CAMBRIDGE

interchange

FOURTH EDITION

Jack C. Richards



with PDF and customizable versions of tests and quizzes

www.IRLanguage.com
Language
مرجع آموزش زبان ایرانیان

Intro

TEACHER'S EDITION

www.irLanguage.com

www.irLanguage.com

interchange

FOURTH EDITION

www.IRLanguage.com
Language
مرجع آموزش زبان ایرانیان

Jack C. Richards

Intro

TEACHER'S EDITION

CAMBRIDGE
UNIVERSITY PRESS

www.irLanguage.com

CAMBRIDGE UNIVERSITY PRESS
Cambridge, New York, Melbourne, Madrid, Cape Town,
Singapore, São Paulo, Delhi, Mexico City

Cambridge University Press
32 Avenue of the Americas, New York, NY 10013-2473, USA

www.cambridge.org
Information on this title: www.cambridge.org/9781107640115

© Cambridge University Press 2013

This publication is in copyright. Subject to statutory exception
and to the provisions of relevant collective licensing agreements,
no reproduction of any part may take place.without the written
permission of Cambridge University Press.

First published 1995
Second edition 2000
Third edition 2005
Reprinted 2013
Printed in Hong Kong, China, by Golden Cup Printing Company Limited

A catalog record for this publication is available from the British Library.

ISBN 978-1-107-64866-1 Intro Student's Book with Self-study DVD-ROM
ISBN 978-1-107-68031-9 Intro Student's Book A with Self-study DVD-ROM
ISBN 978-1-107-61155-9 Intro Student's Book B with Self-study DVD-ROM
ISBN 978-1-107-64871-5 Intro Workbook
ISBN 978-1-107-67020-4 Intro Workbook A
ISBN 978-1-107-61537-3 Intro Workbook B
ISBN 978-1-107-64011-5 Intro Teacher's Edition with Assessment Audio CD/CD-ROM
ISBN 978-1-107-61034-7 Intro Class Audio CDs
ISBN 978-1-107-61495-6 Intro Full Contact with Self-study DVD-ROM
ISBN 978-1-107-68000-5 Intro Full Contact A with Self-study DVD-ROM
ISBN 978-1-107-69456-9 Intro Full Contact B with Self-study DVD-ROM

For a full list of components, visit www. cambridge.org/interchange

It is normally necessary for written permission for copying to
be obtained *in advance* from a publisher. The language summaries
and appendix at the back of this book are designed to be copied
and distributed in class. The normal requirements are waived here
and it is not necessary to write to Cambridge University Press for
permission for an individual teacher to make copies for use within
his or her own classroom. Only those pages that carry the wording
'© Cambridge University Press' may be copied.

Art direction, book design, layout services, and photo research: Integra
Audio production: CityVox, NYC

www.irLanguage.com

Contents

Introduction

Plan of Intro Book iv
Author's acknowledgments viii
A letter from the author ix
The new edition x
Core series components xi
Student's Book overview xii
Self-study DVD-ROM overview xvi
Interchange Arcade overview xvii
Workbook overview xviii
Online Workbook overview xix
Teacher's Edition overview xx
Video Program overview xxi
Teacher Support Site overview xxiv
Classroom Presentation Software overview xxv
Animated Presentations and Placement Test Program overviews xxvi
Information on the CEFR xxvii
Essential teaching tips xxviii
Classroom language xxix

Teaching notes

1 It's nice to meet you. T-2
2 What's this? T-8
Progress check T-14
3 Where are you from? T-16
4 Whose jeans are these? T-22
Progress check T-28
5 What are you doing? T-30
6 My sister works downtown. T-36
Progress check T-42
7 Does it have a view? T-44
8 What do you do? T-50
Progress check T-56
9 Do we need any eggs? T-58
10 What sports do you play? T-64
Progress check T-70
11 What are you going to do? T-72
12 What's the matter? T-78
Progress check T-84
13 You can't miss it. T-86
14 Did you have fun? T-92
Progress check T-98
15 Where did you grow up? T-100
16 Can she call you later? T-106
Progress check T-112
Interchange activities T-114
Grammar plus T-132

Additional resources

Language summaries T-148
Appendix T-164
Workbook answer key T-165
Credits T-181

www.irLanguage.com

Plan of Intro Book

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

www.irLanguage.com

Pronunciation/Listening	Writing/Reading	Interchange Activity
Linked sounds Listening for the spelling of names, phone numbers, and email addresses	Writing a list of names, phone numbers, and email addresses	"Famous classmates": Introducing yourself to new people PAGE 114
Plural *-s* endings Listening for the locations of objects	Writing the locations of objects	"Find the differences": Comparing two pictures of a room PAGE 115
Syllable stress Listening for countries, cities, and languages; listening to descriptions of people	Writing questions requesting personal information	"Board game": Finding out more about your classmates PAGE 118
The letters *s* and *sh* Listening for descriptions of clothing and colors	Writing questions about what people are wearing	"Celebrity fashions": Describing celebrities' clothing PAGES 116–117
Rising and falling intonation Listening for times of the day; listening to identify people's actions	Writing times of the day "Friends Across a Continent": Reading an online chat between two friends	"What's wrong with this picture?": Describing what's wrong with a picture PAGE 119
Third-person singular *-s* endings Listening for activities and days of the week	Writing about your weekly routine "What's Your Schedule Like?": Reading about three people's daily schedules	"Class survey": Finding out more about classmates' habits and routines PAGE 120
Words with *th* Listening to descriptions of homes; listening to people shop for furniture	Writing about your dream home "Unusual Homes": Reading about two unusual homes	"Find the differences": Comparing two apartments PAGE 121
Reduction of *do* Listening to people describe their jobs	Writing about jobs "Job Profiles": Reading about four unusual jobs	"The perfect job": Figuring out what job is right for you PAGE 122

www.irLanguage.com

Titles/Topics	Speaking	Grammar
UNIT 9 PAGES 58–63		
Do we need any eggs? Basic foods; breakfast foods; meals	Talking about food likes and dislikes; giving opinions about healthy and unhealthy foods; talking about foods you have and need; describing eating habits	Count and noncount nouns; *some* and *any*; adverbs of frequency: *always, usually, often, sometimes, hardly ever, never*
UNIT 10 PAGES 64–69		
What sports do you play? Sports; abilities and talents	Asking about free-time activities; asking for and giving information about abilities and talents	Simple present Wh-questions; *can* for ability; yes/no and Wh-questions with *can*
PROGRESS CHECK PAGES 70–71		
UNIT 11 PAGES 72–77		
What are you going to do? Months and dates; birthdays, holidays, festivals, and special days	Asking about birthdays; talking about plans for the evening, weekend, and other occasions	The future with *be going to*; yes/no and Wh-questions with *be going to*; future time expressions
UNIT 12 PAGES 78–83		
What's the matter? Parts of the body; health problems and advice; medications	Describing health problems; talking about common medications; giving advice for health problems	*Have* + noun; *feel* + adjective; negative and positive adjectives; imperatives
PROGRESS CHECK PAGES 84–85		
UNIT 13 PAGES 86–91		
You can't miss it. Stores and things you can buy there; tourist attractions	Talking about stores and other places; asking for and giving directions	Prepositions of place: *on, on the corner of, across from, next to, between;* giving directions with imperatives
UNIT 14 PAGES 92–97		
Did you have fun? Weekends; chores and fun activities; vacations; summer activities	Asking for and giving information about weekend and vacation activities	Simple past statements with regular and irregular verbs; simple past yes/no questions and short answers
PROGRESS CHECK PAGES 98–99		
UNIT 15 PAGES 100–105		
Where did you grow up? Biographical information; years; school days	Asking for and giving information about date and place of birth; describing school experiences and memories	Statements and questions with the past of *be*; Wh-questions with *did, was,* and *were*
UNIT 16 PAGES 106–111		
Can she call you later? Locations; telephone calls; invitations; going out with friends	Describing people's locations; making, accepting, and declining invitations; making excuses	Prepositional phrases; subject and object pronouns; invitations with *Do you want to…?* and *Would you like to…?*; verb + *to*
PROGRESS CHECK PAGES 112–113		
GRAMMAR PLUS PAGES 132–151		

www.irLanguage.com

Pronunciation/Listening	Writing/Reading	Interchange Activity
Sentence stress Listening for people's food preferences	Writing about mealtime habits "Eating for Good Luck": Reading about foods people eat for good luck in the new year	"Snack survey": Taking a survey about snacks you eat and comparing answers PAGE 123
Pronunciation of *can* and *can't* Listening for people's favorite sports to watch or play; listening to people talk about their abilities	Writing questions about sports "An Interview with Shawn Johnson": Reading about the life of an Olympic athlete	"Hidden talents": Finding out more about your classmates' hidden talents PAGE 124
Reduction of *going to* Listening to people talk about their evening plans	Writing about weekend plans "What Are You Going to Do on Your Birthday?": Reading about birthday customs in different places	"Guessing game": Making guesses about a classmate's plans PAGE 125
Sentence intonation Listening to people talk about health problems; listening for medications	Writing advice for health problems "10 Simple Ways to Improve Your Health": Reading about ways to improve your health	"Helpful advice": Giving advice for some common problems PAGE 126
Compound nouns Listening to people talk about shopping; listening to directions	Writing directions "Edinburgh's Royal Mile": Reading about popular tourist attractions in Edinburgh, Scotland	"Giving directions": Asking for directions in a neighborhood PAGES 127, 128
Simple past *-ed* endings Listening to people talk about their past summer activities	Writing about last weekend "Did You Have a Good Weekend?": Reading about four people's weekend experiences	"Past and present": Comparing your classmates' present lives with their childhoods PAGE 129
Negative contractions Listening for places and dates of birth	Writing questions about a young person's life "Turning Pain to Gain": Reading about a young woman's life	"Life events": Making a time line of important events in your life PAGE 130
Reduction of *want to* and *have to* Listening to phone conversations; listening to voice-mail messages	Writing about weekend plans "Around Los Angeles: This Weekend": Reading about events on a web page	"Let's make a date!": Making plans with your classmates PAGE 131

www.irLanguage.com

Author's acknowledgments

A great number of people contributed to the development of *Interchange Fourth Edition*. Particular thanks are owed to the reviewers using *Interchange, Third Edition* in the following schools and institutes – their insights and suggestions have helped define the content and format of the fourth edition:

Ian Geoffrey Hanley, **The Address Education Center**, Izmir, Turkey

James McBride, **AUA Language Center**, Bangkok, Thailand

Jane Merivale, **Centennial College**, Toronto, Ontario, Canada

Elva Elena Peña Andrade, **Centro de Auto Aprendizaje de Idiomas**, Nuevo León, Mexico

José Paredes, **Centro de Educación Continua de la Escuela Politécnica Nacional** (CEC-EPN), Quito, Ecuador

Chia-jung Tsai, **Changhua University of Education**, Changhua City, Taiwan

Kevin Liang, **Chinese Culture University**, Taipei, Taiwan

Roger Alberto Neira Perez, **Colegio Santo Tomás de Aquino**, Bogotá, Colombia

Teachers at **Escuela Miguel F. Martínez**, Monterrey, Mexico

Maria Virgínia Goulart Borges de Lebron, **Great Idiomas**, São Paulo, Brazil

Gina Kim, **Hoseo University**, Chungnam, South Korea

Heeyong Kim, Seoul, South Korea

Elisa Borges, **IBEU-Rio**, Rio de Janeiro, Brazil

Jason M. Ham, **Inha University**, Incheon, South Korea

Rita de Cássia S. Silva Miranda, **Instituto Batista de Idiomas**, Belo Horizonte, Brazil

Teachers at **Instituto Politécnico Nacional**, Mexico City, Mexico

Victoria M. Roberts and Regina Marie Williams, **Interactive College of Technology**, Chamblee, Georgia, USA

Teachers at **Internacional de Idiomas**, Mexico City, Mexico

Marcelo Serafim Godinho, **Life Idiomas**, São Paulo, Brazil

J. Kevin Varden, **Meiji Gakuin University**, Yokohama, Japan

Rosa Maria Valencia Rodríguez, Mexico City, Mexico

Chung-Ju Fan, **National Kinmen Institute of Technology**, Kinmen, Taiwan

Shawn Beasom, **Nihon Daigaku**, Tokyo, Japan

Gregory Hadley, **Niigata University of International and Information Studies**, Niigata, Japan

Chris Ruddenklau, **Osaka University of Economics and Law**, Osaka, Japan

Byron Roberts, **Our Lady of Providence Girls' High School**, Xindian City, Taiwan

Simon Banha, **Phil Young's English School**, Curitiba, Brazil

Flávia Gonçalves Carneiro Braathen, **Real English Center**, Viçosa, Brazil

Márcia Cristina Barboza de Miranda, **SENAC**, Recife, Brazil

Raymond Stone, **Seneca College of Applied Arts and Technology**, Toronto, Ontario, Canada

Gen Murai, **Takushoku University**, Tokyo, Japan

Teachers at **Tecnológico de Estudios Superiores de Ecatepec**, Mexico City, Mexico

Teachers at **Universidad Autónoma Metropolitana–Azcapotzalco**, Mexico City, Mexico

Teachers at **Universidad Autónoma de Nuevo León**, Monterrey, Mexico

Mary Grace Killian Reyes, **Universidad Autónoma de Tamaulipas**, Tampico Tamaulipas, Mexico

Teachers at **Universidad Estatal del Valle de Ecatepec**, Mexico City, Mexico

Teachers at **Universidad Nacional Autónoma de Mexico – Zaragoza**, Mexico City, Mexico

Teachers at **Universidad Nacional Autónoma de Mexico – Iztacala**, Mexico City, Mexico

Luz Edith Herrera Diaz, Veracruz, Mexico

Seri Park, **YBM PLS**, Seoul, South Korea

Self-assessment charts revised by Alex Tilbury

Grammar plus written by Karen Davy

www.irLanguage.com

A letter from the author

Dear teachers and colleagues,

Together with Cambridge University Press, I have always been committed to ensuring that the *Interchange* series continues to provide you and your students with the best possible teaching and learning resources. This means I always seek ways to add new features to the course to make sure it reflects the best practices in language teaching. I am delighted to tell you that I have now prepared a new edition of the series to make sure it continues to be the market leader in English language teaching today.

Here are some of the things you can look forward to in the fourth edition:

- a fresh **new design, new illustrations** and **photos**, and **updated content**
- a new **Self-study DVD-ROM** in the back of each Student's Book that provides additional skills and video viewing practice
- a revised **Teacher's Edition** now with an **Assessment Audio CD/CD-ROM** that features ready-to-print PDFs and customizable Microsoft Word tests
- an array of **new technology** components to support teaching and enhance learning both inside and outside of the classroom
- the all-new *Interchange Video Program* and accompanying Video Resource materials

In addition, the features that have made *Interchange* the world's most popular and successful English course continue to be the hallmarks of the fourth edition:

- the same **trusted methodology** and proven approach
- **flexibility** for use in any teaching situation
- a wealth of resources for teacher training and professional development

I look forward to introducing you to the fourth edition of *Interchange*.

With best wishes and warmest regards,

Jack C. Richards

www.irLanguage.com

The new edition

Interchange Fourth Edition is a fully revised edition of *Interchange Third Edition*, the world's most successful series for adult and young adult learners of English.

The course has been thoroughly updated, and it remains the innovative series teachers and students have grown to love, while incorporating suggestions from teachers and students all over the world. There is new content in every unit, additional grammar practice, as well as opportunities to develop speaking and listening skills.

What's new

Content – more than half of the readings are new and many others have been updated.

Grammar plus – the self-study section at the back of the Student's Book provides additional grammar practice that students can do in class or as homework. An answer key is also included at the back of the book, so students can check their work.

Progress checks – the Self-assessment charts have been revised to reflect student outcomes, and the statements are aligned with the Common European Framework of Reference (CEFR). This allows students to assess their ability to communicate effectively rather than focus on mastery of grammar.

Student's self-study DVD-ROM – contains brand new content at each level of the Student's Book. The interactive activities provide students with extra practice in vocabulary, grammar, listening, speaking, and reading. It also contains the complete video program with activities that allow students to check their comprehension themselves.

Assessment Audio CD / CD-ROM – contains eight oral and written quizzes plus a midterm and final exam. The quizzes are available in two formats – as ready-to-print PDFs and in Microsoft Word. The audio program, audio scripts, and answer keys are also included on this disc.



www.irLanguage.com

Core series components

Interchange Fourth Edition has a variety of 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 *NEW!* Self-study DVD-ROM	The Student's Book is intended for classroom use and contains 16 six-page units. The Self-study DVD-ROM provides additional vocabulary, grammar, listening, speaking, reading, and full class video–viewing practice.
Class Audio CDs	The Class Audio CDs are intended for classroom use. The CDs provide audio for all the audio sections in the Student's Book.
Teacher's Edition with *NEW!* Assessment Audio CD / CD-ROM	The interleaved Teacher's Edition with Assessment Audio CD / CD-ROM includes: • Page-by-page teaching notes with step-by-step lesson plans • Audio scripts and answer keys for the Student's Book, Workbook, and DVD • Language summaries of the new vocabulary and expressions in each unit • Supplementary Resource Overviews that make it easy to plan what to teach for each unit • A complete assessment program, including oral and written quizzes, as well as review unit tests in printable PDF and Microsoft Word formats
Workbook	The Workbook's six-page units can be used in class or for homework. Each unit provides students with additional grammar, vocabulary, and writing practice.
***NEW!* Online Workbook**	The Online Workbook is an online version of the print workbook, optimized for online practice. The Online Workbook provides instant feedback for hundreds of activities as well as simple tools to monitor progress.
***NEW!* Video Program**	Videos for each unit offer entertaining free-standing sequences that reinforce and extend the language presented in the Student's Book. Video Resource Books include step-by-step comprehension and conversation activities and detailed teaching suggestions.
***NEW!* Classroom Presentation Software**	Classroom Presentation Software can be used on an interactive whiteboard, portable interactive software technology, or with a computer or projector. This software is intended for classroom use and presents the Student's Book, audio, and video.
***NEW!* Animated Presentations**	Student's Book pages are reproduced digitally in MS PowerPoint format, allowing teachers to complete activities in front of the classroom using only a computer and a projector.
***NEW!* *Interchange* Arcade**	*Interchange* Arcade is a free self-study website offering fun, interactive, self-scoring activities for each unit. The *Interchange* Arcade includes activities that help students practice listening, vocabulary, grammar, and reading skills. MP3s of the class audio program can also be found here.
Placement Test	The placement test provides three versions of the placement test and four achievement tests for each level of the Student's Book, as well as for *Passages* 1 and 2.

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

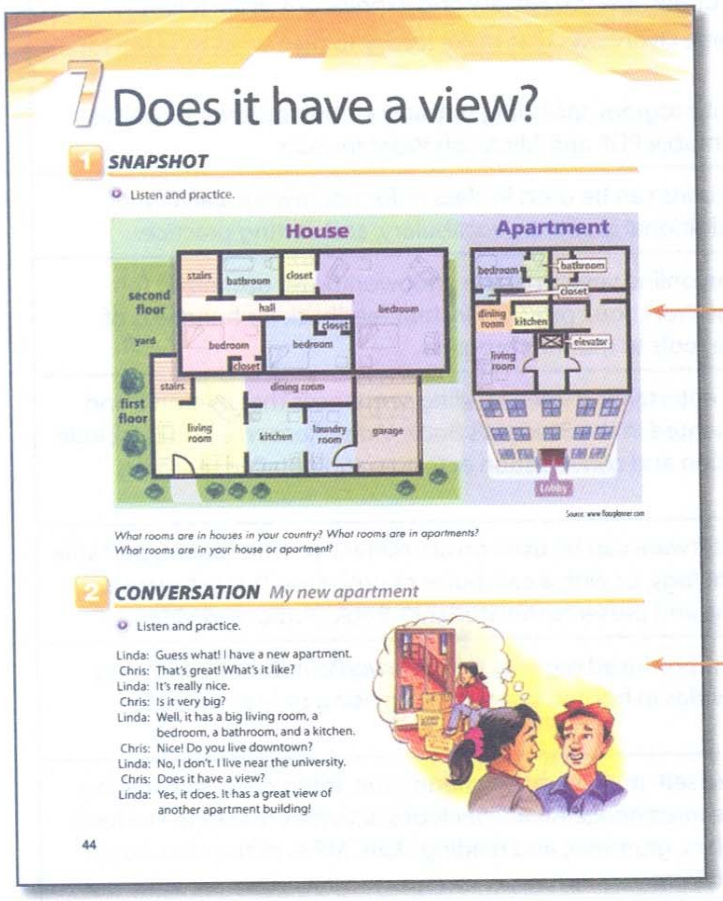
www.irLanguage.com

Student's Book overview

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

Cycle 1 (Exercises 1–4)

Topic: houses and apartments
Grami simple present questions and short answers
Functi describe houses and apartments



7 Does it have a view?

1 SNAPSHOT

Listen and practice.

House

Apartment

second floor
first floor
yard
stairs
bathroom
closet
hall
bedroom
bedroom
closet
bedroom
closet
stairs
dining room
living room
kitchen
laundry room
garage
bedroom
bathroom
closet
dining room
kitchen
elevator
living room

What rooms are in houses in your country? What rooms are in apartments?
What rooms are in your house or apartment?

2 CONVERSATION *My new apartment*

Listen and practice.

Linda: Guess what! I have a new apartment.
Chris: That's great! What's it like?
Linda: It's really nice.
Chris: Is it very big?
Linda: Well, it has a big living room, a bedroom, a bathroom, and a kitchen.
Chris: Nice! Do you live downtown?
Linda: No, I don't. I live near the university.
Chris: Does it have a view?
Linda: Yes, it does. It has a great view of another apartment building!

