometimes have big buffets, but we usually eat a small breakfast at home. Then we have a light lunch and a big dinner.

Unit 8

Lesson B, Exercise 3, Part A [p. 79]

Level 1, Track 117

GPS Voice Go up Western Avenue. Turn right at Spring Street. Go up five blocks to Fourth Avenue. It's on the right, between Fourth and Fifth Avenues.

Lesson B, Exercise 3, Part B [p. 79]

Level 1, Track 118

GPS Voice You are at the corner of Fourth Avenue and Spring Street. Go up Fourth Avenue. Take a left at Pike Street. Go for four blocks. It's in front of you on the corner of Pike Street and Post Avenue.

Lesson D, Exercise 2 [p. 83]

Level 1, Track 123

- Man* Can I help you, ma'am?
Woman Uh, yes, thank you. Is there a movie theater near here?
Man A movie theater? Sure. There's one on First Street. It's called Hollywood Theater.
Woman OK, thanks. And is there a coffee shop?
Man Yes. See, there's one across the street.
Woman Oh, I see it. Thank you very much.
Man You're welcome. Have a nice day.
- Man* Excuse me.
Woman Yes. Can I help you?
Man Yes, thank you. Is there an aquarium in the city?
Woman An aquarium . . . no. I'm sorry, there isn't.
Man Oh, OK. Is there an art museum?
Woman Yes, there is. The address is 348 (three forty-eight) Main Street. It's across from the park.
Man Can I walk there?
Woman Yes, it's not far.
Man Thank you.
- Man* Hello. Can I help you?
Woman Yes, thanks. Are there any bookstores near here?
Man Yes, there's a nice one on the corner of Third and Elm. It's called Bookworm. Here's a map.
Woman Oh, I see. Is it far?
Man Not really. You can walk or take the subway. The subway station is here, on this corner.
Woman Great, thank you. And is there a science center in this city?
Man A science museum?
Woman No, a science center.
Man No, I'm afraid not.

Unit 9

Lesson A, Exercise 4 [p. 87]

Level 1, Track 129

- Man 1* [from the TV] He shoots. He scores!
Man 2 Yes!
- [sound effects of someone going to bed]
- [sound effects of someone running]
- [sound effects of some people playing tennis]
- Man 1* Thank you for coming. See you next time.

Lesson B, Exercise 2, Part A [p. 89]

Level 1, Track 132

- Man 1* Hello?
Man 2 Hi, Eric. It's Mark. Do you have a minute?
Man 1 Um, this isn't a good time. I'm having dinner. Can I call you back?
Man 2 Oh, sure. Talk to you later, Eric.
Man 1 OK. Talk to you later. Bye, Mark.
- Woman* Hello?
Man Renee?
Woman Yes.
Man It's Steve. How's it going?
Woman OK.
Man Is this a good time to talk?
Woman No, I can't talk right now. I'm studying. Can I call you back?
Man Sure, no problem.
Woman Thanks, Steve.
- Man* Hello?
Woman Hi, Ji-won. It's Michelle. Can you talk right now?
Man Hey, Michelle. Listen, can I call you back in fifteen minutes? I'm driving. This isn't a good time to talk.
Woman Oh, sure.
Man Talk to you later.
Woman OK. Bye.
- Woman* Good morning. Winston Industries.
Man Hi, Carmen. It's Ralph. Is this a good time?
Woman Sorry, Ralph. I'm working. Can I call you back later?
Man Later?
Woman Yes, later. I'm not able to talk right now.
Man No problem.
Woman Thanks. Talk to you later.

Unit 10

Lesson B, Exercise 2 [p. 99]

Level 1, Track 145

- Woman 1* Oh, what a week!
Woman 2 Are you OK?
Woman 1 Yeah, thanks. But I'm glad it's Friday!
Woman 2 What happened this week?
Woman 1 Well, I learned something on Monday.
Woman 2 Uh-huh.
Woman 1 I didn't answer three questions on my test.
Woman 2 What? Last Friday's test?
Woman 1 Yeah. I just didn't answer them. Numbers 8, 9, and 10.
Woman 2 Why not?
Woman 1 I don't know. I just didn't. And then on Tuesday, I watched a movie with my new boyfriend, Josh.
Woman 2 Oh?
Woman 1 And my old boyfriend called me.
Woman 2 Really? Your old boyfriend, Rick?
Woman 1 Yeah, but I didn't answer the phone. I didn't want to talk to him. Then on Wednesday, I designed a webpage for my sister Julie.
Woman 2 Oh, yeah?
Woman 1 But she didn't like the colors.
Woman 2 What?
Woman 1 So I fixed it. Then on Friday –
Woman 2 What about Thursday?
Woman 1 Oh, I fixed the webpage all day on Thursday. Then on Friday . . .
Woman 2 Uh-huh.
Woman 1 I just stayed home.
Woman 2 You're kidding! You stayed home on Friday night?
Woman 1 I know, I know . . .

Lesson D, Exercise 3 [p. 103]

Level 1, Track 151

- Tomás* Hi, Matt.
Matt Oh, hi, Tomás. How's it going?
Tomás Fine. Thanks. How are you?
Matt Great, but tired. I had a busy week last week.
Tomás Really? What did you do?
Matt Well, I got up early every day. We're very busy at work, so I went to work early all week.
Tomás Oh, yeah?
Matt Yeah. I worked about forty-five hours. I'm very tired.
Tomás Forty-five hours? That's a lot.
Matt After work on Wednesdays, I usually play soccer, but last week I didn't.
Tomás Why not?

Matt Well, I didn't have any clean clothes, so I did my laundry on Wednesday night.

Tomás That's no fun.

Matt I know. . . . I also made dinner every night. I tried some new recipes and ate some really great new meals.

Tomás Sounds good.

Matt Yeah, I really like cooking.

Tomás Wow. It sounds like you did a lot last week. Did you play your guitar? I know you practice every day.

Matt Yes, I did. I played for about an hour every night. It's my favorite thing to do. I also usually read a book every week, but I didn't have time to read last week. Maybe this week . . .

Unit 11

Lesson B, Exercise 3 [p. 109]

Level 1, Track 158

Woman Hi, Sam. How's it going?

Man Oh, hi. Fine, thanks.

Woman How was your weekend?

Man Oh, it was . . . interesting. You know, I won a trip last year.

Woman Yeah, I remember. Did you take the trip last weekend?

Man Uh-huh. It was just a one-night trip. I went to the airport for my flight, but I missed it! The flight was at twelve o'clock. I thought it was at two o'clock.

Woman You missed your flight? Oh, no!

Man Yeah. But there was another flight in the evening.

Woman That's good.

Man The hotel was excellent. I had a nice room. And the people at the hotel were great.

Woman That's good. How was the food?

Man Well, I ate dinner at the hotel restaurant. Then I went for a walk and went to bed. But in the morning, I was sick.

Woman That's terrible. Do you think it was the food at the restaurant?

Man I think so.

Woman That's too bad.

Man These things happen. I got up early and took a taxi to the airport.

Woman Uh-huh.

Man The taxi was about twenty dollars.

Woman Really? That's not bad.

Man But I didn't have my wallet!

Woman You're kidding! You lost your wallet?

Man I took the taxi back to the hotel, and they had it.

Woman Oh, that's good. So you went back to the airport?

Man That's right.

Woman Did you miss your flight again?

Man No, I got the flight this time.

Woman It sounds like an awful weekend.

Man No, it wasn't so bad. It was good. I was just happy to get away.

Lesson D, Exercise 2 [p. 113]

Level 1, Track 164

1 *Man* So how was your trip to Brazil? You went there for two weeks, right?

Woman Yeah. It was great. We went to Rio.

Man Really? But two weeks, just in Rio?

Woman Yeah. What's wrong with that?

Man Sorry, it just . . . sounds . . . a little boring.

Woman Not at all. Think about it – swimming, running, playing volleyball every day!

Man That's true. How was the shopping?

Woman I really liked the shopping. It was excellent. I bought a lot of souvenirs. Look! This is for you.

Man Um, what is it?

2 *Woman* Welcome home! How was Japan? Did you enjoy your vacation?

Man Yeah, it was interesting.

Woman That's good.

Man And now I can speak a little Japanese, too.

Woman You can speak Japanese?

Man *So desu ne.*

Woman Huh? Well, anyway, what did you really enjoy there?

Man Oh, that's easy. The food. I ate everything and loved it all.

3 *Man* When did you get back from New Zealand?

Woman Last weekend.

Man Well, how was it?

Woman It was exciting!

Man What did you do?

Woman I did all kinds of outdoor activities.

Man How nice! What did you like about the trip?

Woman The people. They were really nice. I made some good friends there.

Man That's great.

Unit 12

Lesson B, Exercise 2 [p. 119]

Level 1, Track 171

- 1 *Man* Hi, Vanessa.
Woman Hey, Pete. How are you?
Man Good, thanks. Listen, Vanessa. Are you going to go to the soccer game tonight?
Woman No. Why?
Man Well, I have an extra ticket. My brother can't go. Do you want to go?
Woman Really? What time?
Man At eight o'clock.
Woman Sure. I'd love to. Thanks!
- 2 *Woman* Hi, David. What are you doing?
Man Not much.
Woman Hey, you know my friend Sandra, right?
Man Sure. She's very nice.
Woman Well, we're going to meet for coffee tonight. Do you want to come?
Man Oh, I'm afraid I can't tonight. Sorry.
Woman That's OK. Maybe some other time.
- 3 *Woman* Jeremy, do you know that new Italian place?
Man The one on Tenth Street?
Woman Yeah.
Man I do. The food is really great.
Woman Do you want to go there tonight?
Man Tonight? Oh, I'd love to, but I can't. I'm going to have dinner at my friend's house. Sorry.
Woman That's OK. Maybe some other time.
- 4 *Man* Hi, Julie.
Woman Hey, Ben.
Man Are you busy tonight?
Woman Tonight? Why?
Man I'm going to see a movie. Do you want to come?
Woman OK, thanks. What time?
Man There's a show at eight o'clock.
Woman That sounds fine.

Lesson D, Exercise 2 [p. 123]

Level 1, Track 176

Amanda My birthday is July fourteenth, and I always celebrate my birthday with my friends and family. I'm sixteen years old now, and on my last birthday, my parents gave me a "Sweet Sixteen" party. That's a party a lot of girls have when they turn sixteen. I made a guest list, and my parents sent the invitations. My mom and I decorated the room and planned a special menu of pizza, ice cream, and, of course, cake. My mom baked a big chocolate cake with "Happy Birthday, Amanda!" on it. Everybody sang "Happy Birthday" to me. We had the party at my house, and fourteen of my friends came. Some of their mothers even came! We played music, danced, and sang karaoke. My mom and dad gave me a cool gift. It was a new camera. It was great – I took photos of my friends and then posted them online for my friends to see. I'm not going to have a party for my next birthday – my seventeenth – but I am going to have one for my eighteenth birthday!

Before you watch

Match the words and the pictures. Then compare with a partner.

a a park b a reporter c an interview



While you watch

A Label the pictures with the correct names.

Amanda Bo Emi Irma



1 _____ 2 _____ 3 _____ 4 _____

B Circle the correct answers.

- Emi is _____ .
a a student b a musician c a reporter
- Her _____ is Emiko Kawasaki.
a full name b family name c nickname
- Emi is short for _____ .
a Emi b Emiko c Kawasaki
- Emi K. is her _____ .
a real name b middle name c nickname
- Her family name is _____ .
a Kawasaki b Emi c Emily

C Write T (true) or F (false).

- 1 Paul Hewson is a singer from Ireland. _____
- 2 Jennifer Anastassakis is a celebrity. _____
- 3 Sean Combs is a jazz singer. _____
- 4 Irma is not a hip-hop fan. _____



After you watch

A Complete the sentences with the correct words.

first full last nickname real

- 1 Emi's _____ name is Emiko Kawasaki.
- 2 Bono's _____ name is Paul Hewson.
- 3 Jennifer Aniston's real _____ name is Anastassakis.
- 4 Sean Combs's _____ is Diddy.
- 5 DJ Irma's _____ name is Irma.

B Write a famous person's real name in the center. Then complete the sentences.

is a _____ .

has the initials _____ .

is from _____ .

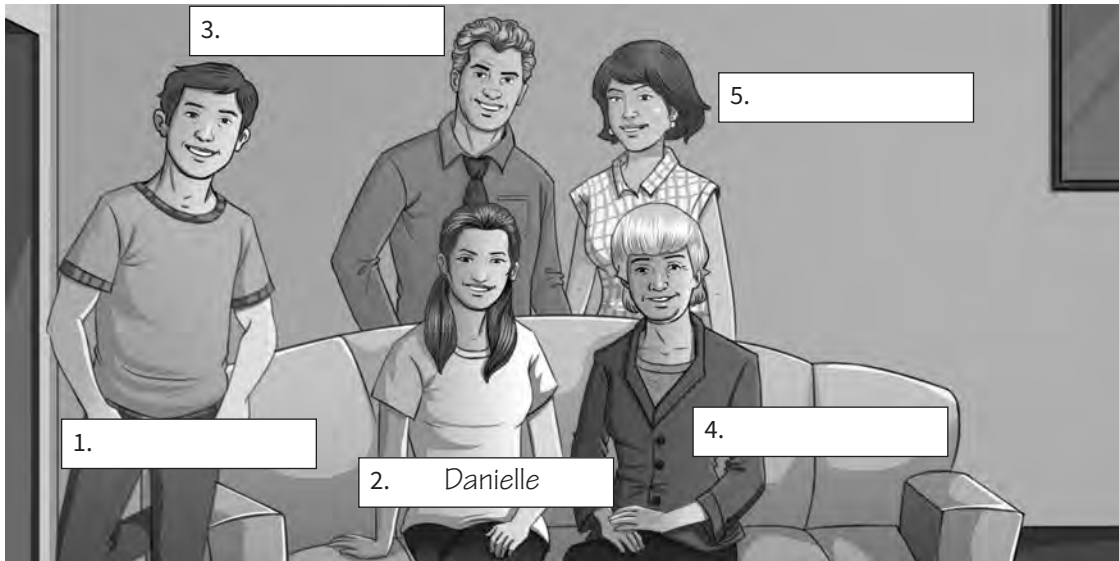
uses the nickname _____ .

C **PAIR WORK** Tell your partner about the person in Part B.

Before you watch

A Label the picture with the correct words. Then compare with a partner.

✓ Danielle mother boyfriend father grandmother



B Which person in Part A is *not* a member of the family?

While you watch

A Write D (Danielle), I (Irma), M (Max), P (Peter), or W (Wendy).