44

Snapshot

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

Conversation

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

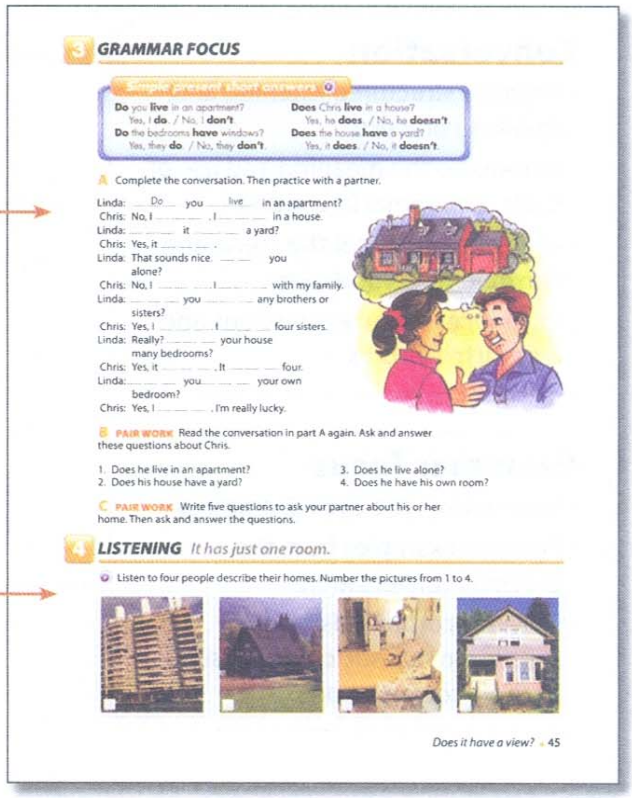
www.irLanguage.com

Grammar focus

- Summarizes the Cycle 1 grammar
- Includes audio recordings of the grammar
- Provides controlled grammar practice in realistic contexts, such as short conversations
- Provides freer, more personalized speaking practice

Listening

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



3 GRAMMAR FOCUS

Simple present: short answers

Do you **live** in an apartment? Yes, I **do**. / No, I **don't**.
Does Chris **live** in a house? Yes, he **does**. / No, he **doesn't**.
Do the bedrooms **have** windows? Yes, they **do**. / No, they **don't**.
Does the house **have** a yard? Yes, it **does**. / No, it **doesn't**.

A Complete the conversation. Then practice with a partner.

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

B PAIR WORK Read the conversation in part A again. Ask and answer these questions about Chris.

1. Does he live in an apartment?
2. Does his house have a yard?
3. Does he live alone?
4. Does he have his own room?

C PAIR WORK Write five questions to ask your partner about his or her home. Then ask and answer the questions.

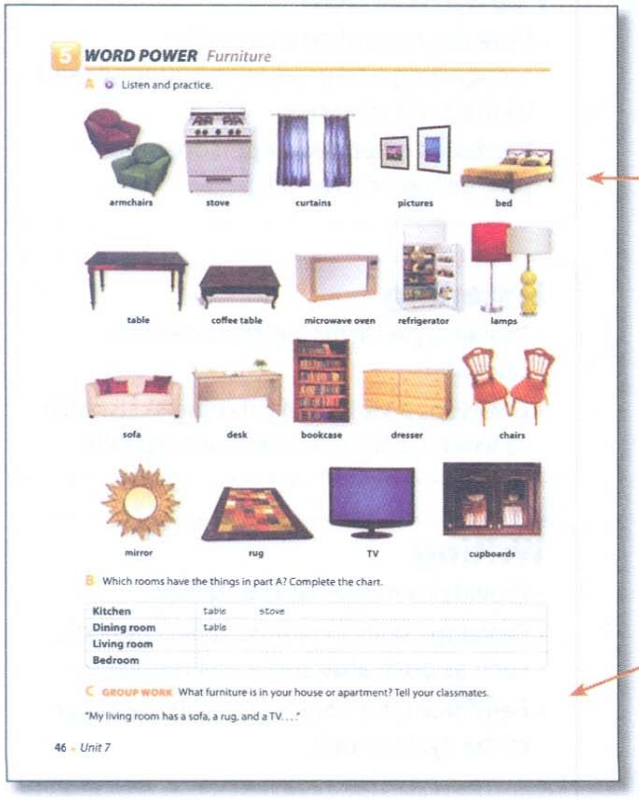
4 LISTENING *It has just one room.*

Listen to four people describe their homes. Number the pictures from 1 to 4.

Does it have a view? 45

Cycle 2 (Exercises 5–12)

Topic: furniture
Grammar: statements with *there is/there are*
Function: discuss furniture and dream homes



5 WORD POWER *Furniture*

A Listen and practice.

armchairs, stove, curtains, pictures, bed, table, coffee table, microwave oven, refrigerator, lamps, sofa, desk, bookcase, dresser, chairs, mirror, rug, TV, cupboards

B Which rooms have the things in part A? Complete the chart.

Kitchen	table, stove
Dining room	table
Living room	
Bedroom	

C GROUP WORK What furniture is in your house or apartment? Tell your classmates.

"My living room has a sofa, a rug, and a TV. . . ."

46 Unit 7

Word power

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

Discussion

- Provides communicative tasks that help develop oral fluency
- Recycles grammar and vocabulary in the cycle
- Includes pair work, group work, and class activities

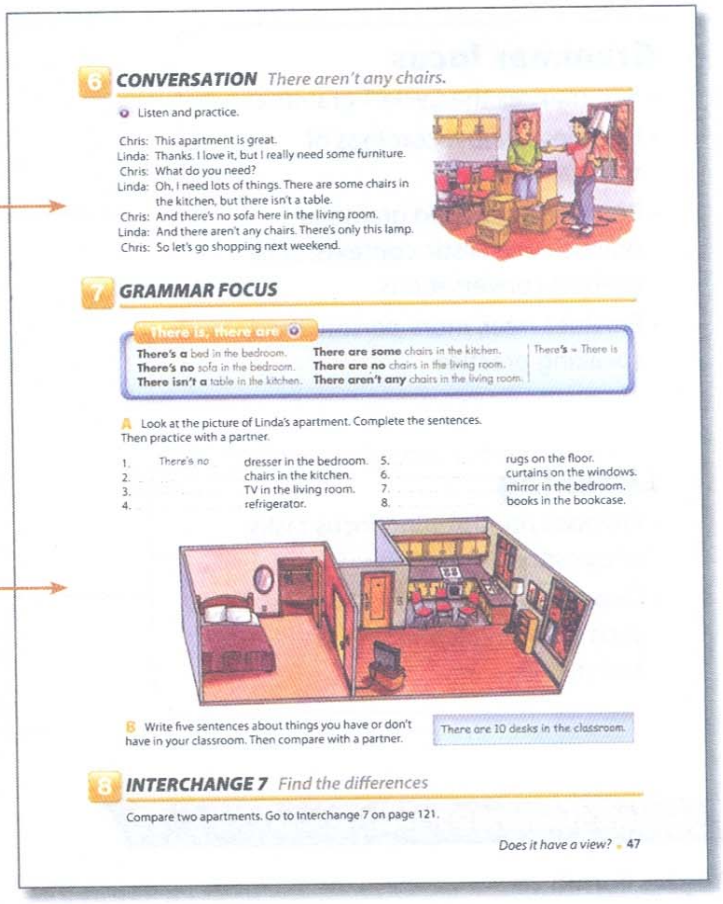
www.irLanguage.com

Conversation

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

Grammar focus

- Summarizes the Cycle 2 grammar
- Presents examples from the previous conversation
- Provides controlled grammar practice in realistic contexts, such as short conversations



6 CONVERSATION *There aren't any chairs.*

Listen and practice.

Chris: This apartment is great.
Linda: Thanks. I love it, but I really need some furniture.
Chris: What do you need?
Linda: Oh, I need lots of things. There are some chairs in the kitchen, but there isn't a table.
Chris: And there's no sofa here in the living room.
Linda: And there aren't any chairs. There's only this lamp.
Chris: So let's go shopping next weekend.

7 GRAMMAR FOCUS

There is, there are

There's a bed in the bedroom.	**There are some** chairs in the kitchen.
There's no sofa in the bedroom.	**There are no** chairs in the living room.
There isn't a table in the kitchen.	**There aren't any** chairs in the living room.

There's = There is

A Look at the picture of Linda's apartment. Complete the sentences. Then practice with a partner.

1. There's no dresser in the bedroom.
2. ... chairs in the kitchen.
3. ... TV in the living room.
4. ... refrigerator.
5. ... rugs on the floor.
6. ... curtains on the windows.
7. ... mirror in the bedroom.
8. ... books in the bookcase.

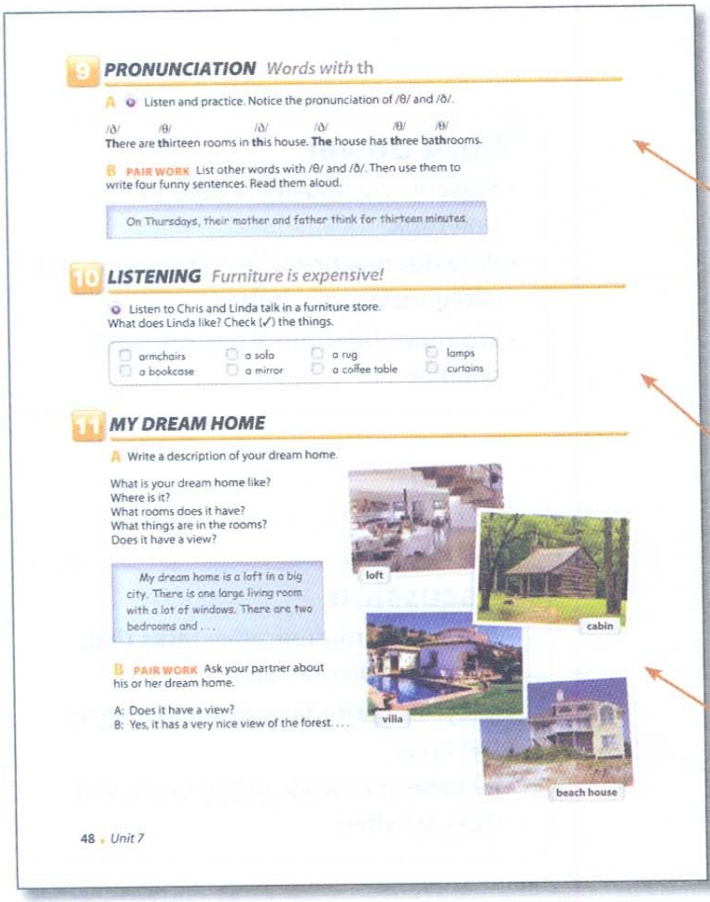
B Write five sentences about things you have or don't have in your classroom. Then compare with a partner.

There are 10 desks in the classroom.

8 INTERCHANGE 7 *Find the differences*

Compare two apartments. Go to Interchange 7 on page 121.

Does it have a view? • 47



9 PRONUNCIATION *Words with* th

A Listen and practice. Notice the pronunciation of /θ/ and /ð/.

/ð/ /θ/ /ð/ /ð/ /θ/ /θ/
There are thirteen rooms in this house. The house has three bathrooms.

B PAIR WORK List other words with /θ/ and /ð/. Then use them to write four funny sentences. Read them aloud.

On Thursdays, their mother and father think for thirteen minutes.

10 LISTENING *Furniture is expensive!*

Listen to Chris and Linda talk in a furniture store. What does Linda like? Check (✓) the things.

☐ armchairs	☐ a sofa	☐ a rug	☐ lamps
☐ a bookcase	☐ a mirror	☐ a coffee table	☐ curtains

11 MY DREAM HOME

A Write a description of your dream home.

What is your dream home like?
Where is it?
What rooms does it have?
What things are in the rooms?
Does it have a view?

My dream home is a loft in a big city. There is one large living room with a lot of windows. There are two bedrooms and . . .

B PAIR WORK Ask your partner about his or her dream home.

A: Does it have a view?
B: Yes, it has a very nice view of the forest. . . .

loft
cabin
villa
beach house

48 • Unit 7

Pronunciation

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

Listening

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

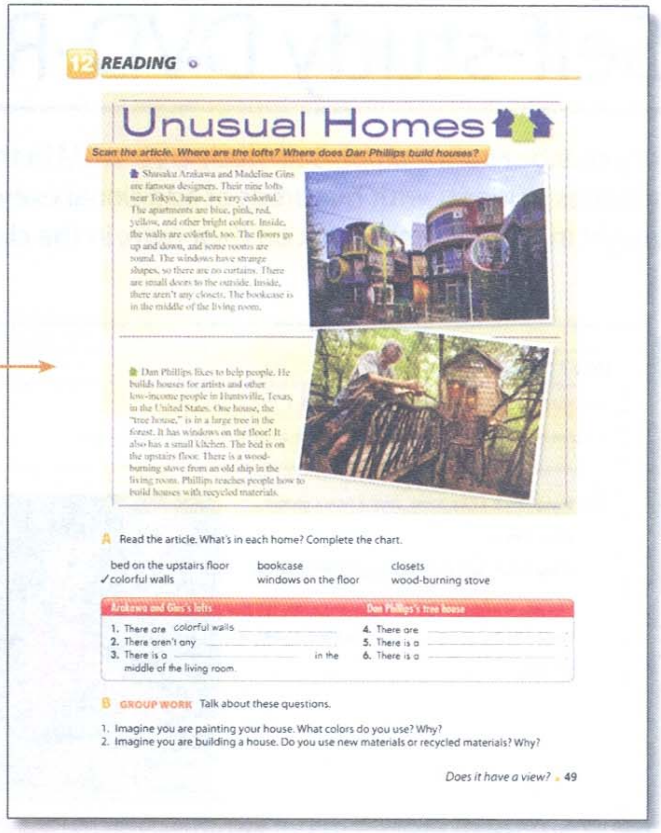
Writing

- Provides a model writing sample
- Develops skills in writing different texts, such as postcards and email messages
- Reinforces the vocabulary and grammar in the cycle or unit

www.irLanguage.com

Reading

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



12 READING

Unusual Homes

Scan the article. Where are the lofts? Where does Dan Phillips build houses?

Shusaku Arakawa and Madeline Gins are famous designers. Their nine lofts near Tokyo, Japan, are very colorful. The apartments are blue, pink, red, yellow, and other bright colors. Inside, the walls are colorful, too. The floors go up and down, and some rooms are round. The windows have strange shapes, so there are no curtains. There are small doors to the outside. Inside, there aren't any closets. The bookcase is in the middle of the living room.

Dan Phillips likes to help people. He builds houses for artists and other low-income people in Huntsville, Texas, in the United States. One house, the "tree house," is in a large tree in the forest. It has windows on the floor! It also has a small kitchen. The bed is on the upstairs floor. There is a wood-burning stove from an old ship in the living room. Phillips teaches people how to build houses with recycled materials.

A Read the article. What's in each home? Complete the chart.

bed on the upstairs floor ✓colorful walls bookcase windows on the floor closets wood-burning stove

Arakawa and Gins's lofts	Dan Phillips's tree house
1. There are colorful walls	4. There are
2. There aren't any	5. There is a
3. There is a in the middle of the living room.	6. There is a

B GROUP WORK Talk about these questions.

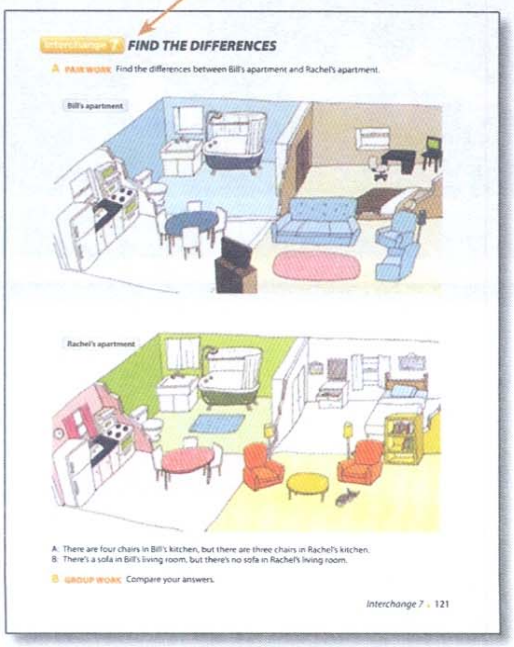
1. Imagine you are painting your house. What colors do you use? Why?
2. Imagine you are building a house. Do you use new materials or recycled materials? Why?

Does it have a view? ▲ 49

In the back of the book

Interchange activity

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



Interchange 7 FIND THE DIFFERENCES

A PAIR WORK Find the differences between Bill's apartment and Rachel's apartment.

Bill's apartment

Rachel's apartment

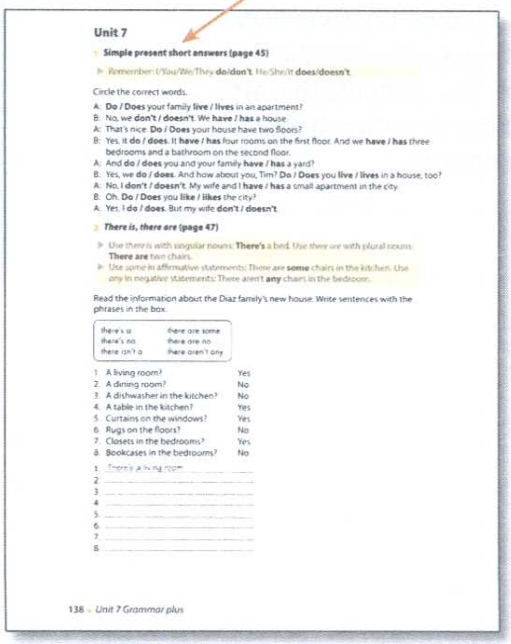
A: There are four chairs in Bill's kitchen, but there are three chairs in Rachel's kitchen.
B: There's a sofa in Bill's living room, but there's no sofa in Rachel's living room.

B GROUP WORK Compare your answers.

Interchange 7 ▲ 121

Grammar plus

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



Unit 7

1 Simple present short answers (page 45)

▶ Remember: I/You/We/They do/don't. He/She/It does/doesn't.

Circle the correct words.

A: **Do / Does** your family **live / lives** in an apartment?
B: No, we **don't / doesn't**. We **have / has** a house.
A: That's nice. **Do / Does** your house have two floors?
B: Yes, it **do / does**. It **have / has** four rooms on the first floor. And we **have / has** three bedrooms and a bathroom on the second floor.
A: And **do / does** you and your family **have / has** a yard?
B: Yes, we **do / does**. And how about you, Tim? **Do / Does** you **live / lives** in a house, too?
A: No, I **don't / doesn't**. My wife and I **have / has** a small apartment in the city.
B: Oh. **Do / Does** you **like / likes** the city?
A: Yes. I **do / does**. But my wife **don't / doesn't**.

2 There is, there are (page 47)

▶ Use *there is* with singular nouns: **There's** a bed. Use *there are* with plural nouns: **There are** two chairs.
▶ Use *some* in affirmative statements: There are **some** chairs in the kitchen. Use *any* in negative statements: There aren't **any** chairs in the bedroom.

Read the information about the Diaz family's new house. Write sentences with the phrases in the box.

there's a / there's no / there isn't a — there are some / there are no / there aren't any

1. A living room?	Yes
2. A dining room?	No
3. A dishwasher in the kitchen?	No
4. A table in the kitchen?	Yes
5. Curtains on the windows?	Yes
6. Rugs on the floors?	No
7. Closets in the bedrooms?	Yes
8. Bookcases in the bedrooms?	No

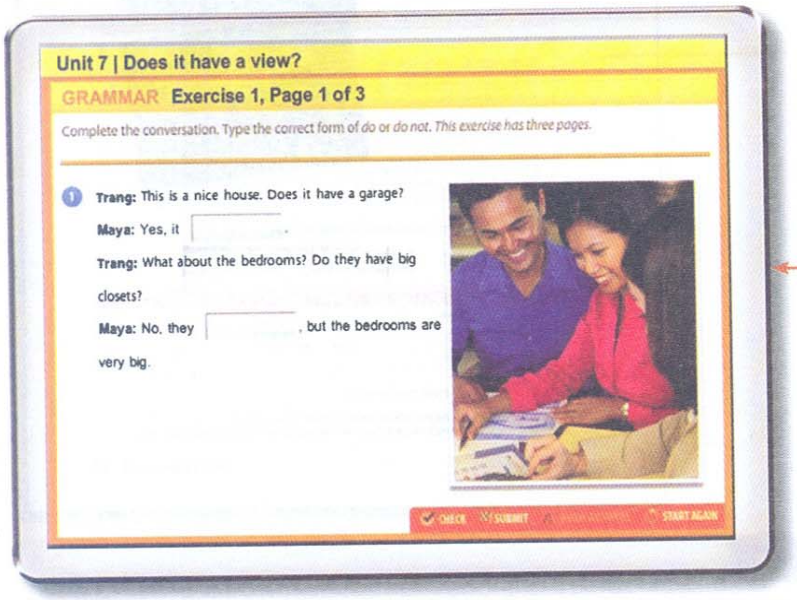
1. There is a living room.
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

138 ▲ Unit 7 Grammar plus

www.irLanguage.com

Self-study DVD-ROM overview

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



Interactive exercises

Hundreds of interactive exercises provide hours of additional:

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

www.irLanguage.com
Language
مرجع آموزش زبان ایرانیان

The complete *Interchange* video program

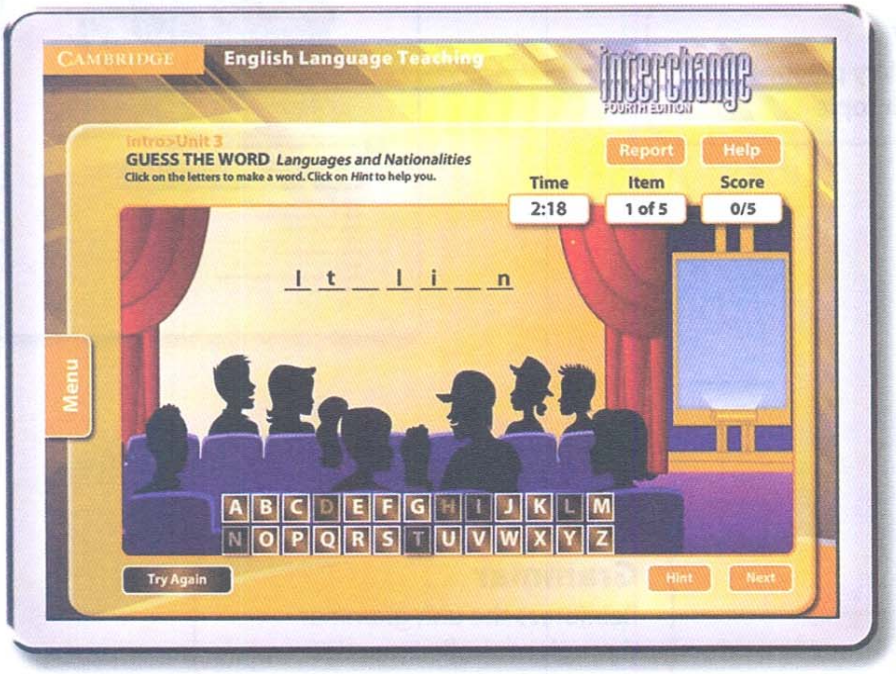
The entire *Interchange* video program for this level is included on the DVD-ROM with new exercises that allow the students to watch and check comprehension themselves.



www.irLanguage.com

Interchange Arcade overview

Interchange Arcade is a free self-study website for students that offers fun, interactive, self-scoring activities for each unit of each level of *Interchange Fourth Edition*. Using animated characters, sound effects, and illustrations, *Interchange* Arcade includes activities that help students practice listening, vocabulary, grammar, and reading skills.



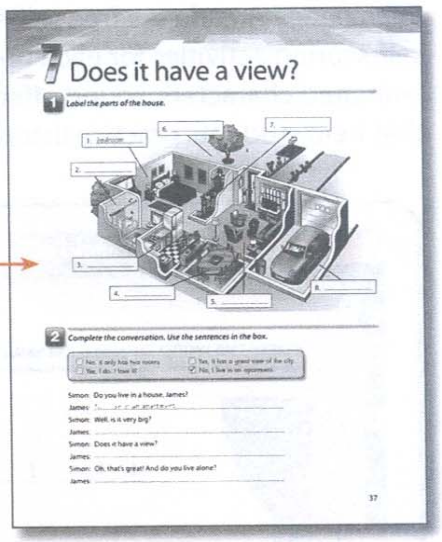


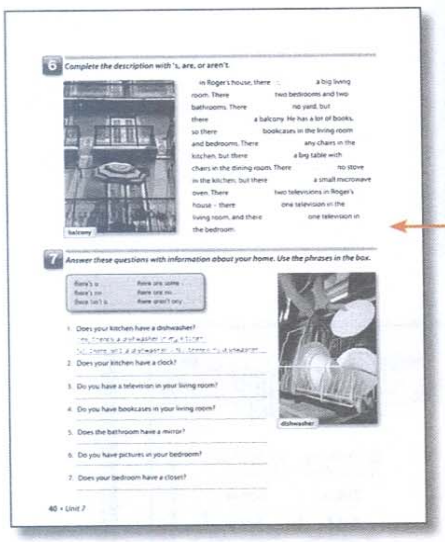
www.irLanguage.com

Workbook overview

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

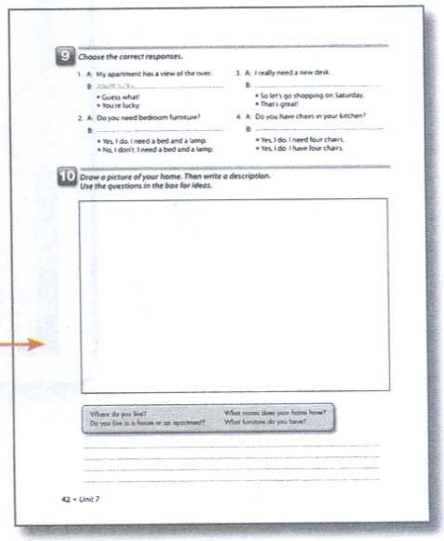
Vocabulary
Provides vocabulary practice based on the unit topic





Grammar
Reinforces the unit grammar through controlled practice

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

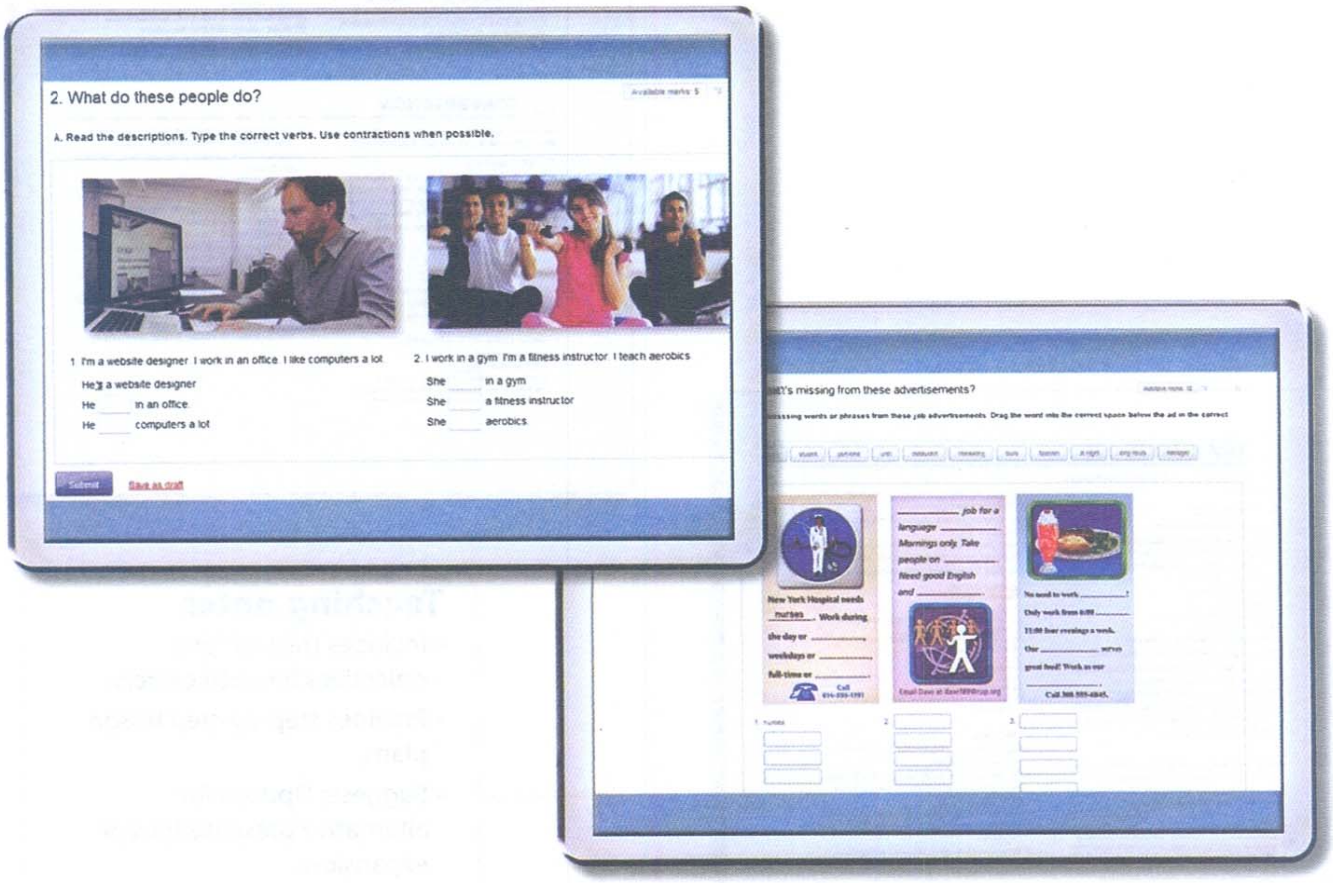


www.irLanguage.com

Online Workbook overview

Each level of the *Interchange Fourth Edition Online Workbooks* provides additional activities to reinforce what is presented in the corresponding Student's Book. They provide all the familiarity of a traditional print workbook with the ease of online delivery. Each *Online Workbook* includes:

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



The *Interchange Fourth Edition Online Workbooks* can be purchased in a variety of ways:

- directly online; using a credit card,
- as an institutional subscription,
- as a stand-alone access card, or
- as part of a Student's Book with Online Workbook Pack.

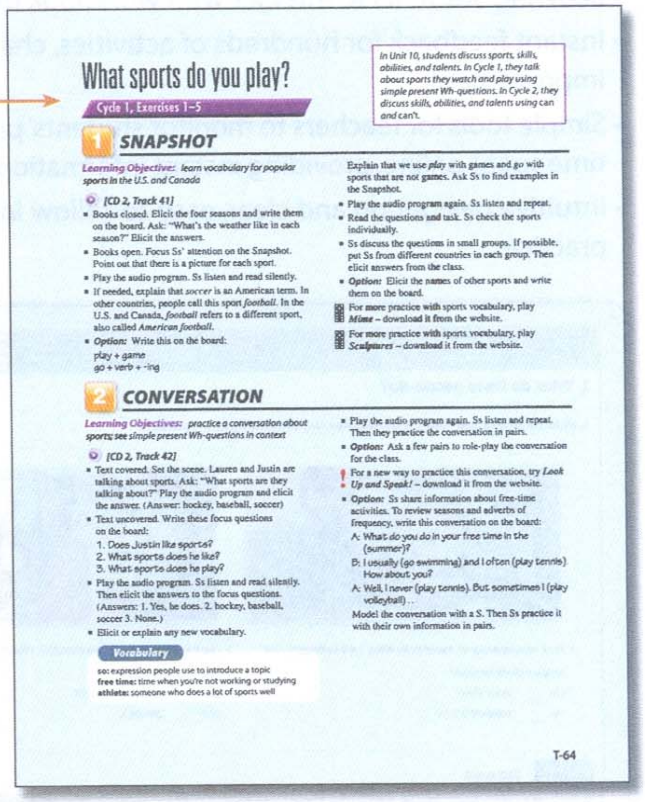
Please contact your local Cambridge representative for more details.

www.irLanguage.com

Teacher's Edition overview

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

Unit preview
Previews the topics, grammar, and functions in each unit



What sports do you play?

In Unit 10, students discuss sports, skills, abilities, and talents. In Cycle 1, they talk about sports they watch and play using simple present Wh-questions. In Cycle 2, they discuss skills, abilities, and talents using can and can't.

Cycle 1, Exercises 1–5

1 SNAPSHOT

Learning Objective: learn vocabulary for popular sports in the U.S. and Canada

[CD 2, Track 41]

- Books closed. Elicit the four seasons and write them on the board. Ask: "What's the weather like in each season?" Elicit the answers.
- Books open. Focus Ss' attention on the Snapshot. Point out that there is a picture for each sport.
- Play the audio program. Ss listen and read silently.
- If needed, explain that *soccer* is an American term. In other countries, people call this sport *football*. In the U.S. and Canada, *football* refers to a different sport, also called *American football*.
- *Option:* Write this on the board:
  play + *game*
  go + verb + *-ing*

Explain that we use *play* with games and go with sports that are not games. Ask Ss to find examples in the Snapshot.

- Play the audio program again. Ss listen and repeat.
- Read the questions and task. Ss check the sports individually.
- Ss discuss the questions in small groups. If possible, put Ss from different countries in each group. Then elicit answers from the class.
- *Option:* Elicit the names of other sports and write them on the board.

For more practice with sports vocabulary, play *Mime* – download it from the website.

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

2 CONVERSATION

Learning Objectives: practice a conversation about sports; see simple present Wh-questions in context

[CD 2, Track 42]

- Text covered. Set the scene. Lauren and Justin are talking about sports. Ask: "What sports are they talking about?" Play the audio program and elicit the answer. (Answer: hockey, baseball, soccer)
- Text uncovered. Write these focus questions on the board:
  1. Does Justin like sports?
  2. What sports does he like?
  3. What sports does he play?
- Play the audio program. Ss listen and read silently. Then elicit the answers to the focus questions. (Answers: 1. Yes, he does. 2. hockey, baseball, soccer 3. None.)
- Elicit or explain any new vocabulary.

Vocabulary
so: expression people use to introduce a topic
free time: time when you're not working or studying
athlete: someone who does a lot of sports well

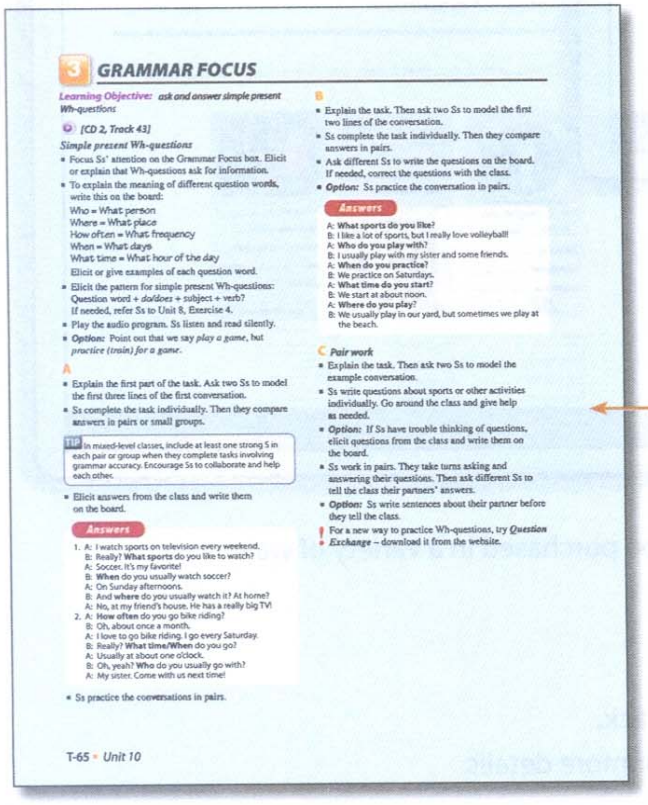
- Play the audio program again. Ss listen and repeat. Then they practice the conversation in pairs.
- *Option:* Ask a few pairs to role-play the conversation for the class.

For a new way to practice this conversation, try *Look Up and Speak!* – download it from the website.

- *Option:* Ss share information about free-time activities. To review seasons and adverbs of frequency, write this conversation on the board:
  A: What *do you do* in your free time in the (summer)?
  B: I usually (go swimming) and I often (play tennis). How about you?
  A: Well, I never (play tennis). But sometimes I (play volleyball) . . .

Model the conversation with a S. Then Ss practice it with their own information in pairs.

T-64



3 GRAMMAR FOCUS

Learning Objective: ask and answer simple present Wh-questions

[CD 2, Track 43]

Simple present Wh-questions

- Focus Ss' attention on the Grammar Focus box. Elicit or explain that Wh-questions ask for information.
- To explain the meaning of different question words, write this on the board:
  Who = What person
  Where = What place
  How often = What frequency
  When = What days
  What time = What hour of the day
  Elicit or give examples of each question word.
- Elicit the pattern for simple present Wh-questions: Question word + *do/does* + subject + verb? If needed, refer Ss to Unit 8, Exercise 4.
- Play the audio program. Ss listen and read silently.
- *Option:* Point out that we say *play a game*, but *practice (train) for a game*.

A

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

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

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

Answers

1. A: I watch sports on television every weekend.
   B: Really? **What sports** do you like to watch?
   A: Soccer. It's my favorite!
   B: **When** do you usually watch soccer?
   A: On Sunday afternoons.
   B: And **where** do you usually watch it? At home?
   A: No, at my friend's house. He has a really big TV!
2. A: **How often** do you go bike riding?
   B: Oh, about once a month.
   A: I love to go bike riding. I go every Saturday.
   B: Really? **What time/When** do you go?
   A: Usually at about one o'clock.
   B: Oh, yeah? **Who** do you usually go with?
   A: My sister. Come with us next time!

- Ss practice the conversations in pairs.

B

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

Answers

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

C *Pair work*

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

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

T-65 ▪ *Unit 10*

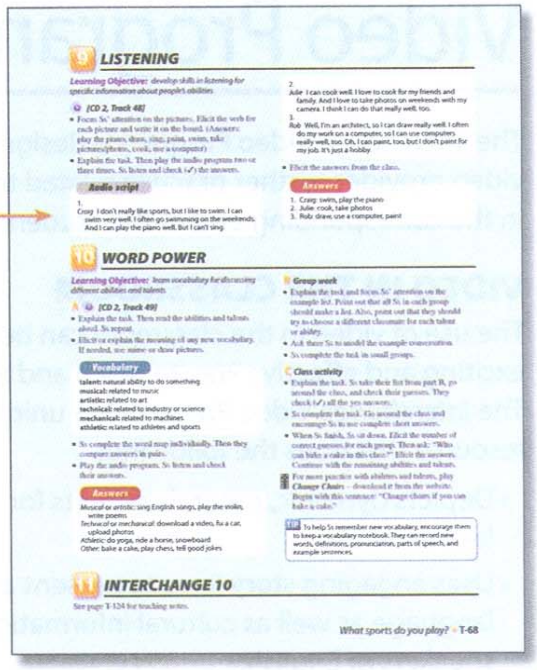
Teaching notes

- Includes the Learning objectives for each exercise
- Provides step-by-step lesson plans
- Suggests Options for alternative presentations or expansions
- Provides alternative ways to present and review exercises in the Fresh ideas

www.irLanguage.com

Teaching notes

- Includes Audio scripts
- Provides stimulating and fun Games to review or practice skills such as grammar and vocabulary.
- Includes Answers and Vocabulary definitions
- Provides Tips that promote teacher training and development



LISTENING

Learning Objective: develop skills in listening for specific information about people's abilities

WORD POWER

Learning Objective: learn vocabulary for discussing different abilities and talents

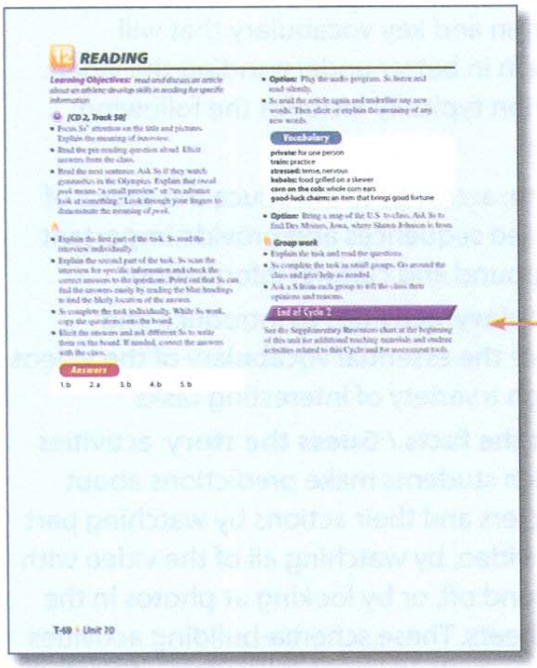
INTERCHANGE 10

See page T-124 for teaching notes.

What sports do you play? • T-68

End-of-cycle

- Provides suggestions for further practice in other *Interchange Fourth Edition* components and online
- Provides suggestions for regular assessment using quizzes and tests



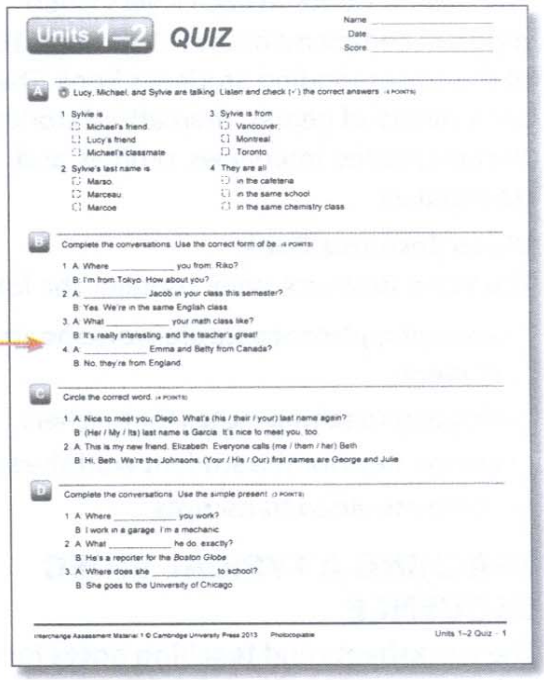
READING

Learning Objectives: read and discuss an article about an athlete; develop skills in reading for specific information

T-69 • Unit 10

Assessment Audio CD / CD-ROM

- Contains oral and written quizzes and tests
- Ready-to-print PDFs of all quizzes and midterm and final tests make teacher preparation easy
- Microsoft Word formats of all quizzes and tests give teachers the option to customize the material
- Provides support audio, audio scripts, and answer keys



Units 1–2 QUIZ

Name _____
Date _____
Score _____

A Lucy, Michael, and Sylvie are talking. Listen and check (✓) the correct answers. (4 POINTS)

1 Sylvie is
- ☐ Michael's friend.
- ☐ Lucy's friend.
- ☐ Michael's classmate.

2 Sylvie's last name is
- ☐ Marso.
- ☐ Marceau.
- ☐ Marcoe.

3 Sylvie is from
- ☐ Vancouver.
- ☐ Montreal.
- ☐ Toronto.

4 They are all
- ☐ in the cafeteria.
- ☐ in the same school.
- ☐ in the same chemistry class.

B Complete the conversations. Use the correct form of *be*. (4 POINTS)

1 A: Where _____ you from, Riko?
B: I'm from Tokyo. How about you?
2 A: _____ Jacob in your class this semester?
B: Yes. We're in the same English class.
3 A: What _____ your math class like?
B: It's really interesting, and the teacher's great!
4 A: _____ Emma and Betty from Canada?
B: No, they're from England.

C Circle the correct word. (4 POINTS)

1 A: Nice to meet you, Diego. What's (his / their / your) last name again?
B: (Her / My / Its) last name is Garcia. It's nice to meet you, too.
2 A: This is my new friend, Elizabeth. Everyone calls (me / them / her) Beth.
B: Hi, Beth. We're the Johnsons. (Your / His / Our) first names are George and Julie.

D Complete the conversations. Use the simple present. (5 POINTS)

1 A: Where _____ you work?
B: I work in a garage. I'm a mechanic.
2 A: What _____ he do, exactly?
B: He's a reporter for the *Boston Globe*.
3 A: Where does she _____ to school?
B: She goes to the University of Chicago.

Interchange Assessment Material 1 © Cambridge University Press 2013 Photocopiable Units 1–2 Quiz • 1

For more information on the Placement Test Program see page xxvi.

www.irLanguage.com

Video Program overview

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

VIDEO IN THE CLASSROOM

The use of video in the classroom can be an exciting and effective way to teach and learn. The *Interchange* Video Program is a unique resource that does the following:

- Depicts dynamic, natural contexts for language use.
- Uses engaging story lines to present authentic language as well as cultural information about speakers of English.
- Enables learners to use visual information to enhance comprehension.
- Allows learners to observe the gestures, facial expressions, and other aspects of body language that accompany speech.

PROGRAM COMPONENTS

Video

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

Video Resource Book

The Video Resource Book contains the following:

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

TEACHING A TYPICAL VIDEO SEQUENCE

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

Preview

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

- **Culture**: activities to introduce the topics of the video sequences and provide important background and cultural information
- **Vocabulary**: activities to introduce and practice the essential vocabulary of the videos through a variety of interesting tasks
- **Guess the facts / Guess the story**: activities in which students make predictions about characters and their actions by watching part of the video, by watching all of the video with the sound off, or by looking at photos in the worksheets. These schema-building activities improve students' comprehension when they watch the full video with sound.

Watch the video

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

- **Get the picture:** initial viewing activities first help students gain a global understanding of the videos by focusing on gist. Activity types vary from unit to unit, but typically involve watching for key information needed to complete a chart, answer questions, or arrange events in sequential order.

www.irLanguage.com

- **Watch for details**: activities in which students focus on more detailed meaning by watching and listening for specific information to complete the tasks
- **What's your opinion?**: activities in which students make inferences about the characters' actions, feelings, and motivations, or state their own opinions about topics in the video

Follow-up

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

- **Role play, interview, and other expansion activities**: communicative activities based on the videos in which students extend and personalize what they have learned. Students can use new language to talk about themselves and their ideas as they complete the tasks.