Danielle



Irma



Max



Peter



Wendy

- 1 _____ is Peter's mother.
- 2 _____ is Danielle's brother.
- 3 _____ is Peter's wife.
- 4 _____ is Peter and Wendy's daughter.
- 5 _____ is Irma's son.
- 6 _____ is Wendy's husband.
- 7 _____ is Max's sister.
- 8 _____ is Danielle and Max's mother.

B Circle the correct answers.

- 1 Danielle is home from _____ .
a college b vacation c work
- 2 _____ nickname is Chef Dad.
a Max's b Paul's c Peter's
- 3 Danielle's mother is _____ years old.
a 44 b 47 c 67
- 4 Max is _____ .
a at home b in film school c in Toronto
- 5 Paul is Danielle's _____ .
a brother b boyfriend c teacher



C Write Y (yes) or N (no).

- 1 Is Danielle a student? _____
- 2 Is Wendy a grandmother? _____
- 3 Is Irma 67 years old? _____
- 4 Is Max in the house? _____
- 5 Is Paul a member of Danielle's family? _____

After you watch

A What are the two surprises in the video? Check (✓) the correct answers.

- Danielle is home from college.
- Max is in Toronto.
- Paul is Danielle's new boyfriend.

B **PAIR WORK** Who is in your family? What are their names and ages?
Which family members live in your home? Tell your partner.

Before you watch

Circle your guesses. Then compare with the class.

1 What is a roommate?

- a a student in your class b a member of your family c a friend who lives with you

2 What is a teddy bear?



3 What is a robe?



While you watch

A What are Nick's favorite things? Check (✓) the correct answers.

- his baseball his laptop his T-shirt
 his cap his picture his teddy bear
 his cell phone his robe his video camera

B Write T (true) or F (false).

- The video is for Ben's parents. _____
- Nick is from New Hampshire. _____
- The robe is from Japan. _____
- The picture is of New York. _____
- The teddy bear is from Nick's friend. _____

C Circle the correct answers.

- 1 Nick and Ben are _____.
a roommates b teachers c artists
- 2 *A yukata* is a _____.
a shirt b robe c jacket
- 3 Nick's cap is from his high school _____ team.
a tennis b golf c baseball
- 4 _____ is the artist of the picture.
a Ben b Nick's grandmother c Nick
- 5 Nick's _____ are from Vermont.
a parents b grandparents c friends
- 6 Nick's teddy bear is _____ years old.
a 9 b 19 c 20

After you watch

A Which of Nick's things is *your* favorite? Why?

B **GROUP WORK** Tell your group about your favorite things.

- What are they?
- Where are they from?
- How old are they?



Before you watch

Match the words and the pictures. Then compare with a partner.

- | | | |
|----------------|----------------|---------------------|
| a drink coffee | c go to school | e ride a bike |
| b get up | d make a video | f text with friends |



While you watch

A What does Ben do on Mondays? Number the sentences from 1 to 7.

- _____ He has class.
- _____ He goes to bed very late.
- _____ He drinks coffee.
- _____ He texts with his friends.
- _____ He exercises.
- 1 _____ He gets up.
- _____ He rides his bike.



Ben

B Circle the correct answers.

- Nick _____ for Ben.
a makes a video b cooks dinner c drives a car
- The video is for _____.
a Ben's friends b Ben's class c Ben's family
- Ben's favorite class is at _____.
a 7:30 b 9:00 c 4:30
- Lila is Ben's _____.
a teacher b classmate c student
- Ben exercises _____.
a at school b at home c at the park

C Write T (true) or F (false).

- Ben has orange juice, tea, cereal, and milk for breakfast. _____
- Ben's favorite class is English. _____
- Ben is early for class. _____
- Ben exercises at the park at 3:30. _____
- Lila rides a bike to school and runs in the park. _____
- Ben texts with his friends in the afternoon. _____



After you watch

A Make a list of your routine activities at different times of the day.

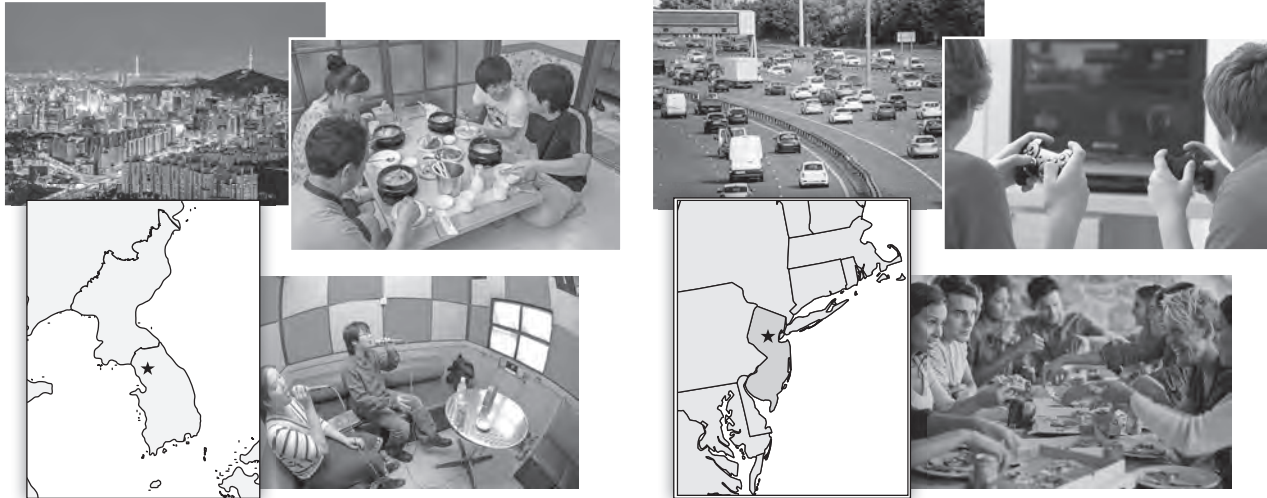
Morning	Afternoon	Evening	Night
<i>get up</i>			

B **GROUP WORK** How is your daily routine the same as Ben's? How is it different?

"I *get up late every morning. I don't have cereal for breakfast like Ben. I don't have time to eat!*"

Before you watch

A Label the groups of pictures. Which pictures show New Jersey, U.S.A.? Which show Seoul, South Korea?



1 _____

2 _____

B Soon-mi lives in Seoul, South Korea. Danielle lives in a small town in New Jersey, U.S.A. Make a list of things you think they do for fun.

While you watch

A Check (✓) the correct answers. (More than one answer is possible.)



	Soon-mi	Danielle
1 Who often goes dancing?	<input type="checkbox"/>	<input type="checkbox"/>
2 Who hangs out at home?	<input type="checkbox"/>	<input type="checkbox"/>
3 Who cooks dinner for friends?	<input type="checkbox"/>	<input type="checkbox"/>
4 Who watches DVDs?	<input type="checkbox"/>	<input type="checkbox"/>
5 Who plays video games?	<input type="checkbox"/>	<input type="checkbox"/>
6 Who goes to a karaoke club?	<input type="checkbox"/>	<input type="checkbox"/>
7 Who sings songs in English?	<input type="checkbox"/>	<input type="checkbox"/>

B Circle the correct answers.

- 1 In the video, it's _____ in Seoul.
a 8:30 a.m. b 4:30 p.m. c 8:30 p.m.
- 2 In New Jersey, it's _____ .
a early morning b early afternoon c early evening
- 3 Soon-mi and her sister always _____ on her sister's birthday.
a eat out b go dancing c eat out and go dancing
- 4 Danielle usually _____ around town.
a drives b takes the bus c walks
- 5 Sometimes Danielle _____ .
a takes the train b walks c takes the subway

C Write T (true) or F (false).

- 1 Soon-mi teaches English to Danielle. _____
- 2 Danielle plays video games at an arcade. _____
- 3 Soon-mi often goes dancing at a club. _____
- 4 Soon-mi goes to an arcade near the bus station. _____
- 5 They have a dance club in Danielle's town. _____
- 6 Soon-mi knows a lot of songs in English. _____



After you watch

A PAIR WORK Do you ever do the same activities as Danielle and Soon-mi?

What other activities do you do? Tell your partner.

A: Danielle studies Korean with Soon-mi. I never do that. I study English.


B: Soon-mi eats out on her sister's birthday. I sometimes eat out on my sister's birthday, too.

B GROUP WORK Sing a song – or part of a song – that you know in English! Your group guesses the name of the song. Take turns.


Before you watch

A Match the words and the pictures. Then compare with a partner.


- a mime b play the harmonica c play the guitar d play the kazoo




1.



2.



3.



4.

B What is a hidden talent? Check (✓) your guess. Then compare with the class.

- Something you can do well, and people know about it
- Something you can do well, but people don't know about it
- Something you can't do well, and people know about it

While you watch

A Who does each thing in the video? Check (✓) the correct answers.
(More than one answer is possible.)



	Emi	Alicia	Christine	Joey
1 Who dances?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Who plays the harmonica?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Who plays the kazoo?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Who mimes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Who sings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Who speaks French?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B Circle the correct answers.

- 1 Emi *does not* speak _____ in the video.
a French b English c Chinese
- 2 Alicia *cannot* play _____ .
a the guitar b the harmonica c the kazoo
- 3 Christine *is not* _____ .
a a model b a waitress c an actress
- 4 Joey *does not* work on _____ .
a Saturdays b Thursdays c Tuesdays

C Write T (true) or F (false).

- 1 Emi is a reporter for *Street Talk*. _____
- 2 Alicia can dance very well. _____
- 3 Christine doesn't have a hidden talent. _____
- 4 Joey is a taxi driver. _____



After you watch

A **PAIR WORK** Do you have any of the same hidden talents as Emi, Alicia, Christine, or Joey? Who do you know with the same hidden talents? Tell your partner.

“Emi *speaks* French. I *can't speak* French, but my mother *can*.”

B **GROUP WORK** Interview your group. What are their hidden talents?

Name	Hidden talent

C **CLASS ACTIVITY** Share interesting hidden talents from your group.

“Jen *can fix computers*. Carlos *can . . .*”

Before you watch

A Check (✓) the food you like. Then compare with a partner.



honey



nuts



oats



raisins



yogurt

B In the video, Ben makes a meal with the food in Part A. What meal do you think he makes? Check (✓) your guess. Then compare with the class.

breakfast lunch dinner

C Write *a*, *an*, or *some*. Then compare with a partner.

- | | | |
|-----------------|---------------|------------------|
| 1 _____ apple | 5 _____ honey | 9. _____ raisins |
| 2 _____ banana | 6 _____ milk | 10. _____ tea |
| 3 _____ egg | 7 _____ nuts | 11. _____ tomato |
| 4 _____ granola | 8 _____ oats | 12. _____ yogurt |

While you watch

A What does Ben do? Number the pictures from 1 to 5.



B Circle the correct answers.

- 1 Ben is _____ .
a at school b at work c at home
- 2 Ben's favorite meal is _____ .
a breakfast b lunch c dinner
- 3 He loves granola. Granola is a kind of _____ .
a pasta b cereal c coffee
- 4 Ben likes to _____ in the morning.
a exercise b drink tea c play soccer

After you watch

A How does Ben make granola? Complete the sentences with the correct words.

banana honey nuts oats raisins yogurt



First, I put some _____ in a bowl.
I add some _____
and _____. Then I add the
_____. I usually like
_____ on my granola. And I always
have some _____ on it.

B What do you usually have for breakfast? Make a list of the food.

C **PAIR WORK** Tell your partner about your breakfast. Do you eat the same food?

Before you watch

A Look at the picture. Circle the correct answers. Then compare with a partner.



- 1 The picture is from a commercial. What is a commercial?
 - a an advertisement on TV b a magazine review c a newspaper article
- 2 Where are the people?
 - a in a club b in a coffee shop c in an office

B What kind of information about the place do you think is in the commercial? Make a list. Then compare with a partner.

Information

the name of the place _____

While you watch

A What do people do in the commercial? Check (✓) the correct answers.

- | | | | |
|---------------------------------------|--|---|---|
| <input type="checkbox"/> dance | <input type="checkbox"/> eat a snack | <input type="checkbox"/> play the guitar | <input type="checkbox"/> study English |
| <input type="checkbox"/> drink coffee | <input type="checkbox"/> eat pasta | <input type="checkbox"/> read the newspaper | <input type="checkbox"/> use the Internet |
| <input type="checkbox"/> drink tea | <input type="checkbox"/> listen to music | <input type="checkbox"/> sing | <input type="checkbox"/> write a letter |

B Who talks about each thing? Draw a line from each thing to Marco or Danielle.



Marco

- the coffee
- the Internet
- the woman's laptop
- the snacks
- the music



Danielle

C Write T (true) or F (false).

- 1 The cookie costs 85 cents. _____
- 2 Kim's Coffee Shop is on the corner of First Avenue and Elm Street. _____
- 3 It is open six days a week. _____
- 4 Kim's Coffee Shop opens at 7:00 a.m. _____
- 5 It closes at midnight. _____

After you watch

A Answer the questions.

- 1 What is your favorite coffee shop?

- 2 Where is it?

- 3 What do you like about it?

- 4 Who do you usually go there with?

- 5 What do you usually do there?

B **GROUP WORK** Tell your group about your favorite coffee shop. Ask and answer questions for more information.

"My favorite coffee shop is A Cup of Joe. It's on ..."

Before you watch



Complete the sentences with the present continuous forms of the verbs.

answer	hold	interview	stand	wear
--------	------	-----------	-------	------

- Emi _____ *is interviewing* _____ Bo.
- Emi _____ in front of him.
- She _____ a microphone.
- Bo _____ a T-shirt.
- He _____ Emi's question.

While you watch

A Who is doing each thing these days? Check (✓) the correct answers. (More than one answer is possible.)



	Emi	Bo	Soon-mi	Alicia
1 Who is eating in good restaurants?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Who is exercising a lot?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Who is learning to drive?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Who is reading a book?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Who is shopping?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Who is studying a language?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Who is taking a dance class?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B Write Y (yes) or N (no).

- 1 Does Emi know how to drive? _____
- 2 Can Bo speak French well? _____
- 3 Does Soon-mi like Italian food? _____
- 4 Is Alicia getting ready for a trip to Portugal? _____



C Circle the correct answers.

- 1 Emi is *not* taking _____ lessons these days.
a dance b piano c tennis
- 2 Bo does *not* say anything in _____ in the video.
a English b French c Japanese
- 3 Soon-mi does *not* have _____ in her bag.
a clothes b food c gifts
- 4 Alicia is *not* _____ these days.
a playing soccer b riding her bike c swimming

After you watch

A **PAIR WORK** Are you doing any of the same things as Emi, Bo, Soon-mi, or Alicia these days? What other things are you doing these days? Ask and answer questions.

A: *Are you reading a good book these days?*

B: *Yes, I am. I'm reading . . .*

B **PAIR WORK** Tell another classmate about the things your partner is doing these days.