Language close-up

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

- **What did they say?**: cloze activities that aim to develop bottom-up listening skills by having students focus on the specific language in the videos and then fill in missing words.
- **Grammar and functional activities**: activities which reflect the structural and functional focus of a particular unit as presented in the videos.

OPTIONS FOR THE CLASSROOM

Once teachers feel comfortable with the basic course procedures, they can try other classroom techniques for presenting and working with the videos. Here are several proven techniques.

Fast-forward viewing For activities in which students watch the video with the sound off, play the entire sequence on fast-forward and have students list all of the things they see. Nearly all of the activities designed to be completed with the sound off can be done in this manner.

Information gap Play approximately the first half of a video, and then have students work in pairs or groups to predict what will happen next. Play the rest of the sequence so that students can check their predictions.

Act it out All of the videos provide an excellent basis for role plays and drama activities. Select a short scene, and have students watch it several times. Then have pairs or groups act out the scene, staying as close as possible to the actions and expressions of the characters. Have pairs or groups act out their scenes in front of the class.

What are they saying? Have students watch a short segment of a video in which two people are talking, but without sound. Then have pairs use the context to predict what the people might be saying to each other. Have pairs write out sample dialogs and share their work with the class.

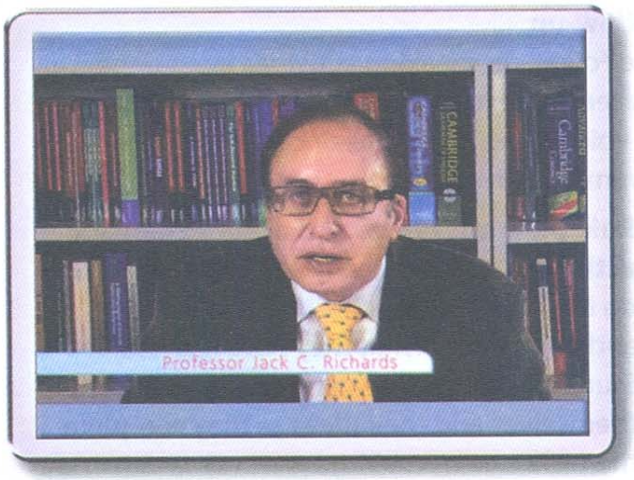
Freeze-frame Freeze a frame of a video and have students call out information about the scene: the objects they can see, what the people are doing, the time and place – whatever is appropriate to the scene or the learning situation.

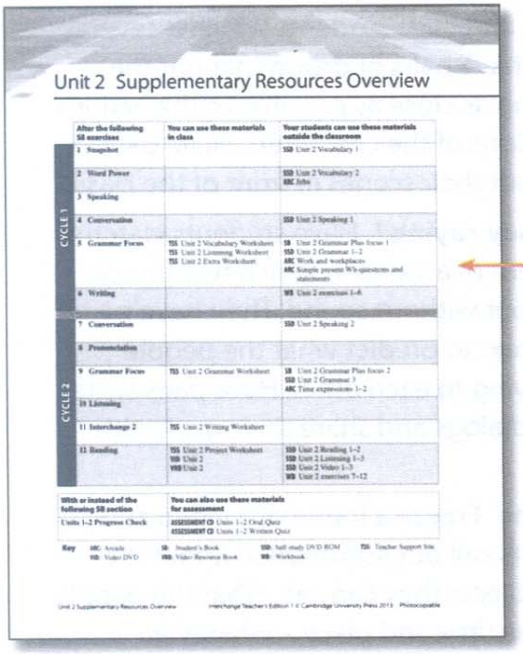
www.irLanguage.com

Teacher Support Site overview

This website offers a variety of materials to assist with your teaching of the series. It includes practical articles, author video and audio casts on methodology, correlations, language summaries, overviews of supplementary materials, ideas for games and extra activities, as well as a number of downloadable worksheets for projects and extra practice of vocabulary, grammar, listening, writing, and speaking.

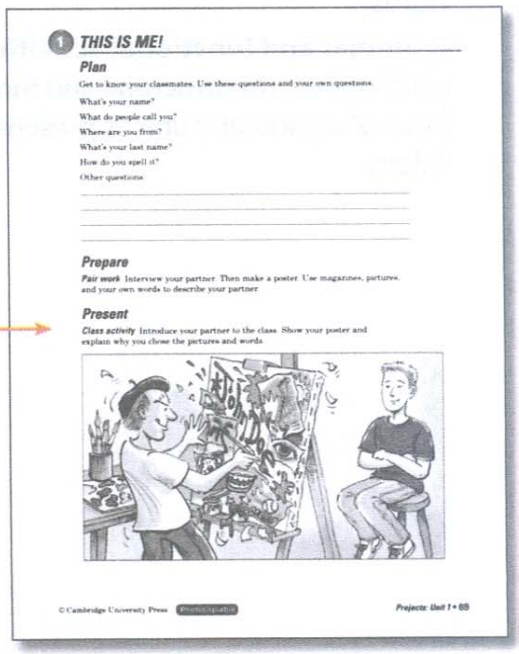
Author videocasts
Provide useful information on methodology and practical tips




Unit 2 Supplementary Resources Overview

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

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


1 THIS IS ME!

Plan

Get to know your classmates. Use these questions and your own questions.

What's your name?
What do people call you?
Where are you from?
What's your last name?
How do you spell it?
Other questions:

Prepare

Pair work Interview your partner. Then make a poster. Use magazines, pictures, and your own words to describe your partner.

Present

Class activity Introduce your partner to the class. Show your poster and explain why you chose the pictures and words.

www.irLanguage.com

Classroom Presentation Software overview

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

The software 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.

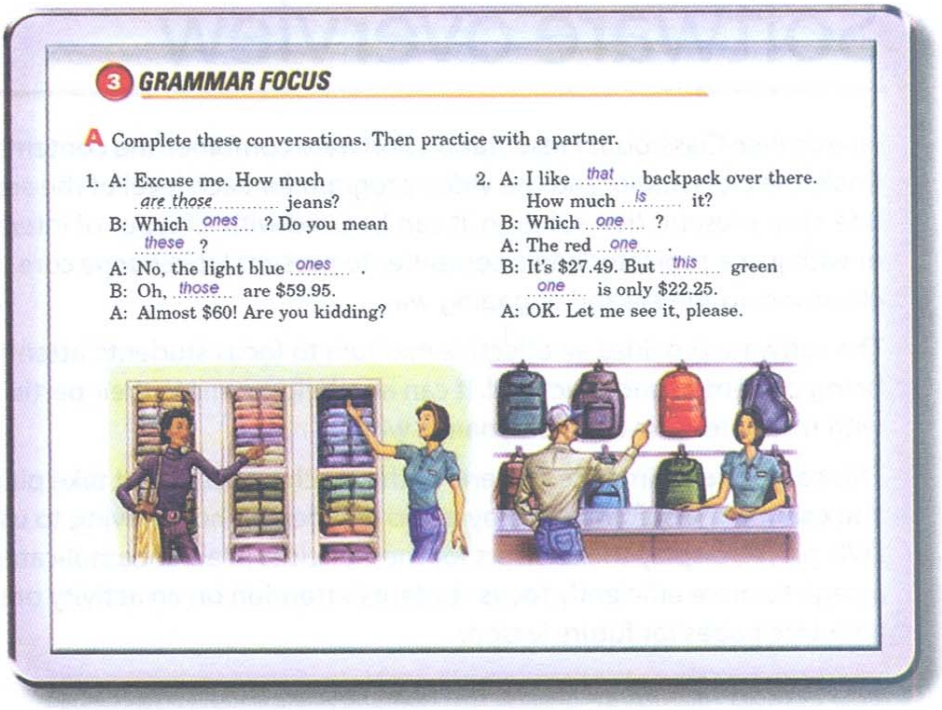
This component simplifies several of the teaching tasks that take place in the classroom. You can use the software to play audio or video without having to use a separate CD or DVD player, display the answers for the exercises in an uncomplicated way, zoom in on a page to more efficiently focus students' attention on an activity or image, and even annotate pages for future lessons.



www.irLanguage.com

Animated Presentations overview

The *Interchange Fourth Edition* Animated Presentations contain the digitally reproduced Student's Book pages in PowerPoint format, allowing teachers to display answers in the classroom using only a computer and a projector. Please contact your local Cambridge University Press representative for more details.



3 GRAMMAR FOCUS

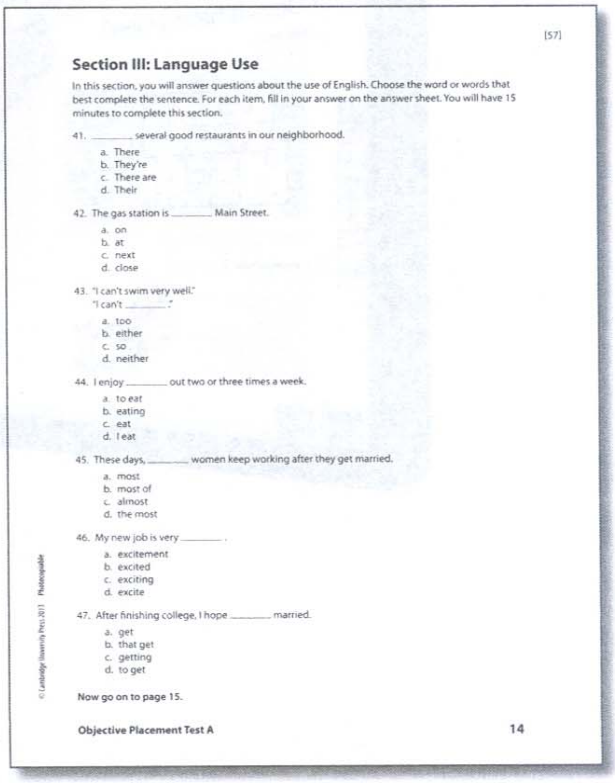
A Complete these conversations. Then practice with a partner.

1. A: Excuse me. How much *are those* jeans?
   B: Which *ones*? Do you mean *these*?
   A: No, the light blue *ones*.
   B: Oh, *those* are $59.95.
   A: Almost $60! Are you kidding?

2. A: I like *that* backpack over there. How much *is* it?
   B: Which *one*?
   A: The red *one*.
   B: It's $27.49. But *this* green *one* is only $22.25.
   A: OK. Let me see it, please.

Placement Test Program overview

The *Interchange* and *Passages* Placement Test Program provides three versions of an Objective Placement Test with Listening, three versions of a Placement Essay Test, and Placement Speaking Assessment. An audio program, audio scripts, answer keys, and guidelines for administering the tests are included. Please contact your local Cambridge University Press representative for more details.



[57]

Section III: Language Use

In this section, you will answer questions about the use of English. Choose the word or words that best complete the sentence. For each item, fill in your answer on the answer sheet. You will have 15 minutes to complete this section.

41. _____ several good restaurants in our neighborhood.
   a. There
   b. They're
   c. There are
   d. Their

42. The gas station is _____ Main Street.
   a. on
   b. at
   c. next
   d. close

43. "I can't swim very well."
   "I can't _____."
   a. too
   b. either
   c. so
   d. neither

44. I enjoy _____ out two or three times a week.
   a. to eat
   b. eating
   c. eat
   d. I eat

45. These days, _____ women keep working after they get married.
   a. most
   b. most of
   c. almost
   d. the most

46. My new job is very _____.
   a. excitement
   b. excited
   c. exciting
   d. excite

47. After finishing college, I hope _____ married.
   a. get
   b. that get
   c. getting
   d. to get

Now go on to page 15.

Objective Placement Test A 14

© Cambridge University Press 2013 Photocopiable

www.irLanguage.com

Introduction to the CEFR

Introduction to the Common European Framework of Reference (CEFR)

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

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

Interchange Fourth Edition and the Common European Framework of Reference

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

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

Sources: http://www.cambridgeesol.org/about/standards/cefr.html
http://www.ets.org/Media/Research/pdf/CEFR_Mapping_Study_Interim_Report.pdf
http://www.sprachenmarkt.de/fi leadmin/sprachenmarkt/ets_images/TOEIC_Can-do-table_CEFR_2008.pdf

www.irLanguage.com

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

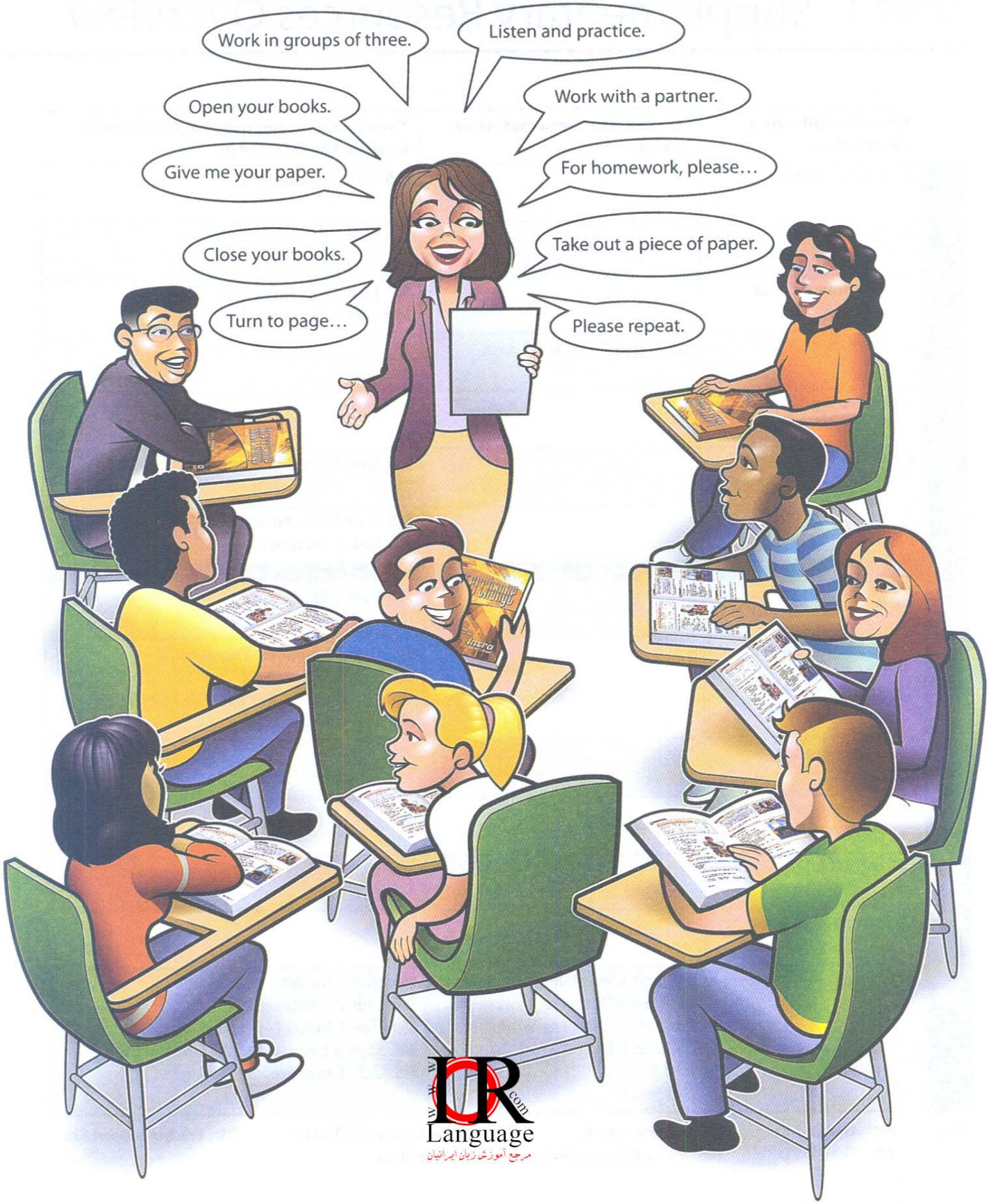
- Teach the Classroom Language on page xxix and put useful language up in the classroom, so the students get used to using English.
- Don't rush. Make sure all the students have had enough time to practice the material.
- Do a lot of repetition and drilling of the new target language.
- Encourage students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

Teaching reading and listening

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

www.irLanguage.com

CLASSROOM LANGUAGE *Teacher instructions*



www.irLanguage.com
Language
مرجع آموزش زبان ایرانیان

www.irLanguage.com

Unit 1 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
CYCLE 1	1 Conversation		**SSD** Unit 1 Speaking 1
	2 Snapshot		
	3 Grammar Focus		**SB** Unit 1 Grammar Plus focus 1 **SSD** Unit 1 Grammar 1
	4 Spelling Names	**TSS** Unit 1 Extra Worksheet	
	5 Listening		
	6 Word Power		**SSD** Unit 1 Vocabulary 1
	7 Saying Hello		**SSD** Unit 1 Vocabulary 2 **WB** Unit 1 exercises 1–4
CYCLE 2	8 Conversation		**SSD** Unit 1 Speaking 2
	9 Grammar Focus		**SB** Unit 1 Grammar Plus focus 2 **SSD** Unit 1 Grammar 2 **ARC** *My, your, his, her* and The verb *be* **ARC** The verb *be* 1–3
	10 Pronunciation		
	11 Personal Information		
	12 Listening		**ARC** The alphabet and numbers
	13 Interchange 1		
	14 Saying Good-bye	**TSS** Unit 1 Vocabulary Worksheet **TSS** Unit 1 Grammar Worksheet **TSS** Unit 1 Listening Worksheet **TSS** Unit 1 Project Worksheet **VID** Unit 1 **VRB** Unit 1	**SSD** Unit 1 Reading 1–2 **SSD** Unit 1 Listening 1–3 **SSD** Unit 1 Video 1–3 **ARC** Saying hello and good-bye **WB** Unit 1 exercises 5–10

Key **ARC:** Arcade **SB:** Student's Book **SSD:** Self-study DVD-ROM **TSS:** Teacher Support Site
VID: Video DVD **VRB:** Video Resource Book **WB:** Workbook

www.irLanguage.com

My Plan for Unit 1

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

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

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

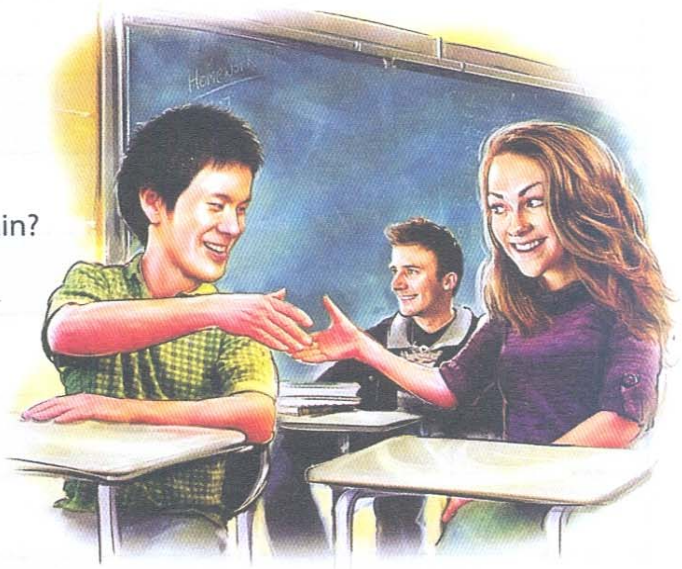
www.irLanguage.com

1 It's nice to meet you.

1 CONVERSATION *My name is Jennifer Miller.*

A Listen and practice.

Michael: Hello. My name is Michael Ota.
Jennifer: Hi. My name is Jennifer Miller.
Michael: It's nice to meet you, Jennifer.
Jennifer: Nice to meet you, too.
Michael: I'm sorry. What's your last name again?
Jennifer: It's Miller.

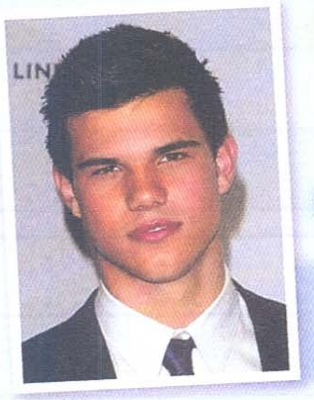


first names	last names
Jennifer	Miller
Michael	Ota

B PAIR WORK Introduce yourself to your partner.

2 SNAPSHOT

Listen and practice.



Taylor Lautner

Popular Names in the U.S.

for Both Males and Females

Taylor Jordan Casey Jamie Riley
Jessie Hayden Peyton Quinn Rory



Taylor Swift

Source: www.babynames1000.com

Circle the names you know.
What are some popular names for males in your country? for females?
What names are popular for both males and females?

www.irLanguage.com

It's nice to meet you.

Cycle 1, Exercises 1–7

In Unit 1, students discuss personal information. In Cycle 1, they say hello and introduce themselves and others using my, your, his, *and* her. *In Cycle 2, they say good-bye and exchange phone numbers using the verb* be.

1 CONVERSATION

Learning Objective: *practice a conversation between two people meeting for the first time; see* my *and* your *in context*

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

Jen

A *[CD 1, Track 1]*

- Books closed. Introduce yourself. Shake hands with a S and say, "Hi. My name is . . ." or "I'm . . ." Encourage Ss to respond using their own names (e.g., *My name is . . .* or *I'm . . .*). When Ss respond, say, "It's nice to meet you."
- Books open. Focus Ss' attention on the illustration and the names in the conversation.
- Play the audio program. Ss listen and read silently.
- Write these sentences on the board:

  I'm Jennifer Miller.

  My name is Michael Ota.
- Explain that *I'm . . .* and *My name is . . .* have the same meaning. Change *Jennifer Miller* to *Michael Ota* (and vice versa) in the sentences on the board.
- Play the audio program again. Ss listen and read silently. Explain that *Nice to meet you.* means "It's nice to meet you," and *I'm sorry. What's your last name again?* means "Please repeat your last name."
- To explain the meaning of *too*, draw two female stick figures on the board. Label each figure *Jennifer*. Point to one and say: "My name is Jennifer." Then point to the other and say, "My name is Jennifer, too."
- Write this sentence on the board:

  It's nice to meet you.

  Ask a S to read the sentence. Respond: "It's nice to meet you, too."
- Play the audio program again. Ss listen and read silently. Then they practice the conversation in pairs.

! For a new way to practice this conversation, try ***Look Up and Speak!*** – download it from the website.

- Focus Ss' attention on the *first names* and *last names* in the box. Model with your own names. Say: "My first name is . . . My last name is . . ." Ask a few Ss: "What's your first name? What's your last name?"

B *Pair work*

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

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

2 SNAPSHOT

Learning Objective: *learn some popular names in English that can be for males and females; talk about popular names*

[CD 1, Track 2]

- Focus Ss' attention on the Snapshot. Explain that there are names in English that are for both males and females.
- Play the audio program. Ss listen and repeat.
- Write this on the board:

  Male Female Both

  Then say a S's name. Ask: "Is it male or female?" Elicit the answer. Repeat with different Ss' names or nicknames (e.g., Pat *is a nickname for* Patrick *and* Patricia.).
- Read the focus task. Show Ss how to circle names in their books. Then read the focus questions.
- Elicit answers from the Ss and write them on the board. If the Ss are from different countries, write the names of their countries on the board. Then elicit popular names from Ss and list them under their countries.

www.irLanguage.com

3 GRAMMAR FOCUS

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

[CD 1, Track 3]

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

A

- Focus Ss' attention on the pictures. Have Ss identify the characters (Nicole, Antonio, Jennifer, Michael).
- Read the example aloud. Ss complete the task individually. Elicit the answers.

Answers

1.
A: Hello. What's **your** name?
B: Hi. **My** name is Antonio.
What's **your** name?
A: **My** name is Nicole.
2.
A: What's **his** name?
B: **His** name is Michael.
A: And what's **her** name?
B: **Her** name is Jennifer.

B ***Pair work***

- Ss practice in pairs using their own names and the names of other students. Then have each partner stand and find a new partner and practice again. Repeat until each student has spoken to three or four partners.

4 SPELLING NAMES

Learning Objectives: *practice the alphabet; spell people's names*

A *[CD 1, Track 4]*

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

B *[CD 1, Track 5] Class activity*

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

5 LISTENING

Learning Objective: *develop skills in listening for correct spelling*

[CD 1, Track 6]

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

AudioScript

1.
Woman Your name is Kara Nelson?
Kara That's right.
Woman And how do you spell your first name?
Kara It's K-A-R-A.
Woman OK. Thank you.

2.
Woman Marc Brown. Your first name is spelled M-A-R-K?
Marc No. My name is spelled M-A-R-*C*.
Woman I'm sorry. Could you repeat that?
Marc Yes. It's M-A-R-C.
Woman Oh, so it's Marc with a *C*. Got it.
3.
Shawn My name is Shawn Jones.
Woman Thank you. Shawn . . . that's S-E-A-N?
Shawn No. It's spelled S-H-A-W-N.
Woman Oh, excuse me. S-H-A-W-N.
Shawn That's right.
4.
Woman Your name, please?
Sofia It's Sofia Jenkins.
Woman Is your first name S-O-P-H-I-A?
Sofia No, it's S-O-*F*-I-A.
Woman Oh, so it's S-O-*F*-I-A. Thank you, Miss. Jenkins.

Answers

1. Kara 2. Marc 3. Shawn 4. Sofia

www.irLanguage.com

3 GRAMMAR FOCUS

My, your, his, her

What's **your** name?	**My** name is Taylor.	What**'s** = What **is**
What's **his** name?	**His** name is Michael.	
What's **her** name?	**Her** name is Jennifer.	

A Complete the conversations. Use *my*, *your*, *his*, or *her*.



1. A: Hello. What's .....your..... name?
   B: Hi. ..... name is Antonio.
   What's ..... name?
   A: ..... name is Nicole.



2. A: What's ..... name?
   B: ..... name is Michael.
   A: And what's ..... name?
   B: ..... name is Jennifer.

B **PAIR WORK** Practice the conversations with a partner.

4 SPELLING NAMES

A Listen and practice.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
a b c d e f g h i j k l m n o p q r s t u v w x y z

B **CLASS ACTIVITY** Listen and practice. Then practice with your own names. Make a list of your classmates' names.

A: What's your name?
B: My name is Sarah Conner.
A: Is that S-A-R-A-H?
B: Yes, that's right.
A: How do you spell your last name? C-O-N-N-O-R?
B: No, it's C-O-N-N-E-R.

My Classmates
Sarah Conner
Jennifer Miller

www.irLanguage.com
Language
مرجع آموزش زبان ایرانیان

5 LISTENING *First names*

How do you spell the names? Listen and check (✓) the correct answers.

1. ☐ Kara ☐ Cara
2. ☐ Mark ☐ Marc
3. ☐ Shawn ☐ Sean
4. ☐ Sophia ☐ Sofia

www.irLanguage.com

6 WORD POWER *Titles*

A Listen and practice.

Miss Ito	(single females)	**Ms.** Chen	(single or married females)
Mrs. Morgan	(married females)	**Mr.** Garcia	(single or married males)

B Listen and write the titles.

1. ..... Lopez 2. ..... Smith 3. ..... Kim 4. ..... Anderson

7 SAYING HELLO

A Listen and practice.



B CLASS ACTIVITY Go around the class. Greet your classmates formally (with titles) and informally (without titles).

www.irLanguage.com

6 WORD POWER

Learning Objective: *learn titles for men and women*

A [CD 1, Track 7]

- Focus Ss' attention on the box with titles. Read each title aloud and ask Ss to repeat.
- Explain that we use titles with last names, not first names. Remind Ss of the meanings of *male* and *female*.
- Ask the class: "Who uses the title *Miss*? *Mrs.*? *Ms.*? *Mr.*?" Ss raise their hands.
- Play the audio program. Ss listen and repeat.
- ***Option:*** If Ss have difficulty hearing the difference between *Miss* and *Ms.*, ask Ss to put their hands on their throats and say the words. The sound /s/ in *Miss* has no vibration, but the sound /z/ in *Ms.* has a vibration.

B [CD 1, Track 8]

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

Answers

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

- ***Option:*** Explain that the end punctuation for *Mrs.*, *Ms.*, and *Mr.* is a "period." Then Ss work in pairs. S1 spells out the names on his or her list and S2 writes them down. Then they change roles. The pairs check answers by comparing lists.

7 SAYING HELLO

Learning Objective: *learn and practice formal and informal greetings for different times of the day*

A [CD 1, Track 9]

- Focus Ss' attention on the pictures.
- Play the audio program once or twice. Ss listen and read silently.
- Elicit the expressions that mean "hello" and write them on the board. (Answers: Hi, Good morning, Good afternoon, Good evening, Hello) Encourage Ss to use the pictures to guess the meanings of *morning*, *afternoon*, and *evening*.
- Check Ss' understanding of when to use titles. Point to picture 2 and invent full names for the man (e.g., *Paulo Garcia*) and the boy (e.g., *Alex Conner*). Write the names on the board.

  T: (*point to the boy's speech bubble*) Good morning, Paulo. How are you? (*ask Ss*) OK?

  Ss: No!

  T: (*point to the man's speech bubble*) I'm just fine, Mr. Conner. Thank you. (*ask Ss*) OK?

  Ss: No!

- Play the audio program again, pausing after each short conversation. Ss listen and repeat.

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

B Class activity

- Books closed. Explain and model the first task. Write *formal greetings* on the board. Then greet several Ss using titles. For example:

  T: Good evening, (Mr. Chen).

  S1: Good evening, (your title and last name).

  T: Hello, (Ms. Ramirez).

  S2: Hello, (your title and last name).

- ***Option:*** If Ss don't know each other's names yet, have them wear name tags during the activity.
- Ss go around the class and greet four or five classmates. Go around the room and check their use of titles and last names.
- When each S has greeted four or five others, stop the activity.
- Explain and model the second task. Write *informal greetings* on the board. Ask two Ss to greet each other using first names only. For example:

  S1: Hi, (Alicia).

  S2: Hi, (Mariko).

- Ss go around the class and greet four or five classmates. Go around the room and check their use of first names only.

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

End of Cycle 1

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

www.irLanguage.com

8 CONVERSATION

Learning Objective: *practice conversations among three classmates; see subject pronouns and the verb* be *in context*

A *[CD 1, Track 10]*

- Books open. Focus Ss' attention on the pictures. Point to the picture of Jennifer Miller and ask: "What's her name?" (Answer: Her name is Jennifer Miller.) Have Ss look at Exercises 1 and 3 if they can't remember.
- Play the audio program once or twice. Ss listen and read silently.
- If needed, explain any new vocabulary. For *excuse me,* tap a S on the shoulder and say "Excuse me" to get his or her attention. For *over there,* put a S's book on the other side of the classroom. Stand next to the S, point to the book, and say: "Your book is over there." For *math,* write a simple mathematical equation on the board (e.g., *2 + 2 = 4*).
- Ss cover the text. Play the audio program again. Ss listen and look at the pictures.
- Ss work in groups of three. They practice the conversations three times, changing roles.
- ***Option:*** Ask one or two groups to role-play the conversations for the class.

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

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

B *Group work*

- Books closed. Explain the task. Write this conversation on the board:

  S1: Hi, (S2).
  S2: Hi, (S1).
  S1: (S2), this is (S3).
  S2: Hi, (S3).
  S3: Hi, (S2). Nice to meet you.

  Then ask three Ss to model the conversation.
- Ss take turns introducing each other in groups of three. Remind Ss to look at each other as they speak.

9 GRAMMAR FOCUS

Learning Objective: *practice subject pronouns with the verb* be *in conversations*

[CD 1, Track 11]

- Focus Ss' attention on the Grammar Focus box. Ss read silently.
- Play the audio program for the Grammar Focus box. Ss listen and read silently.
- Focus Ss' attention on the contractions. Contrast the pronunciation of *I am* and *I'm*, *you are* and *you're*, and so on. Point out that we use contractions in statements and negative short answers. We do not use them in questions or positive short answers.
- Play the audio program again. Ss listen and repeat.
- ***Option:*** Ss underline the subject pronouns + *be* verbs in the conversations in Exercise 8. Then they compare answers in pairs. (Answers: I'm, He's, I'm, it's, You're, I'm, It's, She's)

A

- Books closed. Write the first two lines of the conversation on the board. Do not write the answer for the first example.
- Explain and model the task. Point out the choices in parentheses. Elicit the correct answers and write them on the board.
- Books open. Ss complete the task individually. As they work, copy the rest of the conversation on the board.
- Ask different Ss to write the correct answers on the board. Go over answers with the class.

Answers

David: Hello, Jennifer. How **are** you?
Jennifer: **I'm** fine, thanks. **I'm** sorry – what's your name again?
David: **It's** David – David Medina.
Jennifer: That's right! David, this **is** Sarah Conner. **She's** in our math class.
David: Hi, Sarah. **It's** nice to meet you.
Sarah: Hi, David. I think **you're** in my English class, too.
David: Oh, right! Yes, I **am**.

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

www.irLanguage.com

8 CONVERSATION *He's over there.*

A Listen and practice.

Jennifer: Excuse me. Are you Steven Carson?
David: No, I'm not. He's over there.
Jennifer: Oh, I'm sorry.



Jennifer: Steven? This is your book.
Steven: Oh, thank you. You're in my class, right?
Jennifer: Yes, I am. I'm Jennifer Miller.



Steven: Hey, David, this is Jennifer. She's in our math class.
David: Hi, Jennifer.
Jennifer: Hi, David. Nice to meet you.



B GROUP WORK Greet a classmate. Then introduce him or her to another classmate.

"Hey, Ming, this is . . ."

9 GRAMMAR FOCUS

The verb be

I'm Jennifer Miller.
You're in my class.
She's in our class. (**Jennifer is** in our class.)
He's over there. (**Steven is** over there.)
It's Miller. (**My last name is** Miller.)

Are you Steven Carson?
Yes, **I am**.
No, **I'm not**.

How **are you**?
I'm fine.

I'm = I am
You**'re** = You are
He**'s** = He is
She**'s** = She is
It**'s** = It is

A Complete the conversation with the correct words in parentheses. Then practice with a partner.

David: Hello, Jennifer. How *are* (is / are) you?
Jennifer: ..... (She's / I'm) fine, thanks.
..... (I'm / It's) sorry – what's your name again?
David: ..... (He's / It's) David – David Medina.
Jennifer: That's right! David, this ..... (is / am) Sarah Conner.
..... (She's / He's) in our math class.
David: Hi, Sarah. ..... (I'm / It's) nice to meet you.
Sarah: Hi, David. I think ..... (you're / I'm) in my English class, too.
David: Oh, right! Yes, I ..... (are / am).

www.irLanguage.com

B Complete the conversations. Then practice in groups.

Nicole: Excuse me. Are you Steven Carson?
David: No, ... not. My name .....
David Medina. Steven ..... over there.
Nicole: Oh, sorry.

Nicole: ..... you Steven Carson?
Steven: Yes, I ..... .
Nicole: Hi. ..... Nicole Johnson.
Steven: Oh, ... in my math class, right?
Nicole: Yes, I ..... .
Steven: ..... nice to meet you.



C CLASS ACTIVITY Write your name on a piece of paper. Put the papers in a bag. Then take a different paper. Find the other student.

A: Excuse me. Are you Jin-sook Cho?
B: No, I'm not. She's over there.
A: Hi. Are you Jin-sook Cho?
C: Yes, I am.

10 PRONUNCIATION *Linked sounds*

Listen and practice. Notice the linked sounds.

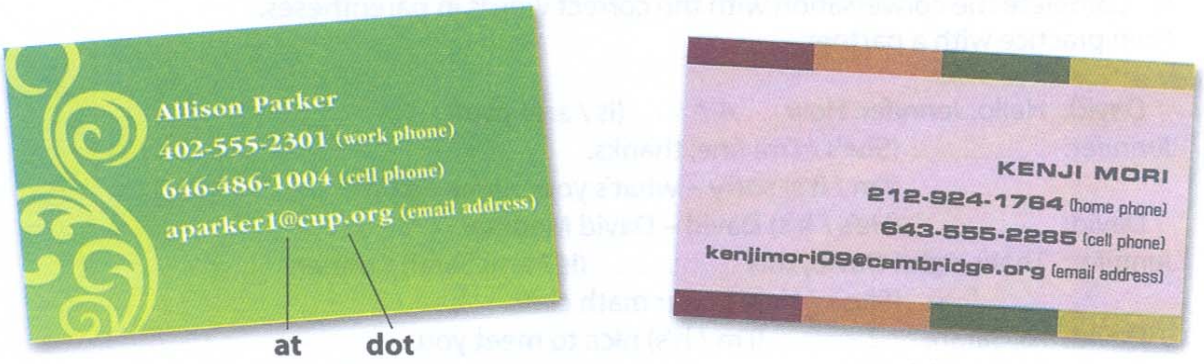
I'm Antonio. She's over there. You're in my class.

11 PERSONAL INFORMATION

A Listen and practice.

0	1	2	3	4	5	6	7	8	9	10
zero (oh)	one	two	three	four	five	six	seven	eight	nine	ten

B PAIR WORK Practice these phone numbers and email addresses. Then listen and check your answers.



"Her name is Allison Parker. Her work phone number is four-oh-two, five-five-five, two-three-oh-one. Her cell . . ."

www.irLanguage.com

B

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

Answers

Nicole: Excuse me. **Are** you Steven Carson?
David: No, **I'm** not. My name **is** David Medina. Steven **is** over there.
Nicole: Oh, sorry.

Nicole: **Are** you Steven Carson?
Steven: Yes, I **am**.
Nicole: Hi, **I'm** Nicole Johnson.
Steven: Oh, **you're** in my math class, right?
Nicole: Yes, **I am**.
Steven: **It's** nice to meet you.

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

C *Class activity*

- Explain the first part of the activity. Ss write their first and last names on pieces of paper and put them in a bag.
- Explain and model the second part of the activity. Take a paper from the bag and ask a few Ss whose names are not on the paper:

  T: Excuse me. Are you (*name on paper*)?

  S1: No, I'm not. He's/She's over there.

  Then ask the S whose name is on the paper:

  T: Excuse me. Are you (*name on paper*)?

  S2: Yes, I am.
- The Ss take papers, go around the room, and complete the activity. If Ss know each other well, ask them to imagine they are meeting for the first time.

10 PRONUNCIATION

Learning Objective: *learn to sound natural when linking sounds*

[CD 1, Track 12]

- Explain that there are five vowels in English: *a*, *e*, *i*, *o*, and *u*. The other letters are consonants.
- Focus Ss' attention on the examples. Point out that *Antonio*, *in*, and *over* begin with vowel sounds. The words before them end in consonant sounds. In natural conversation, people link these sounds together.
- Play the audio program. Ss listen and read silently. Then play the audio program again. Ss listen and practice.
- ***Option:*** Ss underline the linked sounds in the conversations in Exercise 8 on page 5. Elicit answers from the class. (Answers: He's over there. This is your book. You're in my class, right? Yes, I am. I'm Jennifer Miller. Hey, David, this is Jennifer. She's in our math class.) Then play the audio program for Exercise 8 again and ask Ss to listen for the linked sounds.

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

11 PERSONAL INFORMATION

Learning Objective: *learn and practice the numbers from zero to ten*

A ***[CD 1, Track 13]***

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

B ***[CD 1, Track 14] Pair work***

- Explain the task and read the example aloud. Write the phone number 402-555-2301 on the board. Read each digit and Ss repeat it. Then read the complete phone number. Ask different Ss to read the phone number aloud.
- Point out that we pronounce *0* as "zero" when it is alone. However, we say "zero" or "oh" when it is with other numbers. For example, we pronounce *505* "five-zero-five" or "five-oh-five."
- Focus Ss' attention on the email address and read it aloud. Write the @ symbol on the board and point out it's pronounced "at."
- Have Ss practice reading the information on the business cards.
- Play the audio program and have Ss listen and read silently.

www.irLanguage.com

12 LISTENING

Learning Objective: *develop skills in listening for correct phone numbers and email addresses*

A

- Focus Ss' attention on the list. Ask: "Do you remember these people? Who are they?" If Ss don't remember, focus their attention on Exercises 1, 3, 4, and 8.
- Play the audio program. Ss listen and complete the list. Then they go over their answers in pairs. Play the audio program again as needed.

AudioScript

Jennifer What's David Medina's phone number, Michael?
Michael It's two-one-two, five-five-five, one-nine-three-seven.
Jennifer Two-one-two, five-five-five, one-nine-three-seven?
Michael Yes, that's it.
Jennifer And his email address?
Michael It's David Medina at C-U-P dot org. . . . OK. Sarah Conner. What's her phone number?
Jennifer Hmm. Sarah. Her number is three-four-seven, five-five-five, seven-six-four-five.
Michael Three-four-seven, five-five-five, seven-six-four-five?
Jennifer That's right. Her email is Sarah C at cambridge dot org. That's S-A-R-A-H-C at cambridge dot org. Now, let's see. Steven Carson. His phone number is two-one-two, six-four-five, five-nine-six-zero. Right?
Michael Yes, that's right. Two-one-two, six-four-five, five-nine-six-zero.
Jennifer His email address is S Carson one-three-four at C-U-P dot org.
Michael So that's S-C-A-R-S-O-N one-three-four at C-U-P dot org?
Jennifer Yes.
Michael And Nicole Johnson's number and email?
Jennifer Oh, Nicole is my roommate. Our number is six-four-six, five-five-five, three-eight-oh-six. Her email address is Nicole J at cambridge dot org.
Michael I'm sorry. Can you spell that?
Jennifer Her email address?
Michael Yeah.
Jennifer Sure. It's N-I-C-O-L-E-J at cambridge dot org.
Michael OK. Got it. Thanks.

Answers

Name	Phone number	Email address
David Medina	212-555-1937	davidmedina@cup.org
Sarah Conner	347-555-7645	sarahc@cambridge.org
Steven Carson	212-645-5960	scarson134@cup.org
Nicole Johnson	646-555-3806	nicolej@cambridge.org

B *Class activity*

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

13 INTERCHANGE 1

See page T-114 for teaching notes.

14 SAYING GOOD-BYE

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

A *[CD 1, Track 16]*

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

B *Class activity*

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

End of Cycle 2

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

www.irLanguage.com

12 LISTENING *A class list*

A Jennifer and Michael are making a list of classmates' phone numbers and email addresses. Listen and complete the list.

Name	Phone number	Email address
David Medina	212-555-1937	
Sarah Conner		
Steven Carson		
Nicole Johnson		

B CLASS ACTIVITY Make a list of your classmates' names, phone numbers, and email addresses.

A: What's your name?
B: I'm Anna Silva.

A: And what's your phone number?
B: It's 201-555-2491.

13 INTERCHANGE 1 *Famous classmates*

Meet some "famous classmates." Go to Interchange 1 on page 114.

14 SAYING GOOD-BYE

A Listen and practice.



B CLASS ACTIVITY Go around the room. Say good-bye to your classmates and teacher.

www.irLanguage.com

Unit 2 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
CYCLE 1	1 Snapshot		
	2 Articles		**SSD** Unit 2 Vocabulary 1
	3 Conversation		**SSD** Unit 2 Speaking 1
	4 Pronunciation		**ARC** Common Objects **ARC** Plural *-s* endings
	5 Grammar Focus		**SB** Unit 2 Grammar Plus focus 1 **SSD** Unit 2 Grammar 1 **ARC** *This/these, it/they;* plurals
	6 What's This Called?		**WB** Unit 2 exercises 1–4
CYCLE 2	7 Conversation		**SSD** Unit 2 Speaking 2
	8 Grammar Focus		**SB** Unit 2 Grammar Plus focus 2 **SSD** Unit 2 Grammar 2 **ARC** Yes/No and *where* questions with *be*
	9 Word Power	**TSS** Unit 2 Vocabulary Worksheet **TSS** Unit 2 Grammar Worksheet **TSS** Unit 2 Extra Worksheet	**SSD** Unit 2 Vocabulary 2 **ARC** Prepositions; article *the*
	10 Listening	**TSS** Unit 2 Listening Worksheet	
	11 Where Are Joe's Things?		
	12 Interchange 2	**TSS** Unit 2 Project Worksheet **VID** Unit 2 **VRB** Unit 2	**SSD** Unit 2 Reading 1–2 **SSD** Unit 2 Listening 1–3 **SSD** Unit 2 Video 1–3 **WB** Unit 2 exercises 5–9

With or instead of the following SB section	You can also use these materials for assessment
Units 1–2 Progress Check	**ASSESSMENT CD** Units 1–2 Oral Quiz **ASSESSMENT CD** Units 1–2 Written Quiz

Key **ARC:** Arcade **SB:** Student's Book **SSD:** Self-study DVD-ROM **TSS:** Teacher Support Site
VID: Video DVD **VRB:** Video Resource Book **WB:** Workbook

www.irLanguage.com

My Plan for Unit 2

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

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

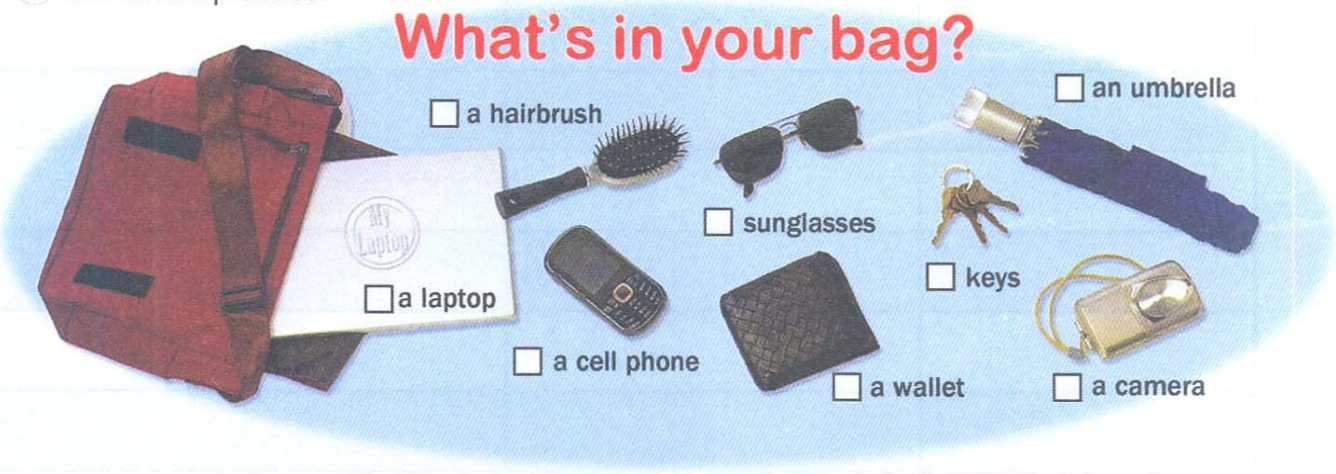
With or instead of the following SB section	I am using these materials for assessment

www.irLanguage.com

2 What's this?

1 SNAPSHOT

Listen and practice.