"Dana is reading a good book these days. She's reading . . ."

Before you watch

Look at the pictures. Complete the sentences with the simple past forms of the verbs. Then compare with a partner.

dance drink eat ✓ have invite play



- 1 Marco had a birthday party at his apartment.
- 2 He _____ his friends to the party.
- 3 Marco _____ on the table.
- 4 Marco and his friends _____ pizza and _____ bubble tea.
- 5 They _____ video games.

While you watch

A What happened? Number the events from 1 to 10.

- _____ Marco had a birthday party.
- 1 _____ Marco saw Nick and Ben at the library.
- _____ Marco saw Alicia and Bo.
- _____ Marco went to class.
- _____ Marco invited Alicia and Bo to dinner.
- _____ Marco's classmates had text messages about his birthday.
- _____ They saw all the food in Marco's shopping cart.
- _____ Marco invited Nick and Ben to dinner.
- _____ Marco went grocery shopping and bought a lot of food.
- _____ Marco invited his classmates to his apartment.

B Circle the correct answers.

- 1 Marco's birthday party was on _____ .
a Friday b Saturday c Sunday
- 2 Marco had a _____ party.
a small, quiet b big, noisy c surprise
- 3 Marco wanted _____ on his birthday.
a a lot of gifts b a big, noisy party c a nice, quiet evening
- 4 Marco *didn't* invite his _____
to his party.
a friends b classmates c parents
- 5 Nick and Ben gave Marco _____ .
a a video game b a book c a party



C Write T (true) or F (false).

- 1 Marco liked his party. _____
- 2 Marco and his friends ate some food. _____
- 3 They drank coffee. _____
- 4 They played soccer. _____
- 5 They danced. _____

After you watch

A Answer the questions about the last party you had or went to.

- 1 Who had the party and why?

- 2 Where did you go for the party?

- 3 Who went to the party?

- 4 What did you eat and drink?

- 5 What did you do at the party?

B **GROUP WORK** Tell your group about the last party you had or went to. Ask and answer questions for more information.

"I went to a party at my school. My classmates were there. We ate . . ."

Before you watch

A Complete the sentences with the correct words. Then compare with a partner.



a boomerang



a kangaroo



a koala bear



a national park



an opera house



a tour guide

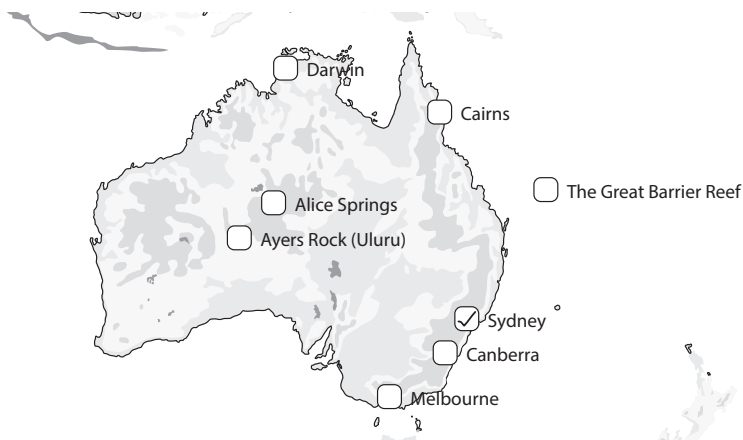
- 1 _____ and _____ are animals.
- 2 _____ is a place where actors and actresses sing.
- 3 _____ is a person who tells tourists about special places.
- 4 _____ is a place in a country with special land.
- 5 _____ is an example of a souvenir.

B Where do you think the pictures in Part A are from? Check (✓) your guess.

- Africa Asia Australia

While you watch

A Where did Danielle go on her trip? Check (✓) the places she visited. Mark an **x** on the places she *didn't* visit.



B Complete the sentences with the correct places from Part A.

- 1 Danielle visited the famous opera house in _____ *Sydney* _____.
- 2 She and Amy flew from Sydney to _____.
- 3 They rented a car and drove to _____.
- 4 They took a tour at _____.
- 5 Danielle and Amy flew from Alice Springs to _____.
- 6 They saw some beautiful fish at _____.
- 7 Danielle and Amy missed their flight to _____.

C How does Danielle describe each thing? Match the phrases.

- | | |
|--------------------------------------|-------------------------------|
| 1 Australia is really _____. | a very cute |
| 2 The Sydney Opera House was _____. | b free, but not comfortable |
| 3 Sleeping on Amy's floor was _____. | c excellent |
| 4 The drive to Uluru was _____. | d hot, but quiet and relaxing |
| 5 Their tour in Uluru was _____. | e a little boring |
| 6 The tour guide was _____. | f amazing |
| 7 The Great Barrier Reef was _____. | g fun, but tiring |



After you watch

A PAIR WORK What do you think was interesting, fun, or boring about Danielle's vacation?

Tell your partner.

B PAIR WORK Interview your partner about a trip he or she took. Complete the chart with his or her answers.

Questions	Name: _____
1 Where did you go?	
2 How did you travel?	
3 Who did you go with?	
4 What did you do there?	
5 What did you buy?	

C GROUP WORK Tell another pair about your partner's trip.

"David went to Veracruz with his family. He ate delicious seafood."

Before you watch

A Label the pictures with the correct words. Then compare with a partner.

class graduation job summer



1 _____ 2 _____ 3 _____ 4 _____

B Answer the questions. Then compare with a partner.

1 What months of the year do students go to class in your school?

2 When do students graduate from your school?

3 What do you usually do in the summer?

4 When do most people in your country look for their first job?

While you watch

A What do Bo's parents think Bo is going to do? Circle the correct answers.

1 They think Bo is going to get _____ this summer.

a a job b a cat c an award

2 They think he's going to _____ this summer.

a relax b travel c take classes

3 They think he's going to be a _____ someday.

a teacher b doctor c pilot

4 They think he's going to go to _____.

a Toronto b the beach c medical school

5 They think he's going to take _____ classes.

a science b English c art

B Match the sentences and the people who say them.

- | | |
|--|------------|
| 1 He's going to get married. _____ | a Alicia |
| 2 I'm going to sleep and watch TV. _____ | b Bo |
| 3 He's going to travel. _____ | c Bo's dad |
| 4 We're going to go to Toronto in August. _____ | d Bo's mom |
| 5 What is Bo going to do this summer? _____ | e Marco |
| 6 He's going to take some science classes. _____ | f Nick |

C Write T (true) or F (false).

- 1 Alicia is making the video as a graduation gift for Bo. _____
- 2 Bo's mother says he's going to become an accountant. _____
- 3 Nick is going to travel with Marco this summer. _____
- 4 They're going to fly to Toronto in August. _____
- 5 Before their trip, they're going to look for a job. _____



After you watch

A **PAIR WORK** What do you think Bo is going to do this summer? Why?

Discuss your ideas.

"I think Bo is going to get a job because he doesn't have any money."

B **PAIR WORK** Write three things you think your partner is going to do next year.

Then check your guesses.

- 1 _____
- 2 _____
- 3 _____

A: I think you are going to get married next year.

B: No, I don't think so. I don't have a girlfriend! I think you are going to go skydiving.

A: That's right!

C **PAIR WORK** Tell your partner three real plans you have for next year.

"I'm going to go to Puerto Rico next summer."

Famous names

Story summary

In *Street Talk*, host Emi K. interviews people to see if they can name famous people. We find out if people can recognize celebrities (Jay Z., Bono, Jennifer Aniston, P. Diddy) by their real names (Shawn Corey Carter, Paul Hewson, Jennifer Anastassakis, Sean Combs).

Language summary

Grammar

- The verb *be*
- Possessive adjectives
- Subject pronouns
- *Yes / no* questions with *be*

Vocabulary

- Names and titles
- Interesting jobs

Interactions

- Asking for spelling

Before you watch (page T-173)

In this activity, Ss preview vocabulary about the setting and context of the video.

- **Preview the activity** Go over the instructions and vocabulary words. Model the pronunciation, if necessary.
- **Do the activity** Have Ss write the letters next to the corresponding pictures.
- **Check answers** Have Ss compare answers with a partner. Go over the answers with the class. Point to the illustrations in random order and have Ss name them.

Answers

1. c 2. a 3. b

- **Option** Elicit examples of the vocabulary words; for example, have Ss name a local TV reporter or a well-known park.

While you watch (pages T-173–174)

A

In this activity, Ss watch to learn the names of the characters in the video.

- **Preview the activity** Tell Ss that they are going to watch a series of interviews. Explain that they should listen for the names of people pictured in Part A. Go over the instructions.
- **Play the video** Have Ss write the names of the characters under the corresponding pictures as they watch. Play the video again, if needed.

- **Check answers** Go over the answers with the class.

Answers

1. Emi 2. Bo 3. Amanda 4. Irma

B

In this activity, Ss focus on specific details about the host's name, *Emi Kawasaki*.

- **Preview the activity** Explain that Ss will listen for details about host Emi Kawasaki's name. Go over the instructions. Have Ss read the incomplete sentences and possible answers. Explain what *is short for* means and what a nickname is, if necessary.
- **Play the video** Have Ss circle the answers as they watch. Give Ss time to complete the activity and play the video again, if needed.
- **Check answers** Go over the answers with the class.

Answers

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

C

In this activity, Ss listen for specific information about the celebrities' names.

- **Preview the activity** Explain that Ss are going to listen for specific facts about the celebrities. Go over the instructions. Explain the concepts of true and false, if necessary.
- **Play the video** Have Ss write *T* or *F* as they watch. Play the video again, if necessary.

- **Check answers** Go over the answers with the class.

Answers

1. T 2. T 3. F 4. F

- **Option** Before you play the video, have Ss work in pairs to complete the activity from memory. Then play the video and have Ss check their answers.

After you watch (page T-174)

A

In this activity, Ss focus on key vocabulary about names with the characters and names in the video.

- **Preview the activity** Go over the instructions.
- **Do the activity** Have Ss complete the sentences.
- **Check answers** Go over the answers with the class.

Answers

1. full 2. real 3. last
4. nickname 5. first

B

In this activity, Ss use key vocabulary to give an example of a famous person's name.

- **Preview the activity** Go over the instructions. Model the activity using your name or a famous person's name, and write the answers on the board. Explain *initials*, if necessary.
- **Do the activity** Have Ss complete the sentences about the famous person they chose.
- **Check answers** Elicit answers from the class.

C

In this activity, Ss work in pairs and share their information from Part B.

- **Preview the activity** Go over the instructions.
- **Do the activity** Have Ss discuss the celebrity they wrote about in Part B with a partner.
- **Follow-up** Have Ss report to the class about their partner's information.

Action video note

Instruct Ss to work in pairs to make their own interview videos about people's names. For further instructions, visit www.cambridge.org/fourcorners/teacher

2 Surprise!

Story summary

In this home movie, Danielle surprises her family by coming home unannounced and by bringing a mysterious guest. Danielle introduces her father, mother, grandmother, and brother to the guest who is operating the camera. Finally, she turns the camera around and we learn that the guest is her boyfriend.

Language summary

Grammar

- Plural subject pronouns
- Questions with *be*
- *Who* and *How old* with *be*

Vocabulary

- Family members

Before you watch (page T-175)

A

In this activity, Ss label the picture with the correct words to identify family members and friends.

- **Preview the activity** Direct Ss' attention to the picture of Danielle's family. Explain that Ss will watch a home movie about Danielle and meet her family. Go over the instructions.
- **Do the activity** Have Ss write the words from the box next to the corresponding people in the picture.
- **Check answers** Have Ss compare answers with a partner. Go over the answers with the class.

Answers

1. boyfriend
2. Danielle
3. father
4. grandmother
5. mother

B

In this activity, Ss identify the person in Part A who is not a family member.

- **Do the activity** Elicit which person in Part A is not a member of Danielle's family. Go over the answer with the class. Explain that *boyfriend* does not mean the same as a male friend. The opposite of *boyfriend* is *girlfriend*. Boyfriends and girlfriends are not married, so they're not family members.
- **Check answer** Go over the answer with the class.

Answer

Danielle's boyfriend

- **Option** Have volunteers guess why they think this movie may be titled *Surprise!*

While you watch (pages T-175–176)

A

In this activity, Ss identify the relationships between the characters in the video.

- **Preview the activity** Explain that Ss will identify the relationships between the family members in the video. Go over the instructions. Have Ss read the sentences. Explain the use of initials for names, if necessary.
- **Play the video** Have Ss write the first letter of each name to complete the sentences as they watch. Play the video again, if necessary.
- **Check answers** Go over the answers with the class. Explain any answers, if necessary.

Answers

1. I
2. M
3. W
4. D
5. P
6. P
7. D
8. W

B

In this activity, Ss answer facts about the family.

- **Preview the activity** Go over the instructions. Have Ss read the incomplete sentences and possible answers.
- **Play the video** Have Ss circle the answers. Play the video again, if necessary.

- **Check answers** Go over the answers with the class.

Answers

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

- **Option** Have Ss answer the questions from memory. Then play the video for Ss to check their answers.

C

In this activity, Ss answer yes / no questions about the characters.

- **Preview the activity** Go over the instructions. Have Ss read the questions.
- **Play the video** Have Ss write *Y* for yes or *N* for no.
- **Check answers** Go over the answers with the class.

Answers

1. Y 2. N 3. Y 4. N 5. N

- **Option** Have Ss answer the questions from memory. Then play the video for them to check their answers.

After you watch (page T-176)

A

In this activity, Ss identify two surprises in the video.

- **Preview the activity** Go over the instructions. Tell Ss

they will choose two correct answers.

- **Do the activity** Have Ss do the activity.
- **Check answers** Have Ss compare answers with a partner. Go over the answers with the class.

Answers

1. Danielle is home from college.
2. Paul is Danielle's new boyfriend.

B

In this activity, Ss talk with a partner about their own families.

- **Preview the activity** Go over the questions. Explain any terms that Ss don't understand.
- **Do the activity** Have Ss discuss their family with a partner.
- **Follow-up** Have Ss share information about their family with the class.
- **Option** Have Ss talk with a partner about a time when they surprised someone or were surprised by someone.

Action video note

Instruct Ss to make their own videos about their families and friends. For further instructions, visit www.cambridge.org/fourcorners/teacher

3 My favorite things

Story summary

In *My Favorite Things*, Ben is making a video for his parents. After saying hello, Ben playfully turns the camera on his roommate, Nick. We learn a little bit about Nick through some of his favorite things.

Language summary

Grammar

- Demonstratives
- Articles *a* and *an*
- Plurals
- Possessive pronouns
- *Whose*
- 's and s'

Vocabulary

- Everyday items
- Clothing and colors

Interactions

- Asking what something is

Before you watch (page T-177)

In this activity, Ss preview a few new vocabulary items that appear in the video.