Source: Based on interviews with people between the ages of 16 and 30

Check (✓) the things in your bag.
What other things are in your bag?

2 ARTICLES *Classroom objects*

A Listen. Complete these sentences with *a* or *an*.

articles
an + vowel sound
a + consonant sound



1. This is ..... book.



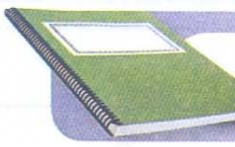
2. This is ..... eraser.



3. This is ..... English book.



4. This is ..... marker.



5. This is ..... notebook.



6. This is ..... clock.

B **PAIR WORK** Find and spell these things in your classroom.

board	desk	eraser	pen	wall
book bag	dictionary	map	pencil	wastebasket
chair	door	notebook	table	window

A: This is a board.
B: How do you spell *board*?
A: B-O-A-R-D.

www.irLanguage.com

What's this?

In Unit 2, students discuss everyday objects. In Cycle 1, they identify and talk about personal and classroom objects using the articles a/an, *plurals,* this/these, *and* it/they. *In Cycle 2, they discuss the locations of items using* yes/no *and* where *questions with* be, *the article* the, *and prepositions of place.*

Cycle 1, Exercises 1–6

1 SNAPSHOT

Learning Objectives: *learn names of common personal items; talk about things in one's bag*

[CD 1, Track 17]

- Focus Ss' attention on the picture. Then play the audio program. Ss listen and read silently.
- Play the audio program again. Ss listen and repeat.
- Write the words *wallet* and *camera* on the board. Then explain and model the first task. Take a wallet from your bag and say: "What's in your bag? I have a wallet. I don't have a camera." Check (✓) the word *wallet* on the board.
- Ss complete the first task individually.
- To check comprehension, ask: "Who has a wallet?" Take out your wallet. Repeat with the remaining items.
- Ask: "What other things are in your bag?" Elicit Ss' answers and write them on the board.

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

2 ARTICLES

Learning Objectives: *learn the names of common classroom objects; practice* a *and* an

A ***[CD 1, Track 18]***

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

Answers

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

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

B ***Pair work***

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

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

www.irLanguage.com

3 CONVERSATION

Learning Objective: *practice a conversation among people giving presents; see* this, these, *and plurals in context*

[CD 1, Track 19]

- Focus Ss' attention on the picture. Ask: "What things are in the picture?" Elicit or explain any new vocabulary (e.g., *earrings, scarf, cake, plates, table, chairs, balloons*).
- Ask: "Who is Rex? Wendy? Helen?" Play the audio program. Ss listen for the answers. Then elicit the answers by asking Ss to identify the people in the picture.
- Explain that people say *Wow!, Oh, cool!*, and *They're great!* to show pleasure. Play the audio program again. Ss listen for these expressions.
- Ss practice the conversation in groups of three. Go around the classroom and encourage Ss to look at each other and use intonation.
- ***Option:*** Ask one or two groups to role-play the conversation for the class.

For a new way to practice this conversation, try ***Substitution Dialog*** – download it from the website. Substitute the word *scarf* with *wallet/MP3 player* and the word *earrings* with *erasers/pencils*.

4 PRONUNCIATION

Learning Objective: *notice the different pronunciations of plural -s endings; learn to sound natural when saying plural nouns*

A ***[CD 1, Track 20]***

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

B

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

Answers

/z/	/s/	/ɪz/
IDs	maps	briefcases
newspapers	stamps	purses
televisions	tickets	watches

C ***[CD 1, Track 21]***

- Play the audio program again. Ss listen and check their answers. Then correct the answers on the board as a class.
- ***Option:*** Ss add more words to the chart in small groups. Go around the class and help with vocabulary, pronunciation, and spelling. Then elicit words from the class and add them to the chart on the board.

For more practice with pronouncing words with plural *-s* endings, play ***Tic-Tac-Toe*** – download it from the website. Ss have to say and spell the words correctly.

www.irLanguage.com

3 CONVERSATION *It's . . . interesting.*

Listen and practice.



Wendy: Wow! What are these?
Helen: They're earrings.
Wendy: Oh, cool! Thank you, Helen. They're great!
Helen: You're welcome.
Rex: Now open this box!
Wendy: OK. Uh, what's this?
Rex: It's a scarf.
Wendy: Oh. It's . . . interesting. Thank you, Rex. It's very nice.

4 PRONUNCIATION *Plural -s endings*

A Listen and practice. Notice the pronunciation of the plural **-s** endings.

s = /z/		*s* = /s/		*(e)s* = /ɪz/	
earring	earring**s**	desk	desk**s**	pencil case	pencil case**s**
phone	phone**s**	laptop	laptop**s**	class	class**es**
book bag	book bag**s**	wastebasket	wastebasket**s**	box	box**es**

B Say the plural forms of these nouns. Then complete the chart.



briefcase



ID



map



newspaper



purse



stamp



television



ticket



watch

/z/	/s/	/ɪz/
.....	.....	briefcases .....
.....	.....	.....
.....	.....	.....

C Listen and check your answers.

www.irLanguage.com

5 GRAMMAR FOCUS

This/these, it/they; *plurals*



This is a clock.



These are clocks.



What's **this**?
It's an earring.



What **are these**?
They're earrings.

It's = It is
They're = They are

Complete these conversations. Then practice with a partner.







1. A: What *are these* ..... ?
   B: *They're keys.* ..... .
2. A: What ..... ?
   B: ..... .
3. A: What ..... ?
   B: ..... .







4. A: What ..... ?
   B: ..... .
5. A: What ..... ?
   B: ..... .
6. A: What ..... ?
   B: ..... .

6 WHAT'S THIS CALLED?

A Listen and practice.



A: What's this called in English?
B: I don't know.
C: It's a credit card.
A: How do you spell that?
C: C-R-E-D-I-T C-A-R-D.



A: What are these called in English?
B: I think they're called chopsticks.
A: How do you spell that?
B: C-H-O-P-S-T-I-C-K-S.

B GROUP WORK Choose four things. Put them on a desk. Then ask about the name and spelling of each thing.

www.irLanguage.com

5 GRAMMAR FOCUS

Learning Objective: *practice asking and answering questions with* this/these, it/they, *and plurals*

TIP To show Ss the purpose of your lesson, write the learning objectives on the board. When you finish each exercise, check (✓) the objectives you covered.

[CD 1, Track 22]

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

Answers

1. A: What **are these**?
   B: **They're keys.**
2. A: What's **this**?
   B: **It's a map.**
3. A: What **are these**?
   B: **They're book bags.**
4. A: What's **this**?
   B: **It's a watch.**
5. A: What's **this**?
   B: **It's an umbrella.**
6. A: What **are these**?
   B: **They're sunglasses.**

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

  A: What's _____ ?
  B: It's _____ .
  A: What are _____ ?
  B: They're _____ .

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

6 WHAT'S THIS CALLED?

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

A *[CD 1, Track 23]*

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

B *Group work*

- Explain and model the task. Put four things on your desk, including at least one new thing.
- Point to one object and ask: "What's this/What are these called in English?" Elicit the answers. Then ask: "How do you spell that?" Elicit the answers. If Ss don't know the answers, tell them to ask you the questions.
- Ss complete the task in groups of three or four. Go around the class and help with vocabulary and spelling as needed.
- ***Option:*** To review vocabulary and spelling, make a list of five to ten new words and scramble the letters (e.g., *drcite drac* for *credit card*, *tckohcsisp* for *chopsticks*). Ss unscramble the words in pairs.

TIP To make new vocabulary easy to copy, make a Vocabulary List on one side of the board. Add new words to it throughout the class.

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

End of Cycle 1

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

www.irLanguage.com

7 CONVERSATION

Learning Objectives: *practice a conversation about lost items; see yes/no and* where *questions with* be *in context*

[CD 1, Track 24]

- Books closed. Play the audio program. Ask: "What are the man and woman looking for?" Elicit the answer. (Answer: car keys and a wallet)
- Books open. Focus Ss' attention on the picture.
- Play the audio program again. Ss listen and read silently. Ask the class: "Who has the car keys and the wallet?" Elicit the answer. (Answer: the server)
- Elicit or explain any new vocabulary. To explain *pocket*, point to an article of clothing with a pocket.
- Play the audio program again. Ss listen and repeat. Point out the stress in the italicized word *is* in the last line.
- Ss practice the conversation in groups of three. They take turns reading each role.
- ***Option:*** Ask one or two groups to role-play the conversation for the class. Encourage them to role-play it without their books if possible.

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

8 GRAMMAR FOCUS

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

[CD 1, Track 25]

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

A

- Explain the task. Model the example conversation with a S.
- Ss complete the conversations individually. Go around the class and check Ss' use of apostrophes and capital letters.
- Elicit the answers from the class. Ask Ss to spell the answers, and use the words *apostrophe* and *capital* (letter) when needed. Write the answers on the board.
- Go over the answers on the board and correct them as a class.

Answers

1. A: **Is** this your umbrella?
   B: No, **it's** not.
   A: **Are** these your keys?
   B: Yes, **they** are. Thanks!
2. A: Where **are** my glasses?
   B: Are **these** your glasses?
   A: No, they're **not**.
   B: Wait! **Are** they in your pocket?
   A: Yes, **they** are. Thanks!
3. A: Where **are** your sunglasses?
   B: **They're** on the table.
   A: No, **they're** not. They're *my* sunglasses!
   B: You're right. My sunglasses **are** in my purse.
4. A: **Is** this my pen?
   B: No, **it's** not. It's *my* pen.
   A: Sorry. **Where** is my pen?
   B: **It's** on your desk.
   A: Oh, you're right!

- Ss practice the conversations in pairs. Encourage Ss to stress the italicized words and to use props if possible.

B *Group work*

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

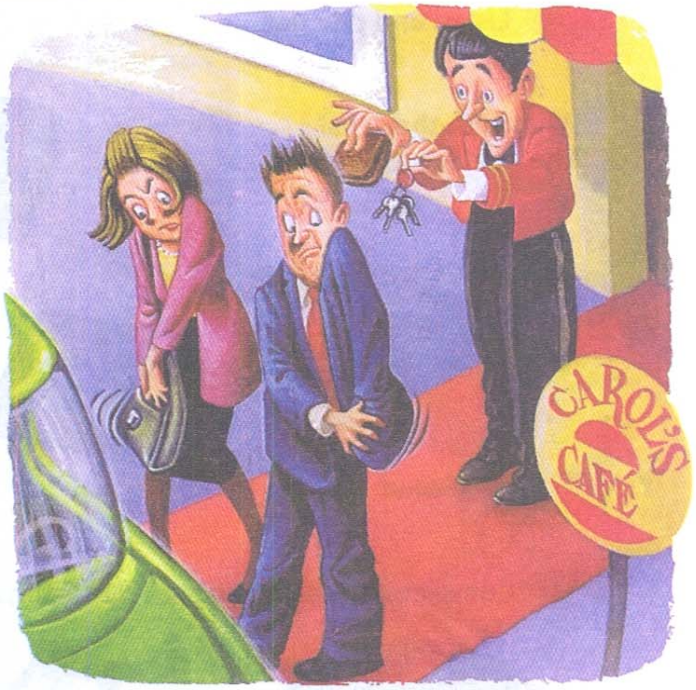
www.irLanguage.com

7 CONVERSATION *Oh, no!*

Listen and practice.

Kate: Oh, no! Where are my car keys?
Joe: I don't know. Are they in your purse?
Kate: No, they're not.
Joe: Maybe they're on the table in the restaurant.

Server: Excuse me. Are these your keys?
Kate: Yes, they are. Thank you!
Server: You're welcome. And is this your wallet?
Kate: Hmm. No, it's not. Where's your wallet, Joe?
Joe: It's in my pocket. . . . Wait a minute! That *is* my wallet!



8 GRAMMAR FOCUS

Yes/No and where questions with be

Is this your wallet?
Yes, **it is**. / No, **it's not**.

Are these your keys?
Yes, **they are**. / No, **they're not**.

Where's your wallet?
It's in my pocket.

Where are my keys?
They're on the table.

A Complete these conversations. Then practice with a partner.

1. A: Is this your umbrella?
   B: No, ... not.
   A: ..... these your keys?
   B: Yes, ... are. Thanks!

2. A: Where ..... my glasses?
   B: Are ..... your glasses?
   A: No, they're ..... .
   B: Wait! ..... they in your pocket?
   A: Yes, ... are. Thanks!

3. A: Where ..... your sunglasses?
   B: ..... on the table.
   A: No, ... not. They're *my* sunglasses!
   B: You're right. My sunglasses ..... in my purse.

4. A: ..... this my pen?
   B: No, ... not. It's *my* pen.
   A: Sorry. ..... is my pen?
   B: ..... on your desk.
   A: Oh, you're right!

B **GROUP WORK** Put three of your things in a bag. Then choose three different things. Find the owner of each thing.

A: Is this your pen, Yuko?
B: No, it's not.

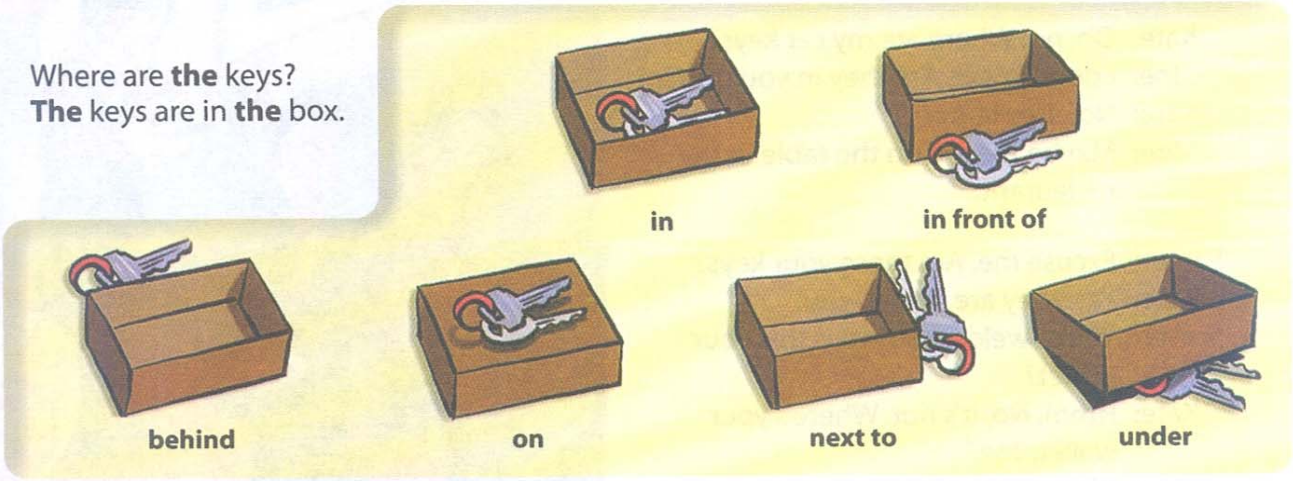
A: Are these your keys, Sergio?
C: Let me see. Yes, they are.

www.irLanguage.com

9 WORD POWER *Prepositions; article* the

A Listen and practice.

Where are **the** keys?
The keys are in **the** box.



B Complete these sentences. Then listen and check your answers.



1. The books are in the book bag .



2. The cell phone is ..... .



3. The map is ..... .



4. The chair is ..... .



5. The wallet is ..... .



6. The sunglasses are ..... .

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

A: Where are the books?
B: They're in the book bag.

10 LISTENING *Kate's things*

Listen. Where are Kate's things? Match the things with their locations.

1. earrings d
2. watch .....
3. sunglasses .....
4. camera .....

a. under the table
b. in front of the television
c. on the chair
d. in her purse

www.irLanguage.com

9 WORD POWER

Learning Objectives: *learn prepositions of place; practice the definite article* the

A *[CD 1, Track 26]*

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

B *[CD 1, Track 27]*

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

Answers

1. The books are **in the book bag.**
2. The cell phone is **next to the hairbrush.**
3. The map is **under the newspaper.**
4. The chair is **behind the desk.**
5. The wallet is **on the notebook.**
6. The sunglasses are **in front of the purse.**

C *Pair work*

- Explain the task. Model the conversation with a S.
- Ss complete the activity in pairs. Go around the class and encourage Ss to ask two questions when possible. For example, for item 2, they can ask "Where is the hairbrush?" and "Where is the cell phone?"
- ***Option:*** Before the next class, put objects in the classroom in unusual places (e.g., books under a desk, a hairbrush on a desk). Then Ss find the objects and write down their locations.

10 LISTENING

Learning Objective: *develop skills in listening for details*

[CD 1, Track 28]

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

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

AudioScript

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

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

Answers

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

- ***Option:*** Ss make statements about Kate's things from memory (e.g., *Kate's earrings are in her purse.*).

! For a new way to practice listening for locations, try ***Stand Up, Sit Down*** – download it from the website. Ss stand up and sit down whenever they hear a location (e.g., *on the table*).

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

www.irLanguage.com

11 WHERE ARE JOE'S THINGS?

Learning Objective: *practice asking and answering questions about lost items*

Pair work

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

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

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

Questions and possible answers

Where's his briefcase?
It's on the table/next to the newspaper.
Where's his camera?
It's in front of the television/TV.
Where's his cell phone?
It's under the table.
Where are his glasses?
They're on the clock.
Where's his newspaper?
It's on the table/next to the briefcase.
Where's his notebook?
It's in front of the clock/on the shelf.
Where's his umbrella?
It's behind the chair.
Where's his wallet?
It's under the chair.

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

12 INTERCHANGE 2

See page T-115 for teaching notes.

End of Cycle 2

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

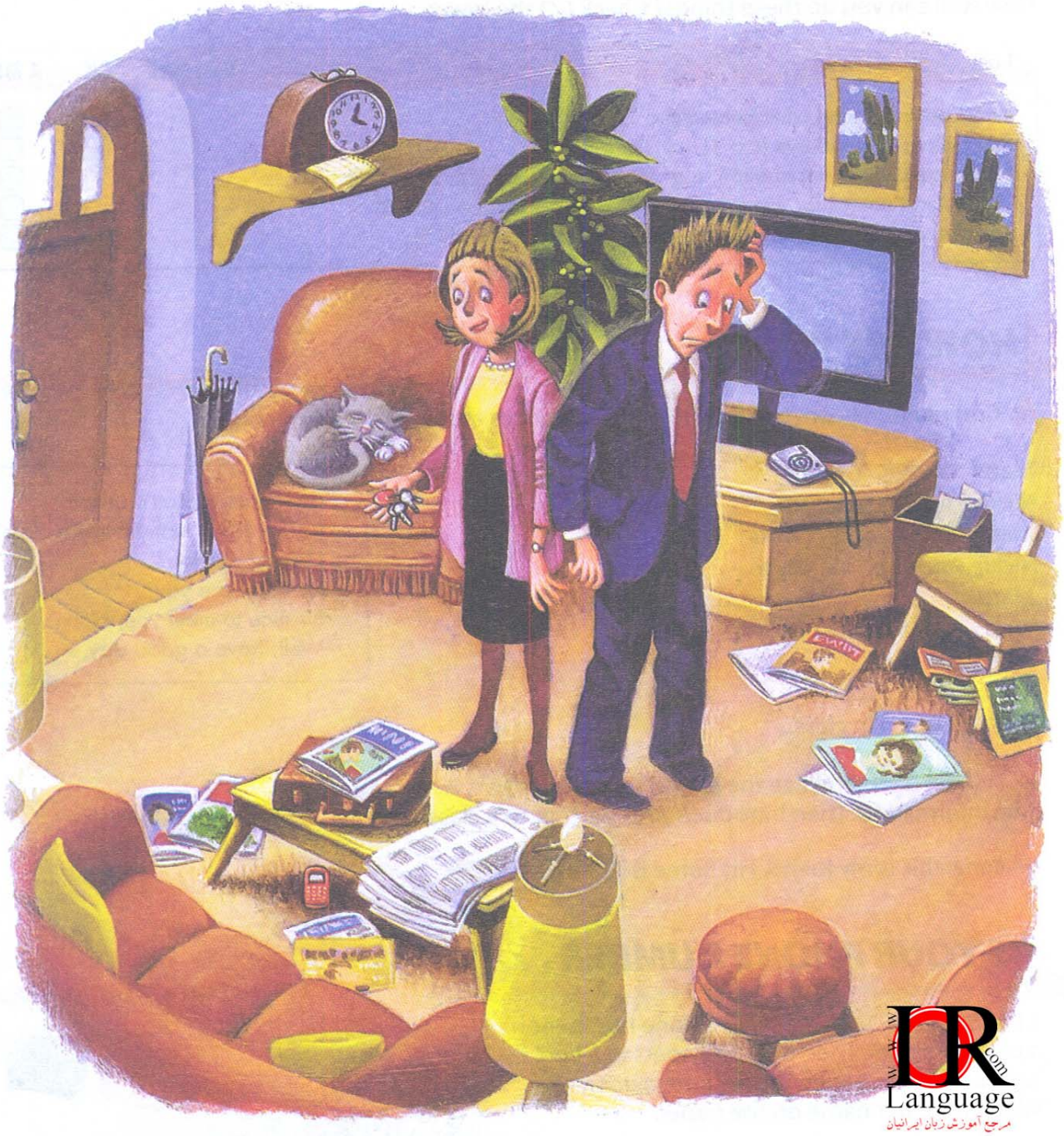
www.irLanguage.com

11 WHERE ARE JOE'S THINGS?

PAIR WORK Now help Joe find his things. Ask and answer questions.

briefcase	cell phone	newspaper	umbrella
camera	glasses	notebook	wallet

A: Where's his briefcase?
B: It's on the table.