- **Preview the activity** Go over the instructions and vocabulary words. Model the pronunciation, if necessary.
- **Do the activity** Have Ss circle their answers.
- **Option** Have Ss work in pairs to answer the questions.
- **Check answers** Go over the answers with the class.

Answers

1. c 2. b 3. a

While you watch (pages T-177–178)

A

In this activity, Ss watch to learn some of Nick's favorite things.

- **Preview the activity** Tell Ss that they are going to watch Ben interview his roommate Nick. Explain that they should listen for Nick's favorite things. Go over the instructions. Have Ss read the list of items.
- **Play the video** Have Ss check the correct answers as they watch. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

his cap, his picture, his robe, his teddy bear

B

In this activity, Ss will focus on specific details in the video.

- **Preview the activity** Explain that Ss will listen for details from the video. Go over the instructions. Have Ss read the sentences.
- **Play the video** As they watch the video, have Ss write *T* for the true sentences and *F* for the false ones. Give Ss time to complete the activity. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

1. T 2. F (New York) 3. T
4. F (Vermont) 5. F (Nick's grandparents)

C

In this activity, Ss listen for specific information about Nick.

- **Preview the activity** Go over the instructions. Have Ss read the incomplete sentences and possible answers.
- **Play the video** Have Ss circle the answers as they watch the video. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

1. a 2. b 3. c 4. c 5. b 6. c

- **Option** Before you play the video, have pairs complete the activity from memory. Then play the video and have Ss check their answers.

After you watch (page T-178)

A

In this activity, Ss decide which of Nick's things is their favorite.

- **Preview the activity** Go over the instructions. Encourage Ss to note what it is, where it's from, and why they like it.
- **Do the activity** Have Ss make notes about which of Nick's things is their favorite.
- **Check answers** Have Ss compare answers with a partner. Call on Ss to tell the class about which of Nick's things they like most.

B

In this activity, Ss discuss some of their favorite things.

- **Preview the activity** Go over the instructions. Model the activity by talking about one of your own favorite things.
- **Do the activity** Have Ss work in groups to talk about their favorite things.
- **Follow-up** Have Ss share information about their group's favorite things with the class.
- **Option** Before checking answers, elicit one answer from each group, and write the favorite thing on the board. Have other groups guess whose favorite thing it was.

Action video note

Instruct Ss to make their own videos about their favorite things. For further instructions, visit www.cambridge.org/fourcorners/teacher

4 My busy Monday

Story summary

In *My busy Monday*, Ben records his daily life for a school video project. His roommate Nick is behind the camera. Ben leads us through his routine from the time he gets up in the morning until he goes to bed at night. We see how he gets around, visit his English class, and meet his friend Lila.

Language summary

Grammar

- Simple present statements
- Simple present *yes/no* questions

Vocabulary

- Ways of getting around
- Days of the week and routines

Interactions

- Asking the time

Before you watch (page T-179)

In this activity, Ss preview vocabulary that appears in the video.

- **Preview the activity** Go over the instructions and phrases. Model the pronunciation, if necessary.
- **Do the activity** Have Ss write the letters next to the corresponding pictures.
- **Check answers** Have Ss compare answers with a partner. Go over the answers with the class.

Answers

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

While you watch (pages T-179–180)

A

In this activity, Ss watch to learn what Ben does on Mondays.

- **Preview the activity** Tell Ss that they are going to watch Ben's routine on Mondays. Explain that they should listen for the order of events in his day. Go over the instructions. Have Ss read the sentences.
- **Play the video** Have Ss number the sentences as they watch. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

4, 7, 2, 6, 5, 1, 3

B

In this activity, Ss focus on specific facts in the video.

- **Preview the activity** Explain that Ss will listen for details from the video. Go over the instructions. Have Ss read the incomplete sentences and possible answers.
- **Play the video** Have Ss circle the answers as they watch the video. Give them time to complete the activity. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

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

C

In this activity, Ss listen for specific information about Ben's day.

- **Preview the activity** Explain that Ss are going to listen for specific facts about Ben's day. Go over the instructions. Have Ss read the sentences.
- **Play the video** As they watch the video, have Ss write *T* for the true sentences and *F* for the false ones. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

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

- **Option** Before you play the video, have Ss work in pairs to complete the activity from memory. Then play the video and have Ss check their answers.

After you watch (page T-180)

A

In this activity, Ss make a list of their own routine activities.

- **Preview the activity** Go over the instructions. Elicit examples of routine activities. Encourage Ss to note specific times that they do activities.
- **Do the activity** Have Ss make a list of their daily routines.
- **Check answers** Have Ss compare answers with a partner. Call on Ss to tell the class about their routines.

B

In this activity, Ss will work in groups to compare their daily routine to Ben's.

- **Preview the activity** Go over the instructions. Model the activity by talking about some of your daily activities. Compare your routine to Ben's.
- **Do the activity** Have Ss work in groups to compare their routines to Ben's.
- **Check answers** Call on Ss to share their answers with the class.
- **Option** Have groups decide whose routine is most like Ben's.

Action video note

Instruct Ss to make their own videos about their daily or weekly routines. For further instructions, visit www.cambridge.org/fourcorners/teacher

5 What do you do for fun?

Story summary

In *What Do You Do For Fun?* Danielle from New Jersey is chatting online with her friend Soon-mi in Seoul, South Korea. It's early morning for Danielle but nighttime for Soon-mi. They talk about things they do for fun, such as dancing, watching movies, and going to karaoke clubs. This prompts Danielle to sing a song for Soon-mi, which results in some unexpected guests watching the webcam in South Korea.

Language summary

Grammar

- Adverbs of frequency
- Simple present *Wh-* questions with *do*

Vocabulary

- Online activities
- Leisure activities and places

Before you watch (page T-181)

A

In this activity, Ss identify which country the images are from.

- **Preview the activity** Tell Ss that one group of pictures is of New Jersey, U.S.A., and the other is of Seoul, South Korea. Ask Ss what they see in the pictures. Elicit words, phrases, and ideas.
- **Do the activity** Have Ss write the name of the place under each group of pictures.
- **Check answers** Go over the answers with the class.

Answers

1. Seoul, South Korea
2. New Jersey, U.S.A.

B

In this activity, Ss list what they think each girl does for fun.

- **Preview the activity** Tell Ss that Soon-mi is from Seoul, South Korea, and Danielle is from New Jersey, U.S.A. They will use information from the pictures and their own ideas to list the activities they think each girl does for fun.
- **Do the activity** Have Ss write their lists.
- **Check answers** Go over the answers with the class.

Answers

Soon-mi: go out at night, eat out, play video games
Danielle: play video games, have people over

While you watch (pages T-181–182)

A

In this activity, Ss listen for the leisure activities Soon-mi and Danielle do.

- **Preview the activity** Go over the instructions. Have Ss read the list of questions.
- **Play the video** Have Ss check the correct answers as they watch the video. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

1. Soon-mi
2. Danielle
3. Danielle
4. Danielle
5. Soon-mi, Danielle
6. Soon-mi
7. Soon-mi, Danielle

B

In this activity, Ss focus on specific details in the video.

- **Preview the activity** Go over the instructions. Have Ss read the incomplete sentences and possible answers.
- **Play the video** Have Ss circle the correct answer as they watch the video. Give Ss time to complete the activity. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

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

- **Option** Before you play the video, have Ss complete the activity from memory.

C

In this activity, Ss listen for specific information from the video.

- **Preview the activity** Explain that Ss are going to listen for specific facts. Go over the instructions. Have Ss read the sentences.
- **Play the video** As they watch the video, have Ss write *T* for the true sentences and *F* for the false ones. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

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

- **Option** Before you play the video, have Ss complete the activity from memory. Then play the video and have Ss check their answers.

After you watch (page T-182)

A

In this activity, Ss work in pairs to discuss their leisure activities.

- **Preview the activity** Go over the instructions. Model the dialogue with a S.
- **Do the activity** Have Ss work in pairs to discuss activities they do.
- **Check answers** Call on Ss to tell the class about activities they do.

B

In this activity, Ss sing songs in English.

- **Preview the activity** Go over the instructions. Model how to do the activity by singing a song for the class to guess.
- **Do the activity** Have Ss work in groups to sing songs for the others to guess.
- **Follow-up** Have Ss tell the class the song titles that their group members sang.
- **Option** If your Ss enjoy singing, have groups write down song titles on slips of paper. Ss draw a song and then try to sing it for the group. The group guesses the song title.

Action video note

Instruct Ss to make their own videos that show what they do for fun. For further instructions, visit www.cambridge.org/fourcorners/teacher

6 Hidden talent

Story summary

In *Hidden talent*, *Street Talk* host Emi K. is back to ask, “What’s your hidden talent?” She interviews a guitar player, a waitress / actress, and a taxi driver. Each person has a hidden talent and isn’t shy about showing it off.

Language summary

Grammar

- Simple present *Wh-* questions with *does*
- *Can* for ability
- *And, but, and or*

Vocabulary

- Jobs
- Abilities

Before you watch (page T-183)

A

In this activity, Ss preview vocabulary that appears in the video.

- **Preview the activity** Go over the instructions and phrases. Model the pronunciation, if necessary.
- **Do the activity** Have Ss write the letters of the phrases next to the corresponding pictures.
- **Check answers** Have Ss compare their answers with a partner. Go over the answers with the class.

Answers

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

B

In this activity, Ss discuss the meaning of hidden talent.

- **Preview the activity** Go over the instructions. Have Ss read the possible meanings of *hidden talent*.
- **Do the activity** Have Ss check their guess.
- **Check answers** Go over the answer with the class.

Answer

Something you can do well, but people don’t know about it

While you watch (pages T-183–184)

A

In this activity, Ss learn the hidden talents of the four characters in the video.

- **Preview the activity** Go over the instructions. Have Ss read the list of questions. Explain that more than one person may have the same hidden talent.
- **Play the video** Have Ss check the correct answers as they watch the video. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

1. Alicia, Christine, Joey 2. Joey
3. Alicia 4. Christine
5. Christine, Joey 6. Emi

B

In this activity, Ss focus on specific details in the video.

- **Preview the activity** Go over the instructions. Have Ss read the incomplete sentences and possible answers. Point out that all of the verbs are in the negative form.
- **Play the video** Have Ss circle the correct answers as they watch the video. Give Ss time to complete the activity. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

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

C

In this activity, Ss listen for specific information.

- **Preview the activity** Go over the instructions. Have Ss read the sentences.
- **Play the video** As they watch the video, have Ss write *T* for the true sentences and *F* for the false ones. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

1. T 2. F 3. F 4. T

- **Option** Before you play the video, have Ss work in pairs to complete the activity from memory. Then play the video and have Ss check their answers.

After you watch (page T-184)

A

In this activity, Ss work in pairs and compare their hidden talents to those of the characters in the video.

- **Preview the activity** Go over the instructions. Model the activity by talking about one of your own hidden talents compared to a character's.
- **Do the activity** Have Ss work in pairs to discuss how their talents are similar or different from the talents of the characters.
- **Follow-up** Have Ss share interesting information about their partners with the class.

B

In this activity, Ss interview group members to find their hidden talents.

- **Preview the activity** Go over the instructions. Model the activity with a volunteer. Ask: *What's your hidden talent?* If needed, prompt the S by asking specific questions: *Can you sing? Can you dance?*
- **Do the activity** Have Ss work in groups to talk about their hidden talents.

C

In this activity, Ss share interesting activities with the class.

- **Preview the activity** Go over the instructions.
- **Do the activity** Have Ss share interesting activities from their group with the class. If your Ss enjoy performing, ask them to perform for the class.
- **Option** Before groups reveal their members' hidden talents, elicit their abilities and write them on the board, for example, *sings karaoke, paints portraits*. Have Ss guess each group member's talent.

Action video note

Instruct Ss to make their own videos about hidden talents. For further instructions, visit www.cambridge.org/fourcorners/teacher

7

My favorite meal

Story summary

Ben stars in *My favorite meal*. In this video, Ben demonstrates an unusual morning routine that combines his exercises with making his favorite meal: breakfast. He leads us through the steps he takes to make granola while exercising.

Language summary

Grammar

- Count and noncount nouns
- *Some* and *any*
- *How often*
- Time expressions

Vocabulary

- Food
- More food

Interactions

- Expressing likes

Before you watch (page T-185)

A

In this activity, Ss check their preferences about food that appears in the video.

- **Preview the activity** Go over the instructions and vocabulary words. Model the pronunciation, if necessary.
- **Do the activity** Have Ss check their preferences.
- **Check answers** Have Ss compare their preferences with a partner. Have Ss share their partner's preferences with the class.
- **Option** Poll the class. Count how many people in the class like or don't like each food. Compare the results to find out which food items are popular or unpopular.

B

In this activity, Ss guess what can be made with the foods in Part A.

- **Preview the activity** Go over the instructions.
- **Do the activity** Have Ss check their guesses.
- **Check answers** Go over the answer with the class.

Answer

breakfast

C

In this activity, Ss write the correct article for the count and noncount nouns.

- **Preview the activity** Go over the instructions. Explain how to use *a*, *an*, or *some*, if necessary.
- **Do the activity** Have Ss write *a*, *an*, or *some* in front of each food word.

- **Check answers** Have Ss compare answers with a partner. Then go over the answers with the class.

Answers

- | | | | |
|---------|----------|---------|----------|
| 1. an | 2. a | 3. an | 4. some |
| 5. some | 6. some | 7. some | 8. some |
| 9. some | 10. some | 11. a | 12. some |

While you watch (pages T-185–186)

A

In this activity, Ss number the steps Ben takes to make granola.

- **Preview the activity** Tell Ss that they are going to watch Ben make granola. Go over the instructions. Explain that they should number the pictures in order from 1 to 5 as Ben does them in the video.
- **Play the video** Have Ss number the pictures as they watch the video. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

4, 3, 1, 5, 2

B

In this activity, Ss focus on specific details in the video.

- **Preview the activity** Go over the instructions. Have Ss read the incomplete sentences and possible answers.
- **Play the video** Have Ss circle the correct answer as they watch the video. Give Ss time to complete the activity. Play the video again, if necessary.

- **Check answers** Go over the answers with the class.

Answers

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

- **Option** Before you play the video, have Ss work in pairs to complete the activity from memory. Then play the video and have Ss check their answers.

After you watch (page T-186)

A

In this activity, Ss complete the sentences to summarize the steps Ben takes to make granola.

- **Preview the activity** Go over the instructions.
- **Do the activity** Have Ss complete the sentences with the correct words.
- **Check answers** Go over the answers with the class.

Answers

oats, nuts, raisins, banana, yogurt, honey

B

In this activity, Ss will list what they usually have for breakfast.

- **Preview the activity** Go over the instructions.
- **Do the activity** On the worksheet or a separate piece of paper, have Ss write down the food they usually eat for breakfast.

C

In this activity, Ss tell a partner what they eat for breakfast.

- **Preview the activity** Go over the instructions.
- **Do the activity** Have Ss work in pairs to share their information from Part B.
- **Follow-up** Have Ss share information about their partner's breakfasts with the class.

Action video note

Instruct Ss to make their own videos about how to make something. For further instructions, visit www.cambridge.org/fourcorners/teacher

8 Kim's Coffee Shop!

Story summary

Kim's Coffee Shop is an over-the-top TV commercial for a local coffee shop. The coffee shop features fresh coffee, cheap snacks, great music, and free Internet access.

Language summary

Grammar

- Prepositions of location
- *There is, there are*

Vocabulary

- Places in the neighborhood
- Places to visit

Interactions

- Asking for directions

Before you watch (page T-187)

A

In this activity, Ss preview a scene from the video.

- **Preview the activity** Go over the instructions.
- **Do the activity** Have Ss circle their answers.
- **Check answers** Have Ss compare answers with a partner. Then go over the answers with the class.

Answers

1. a 2. b

B

In this activity, Ss predict the kind of information they will find in the commercial.

- **Preview the activity** Go over the instructions.
- **Do the activity** Have Ss make a list of information they expect to hear and see in the commercial.
- **Check answers** Have Ss compare ideas with a partner. Then elicit ideas from the class.

While you watch (pages T-187–188)

A

In this activity, Ss watch what takes place in the commercial.

- **Preview the activity** Tell Ss that they are going to watch what happens in the commercial. Go over the instructions. Have Ss read the list of items.
- **Play the video** Have Ss check the correct answers as they watch. Play the video again, if necessary.

- **Check answers** Go over the answers with the class.

Answers

dance, drink coffee, eat a snack, listen to music, read the newspaper, use the Internet

B

In this activity, Ss focus on the main characters in the video.

- **Preview the activity** Explain that Ss will match who talks about each thing in the video. Go over the instructions. Have Ss read the list of topics.
- **Play the video** Have Ss draw a line to connect the items to the speakers as they watch. Give Ss time to complete the activity. Pause the video at each topic, if necessary.
- **Check answers** Go over the answers with the class.

Answers

the coffee (Marco); the Internet (Danielle); the woman's laptop (Danielle); the snacks (Marco); the music (Danielle)

C

In this activity, Ss listen for specific information.

- **Preview the activity** Go over the instructions. Have Ss read the sentences.
- **Play the video** Have Ss write *T* for the true sentences or *F* for the false ones as they watch the video. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

1. T 2. F (Second Avenue and Elm Street)
3. F (every day) 4. T
5. F (11:00 at night)

- **Option** Before you play the video, have Ss work in pairs to complete the activity from memory. Then play the video and have Ss check their answers.

After you watch (page T-188)

A

In this activity, Ss answers questions about their favorite coffee shop with their own opinions.

- **Preview the activity** Go over the instructions. Encourage Ss to elaborate on their answers.
- **Do the activity** Have Ss write their answers to the questions.

B

In this activity, Ss work in groups to discuss their favorite coffee shops.

- **Preview the activity** Go over the instructions. Model the dialogue with a volunteer.
- **Do the activity** Have Ss work in groups to share their information from Part A. Encourage Ss to ask each other more questions.
- **Follow-up** Have Ss share information about their groups' favorite coffee shops with the class.

Action video note

Instruct Ss to make their own commercials for a product, a service, or a place they know. For further instructions, visit www.cambridge.org/fourcorners/teacher

9 What are you doing these days?

Story summary

In this episode of *Street Talk*, Emi asks the question: *What are you doing these days?* First, Emi talks about her activities. She then interviews three people on the street: Bo, Soon-mi, and Alicia.

Language summary

Grammar

- Present continuous statements

Vocabulary

- Actions and prepositions
- Activities

Before you watch (page T-189)

In this activity, Ss complete sentences about the video.

- **Preview the activity** Go over the instructions. If helpful, explain any of the words in the box.
- **Do the activity** Have Ss write the verbs from the box in the present continuous forms to complete the sentences.
- **Check answers** Go over the answers with the class.

Answers

- | | | |
|--------------------|-----------------|---------------|
| 1. is interviewing | 2. is standing | 3. is holding |
| 4. is wearing | 5. is answering | |

While you watch (pages T-189–190)

A

In this activity, Ss watch to find out who is doing each thing listed.

- **Preview the activity** Tell Ss that they are going to watch which activities each person is doing. Go over the instructions. Have Ss read the list of questions.
- **Play the video** Have Ss check the answers as they watch the video. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

- | | | |
|------------|------------|------------------------|
| 1. Soon-mi | 2. Alicia | 3. Emi |
| 4. Emi | 5. Soon-mi | 6. Bo, Soon-mi, Alicia |
| 7. Emi | | |

- **Option** Pause the video after each answer is given to give Ss time to check the correct box(es).

B

In this activity, Ss focus on specific facts from the video.

- **Preview the activity** Go over the instructions. Have Ss read the sentences.
- **Play the video** As they watch the video, have Ss write *Y* for *yes* or *N* for *no*. Give Ss time to complete the activity. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

- | | | | |
|------|------|------|------|
| 1. N | 2. N | 3. Y | 4. N |
|------|------|------|------|

- **Option** Before you play the video, have Ss work in pairs to complete the activity from memory. Then play the video and have Ss check their answers.

C

In this activity, Ss circle the correct answers to complete sentences about the main characters in the video.

- **Preview the activity** Go over the instructions. Have Ss read the incomplete sentences and possible answers. Point out that the verbs are in the negative form.
- **Play the video** Have Ss circle the answers as they watch the video. Pause the video, if necessary.
- **Check answers** Go over the answers with the class.

Answers

- | | | | |
|------|------|------|------|
| 1. b | 2. c | 3. b | 4. a |
|------|------|------|------|

- **Option** Before you play the video, have Ss work in pairs to complete the activity from memory. Then play the video and have Ss check their answers.

After you watch (page T-190)

A

In this activity, Ss work in pairs and discuss what they are doing these days.

- **Preview the activity** Go over the instructions. Model the conversation with a volunteer. If helpful, elicit a list of activities from the class.
- **Do the activity** Have Ss work in pairs and discuss the activities they are doing these days.
- **Follow-up** Elicit a few examples from the class.

B

In this activity, Ss work in pairs to tell new classmates what their partner is doing these days.

- **Preview the activity** Go over the instructions. Model the activity by talking about one of the Ss' activities.

- **Do the activity** Have Ss work in pairs with a new partner to share the information they learned in Part A.
- **Follow-up** Have Ss report back to the class about activities their partner is doing these days.
- **Option** Before checking answers, elicit one answer from each pair. Have other Ss guess whose activity it is.

Action video note

Instruct Ss to make their own videos in which they interview people about the activities they're doing these days. For further instructions, visit www.cambridge.org/fourcorners/teacher

I had a party last night.

Story summary

I had a party last night is an episode in Marco's video blog. Marco narrates the story of how he planned to have a quiet evening at home reading a book on his birthday and how it turned into a big, noisy party with all of his classmates. Marco shows photos of the events as he tells his story.

Language summary

Grammar

- Simple past of regular verbs
- Simple past of irregular verbs
- Yes/no questions in the simple past

Vocabulary

- Weekend activities
- Things to do

Before you watch (page T-191)

In this activity, Ss preview vocabulary that appears in the video.

- **Preview the activity** Go over the instructions and the sample answer to the first sentence.
- **Do the activity** Have Ss complete the rest of the sentences with the simple past form of the verbs in the box.
- **Check answers** Have Ss compare their answers with a partner. Go over the answers with the class.

Answers

1. had 2. invited 3. danced
4. ate, drank 5. played

While you watch (pages T-191–192)

A

In this activity, Ss note the order of events in the video.

- **Preview the activity** Explain that Ss will pay attention to the order of events. Go over the instructions. Have Ss read the list of events.
- **Play the video** Have Ss number the events as they watch. Play the video again, if needed.
- **Check answers** Go over the answers with the class.

Answers

10, 1, 4, 7, 6, 8, 5, 2, 3, 9

B

In this activity, Ss focus on specific details in the video.

- **Preview the activity** Explain that Ss will listen for details from the video. Go over the instructions. Have Ss read the incomplete sentences and possible answers.
- **Play the video** Have Ss circle the answers as they watch the video. Give Ss time to complete the activity. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

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

- **Option** Before you play the video, have Ss work in pairs to complete the activity from memory. Then play the video and have Ss check their answers.

C

In this activity, Ss listen for specific facts.

- **Preview the activity** Go over the instructions. Have Ss read the sentences.
- **Play the video** As they watch the video, have Ss write *T* for the true sentences and *F* for the false ones. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

1. T 2. T 3. F (bubble tea)
4. F (video games) 5. T

- **Option** Before you play the video, have Ss work in pairs to complete the activity from memory. Then play the video and have Ss check their answers.

After you watch (page T-192)

A

In this activity, Ss answer questions about a party they went to or had.

- **Preview the activity** Go over the instructions. Have Ss read the questions.
- **Do the activity** Have Ss write about the last party they went to or had. Encourage them to elaborate on their answers.
- **Follow-up** Elicit examples from a few volunteers.

B

In this activity, Ss tell their groups about the last party they went to or had.

- **Preview the activity** Go over the instructions. Model the activity by talking about the last party you went to or had. Encourage the class to ask you questions, and answer their questions.

- **Do the activity** Have Ss work in groups to share their information from Part A. Encourage them to ask each other more questions about their parties.
- **Follow-up** Have Ss share information about their groups' parties with the class.
- **Option** To check answers, have Ss report what they liked most about the experiences of a member of their group.

Action video note

Instruct Ss to make their own video diaries about past experiences. For further instructions, visit www.cambridge.org/fourcorners/teacher

Danielle down under!

Story summary

In *Danielle Down Under!*, Danielle narrates a slide show of her trip to “The Land Down Under” – Australia. She shows us photos of the highlights of her trip: the friend she went to visit, the Sydney Opera House, zoo animals, Alice Springs, and Ayers Rock. She shows us a boomerang and signs off with “G’day!”

Language summary

Grammar

- Past of *be*
- Simple past *Wh-* questions

Vocabulary

- Adjectives
- Vacation activities

Before you watch (page T-193)

A

In this activity, Ss preview vocabulary that appears in the video.

- **Preview the activity** Go over the instructions. Model the pronunciation of the new words, if necessary.
- **Do the activity** Have Ss complete the sentences with the correct words.
- **Check answers** Have Ss compare their answers with a partner. Then go over the answers with the class.

Answers

1. A kangaroo, a koala bear
2. An opera house
3. A tour guide
4. A national park
5. A boomerang

B

In this activity, Ss guess where they think the pictures in Part A are from.

- **Preview the activity** Go over the instructions. Point out the continents of Asia, Africa, and Australia on a map, if necessary.
- **Do the activity** Have Ss check their guess.
- **Check answer** Have Ss compare their answers with a partner. Then go over the answer with the class.

Answer

Australia

While you watch (pages T-193–194)

A

In this activity, Ss listen for specific details of the trip.

- **Preview the activity** Go over the instructions. Have Ss read the list of places.
- **Play the video** As they watch the video, have Ss check the places where Danielle went and mark an X on places she didn’t go. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

- ✓: She went to Sydney, Alice Springs, Ayers Rock (Uluru), Cairns, and the Great Barrier Reef.
 X: She didn’t go to Melbourne, Canberra, Brisbane, or Darwin.

B

In this activity, Ss complete the sentences about the different places in Australia.

- **Preview the activity** Explain that Ss will complete the sentences with the names of places from Part A. Have Ss read the incomplete sentences.
- **Play the video** Have Ss write their answers. Give Ss time to complete the activity. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

1. Sydney
2. Alice Springs
3. Ayers Rock (Uluru)
4. Ayers Rock (Uluru)
5. Cairns
6. the Great Barrier Reef
7. Sydney

- **Option** Before you play the video, have Ss complete the activity from memory. Then play the video and have Ss check their answers.

C

In this activity, Ss listen for descriptions.

- **Preview the activity** Go over the instructions. Have Ss read the phrases.
- **Play the video** Have Ss match the phrases. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

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

- **Option** Before you play the video, have Ss complete the activity from memory. Then play the video and have Ss check their answers.

After you watch (page T-194)

A

In this activity, Ss work in pairs to discuss Danielle's trip.

- **Preview the activity** Go over the instructions. Elicit adjectives from the class and write them on the board.
- **Do the activity** Have Ss work in pairs and discuss what they thought of Danielle's trip. Encourage them to use the adjectives on the board, from the video, or their own ideas.
- **Follow-up** Elicit opinions from the class.

B

In this activity, Ss will interview their partner about the trip their partner took.

- **Preview the activity** Go over the instructions. Model the activity with a volunteer.
- **Do the activity** Have Ss work in pairs to complete the activity. Encourage Ss to take notes about their partner's trip.

C

In this activity, Ss tell their groups about their partner's trip.

- **Preview the activity** Go over the instructions.
- **Do the activity** Have Ss work in groups to share the information they learned in Part B.
- **Follow-up** Have the groups report to the class about the most interesting trips.

Action video note

Instruct Ss to make their own travel videos about vacations or trips they took. For further instructions, visit www.cambridge.org/fourcorners/teacher

A graduation party

Story summary

In *A graduation party*, Alicia makes a video as a present for Bo's graduation. As Alicia interviews Bo's parents and friends, and finally Bo himself, it becomes apparent that not everyone has the same plans in mind for Bo's summer!

Language summary

Grammar

- *Be going to*
- *Yes / no* questions
- *Wh-* questions with *be going to*
- Object pronouns

Vocabulary

- Months and dates
- Party plans

Before you watch (page T-195)

A

In this activity, Ss preview vocabulary that appears in the video.

- **Preview the activity** Go over the instructions and vocabulary words. Model the pronunciation, if necessary.
- **Do the activity** Have Ss write the words under the corresponding pictures.
- **Check answers** Go over the answers with the class.

Answers

1. summer 2. graduation 3. class 4. job

B

In this activity, Ss answer questions about their own school, their summer activities, and first jobs.

- **Preview the activity** Go over the instructions. Read through the questions.
- **Do the activity** Have Ss write their own answers to the questions.
- **Follow-up** Have Ss compare answers with a partner. Then elicit a few responses to share with the class.

While you watch (pages T-195–196)

A

In this activity, Ss complete sentences about Bo's parents.

- **Preview the activity** Tell Ss that they are going to watch to see what Bo's parents think he should do. Go over the instructions. Have Ss read the list of incomplete sentences and possible answers.
- **Play the video** Have Ss circle the correct answers as they watch the video. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

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

B

In this activity, Ss match statements to the people who said them in the video.