12 INTERCHANGE 2 *Find the differences*

Compare two pictures of a room. Go to Interchange 2 on page 115.

www.irLanguage.com

Units 1–2 Progress check

SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

I can	Very well	OK	A little
Introduce myself and other people (Ex. 1)	☐	☐	☐
Say hello and good-bye (Ex. 1)	☐	☐	☐
Exchange contact information, e.g., phone numbers (Ex. 2)	☐	☐	☐
Understand names for everyday objects and possessions (Ex. 3)	☐	☐	☐
Ask and answer questions about where things are (Ex. 4, 5)	☐	☐	☐

1 HOW ARE YOU?

A Complete the conversation. Use the sentences and questions in the box.

Matt: Hi. How are you?
Nicki: I'm fine, thanks. .....
Matt: Pretty good, thanks. .....
Nicki: And I'm Nicki White.
Matt: .....
Nicki: Nice to meet you, too. .....
Matt: Yes, I am.
Nicki: .....
Matt: See you in class.

My name is Matt Carlson.
Oh, are you in my English class?
How about you?
✓ Hi. How are you?
It's nice to meet you, Nicki.
Well, have a good day.

B PAIR WORK Practice the conversation from part A. Use your own information. Then introduce your partner to a classmate.

"Malena, this is my friend. His name is Tetsu. . . ."

2 IS YOUR PHONE NUMBER . . . ?

CLASS ACTIVITY Write your phone number on a piece of paper. Then put the papers in a bag. Take a different paper and find the owner. Write his or her name on the paper.

A: Ali, is your phone number 781-555-1532?
B: No, it's not. Sorry!
A: Mila, is your . . . ?



www.irLanguage.com

Units 1–2 Progress check

SELF-ASSESSMENT

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

- Ask: "What did you learn in Units 1 and 2?" Elicit Ss' answers.
- Ss complete the Self-assessment. Encourage them to be honest, and point out they will not get a bad grade if they check (✓) *a little.*
- Ss move on to the Progress check exercises. You can have Ss complete them in class or for homework, using one of these techniques:
  1. Ask Ss to complete all the exercises.
  2. Ask Ss: "What do you need to practice?" Then assign exercises based on their answers.
  3. Ask Ss to choose and complete exercises based on their Self-assessment.

1 HOW ARE YOU?

Learning Objective: *assess one's ability to introduce oneself and another person using statements with* be; *assess one's ability to say hello and good-bye*

A

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

Answers

Matt **Hi. How are you?**
Nicki I'm fine, thanks. **How about you?**
Matt Pretty good, thanks. **My name is Matt Carlson.**
Nicki And I'm Nicki White.
Matt **It's nice to meet you, Nicki.**
Nicki Nice to meet you, too. **Oh, are you in my English class?**
Matt Yes, I am.
Nicki **Well, have a good day.**
Matt See you in class.

B *Pair work*

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

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

2 IS YOUR PHONE NUMBER . . . ?

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

Class activity

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

www.irLanguage.com

3 LISTENING

assess one's ability to listen to and understand the names of everyday objects and possessions

[CD 1, Track 29]

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

AudioScript

1. A: What's this?
   B: It's a purse.
2. A: What's this?
   B: It's a cell phone.
3. A: What are these?
   B: They're cell phones.
4. A: What's this?
   B: It's a watch
5. A: What are these?
   B: They're purses.
6. A: What are these?
   B: They're watches.

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

Answers

2, 3, 1, 5, 4, 6

4 WHAT'S WRONG WITH THIS ROOM?

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

A

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

Possible answers

The umbrella is behind the picture.
The television is between the window and the clock./ The clock is in front of the television./The television is behind the clock.
The chairs are under the table.
The purse is in the wastebasket.
The telephone is under the desk.
The chair is on the desk.
The desk is in front of the door.
The laptop is on the clock.

B ***Pair work***

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

5 YES OR NO GAME

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

- Explain the first part of the task. Ask a S the example question, and elicit the answer. (Answer: No, it isn't.) Elicit a question with a "yes" answer (e.g., *Is the chair on the desk?*) and write it on the board.
- Ss complete the first part of the task individually. Go around the class and make sure Ss write three questions with "yes" answers and two questions with "no" answers.
- Explain the second part of the task. Ss take turns asking and answering the questions. Go around the class and check Ss' use of grammar.

WHAT'S NEXT?

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

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

www.irLanguage.com

3 LISTENING *What's this? What are these?*

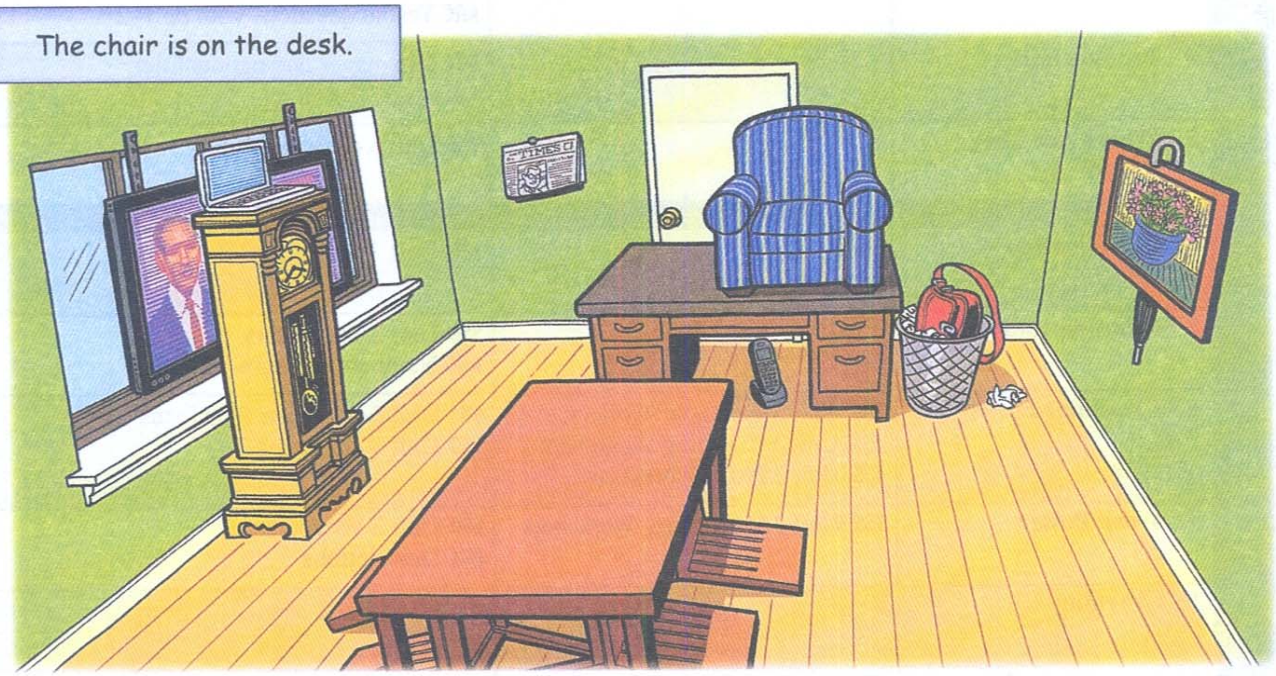
Listen to the conversations. Number the pictures from 1 to 6.



4 WHAT'S WRONG WITH THIS ROOM?

A What's wrong with this room? Make a list. Find 10 things.

The chair is on the desk.



B PAIR WORK Ask and answer *Where* questions about the picture.

A: Where's the chair?
B: It's on the desk.

5 YES OR NO GAME

Write five yes/no questions about the picture in Exercise 4. Three have "yes" answers, and two have "no" answers. Then ask a partner the questions.

A: Is the chair behind the clock?
B: No, it isn't.

WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?

www.irLanguage.com

Unit 3 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
CYCLE 1	1 Snapshot		
	2 Conversation		**SSD** Unit 3 Speaking 1
	3 Grammar Focus		**SB** Unit 3 Grammar Plus focus 1 **SSD** Unit 3 Grammar 1 **ARC** Yes/no questions with *be* 1–2
	4 Pronunciation		**ARC** Languages and nationalities
	5 Where Are They From?		**WB** Unit 3 exercises 1–3
CYCLE 2	6 Conversation		**SSD** Unit 3 Speaking 2
	7 Numbers and Ages		**SSD** Unit 3 Vocabulary 1 **ARC** Numbers and ages
	8 Grammar Focus	**TSS** Unit 3 Grammar Worksheet **TSS** Unit 3 Listening Worksheet **TSS** Unit 3 Extra Worksheet	**SB** Unit 3 Grammar Plus focus 2 **SSD** Unit 3 Grammar 2
	9 Word Power	**TSS** Unit 3 Vocabulary Worksheet	**SSD** Unit 3 Vocabulary 2 **ARC** Descriptions
	10 Listening		
	11 Interchange 3	**TSS** Unit 3 Project Worksheet **VID** Unit 3 **VRB** Unit 3	**SSD** Unit 3 Reading 1–2 **SSD** Unit 3 Listening 1–3 **SSD** Unit 3 Video 1–3 **WB** Unit 3 exercises 4–8

Key **ARC**: Arcade **SB**: Student's Book **SSD**: Self-study DVD-ROM **TSS**: Teacher Support Site
VID: Video DVD **VRB**: Video Resource Book **WB**: Workbook

www.irLanguage.com

My Plan for Unit 3

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

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

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

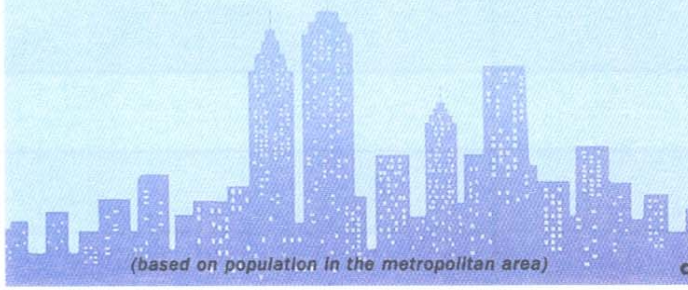
www.irLanguage.com

3 Where are you from?

1 SNAPSHOT

Listen and practice.

The Ten Largest Cities in the World



(based on population in the metropolitan area)

Cities	Countries
1. Tokyo	a. Brazil
2. Seoul	b. China
3. Mexico City	c. India
4. New York City	d. Indonesia
5. Mumbai	e. Japan
6. Jakarta	f. Mexico
7. São Paulo	g. South Korea
8. Delhi	h. the U.S.
9. Osaka	
10. Shanghai	

Answers: 1. e 2. g 3. f 4. h 5. c 6. d 7. a 8. c 9. e 10. b

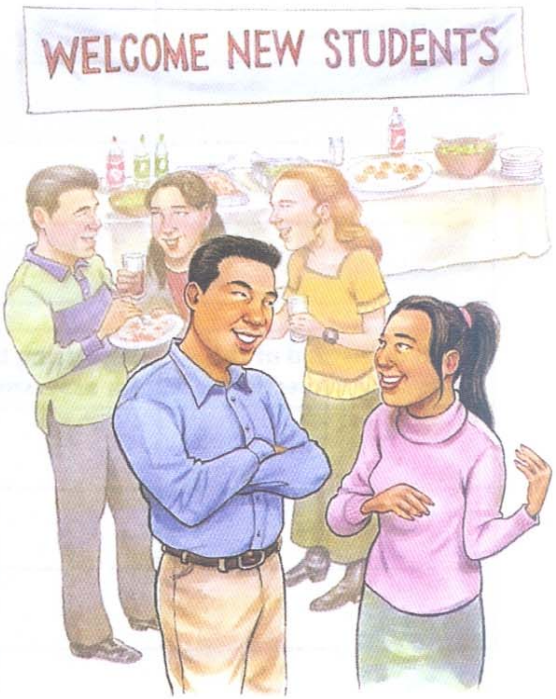
Source: www.worldatlas.com

Match the cities with the countries. Then check your answers at the bottom of the Snapshot.
What other large cities are in each country? What large cities are in your country?

2 CONVERSATION *Are you from Seoul?*

A Listen and practice.

Tim: Are you from California, Jessica?
Jessica: Well, my family is in California now, but we're from South Korea originally.
Tim: Oh, my mother is Korean – from Seoul! Are you from Seoul?
Jessica: No, we're not. We're from Daejeon.
Tim: So is your first language Korean?
Jessica: Yes, it is.



B Listen to Jessica and Tim talk to Tony, Natasha, and Monique. Check (✓) True or False.

	True	False
1. Tony is from Italy.	☐	☐
2. Natasha is from New York.	☐	☐
3. Monique's first language is English.	☐	☐

www.irLanguage.com

Where are you from?

In Unit 3, students discuss famous people and people they know. In Cycle 1, they talk about cities, countries, nationalities, and languages using yes/no questions and be. *In Cycle 2, they talk about people's appearances, personalities, and ages using Wh-questions with* be.

Cycle 1, Exercises 1–5

1 SNAPSHOT

Learning Objective: *talk about large cities*

[CD 1, Track 30]

- Focus Ss' attention on the chart. Play the audio program. Ss listen and read silently. Then play the audio program again. Ss repeat.
- Explain the first task.
- Ss complete the task individually. Then they check their answers at the bottom of the Snapshot.
- Ask the class: "What other large cities are in each country? What large cities are in your country?" Ss discuss the questions in small groups and list the answers.
- Write the names of the countries in the Snapshot as headings on the board. Add the names of any other countries the Ss are from. Then elicit answers from the class and ask Ss to write them on the board.

Possible answers

Brazil: Rio (de Janeiro), Brasília
China: Beijing, Guangzhou
India: Chennai (Madras), Kolkata (Calcutta)
Indonesia: Ubud, Yogyakarta
Japan: Yokohama, Nagoya
Mexico: Guadalajara, Monterrey
South Korea: Pusan, Daejeon
U.S.: Chicago, Houston

2 CONVERSATION

Learning Objectives: *practice a conversation at a party; see yes/no questions and answers with* be *in context*

A ***[CD 1, Track 31]***

- Books closed. Ss listen to the audio program. Ask: "What places do they talk about?" (Answer: California, South Korea, Seoul, Daejeon)
- Books open. Focus Ss' attention on the picture and set the scene. The people are at a party for new students. Tim and Jessica are in the front.
- Play the audio program again. Ss listen and read silently. Elicit or explain any new vocabulary.

Vocabulary

originally: first; in the beginning

- Play the audio program again. Ss listen and repeat. Then they practice the conversation in pairs.

B ***[CD 1, Track 32]***

- Explain the task and set the scene. Point out that Tony, Natasha, and Monique are in the back of the picture.
- Go over the statements in the box. Explain *True* and *False* with this conversation:

  T: My name is (your name). Yes or no?

  Ss: Yes.

  T: Yes – *Yes* means "true." My name is (another name). Yes or no?

  Ss: No.

  T: No – *No* means "false."
- Explain the task and play the audio program. Ss listen and complete the task individually.

AudioScript

1.
Jessica So where are you from, Tony?
Tony I'm Brazilian.
Jessica Oh, what part of Brazil are you from?
Tony I'm from Rio.
2.
Tim Is your name Russian, Natasha?
Natasha Yes, it is. But I'm from the U.S. – from New York.
Tim So you're American.
Natasha Yes, I am. But my parents are from Russia originally.
3.
Tony By the way, Jessica, this is Monique.
Jessica Nice to meet you, Monique. Are you from Brazil, too?
Monique No, I'm from Montreal.
Jessica So you're Canadian. Is your first language English?
Monique No, it's not. My first language is French.

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

Answers

1. False (He's from Brazil.)
2. True
3. False (Her first language is French.)

www.irLanguage.com

3 GRAMMAR FOCUS

Learning Objective: *practice statements, yes/no questions, and answers with* be *in short conversations*

[CD 1, Track 33]

Statements with be

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

Yes/No questions and short answers with be

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

A

- Explain the task and model the first conversation with the class.
- Ss complete the task individually. Go around the class and give help as needed.
- Write lines on the board for each conversation's answers. For example:
  1. A: _____
     B: _____
     A: _____
     B: _____ _____
- Ask different Ss to write the answers on the board. Then go over the answers with the class.

Answers

1. A: Hiroshi, **are** you and Maiko from Japan?
   B: Yes, we **are**.
   A: Oh? **Are** you from Tokyo?
   B: No, **we're** not. **We're** from Kyoto.
2. A: **Is** Laura from the U.S.?
   B: No, **she's** not. She's from the U.K.
   A: **Is** she from London?
   B: Yes, she **is**. But her parents are from Italy. **They're** not from the U.K. originally.
   A: **Is** Laura's first language Italian?
   B: No, **it's** not. **It's** English.
3. A: **Are** Selina and Carlos from Mexico?
   B: No, **they're** not. **They're** from Brazil.
   A: **Are** you from Brazil, too?
   B: No, **I'm** not. I'm from Peru.
   A: So, **is** your first language Spanish?
   B: Yes, it **is**.

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

B

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

Answers

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

- Ss practice the questions and answers in pairs.

C *Pair work*

- Explain the first part of the task and elicit an example question from the class. Encourage Ss to use the questions in part B as models and the information about countries, nationalities, and languages in the appendix on page T-164.
- Ss complete the task individually. Go around the class and help with grammar and spelling as needed.
- Explain the second part of the task. Ss ask each other their questions in pairs. Go around the class and encourage Ss to give additional information in their answers.
- ***Option:*** Ss change partners and ask their questions again.

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

www.irLanguage.com

3 GRAMMAR FOCUS

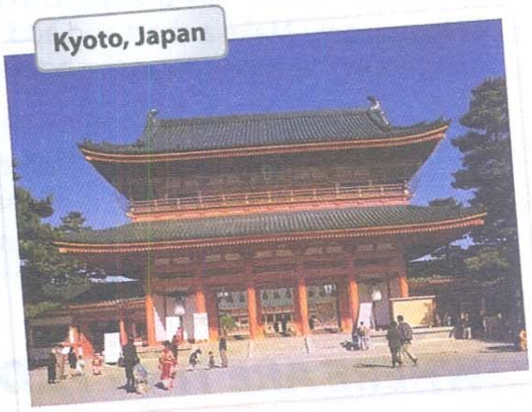
Negative statements and yes/no questions with be

I'm not from New York.	**Are you** from California?		**I am.**		**I'm**	**not.**
You're not late.	**Am I** early?		**you are.**		**you're**	**not.**
She's not from Russia.	**Is she** from Brazil?		**she is.**		**she's**	**not.**
He's not from Italy.	**Is he** from Chile?	Yes,	**he is.**	No,	**he's**	**not.**
It's not English.	**Is it** Korean?		**it is.**		**it's**	**not.**
We're not from Japan.	**Are you** from China?		**we are.**		**we're**	**not.**
You're not early.	**Are we** late?		**you are.**		**you're**	**not.**
They're not in Mexico.	**Are they** in Canada?		**they are.**		**they're**	**not.**

We**'re** = We are

A Complete the conversations. Then practice with a partner.

1. A: Hiroshi, ..are.. you and Maiko from Japan?
   B: Yes, we ..... .
   A: Oh? ..... you from Tokyo?
   B: No, ... not. ..... from Kyoto.
2. A: ..... Laura from the U.S.?
   B: No, ... not. She's from the U.K.
   A: ..... she from London?
   B: Yes, she ..... . But her parents are from Italy. ..... not from the U.K. originally.
   A: ..... Laura's first language Italian?
   B: No, ... not. ..... English.
3. A: ..... Selina and Carlos from Mexico?
   B: No, ... not. ..... from Brazil.
   A: ..... you from Brazil, too?
   B: No, ... not. I'm from Peru.
   A: So, ... your first language Spanish?
   B: Yes, it ..... .


Kyoto, Japan


Lima, Peru

B Match the questions with the answers. Then practice with a partner.

1. Are you and your family from Canada? ..d..
2. Is your first language English? .....
3. Are you Japanese? .....
4. Is Mr. Ho from Hong Kong? .....
5. Is your mother from the U.S.? .....

a. No, he's not. He's from Singapore.
b. Yes, she is. She's from California.
c. No, it's not. It's Japanese.
d. No, we're not. We're from Australia.
e. Yes, we are. We're from Kyoto.

C **PAIR WORK** Write five questions like the ones in part B. Then ask and answer your questions with a partner.

www.irLanguage.com

4 PRONUNCIATION *Syllable stress*

A Listen and practice. Notice the syllable stress.

● ○	○ ●	● ○ ○	○ ● ○
China	Japan	Canada	Morocco
Turkey	Brazil	Mexico	Malaysia
.....	.....	.....	.....
.....	.....	.....	.....

B What is the syllable stress in these words? Add the words to the chart in part A. Then listen and check.

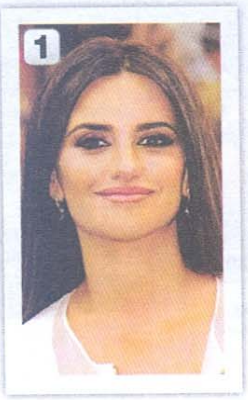
English	Spanish	Arabic	Korean
Mexican	Honduras	Chinese	Peru

C GROUP WORK Are the words in part A countries, nationalities, or languages? Make a chart and add more words. Then check your answers in the appendix at the back of the book.

Countries	Nationalities	Languages
China	Chinese	Chinese
Mexico	Mexican	Spanish

5 WHERE ARE THEY FROM?

A Where are these people from? Check (✓) your guesses.



Penelope Cruz
- ☐ Mexico
- ☐ France
- ☐ Spain



Robert Pattinson
- ☐ the U.S.
- ☐ the U.K.
- ☐ Canada



Haru Nomura
- ☐ South Korea
- ☐ Japan
- ☐ China



Cate Blanchett
- ☐ Australia
- ☐ New Zealand
- ☐ South Africa



Javier Hernández
- ☐ Brazil
- ☐ Mexico
- ☐ Chile

B PAIR WORK Compare your guesses. Then check your answers at the bottom of the page.

A: Is Penelope Cruz from Mexico?
B: No, she's not.
A: Is she from France?