- **Preview the activity** Explain that Ss are going to match the statements to their speakers. Go over the instructions. Have Ss read the statements.
- **Play the video** Have Ss draw lines to match the statements to the characters. Give Ss time to complete the activity. Pause the video as you go, or play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

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

C

In this activity, Ss identify whether or not information about the video is true or false.

- **Preview the activity** Explain that Ss are going to listen for specific facts. Go over the instructions. Have Ss read the sentences.
- **Play the video** As they watch the video, have Ss write *T* for the true sentences and *F* for the false ones. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

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

- **Option** Before you play the video, have Ss work in pairs to complete the activity from memory. Then play the video and have Ss check their answers.

After you watch (page T-196)

A

In this activity, Ss discuss what they think Bo will do.

- **Preview the activity** Go over the instructions. If helpful, model the discussion with a volunteer.
- **Do the activity** Have Ss work with a partner to discuss what they think Bo will do. Encourage them to explain their opinions.
- **Follow-up** Have Ss share their ideas and explanations with the class.

B

In this activity, Ss will write three things they think their partner is going to do next year and find out whether or not their guesses are correct.

- **Preview the activity** Go over the instructions. Model the activity with a volunteer. Put Ss in pairs and give Ss time to write their three guesses about their partner's future plans.
- **Do the activity** Have Ss find out if their guesses are correct.
- **Follow-up** Have a few Ss report to the class about their guesses and whether or not they were correct.

C

In this activity, Ss tell their real plans to their partner.

- **Preview the activity** Go over the instructions. Model the activity by telling the class three of your own plans.
- **Do the activity** Have Ss work in pairs to complete the activity.
- **Follow-up** Have Ss tell the class about their partner's plans.

Action video note

Instruct Ss to make their own videos about future plans. For further instructions, visit www.cambridge.org/fourcorners/teacher

Video scripts

Unit 1

Famous names

Emi K., a reporter for Street Talk, quizzes Bo, Irma, and others on the street about celebrities' real names.

Emi Hey, I'm Emi K. *Emi* is short for *Emiko*. My full name is Emiko Kawasaki, but everyone calls me Emi K. I'm a reporter for *Street Talk*. So, today's question is: "Can you name the celebrity?" Some celebrities do not use their real names. For example, this celebrity is an American hip-hop singer. His real name is Shawn Corey Carter, but his nickname is Jay-Z! OK. So, let's ask people about celebrities and their real names. Ready? Let's go!

Emi Excuse me, miss? Miss?

Amanda Yes?

Emi Hi, I'm Emi from *Street Talk*. Can I interview you, please?

Amanda Yeah, sure.

Emi Great, thanks. What's your name?

Amanda Amanda.

Emi Good. So, Amanda, today's question is, "Can you name the celebrity?" This celebrity is a famous singer. His real name is Paul Hewson.

Amanda Paul Hewson – that's his real name?

Emi Right. Can you name the celebrity?

Amanda Paul Hewson . . . hmm . . .

Emi He's from Ireland.

Amanda Oh! Oh. He's Bono from U2?

Emi That's right! He's Bono from the band U2.

Amanda Wow, that's amazing. He's on my MP3 player right now. Listen.

Emi OK, everybody, this is Bo. So, Bo, this person is a famous actress. Her real name is Jennifer Anastassakis. Can you name the celebrity?

Bo Jennifer Anastass – what?

Emi Jennifer Anastassakis. She's a famous actress.

Bo Oh! Oh! Right! I know! I don't know. I'm sorry.

Emi It's OK, Bo. The celebrity is Jennifer Aniston.

Bo Jennifer Aniston? Oh, right.

Emi This is Irma, everybody.

Irma Hey! How's it going?

Emi OK, your question is . . . oh. Hmm. This question is difficult. It's about a hip-hop singer.

Irma Oh, hip-hop? Cool! I'm ready.

Emi OK. His real name is Sean Combs. Can you name the celebrity?

Irma Ha! That's easy. Diddy!

Emi Wow! That's right!

Irma He uses a lot of nicknames: Diddy, P. Diddy, Puff Daddy . . .

Emi Wow, you're a real hip-hop fan!

Irma Yeah. My nickname is DJ Irma! Listen! "My name is Irma and I'm here to say you spell my first name I-R-M-A. I'm not from Miami, I'm not from L.A., I'm from New York in the U.S.A. . . ."

Emi OK, everybody! See you next time on *Street Talk*. Good-bye!

Unit 2

Surprise!

Danielle makes a home video in which she comes home from college for a surprise visit with her new boyfriend, Paul. Peter, her father, Wendy, her mother, and Irma, her grandmother, are very surprised.

Danielle OK, is the camera on? Ready? All right. Hey, it's Danielle, and I'm home from college. And this is my house. Well, this is my family's house. My family doesn't know I'm here. Hello? Hello?

Peter Danielle? Is that you?

Danielle Surprise! This is my father. His name is Peter, and he's 47 years old. Oh, and his nickname is "Chef Dad."

Peter So, Danielle, who's – ?

Danielle Is Mom home?

Peter Yeah, she's in the kitchen.

Danielle Come on.

Wendy Danielle! You're home!

Danielle Surprise! This is my mother, Wendy. She's really cool. She's 44.

Wendy Who's your friend?

Danielle See you later, Mom! Grandma? I'm home. Surprise!

Irma Not now. I'm busy.

Danielle This is my grandmother, Irma. She's 67. My dad is her son.

Irma Hey, who's that?

Danielle Let's go over here. Bye, Grandma.

Danielle This is my brother. His name is Max, and he's a student, too. His college is in Canada. It's in Toronto.

Peter Uh, Danielle?

Danielle Yes? Yes?

Wendy Who's your friend with the camera?

Danielle Oh, sorry. Let me introduce you. Um, this is Paul. He's a student in film school. He's 21. And he's my new boyfriend!

Paul Hi.

Peter Hi.

Danielle Surprise!

Unit 3

My favorite things

Ben makes a home video for his parents to introduce them to his new roommate, Nick, and to tell them all about Nick's favorite things.

- Ben* Hi, Mom and Dad. Come meet my new roommate. Mom and Dad, this is Nick.
Nick Hi, Ben's mom and dad.
Ben OK. So, Nick, what's your last name?
Nick Lee.
Ben How do you spell that?
Nick L-E-E.
Ben Right! And where are you from?
Nick I'm from New York. N-E-W Y-O-R-K.
Ben New York. Cool! And what's your major?
Nick English.
Ben English, yeah, that's cool. And how old are you?
Twenty. He's 20! OK. Let's ask Nick about his favorite things. What's this?
Nick It's called a *yukata*. It's from my trip to Japan.
Ben The color's nice. But what's it called in English?
Nick It's a robe.
Ben Right! That's cool! And what's this?
Nick It's a cap from my old baseball team.
Ben It looks too small.
Nick Yeah. Well, it's old. It's from high school.
Ben What's that?
Nick That's a picture of Vermont. My grandparents are from there.
Ben Can you guess the artist? It's beautiful, right? It's Nick! Yeah, Nick! What's this?
Nick It's a teddy bear.
Ben But whose teddy bear is it?
Nick It's mine, OK? It's from my grandparents.
Ben It looks old.
Nick Yeah. It's 20 years old.
Ben Hey, like you!
Ben/Bear So this is Ben's roommate Nick and some of his favorite things – a Japanese robe.
Nick It's a *yukata*.
Ben/Bear An old baseball cap, a painting from Vermont – it's beautiful, Nick – and me, Nick's teddy bear.
Nick OK, give me the bear now.
Ben Bye, Mom! Bye, Dad!
Nick Good-bye, Ben's mom and dad.

Unit 4

My busy Monday

Ben and Nick do a video project for their English class on what a day in the life of Ben is like.

- Ben* Oh, Nick, it's you.
Nick Good morning, Ben. It's video day, right?
Ben Yeah. OK. Good morning. I'm Ben. This is our video project for our English class: a day in my life. It's Monday today. I get up early on Mondays, around 7:30. I'm awake!
-
- Ben* I eat breakfast every morning. I have coffee. I have orange juice. I have cereal, and I have milk, too.
Nick How is your cereal with orange juice?
Ben It's not bad.
-
- Ben* I ride my bike to school. I don't take the bus. I have English class at 9:00 every Monday. It's my favorite class, but today I'm late.
Lila Oh, hey.
Ben Oh, hi, Lila! Hey, wait up!
Teacher Who has the answer to number 1?
Ben I have English class at 9:00 every Monday. It's my favorite class.
Teacher Ben?
Ben Yes, Lila? I mean, yes, Miss Flores?
Teacher Ben, Nick, please don't do your video project in class.
-
- Ben* It's 4:30, and I'm at the park. I exercise here every day. Oh, it's Lila!
Lila Are you OK?
Ben Yeah. Yeah, I'm OK.
Lila Oh, it's Ben, from English class.
Ben Yeah.
Lila Do you run here every afternoon?
Ben Yes, but usually not into trees.
Lila Well, bye, Ben. Bye, Nick.
Ben Bye.
-
- Ben* I text with my friends at night. I go to bed very late. This is Lila now. What time is it?
Nick It's 2:30 in the morning.
Ben Oh. Good night, everybody! Good night, Lila.

Unit 5

What do you do for fun?

Danielle and Soon-mi talk over their webcams and discuss what they like to do for fun.

- Danielle* Oh, Soon-mi, thank you for the Korean lesson.
Kam sa ham ni da!
- Soon-mi* You're welcome.
- Danielle* What time is it in Seoul now?
- Soon-mi* It's about 8:30 at night here.
- Danielle* Oh, it's early morning here. So what do you do for fun at night?
- Soon-mi* Well, tonight is my sister's birthday. We always eat out on her birthday at this cool restaurant. It's a little expensive, but the food is great. Then we go dancing.
- Danielle* Wow, that's nice. Do you often go dancing?
- Soon-mi* Yeah. I often go dancing at a club on weekends with my friends. Sometimes on weeknights, too. What about you, Danielle? What do you do in your free time?
- Danielle* Not much. I usually hang out at home. I sometimes cook dinner for my friends, and we watch a DVD or play video games.
- Soon-mi* Video games are fun. I sometimes go to an arcade near the subway station.
- Danielle* Really? We don't have a subway here or a video arcade.
- Soon-mi* No subway? Do you have trains?
- Danielle* No.
- Soon-mi* Buses? Taxis?
- Danielle* No, I live in a very small town.
- Soon-mi* How do you get around?
- Danielle* I usually drive. Sometimes I walk.
- Soon-mi* Oh, I see. Do you ever go dancing?
- Danielle* No, I hardly ever do. We don't have dance clubs around here.
- Soon-mi* What about karaoke? Do you ever go to a karaoke club?
- Danielle* No, I never do. We don't have karaoke clubs. But I love to sing karaoke at home sometimes.
- Soon-mi* Really? I love karaoke, too!
- Danielle* Yeah? Do you ever sing any English songs?
- Soon-mi* Yes. I know a lot of English songs.
- Danielle* Hey! Do you know this one? "Hearts are often broken, love is never free. I sometimes leave you lonely, but you're always here for me. You're here for me, here for me. Hearts are often broken, love is never free. I sometimes leave you lonely, but you're always here for me. Here for me, you're here for me. You're here for - " Oh. Thanks. Now you know what I do with my free time.

Unit 6

Hidden talent

Emi K. interviews Alicia and others she meets on the street about their hidden talents for her show, Street Talk. Each person is asked to display their talent.

- Emi* Hey, I'm Emi K., and this is *Street Talk*. Today's question is: "What's your hidden talent?" Now, "hidden talent," what is that? A hidden talent is something you can do, but other people don't know about. For example, I have a hidden talent. I can speak French. *Salut! Je m'appelle Emi. Comment ça va?*
- Passerby* *Ça va bien!*
- Emi* Wow. Pretty good, right? OK, let's ask some other people about their hidden talents. Ready? Let's go!
-
- Emi* OK, so here are three people with hidden talents. So what's your name?
- Alicia* I'm Alicia Martinez.
- Emi* Can you play the guitar?
- Alicia* Yes.
- Emi* And this is Christine. She's a waitress.
- Christine* And an actress.
- Emi* Right. And this is Joey. What do you do, Joey?
- Joey* I'm a taxi driver.
- Emi* Uh, Joey? That's not a taxi. It's a bicycle.
- Joey* I know. It's Tuesday, and I don't work on Tuesdays.
- Emi* Oh, OK. So today's question is: "What's your hidden talent?"
- Alicia* My hidden talent. Well, I can dance.
- Emi* Great! Let's see.
- Alicia* Um, OK.
- Christine* Wait, I can dance, too. And I can sing. "The birds in the sky, they flap and sing as they go by."
- Joey* Hey, I can dance and sing, and I can play the harmonica. "I'm tore down, I'm almost level with the ground. Yeah, I'm tore down, I'm almost level with the ground. Well, I feel like this when my baby can't be found."
- Emi* Wow. Those are some great hidden talents!
- Alicia* Wait! Wait! I can dance and play the kazoo.
- Christine* Wait. I can mime.
- Joey* Wait. I can do another song.
- Emi* OK, that's enough of hidden talents. Thanks for watching *Street Talk*. See you guys later. Good-bye.

Unit 7

My favorite meal

Ben makes a home video about his favorite meal, breakfast, and how to make one of his favorite breakfast foods, granola.

Ben Hi, I'm Ben. Breakfast is my favorite meal. I love granola for breakfast in the morning. It's a kind of cereal. I also like to exercise in the morning. But in the morning, I don't always have time to do both. So sometimes I exercise and make granola at the same time. Let me show you. I have some oats, some nuts, some raisins, a banana . . . uh, some yogurt, and some honey. OK, let's make some granola. First, I put oats in a bowl. Now, I add some nuts and some raisins. Then, I add the banana. I love bananas. They aren't expensive, and they're delicious. Granola is good. Add a banana, and it's great. OK. And I usually like some yogurt in my granola. And I always have some honey on it. OK, there it is. My granola is ready to eat, and I am done with my exercises. Mmm! That is really good! And I am really tired!

Unit 8

Kim's Coffee Shop

Marco, Danielle, and other patrons of Kim's Coffee Shop star in a commercial for the shop.

Marco Hi! Do you like coffee?

Danielle Then come to Kim's Coffee Shop.

Marco The coffee is really good! Ahhhh! Now that's fresh!

Worker It's the best coffee in town!

Danielle There is free Internet at Kim's. Nice laptop!

Marco And there are delicious snacks at Kim's.

Worker Eighty-five cents, please!

Marco Delicious and cheap.

Worker And here's your change.

Marco That's for you.

Worker Thanks!

Danielle There's always cool music at Kim's Coffee Shop. Let's dance!

Marco So come to Kim's Coffee Shop.

Danielle It's on the corner of Second Avenue and Elm Street.

Marco It's open every day . . .

Danielle . . . from 7:00 in the morning . . .

Marco . . . until 11:00 at night.

Danielle and Marco Bye!

Unit 9

What are you doing these days?

Emi K. of Street Talk interviews Bo, Soon-mi, and Alicia about what they're doing these days.

Emi Hi, everybody. This is *Street Talk*, and I'm Emi. Today's question is: "What are you doing these days?" Well, I'm doing a lot of things these days. For example, I'm learning to drive.

Emi And I'm taking tennis lessons.

Emi I'm also reading a good book.

Emi Let's ask some other people what they're doing these days. Ready? Let's go.

Emi Bo! Long time, no see!

Bo Do I know you?

Emi I'm Emi from *Street Talk*. Remember?

Bo Emi, *Street Talk*. Oh, yeah. How's it going?

Emi Good. Thanks. So, can I interview you again?

Bo Um, OK.

Emi Great! So, Bo, today's question is: "What are you doing these days?"

Bo Me? I'm, um, studying French.

Emi Ah! *Vous parlez français aussi?*

Bo Oui.

Emi Très bon! *Comment vous appelez-vous?*

Bo Oui.

Emi Well, Bo, thanks for talking with us. Good luck with your French!

Bo ¡Gracias!

Emi All right! This is Soon-mi from Seoul, South Korea.

Soon-mi Hi!

Emi So, Soon-mi, what are you doing these days?

Soon-mi Well, I'm studying English here for a month.

Emi That's great. And your English is great.

Soon-mi Oh, thanks. My teachers are excellent. And my American friends help me a lot.

Emi So you're studying English these days. What else are you doing?

Soon-mi I'm eating in a lot of great restaurants. I love Italian food. And, well, I'm doing a lot of shopping, too.

Emi Aha! What's in your bag?

Soon-mi Um, shoes, handbags, clothes – oh, and gifts for my family.

Emi OK. Thanks, Soon-mi.

Emi I'm here with Alicia. Alicia, are you doing anything special these days?

Alicia Yes! I'm getting ready for a trip to Brazil, to Rio de Janeiro.

Emi Rio! How exciting!

Alicia Yes. I'm really busy – and very excited!

Emi Do you speak Portuguese?
Alicia No, but I'm studying it now. It's hard, but the class is fun.
Emi OK. Are you doing anything else?
Alicia Yes. I'm exercising a lot – you know, to look good for the beach! I'm running, I'm swimming, and I'm riding my bike to work.
Emi Good for you. Well, enjoy your trip!
Alicia Thanks!
Emi Oh, I'm late! I'm taking a dance class. OK, everybody! See you next time on *Street Talk*. Good-bye!

Unit 10

I had a party last night.

Marco creates a video blog to tell his followers about how his birthday started as a small dinner celebration, and ended as a big, noisy party.

Marco Hey, everyone. This is Marco's video blog for Saturday, October 4th, at, um, 7:17 a.m. I had a party last night – a birthday party. What a great party. Look. Wow. That's me. So I had a big, noisy birthday party. But I didn't really want a party. I wanted a nice, quiet evening. On my birthday, I usually read a good book. So yesterday morning, I went to the library, and I got this. I saw my friends Nick and Ben at the library. Nick and Ben remembered my birthday. They gave me a gift! So I invited Nick and Ben to my apartment for dinner. I wanted a nice, quiet dinner. But I didn't have food at home, so I went grocery shopping. I bought a lot of food. At the supermarket, I saw two more friends, Alicia and Bo. Alicia and Bo saw all the food in my shopping cart. Well, they're friends, so I invited them for dinner, too. I decided to have a nice, quiet dinner party. Then, I went to class in the afternoon. All my classmates had text messages about my birthday! So I invited my class to my apartment. OK. So I didn't have a nice, quiet evening. And I didn't read my book. I had a big, noisy birthday party. But . . . I had a lot of fun. We ate some good food. We drank this really cool stuff called "bubble tea." And we played video games. Oh, and my gift from Nick and Ben? Guess what it was. It's the same book! And, now, finally, I get to read it. Bye!

Unit 11

Danielle down under!

Danielle makes a documentary video about her vacation in Australia and shows everyone a slideshow of her pictures.

Danielle Hi, everyone! I just had a great vacation. I went to "The Land Down Under." That's a nickname for Australia. I was there for two weeks. Australia is really amazing. Let me show you my pictures. This is the Sydney Opera House. It's a very famous place. I went there on the first day. I think opera is a little boring, but I like this building. It's really interesting! This is my friend, Amy. She's really cool. We go to the same college in the United States, but she's studying in Sydney this year. I stayed in Amy's dorm room. I slept on the floor. It wasn't very comfortable, but it was free. Awww! We saw this koala bear at the nature park. Isn't he cute? And we saw this kangaroo. He's cute, too! One day we flew from Sydney to Alice Springs. Then we rented a car and drove to a place called Uluru, or Ayers Rock. The drive took about four hours. It was very hot, but quiet and relaxing. Ayers Rock is a national park in the middle of Australia. The park is a very famous place. What did we do there? Well, we stayed in the park for two days. And we took a tour. It was fun, but very tiring! Our tour guide was very cute. We flew from Alice Springs to Cairns, a city near the Great Barrier Reef. Then we took a boat to the Great Barrier Reef. That was excellent. We saw some very beautiful fish. On our last night, we went dancing. We stayed out late – very late. The next day, Amy and I got up too late, and we missed our flight to Sydney. It was terrible! But, I bought a souvenir at the airport. It's a boomerang! So, that's it. Overall, it was a very exciting trip. So, thanks for looking at my pictures. As the Australians say, "G'day!"

Unit 12

A graduation party

Alicia makes a home video at Bo's graduation party as a gift for him. At the party, she asks Nick, Marco, and Bo's parents what Bo will be doing now that he's done with school.

Alicia Hi, Bo! It's Alicia. It's May 24th. I'm here with your parents and your friends. And we're having this party to celebrate your graduation from college!

Alicia Yeah, that's right! And I'm making this video for you. It's a graduation gift. Well, please excuse me. I'm going to interview some people from the party. See you later, Bo.

.....
Alicia Congratulations, Mr. and Mrs. Wilson. You look very happy.

Bo's mom Oh, thank you, Alicia. We are very happy.

Bo's dad This is a special day for Bo.

Alicia Yes, it is. So what is Bo going to do this summer?

Bo's dad This summer? Well, this summer Bo is going to get a job. And he is going to take some science classes.

Bo's mom Yes, he is. He's going to take science classes for medical school. He's going to be a doctor someday.

.....
Alicia Well, congratulations again, Bo. You're a college graduate now. How do you feel?

Bo Thanks. Yeah. I feel good.

Alicia So, Bo, what are you going to do this summer?

Bo This summer? Well, I'm going to relax, you know, take it easy.

Alicia Really? Aren't you going to get a job? Aren't you going to take science classes?

Bo A job? Classes? No, I'm not. I'm going to sleep and watch TV.

Alicia Well, Nick, what is Bo going to do this summer?

Nick He's going to travel.

Alicia Really? Where is he going to go?

Nick He's going to go to Toronto.

Alicia That sounds great. Who is he going to travel with?

Nick He's going to travel with me and Marco.

Marco Hey, everybody! Yeah. We're going to go to Toronto this August.

Alicia That's great! How are you going to go?

Marco We're going to drive.

Nick Yeah, but first, we're going to look for a job. We don't have any money.

.....
Alicia What is Bo going to do next year?

Bo's mom He's going to go to medical school next year.

Oh, and he's going to get married.

Bo's dad But who is he going to marry? He doesn't have a girlfriend.

Bo's mom He doesn't have a girlfriend now. He's going to meet his girlfriend in medical school.

.....
Alicia So, Bo, what are you going to do next year?

Bo Well, I don't have any money. So I guess I'm going to listen to my parents and get a job so I can go to . . .

Bo's parents To medical school!

Bo Yeah.

Alicia Are you going to get married?

Bo Married? Who am I going to marry? I don't even have a girlfriend.

Alicia Maybe you're going to meet someone special. . . .

Bo's parents In medical school!

Bo Yeah.

.....
Alicia So, one more time, everybody! Let's hear it for Bo!

Partygoers Happy graduation, Bo!

Grammar

The verb *be*; possessive adjectives

What questions	Possessive adjectives
What's your name?	My name is John.
What's my name?	Your name is Liz.
What's his name?	His name is Paul.
What's her name?	Her name is Laura.
What's its name?	Its name is Max.
What are your names?	Our names are John and Liz.
What are their names?	Their names are Paul and Laura.

Subject pronouns; statements with *be*

Affirmative statements	Negative statements
I am / I'm	I'm not
You are / You're	You're not / You aren't
He is / He's from Peru.	He's not / He isn't from Peru.
She is / She's	She's not / She isn't
It is / It's	It's not / It isn't

Yes / no questions with *be*

Yes / no questions	Short answers Affirmative	Short answers Negative
Am I	you are.	you aren't.
Are you	I am.	I'm not.
Is he in Peru?	Yes, he is.	No, he isn't.
Is she	she is.	she isn't.
Is it	it is.	it isn't.

- In affirmative short answers, use the full forms above, NOT contractions: *Yes, you're. / Yes, I'm. / Yes, he's.*

Vocabulary

Names

name
first name
middle name
last name
family name
full name

Jobs

actor
actress
artist
model
musician
singer

Titles

Miss
Mrs.
Ms.
Mr.

Other

single man / woman
married man / woman

Function

Asking for spelling

How do you spell your first name?
How do you spell your last name?

Grammar

Wh- questions; plural subject pronouns

Wh- questions	Plural subject pronouns
Where are you and Yoshi from?	We're from Japan.
What city are Luis and Maria from?	They're from Manaus.
What city are you from?	We're from Tokyo.
Who are they?	They're my parents.
How old are they?	They're 60 and 63.

- In questions with *who* and *how old* with singular subject pronouns, use the same form: *Who / How old + is / am / are + subject pronoun*
- Remember that you can use the contractions *we're* and *they're* in statements.

Yes / no questions with *be*

Yes / no questions	Short answers Affirmative	Short answers Negative
Are you Japanese?	Yes, we are.	No, we aren't.
Are they Brazilian?	Yes, they are.	No, they aren't.

- In affirmative short answers use the full forms above, NOT contractions: *Yes, they're.* / *Yes, we're.*
- Remember that you can use the contraction *'re not* in short negative answers: *No, we're not.* / *No, they're not.*

Vocabulary

Nationalities

American	0	zero
Australian	1	one
Brazilian	2	two
British	3	three
Canadian	4	four
Chilean	5	five
Chinese	6	six
Colombian	7	seven
Ecuadorian	8	eight
Greek	9	nine
Japanese	10	ten
Mexican	11	eleven
Peruvian	12	twelve
Saudi	13	thirteen
South Korean	14	fourteen
Spanish	15	fifteen
Thai	16	sixteen
Turkish	17	seventeen

Family

brother	18	eighteen
children	19	nineteen
daughter	20	twenty
father	21	twenty-one
grandfather	30	thirty
grandmother	40	forty
grandparents	50	fifty
husband	60	sixty
kids	70	seventy
mother	80	eighty
parents	90	ninety
sister	100	one hundred
son	101	one hundred
wife		(and) one

Functions

Asking for someone's phone number

What's your phone number?

What's your number?

Asking for someone's email

What's your email address?

What's your email?

Grammar

Demonstratives

Wh- questions	Answers
What's this ?	It's my bag.
What's that ?	It's my bag.
What are these ?	They're my English books.
What are those ?	They're my English books.

- Use *this* and *these* for near objects, *that* and *those* for far objects.

Yes / no questions	Short answers Affirmative	Short answers Negative
Is this your bag?	Yes, it is .	No, it isn't .
Is that your bag?	Yes, it is .	No, it isn't .
Are these your English books?	Yes, they are .	No, they aren't .
Are those your English books?	Yes, they are .	No, they aren't .

Articles *a* and *an*; plurals

Articles <i>a</i> / <i>an</i>		
a	+ consonant sound	a bag
an	+ vowel sound	an eraser

Plurals	
a book	→ two books
a watch	→ two watches
a dictionary	→ two dictionaries

- Sunglasses* and *glasses* are always plural.

Possessive pronouns; *whose*; 's, s'

Possessive pronouns	
It's my bag.	It's mine .
It's your bag.	It's yours .
It's his bag.	It's his .
They're her bags.	They're hers .
They're our bags.	They're ours .
It's their bag.	It's theirs .

Whose	's, s'
Whose bag is this?	It's Greg's bag.
Whose bag is that?	It's the student's bag.
Whose bag is that?	It's Greg and Ana's.
Whose bags are those?	They're the students' bags.

- Use 's with singular nouns, and s' with plural nouns.

Vocabulary

Everyday items

an alarm clock
a bag
a book
a camera
a coin
a comb
a cell phone
a dictionary
an eraser
a flash drive
a hairbrush
a key
a keychain
a laptop
a magazine
a map
a marker
a newspaper
a notebook
a pen
a poster
a remote control
sunglasses
an umbrella
a wallet
a watch

Clothing

belt
blouse
boots
coat
dress
hat
jacket
jeans
pants
scarf
shirt
shoes
shorts
skirt
socks
suit
sweatshirt
tie
T-shirt

Colors

black
blue
brown
gray
green
orange
pink
purple
red
white
yellow

Function

Asking what something is

What's this called in English?

What's the word for this in English?

How do you say this in English?

Grammar

Simple present statements

Affirmative statements	Negative statements
I drive	I do not
You drive	You do not
He drives to work.	He does not walk.
She drives	She does not
We drive	We do not
They drive	They do not

- Use the contractions *don't* (*do not*) and *doesn't* (*does not*) in speech.
- Use the simple present to talk about routines.

Irregular verb *have* in the simple present

Affirmative statements	Negative statements
I have	I do not
You have	You do not
He has a car.	He does not have a car.
She has	She does not
We have	We do not
They have	They do not

Irregular verb *go* in the simple present

Affirmative statements	Negative statements
I go	I do not
You go	You do not
He goes home.	He does not go home.
She goes	She does not
We go	We do not
They go	They do not

Simple present *yes / no* questions

Yes / no questions	Short answers Affirmative	Short answers Negative
Do I work?	you do.	you don't.
Do you work?	I do.	I don't.
Does she work?	she does.	she doesn't.
Does he work?	Yes, he does.	No, he doesn't.
Does it work?	it does.	it doesn't.
Do you work?	we do.	we don't.
Do they work?	they do.	they don't.

Vocabulary

Getting around

drive a car
ride a bicycle / bike
ride a motorcycle
take a taxi / cab
take the bus
take the subway
take the train
walk

Telling time

It's twelve o'clock.
It's noon.

It's twelve p.m.

It's midnight.

It's twelve a.m.

It's twelve-oh-five.

It's five after twelve.

It's twelve-fifteen.

It's a quarter
after twelve.

It's twelve-thirty.

It's half past twelve.

It's twelve-forty.

It's twenty to one.

It's twelve forty-five.

It's a quarter to one.

a.m.

p.m.

Time expressions

on Sunday(s)
on Sunday afternoon(s)
on weekdays
on the weekend
on weekends
in the morning(s)
in the afternoon(s)
in the evening(s)
at noon / midnight
at night
before 7:00
after midnight
every day

Days of the week

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday
weekdays
weekend

Routines

cook dinner
drink coffee
eat breakfast
exercise
get up
go to bed
go to school
read the news
study
watch TV

Function

Asking the time

What time is it?
What's the time?

Grammar

Adverbs of frequency

In statements	Yes / no questions with <i>ever</i> and answers
I always usually often check my email. sometimes hardly ever never	Do you ever check your email? Yes, I sometimes check my email. Yes, I sometimes do. No, I never check my email. No, I never do.

- Put the adverb of frequency after the subject and before the verb.

Simple present *Wh*- questions with *do*

Questions	Answers
What do you do for fun?	I hang out.
Where do you hang out ?	At the mall.
How do I get there?	You take the bus.
Who do you play soccer with?	My brother and his friends.
When do you and your brother usually play soccer?	We usually play on weekends.
Why do they play soccer?	Because it's their favorite sport.

Vocabulary

Online activities

use social media
 check email
 download apps
 play games
 stream music
 watch videos
 shop online
 post photos

Prices

How much is this?
 How much are these?
 How much is that . . . ?

Leisure activities

eat out
 go dancing
 go shopping
 hang out
 play soccer
 watch movies

Leisure places

at a club
 at a restaurant
 at home
 at the mall
 at the park

Functions

Declining help

No, thanks. I'm just looking.
 No. I'm fine, thanks.

Accepting help

Yes, please.
 Yes, thanks.

Grammar

Simple present *Wh-* questions with *does*

<i>Wh-</i> questions with <i>does</i>	Answers
What does Lucia do?	She's a nurse.
When does she work?	She works from 11:00 to 7:00.
Where does Henry work?	He works in an office.
What company does Henry work for?	He works for A1 Accountants.

Can for ability

Affirmative statements	Negative statements
I You He She We They	I You He She We They
can dance well.	can't dance well.

- Use the base form of the verb after *can* and *can't*.
- *Can't* is the contraction of *cannot*.

Yes / no questions with *can*

<i>Yes / no</i> questions	Short answers Affirmative	Short answers Negative
I you he she we they	you I he she you they	you I he she you they
Can swim?	Yes, can .	No, can't .

<i>Wh-</i> questions	Answers; <i>and / but / or</i>
What can Pamela do?	She can dance. She can dance, and she can sing. She can dance, but she can't sing. She can't dance or sing.

- Use *and* to connect similar ideas, *but* to connect different ideas, and *or* to connect two negative ideas.

Vocabulary

Jobs

accountant
cook / chef
doctor
electrician
flight attendant
nurse
pilot
police officer
receptionist
taxi driver
waiter
waitress

Abilities

dance
draw
fix computers
paint
play the guitar
sing
speak French
swim

Functions

Asking for someone on the phone

Can I speak to . . . ?
Could I please speak to . . . ?
Is . . . there?

Having someone wait

Just a minute, please.
Hold on, please.
One moment, please.

Grammar

Count and noncount nouns

Count nouns		Noncount nouns
an orange	oranges	rice
a banana	bananas	cereal
I eat an orange every day. I eat bananas every day.		I eat rice every day. I eat cereal every day.

- Use *an* or *a* with singular count nouns.
I eat an orange every day.
I eat a banana every day.
- You can use a number with plural count nouns.
I eat two bananas every day.
- Noncount nouns are always singular.
We have cereal. NOT *We have cereals.*

Some and any

Questions	Answers
Do you have any oranges? rice?	Yes, I have some (oranges / rice). No, I don't have any (oranges / rice).
What do you often eat for lunch?	I often eat some cheese and bread. I don't eat any meat.

- Use *any* in questions and negatives. Do not use *any* in affirmative statements.
I have some apples. NOT *I have any apples.*

How often; time expressions

How often	
How often do you eat cereal?	I eat cereal every day . I eat cereal once in a while . I eat cereal twice a month . I eat cereal three times a month . I don't eat cereal very often . I never eat cereal.

Vocabulary

Food

dairy
fruit
grains
meat and protein
vegetables

apples
bananas
beans
beef
carrots
cereal
cheese
chicken
eggs
fish

milk
noodles
pasta
potatoes
rice
tomatoes

More food

dumplings
hamburgers
hot dogs
pancakes
pizza
salad
soup
spaghetti
sushi
tacos

Functions

Expressing dislikes

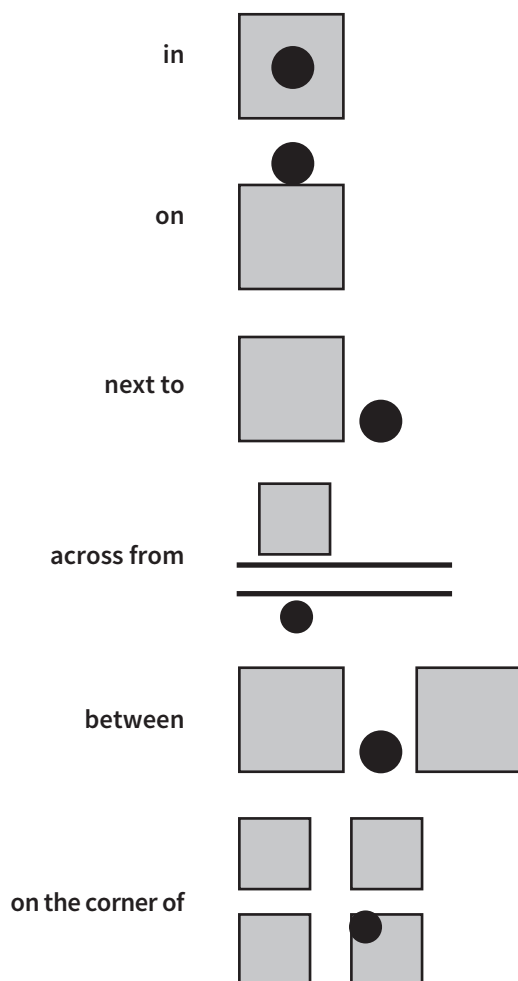
I don't like ...
I don't like ... at all.
I hate ...!

Expressing likes

I like ...
I really like ...
I love ...!

Grammar

Prepositions of location



There is / there are

Affirmative statements	Negative statements
There is a museum. There are two swimming pools.	There isn't an amusement park. There aren't any good zoos.

- *There's* is the contraction for *there is*.

Yes / no questions with there is / there are

Yes / no questions	Short answers Affirmative	Short answers Negative
Is there a zoo in this city? Are there any movie theaters near here?	Yes, there is . Yes, there are .	No, there isn't . No, there aren't .

- In affirmative short answers use the full forms above, NOT contractions: Yes, *there's*. / Yes, *there're*.

Vocabulary

Places in the neighborhood

bank
bookstore
bus stop
coffee shop
gas station
hotel
library
newsstand
subway station
supermarket

Places to visit

amusement park
aquarium
movie theater
museum
science center
swimming pool
water park
zoo

Giving directions

go up / down
on the left / right
take a right / left
turn left / right
walk down / up

Function

Asking for directions

How do I get to ... ?
How can I get to ... ?

Grammar

Present continuous statements

Affirmative statements	Negative statements
I am	I am not
You are	You are not
He is	He is not
She is standing.	She is not standing.
It is	It is not
We are	We are not
They are	They are not

- You can use *'m*, *'s*, and *'re* instead of *am*, *is*, and *are* in affirmative statements.
- You can use the contractions *'s not* or *isn't*, and *'re not* or *aren't* in negative statements.
- Use the present continuous to talk about an action happening now.
- Use the present continuous to talk about an action happening these days.

Present continuous yes / no questions and answers

Yes / no questions	Short answers Affirmative	Short answers Negative
Am I	you are.	you aren't.
Are you	I am.	I'm not.
Is he	he is.	he isn't.
Is she playing now?	Yes, she is.	No, she isn't.
Is it	it is.	it isn't.
Are we	you are.	you aren't.
Are they	they are.	they aren't.

- In affirmative short answers, use the full forms above, NOT contractions: Yes, *you're*. / Yes, *I'm*. / Yes, *he's*.

Present continuous *Wh*- questions

Questions	Answers
What are you doing?	I'm learning to drive.
What class is Dan taking?	He's taking a dance class.
Where are they standing?	They're standing under a tree.
When are we leaving?	At 2:30 on Monday.
Who is Juan talking to?	Luis.
How am I driving?	OK.

Spelling

stand	→ standing
sit	→ sitting
wave	→ waving
play	→ playing

Vocabulary

Actions

end
hold
look for
run
sit
stand
start
wave

Activities

create a website
learn to drive
look for a job
study for an exam
study Italian
take a dance class
take tennis lessons
tutor a student

Prepositions

behind
in
in front of
on
under

Functions

Asking if someone can talk now

Is this a good time to talk?
Can you talk right now?
Do you have a minute?

Explaining you can't talk now

I can't talk right now.
I'm busy right now.
This isn't a good time.

Grammar

Simple past regular verbs

Affirmative statements	Negative statements
I called	I didn't call
You called	You didn't call
He called my sister.	He didn't call my brother.
She called	She didn't call
We called	We didn't call
They called	They didn't call

- Use the simple past for completed actions in the past.

Spelling of simple past regular verbs		
listen	+ ed	→ listened
play	+ ed	→ played
shop	+ ed	→ shopped
love	+ ed	→ loved
cry	+ ed	→ cried

Simple past irregular verbs

Affirmative statements	Negative statements
I slept.	I didn't sleep.
You slept.	You didn't sleep.
He slept.	He didn't sleep.
She slept.	She didn't sleep.
It slept.	It didn't sleep.
We slept.	We didn't sleep.
They slept.	They didn't sleep.

Yes / no questions with *be*

Yes / no questions	Short answers Affirmative	Short answers Negative
I	you did.	you didn't.
you	I did.	I didn't.
he	he did.	he didn't.
she	she did.	she didn't.
Did she go?	Yes, it did.	No, it didn't.
it	you did.	you didn't.
we	we did.	we didn't.
you	they did.	they didn't.
they		

Vocabulary

Weekend activities

listen to music
 play basketball
 play in a band
 shop for new clothes
 stay home
 stay out late
 visit relatives
 watch an old movie

Things to do

do laundry
 do the dishes
 get a haircut
 go grocery shopping
 have a party
 make dinner
 see a play
 see friends
 sleep

Past time expressions

last night
 yesterday
 last week
 last weekend

Functions

Showing that you're listening

Uh-huh.
 Oh?
 Oh, yeah?

Expressing surprise

Really?
 What?
 You're kidding!

Grammar

Past of *be*

Affirmative statements	Negative statements
I was	I was not
You were	You were not
He was	He was not
She was at home.	She was not OK.
It was	It was not
We were	We were not
They were	They were not

- You can use the contractions *wasn't* or *weren't* instead of *was not* and *were not*.
- Use the past of *be* to talk about locations and adjectives in the past.

Yes / no questions with *be*

Yes / no questions	Short answers Affirmative	Short answers Negative
Was I	you were.	you weren't.
Were you	I was.	I wasn't.
Was he	he was.	he wasn't.
Was she interesting?	Yes, she was.	No, she wasn't.
Was it	it was.	it wasn't.
Were you	we were.	we weren't.
Were we	you were.	you weren't.
Were they	they were.	they weren't.

Wh- questions with the past of *be*

Wh- questions	Answers
Where were you last week?	I was on vacation.
How was the trip?	It was great.

Simple past Wh- questions

Wh- questions	Answers
Where you go on vacation?	Brazil.
When he get back?	Last night.
Who did he travel with?	His friend.
What did they do there?	They went to a festival.
Why you go there?	Because the festival is famous.
How you get there?	By plane.

Vocabulary

Adjectives

all right
awful
boring
exciting
fun
great
interesting
noisy
OK
quiet
so-so
terrible

Vacation activities

buy souvenirs
go sightseeing
go to a festival
go to the beach
relax
shop in markets
take a tour
take pictures

Good / bad news

I got a promotion.
I lost my wallet.
I missed my flight.
I was sick.
I won a contest.

Functions

Reacting to good news

That's great!
That's excellent!
That's awesome!

Reacting to bad news

Oh, no!
That's too bad.
That's terrible!

Grammar

Be going to statements

Affirmative statements	Negative statements
I am	I am not
You are	You are not
He is	He is not
She is going to buy a gift.	She is not going to buy a gift.
We are	We are not
They are	They are not

- You can use 'm, 's, and 're instead of am, is, and are in affirmative statements.
- You can use the contractions 's not or isn't, and 're not or aren't in negative statements.
- Use *be going to* to talk about future plans.

Yes / no questions with *be going to*

Yes / no questions	Short answers Affirmative	Short answers Negative
Am I	you are.	you aren't.
Are you	I am.	I'm not.
Is he	he is.	he isn't.
Is she	she is.	she isn't.
Is it going to leave?	Yes, it is.	No, it isn't.
Are you	we are.	we aren't.
Are we	you are.	you aren't.
Are they	they are.	they aren't.

- In affirmative short answers use the full forms above, NOT contractions:
Yes, you're. / Yes, I'm. / Yes, he's.

Wh- questions with *be going to*

Wh- Questions	
What am I	get him?
Where are we	buy it?
Who is he	invite?
How are we	send the invitations?
Why are you	have the party?
How are they	get there?

Object pronouns

Subject pronouns	Object pronouns
I	me
you	you
he	him
she	her
it	it
we	us
you	you
they	them

Vocabulary

Months

January
February
March
April
May
June
July
August
September
October
November
December

Party checklist

bake a cake
buy a gift
choose the music
decorate the room
make a guest list
plan the menu
prepare the food
send invitations

Special days

birthday
graduation
holiday
wedding

Ordinal numbers

1st-31st

1st first
2nd second
3rd third
4th fourth
5th fifth
6th sixth
7th seventh
8th eighth
9th ninth
10th tenth
11th eleventh
12th twelfth
13th thirteenth
20th twentieth
21st twenty-first
30th thirtieth
31st thirty-first

Functions

Declining an invitation

I'm sorry. I can't.
I'm afraid I can't.
I'm really sorry, but I can't.

Accepting an invitation

Sure. I'd love to.
Sounds good.
Yeah. That sounds great.

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Art direction, book design, and layout services: QBS Learning
Audio production: CityVox, NYC and John Marshall Media
Video production: Steadman Productions