Answers: 1. Spain 2. the U.K. 3. Japan 4. Australia 5. Mexico

www.irLanguage.com

4 PRONUNCIATION

Learning Objectives: *notice syllable stress; learn to sound natural when pronouncing countries, nationalities, and languages*

A *[CD 1, Track 34]*

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

[CD 1, Track 35]

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

Answers

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

C *Group work*

- Write these headings on the board:
  Countries Nationalities Languages
- Explain the task. Read a few words from part A and elicit the answers. Write them under the correct headings.
- Ss complete the task in groups of three or four. Go around the class and help with spelling as needed.
- Ss check their answers in the appendix on page T-164 Then elicit Ss' answers. Ask different Ss to add their words to the board.
- ***Option:*** Write these questions on the board:
  1. Where do people speak English?
  2. Where do people speak Arabic?
  3. Where do people speak Spanish?
  4. Where do people speak Chinese?

  Ss work in teams. They list as many countries as possible in five minutes. The team with the most correct countries wins.

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

5 WHERE ARE THEY FROM?

Learning Objective: *talk about famous people's nationalities using yes/no questions with* be

A

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

B *Pair work*

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

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

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

End of Cycle 1

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

www.irLanguage.com

6 CONVERSATION

Learning Objectives: *practice a conversation between two friends describing family members; see Wh-questions with* be *in context*

[CD 1, Track 36]

- Focus Ss' attention on the illustration and set the scene. Emma is looking at photos on Jill's cell phone.
- Text covered. Ask: "Who is in the photographs?" Play the audio program and Ss listen for the answer. Then elicit the answer. (Answer: Jill's brother Jim and sister Tammy)
- Text uncovered. Write these questions on the board:

  1. Is Jim twenty years old?
  2. Is Jim nice?
  3. Is Tammy twelve years old?

  Play the audio program again. Ss listen and read silently. Then elicit the answers. (Answers: 1. No 2. Yes 3. Yes)
- Elicit or explain any new vocabulary.

Vocabulary

cute: attractive; good-looking
What's he like?: Tell me about his personality and appearance.
smart: intelligent
the baby of the family: the youngest person in the family

- Ss practice the conversation in pairs. Go around the class and give help as needed.
- ***Option:*** Ss practice the conversation sitting side by side, as if they are looking at photos.
- ***Option:*** Ask one or two pairs of Ss to role-play the conversation for the class.

7 NUMBERS AND AGES

Learning Objectives: *learn and practice the numbers from 11 to 103; talk about people's ages*

A ***[CD 1, Track 37]***

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

B ***[CD 1, Track 38]***

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

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

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

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

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

C *Pair work*

- Focus Ss' attention on the pictures. Tell them to memorize each person's age, but not to write anything. Call time and have Ss close their books.
- Model the conversation with a S. Ask "How old is Helen?" Then Ss ask and answer questions about Jill's family from memory.
- Write the names on the board. Call on Ss to ask and answer questions about each person. Write the answers. Then have Ss open their books and check.

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

www.irLanguage.com

6 CONVERSATION *He's cute.*

Listen and practice.

Emma: Who's that?
Jill: He's my brother.
Emma: Wow! He's cute. What's his name?
Jill: James. We call him Jim.
Emma: Oh, how old is he?
Jill: He's twenty-one years old.
Emma: What's he like? Is he nice?
Jill: Yes, he is – and he's very smart, too!
Emma: And who's that?
Jill: My sister Tammy. She's only twelve. She's the baby of the family.



7 NUMBERS AND AGES

A Listen and practice.

11 eleven	**21** twenty-one	**40** forty
12 twelve	**22** twenty-two	**50** fifty
13 thirteen	**23** twenty-three	**60** sixty
14 fourteen	**24** twenty-four	**70** seventy
15 fifteen	**25** twenty-five	**80** eighty
16 sixteen	**26** twenty-six	**90** ninety
17 seventeen	**27** twenty-seven	**100** one hundred
18 eighteen	**28** twenty-eight	**101** one hundred (and) one
19 nineteen	**29** twenty-nine	**102** one hundred (and) two
20 twenty	**30** thirty	**103** one hundred (and) three

B Listen and practice. Notice the word stress.

thirteen – thirty fourteen – forty fifteen – fifty sixteen – sixty

C **PAIR WORK** Look at the people in Jill's family for one minute. Then close your books. How old are they? Tell your partner.



A. Helen – 76 **B.** Howard – 52 **C.** Jackie – 49 **D.** Megan – 23 **E.** Tim and Tom – 14

www.irLanguage.com

8 GRAMMAR FOCUS

Wh-questions with be

What's your name?
My name is Jill.
Where are you from?
I'm from Canada.
How are you today?
I'm just fine.

Who's that?
He's my brother.
How old is he?
He's twenty-one.
What's he like?
He's very nice.

Who**'s** = Who is

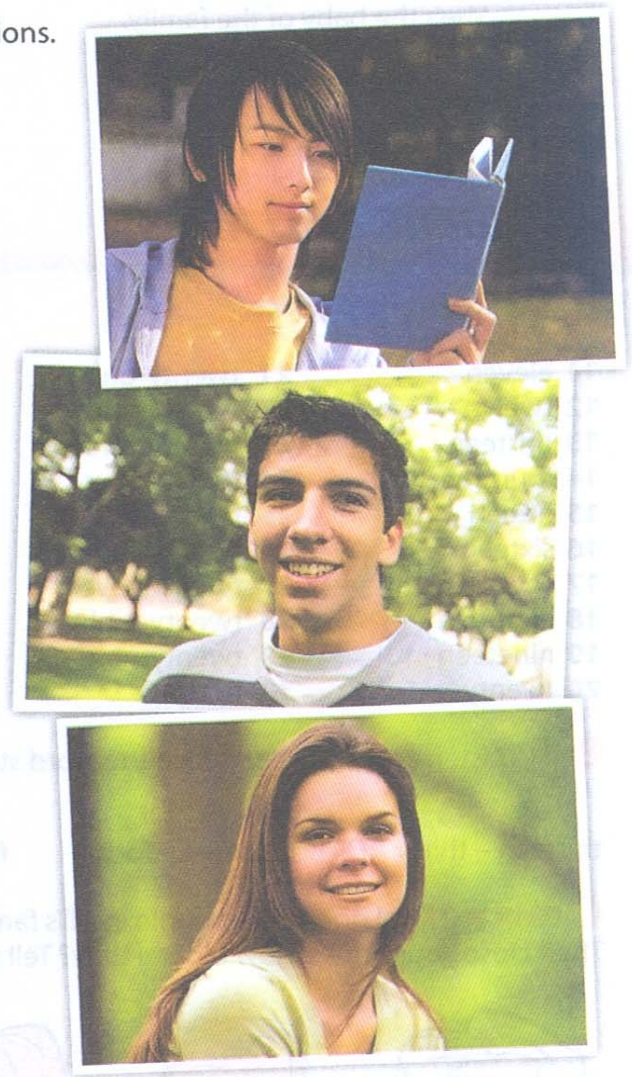
Who are they?
They're my classmates.
Where are they from?
They're from Rio.
What's Rio like?
It's very beautiful.

A Complete the conversations with Wh-questions. Then practice with a partner.

1. A: Look! Who's that ..... ?
   B: Oh, he's a new student.
   A: ..... ?
   B: I think his name is Ming.
   A: Ming? ..... ?
   B: He's from China.

2. A: Serhat, ... ?
   B: I'm from Turkey – from Istanbul.
   A: ..... ?
   B: Istanbul is very old and beautiful.
   A: ..... ?
   B: My last name is Erdogan.

3. A: Hi, John. ..... ?
   B: I'm just fine. My friend Teresa is here this week – from Argentina.
   A: Oh, cool. ..... ?
   B: She's really friendly.
   A: ..... ?
   B: She's twenty-eight years old.



B **PAIR WORK** Write five Wh-questions about your partner and five Wh-questions about your partner's best friend. Then ask and answer the questions.

Partner	Partner's best friend
Where are you from?	Who's your best friend?

www.irLanguage.com

8 GRAMMAR FOCUS

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

[CD 1, Track 39]

- Books closed. Write these questions and answers on the board:
  What's this? It's my briefcase.
  Where are you from? I'm from Brazil.
  Who's that? He's my brother.
  How old is he? He's 17.
  Use these examples to review the meanings of the Wh-words.
- Books open. Focus Ss' attention on the Grammar Focus box. Play the audio program. Ss listen and read silently.
- Play the audio program again. Ss listen and repeat.

A

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

Answers

1. A: Look! **Who's that?**
   B: Oh, he's a new student.
   A: **What's his name?**
   B: I think his name is Ming.
   A: Ming? **Where's he from?**
   B: He's from China.
2. A: Serhat, **where are you from?**
   B: I'm from Turkey – from Istanbul.
   A: **What's Istanbul like?**
   B: Istanbul is very old and beautiful.
   A: **What's your last name?**
   B: My last name is Erdogan.
3. A: Hi John. **How are you?**
   B: I'm just fine. My friend Teresa is here this week – from Argentina.
   A: Oh, cool. **What's she like?**
   B: She's really friendly.
   A: **How old is she?**
   B: She's twenty-eight years old.

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

B *Pair work*

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

TIP If higher-level Ss finish early or want to do more, give them an extra task to do. Explain to the class that the extra task is optional.

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

TIP To help Ss better understand the grammar, encourage them to correct their own mistakes.

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

www.irLanguage.com

9 WORD POWER

Learning Objectives: *learn adjectives for describing people's personality and appearance; describe one's personality and appearance*

A [CD 1, Track 40]

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

B Pair work

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

Answers

Personality		Appearance	
funny	talkative	handsome	short
quiet	friendly	tall	good-looking
shy	serious	thin	heavy
		pretty	

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

10 LISTENING

Learning Objectives: *develop skills in listening for details in descriptions of people*

[CD 1, Track 41]

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

AudioScript

1.
Man 1 Who's that? She's pretty.
Man 2 Oh, that's my girlfriend, Elena.
Man 1 Really? What's she like?
Man 2 Well, . . . she's pretty. And she's really friendly.

2.
Woman 1 Who's that, over there?
Woman 2 My brother, Marco. He's fifteen.
Woman 1 Sorry. How old is he?
Woman 2 He's fifteen.
Woman 1 He's very tall.
Woman 2 Yeah, he is. He's very nice. Go talk to him.
Woman 1 Um, no. I'm shy.

3.
Woman 3 Where is your friend Andrew?
Man 3 Andrew? Oh, he's over there.
Woman 3 Oh, I see. I think he's very talkative.
Man 3 Talkative? Oh, yes.
Woman 3 Is he funny?
Man 3 Funny? Uh, well, no. He's not funny, but he's very friendly.

Answers

1. Elena: pretty, friendly
2. Marco: tall, nice
3. Andrew: talkative, friendly

11 INTERCHANGE 3

See page T-118 for teaching notes.

End of Cycle 2

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

www.irLanguage.com

9 WORD POWER *Descriptions*

A Listen and practice.



a. pretty
b. handsome
c. good-looking
d. talkative
e. quiet
f. funny
g. serious
h. shy
i. short
j. tall
k. friendly
l. heavy
m. thin

B **PAIR WORK** Complete the chart with words from part A. Add two more words to each list. Then describe your personality and appearance to a partner.

Personality	Appearance
talkative	pretty ....
....	....
....	....

"I'm funny, smart, and very handsome."

10 LISTENING *Who's that?*

Listen to three descriptions. Check (✓) the two correct words for each description.

1. Elena is . . .	☐ short	☐ pretty	☐ friendly
2. Marco is . . .	☐ tall	☐ nice	☐ shy
3. Andrew is . . .	☐ talkative	☐ funny	☐ friendly

11 INTERCHANGE 3 *Board game*

Play a board game with your classmates. Go to Interchange 3 on page 118.

www.irLanguage.com

Unit 4 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
CYCLE 1	1 Word Power	**TSS** Unit 4 Extra Worksheet	**ARC** Clothes
	2 Colors		**SSD** Unit 4 Vocabulary 1 **ARC** Colors and clothes
	3 Conversation		**SSD** Unit 4 Speaking 1
	4 Pronunciation		
	5 Grammar Focus		**SB** Unit 4 Grammar Plus focus 1 **SSD** Unit 4 Grammar 1 **ARC** Possessives
	6 Listening		**WB** Unit 4 exercises 1–4
CYCLE 2	7 Snapshot		**SSD** Unit 4 Vocabulary 2
	8 Conversation		**SSD** Unit 4 Speaking 2
	9 Grammar Focus	**TSS** Unit 4 Vocabulary Worksheet **TSS** Unit 4 Grammar Worksheet	**SB** Unit 4 Grammar Plus focus 2 **SSD** Unit 4 Grammar 2–4 **ARC** Present continuous statements; conjunctions **ARC** Present continuous statements
	10 Listening	**TSS** Unit 4 Listening Worksheet	
	11 Interchange 4	**TSS** Unit 4 Project Worksheet **VID** Unit 4 **VRB** Unit 4	**SSD** Unit 4 Reading 1–2 **SSD** Unit 4 Listening 1–3 **SSD** Unit 4 Video 1–3 **WB** Unit 4 exercises 5–8

With or instead of the following SB section	You can also use these materials for assessment
Units 3–4 Progress Check	**ASSESSMENT CD** Units 3–4 Oral Quiz **ASSESSMENT CD** Units 3–4 Written Quiz

Key **ARC:** Arcade **SB:** Student's Book **SSD:** Self-study DVD-ROM **TSS:** Teacher Support Site
VID: Video DVD **VRB:** Video Resource Book **WB:** Workbook

www.irLanguage.com

My Plan for Unit 4

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

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

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

www.irLanguage.com

4 Whose jeans are these?

1 WORD POWER *Clothes*

A Listen and practice.



B Complete the chart with words from part A.

Clothes for warm weather	Clothes for cold weather
	 ....

C **PAIR WORK** Look around the classroom. What clothes do you see? Tell a partner.

"I see jeans, a sweater, boots, and . . ."

www.irLanguage.com

Whose jeans are these?

Cycle 1, Exercises 1–6

In Unit 4, students discuss clothes and the weather. In Cycle 1, they talk about work and leisure clothes and colors using possessive adjectives and pronouns. In Cycle 2, they talk about the weather and what people are wearing using the present continuous and conjunctions.

1 WORD POWER

Learning Objective: *learn vocabulary for clothing items*

A [CD 1, Track 42]

- Focus Ss' attention on the pictures.
- Play the audio program. Ss listen and read silently. Elicit or explain the meaning of *clothes for work* and *clothes for leisure*. Point out that usually only women wear a blouse, skirt, (high) heels, or dress. Also, usually only men wear a tie. Men or women can wear the other clothes.
- Play the program again. Ss listen and repeat.
- Read out the names of different clothes in the pictures. Ss point to the clothes.
- ***Option:*** Elicit other clothes from the class and write the names on the board. Model the pronunciation. Ss repeat.

TIP To avoid teaching too much new vocabulary, present the words on the page. Then add just a few extra words Ss want to know.

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

B

- Explain the task. Elicit the names of one or two clothing items for warm weather. Then elicit the names of one or two clothing items for cold weather.
- Point out that Ss might have different answers.
- Ss complete the chart individually. Then they compare answers in pairs or small groups.
- Elicit answers from the class. Ask two Ss to write the answers on the board.

Possible answers

Clothes for warm weather	*Clothes for cold weather*
cap	hat
T-shirt	scarf
shorts	sweater
sneakers	coat
swimsuit	gloves
	boots

C *Pair work*

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

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

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

www.irLanguage.com

2 COLORS

Learning Objective: *learn and practice the names of colors*

A *[CD 1, Track 43]*

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

B *Group work*

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

C *Group work*

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

3 CONVERSATION

Learning Objectives: *practice talking about colors and clothing; see possessives in context*

[CD 1, Track 44]

- Focus Ss' attention on the picture and set the scene. Pat and Julie are in a laundromat. Explain that a *laundromat* is a place where you wash clothes.
- Write these focus questions on the board:
  1. What clothes do they talk about?
  2. What colors are they?
- Play the audio program. Then elicit answers to the focus questions. (Answers: 1. blouse, jeans 2. white, light blue, blue)
- Elicit or explain any new vocabulary.

Vocabulary

dry: not wet
disaster: a very bad event
problem: something that causes difficulty

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

4 PRONUNCIATION

Learning Objectives: *notice the difference between the pronunciation of* s *and* sh; *learn to sound natural when saying words with* s *and* sh

A *[CD 1, Track 45]*

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

B

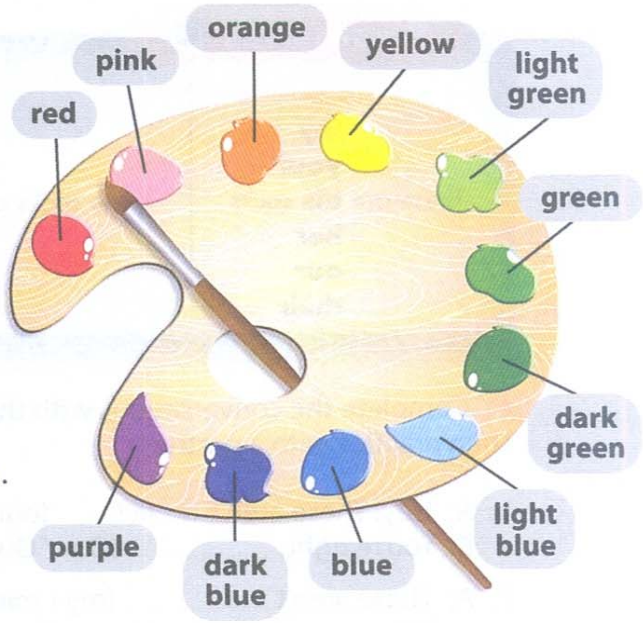
- Explain the task. Read the sentences slowly. Ss listen and repeat. Then ask different Ss to read the sentences aloud.
- ***Option:*** Ss write their own sentences with the sounds *s* and *sh*. Then they read their sentences in pairs.
- ***Option:*** Write this tongue twister on the board:
  She sells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

www.irLanguage.com

2 COLORS

A Listen and practice.





B GROUP WORK Ask about favorite colors.

A: What are your favorite colors?
B: My favorite colors are dark green and purple.

C GROUP WORK Describe the clothes in Exercise 1.

A: The suit is beige.
B: The pajamas are light blue.

3 CONVERSATION *It's a disaster!*

Listen and practice.

Pat: Great! Our clothes are dry. Where is my new blouse?
Julie: What color is it?
Pat: It's white.
Julie: Here's a light blue blouse. Is it yours?
Pat: No, it's not mine. . . . Wait. It *is* mine. It's a disaster!
Julie: Oh, no! *All* our clothes are light blue.
Pat: Here's the problem. It's these new blue jeans. Whose jeans are these?
Julie: Uh, they're mine. Sorry.



4 PRONUNCIATION *The letters* s *and* sh

A Listen and practice. Notice the pronunciation of **s** and **sh**.

1. **s**uit **s**ocks **s**carf
2. **sh**irt **sh**orts **sh**oes

B Read the sentences. Pay attention to the pronunciation of **s** and **sh**.

1. This is **S**andra's new **sh**irt.
2. These are **S**am's purple **sh**oes!
3. Where are my **sh**oes and **s**ocks?
4. My **sh**orts and T-**sh**irts are blue!

www.irLanguage.com

5 GRAMMAR FOCUS

Possessives

Adjectives		Pronouns		Names	
	my		**mine**	**Pat's** blouse	/s/
	your		**yours**	**Julie's** jeans	/z/
These are	**his** socks.	These socks are	**his**.	**Rex's** T-shirt	/ɪz/
	her		**hers**		
	our		**ours**	**Whose** blouse is this? It's **Pat's**.	
	their		**theirs**	**Whose** jeans are these? They're **Julie's**.	

A Complete the conversations with the correct words in parentheses. Then practice with a partner.

1. A: Hey! These aren't ....our.... (our / ours) clothes!
   B: You're right. ..... (Our / Ours) are over there.
2. A: These aren't ..... (my / mine) gloves. Are they ..... (your / yours)?
   B: No, they're not ..... (my / mine). Ask Sally. Maybe they're ..... (her / hers).
3. A: ..... (Whose / Yours) T-shirts are these? Are they Julie's and Pat's?
   B: No, they're not ..... (their / theirs) T-shirts. But these socks are ..... (their / theirs). And these shorts are ..... (your / yours).

B CLASS ACTIVITY Put one of your things in a box. Then choose a different thing from the box. Go around the class and find the owner.

A: Diego, is this watch yours?
B: No, it's not mine. Maybe it's Rex's.

6 LISTENING *His shirt is green.*

A Listen to someone describe these clothes. Number the pictures from 1 to 6.



☐ Patrick ☐1 Greg ☐ Alex ☐ Beth ☐ Ana ☐ Grace

B PAIR WORK Now talk about the people. What colors are their clothes?

A: What color is Patrick's shirt?
B: It's green and white.

www.irLanguage.com

5 GRAMMAR FOCUS

Learning Objectives: *practice possessive adjectives and pronouns; practice possessives with names*

[CD 1, Track 46]

Possessives

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

A

- Explain the first part of the task and model the first short conversation with a S.
- Ss complete the task individually or in pairs. Then ask different Ss to write the short conversations on the board. Go over the answers as a class.

Answers

1. A: Hey! These aren't **our** clothes.
   B: You're right. **Ours** are over there.
2. A: These aren't **my** gloves. Are they **yours**?
   B: No, they're not **mine**. Ask Sally. Maybe they're **hers**.
3. A: **Whose** T-shirts are these? Are they Julie's and Pat's?
   B: No, they're not **their** T-shirts. But these socks are **theirs.** And these shorts are **yours**.

- Explain the second part of the task. Ss practice the short conversations in pairs. Go around the class and give help as needed.

B ***Class activity***

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

6 LISTENING

Learning Objective: *develop skills in listening for main ideas and details about clothing and colors*

A *[CD 1, Track 47]*

- Explain the task. Play the first conversation in the audio program. Ask: "Who is the person?" (Answer: Greg)
- Play the audio program once or twice. Ss listen and number the boxes.
- Ss compare answers in pairs. Go over answers with the class.

AudioScript

1. His shirt is green, and his jeans are light blue. His belt is black. His shoes are light brown.
2. His shirt is white. His belt is black, and his shoes are dark brown. His jeans are dark blue.
3. His jeans are dark blue. His belt and shoes are black. His shirt is green and white.
4. Her jacket is light blue, and her skirt is dark blue. Her blouse is white, and her scarf is pink. Her high heels are black.
5. Her dress is light blue, and her scarf is pink. Her coat is beige. Her high heels are black.
6. Her skirt and jacket are light blue. Her blouse is gray. Her scarf is orange. Her high heels are black.

Answers

1. Greg 2. Alex 3. Patrick 4. Grace 5. Ana 6. Beth

B ***Pair work***

- Explain the task and model the example conversation with a S.
- Ss complete the task in pairs. Go around the class and give help as needed.

End of Cycle 1

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

www.irLanguage.com

7 SNAPSHOT

Learning Objective: *learn vocabulary for the weather and seasons*

[CD 1, Track 48]

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

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

- ***Option:*** If the seasons in Ss' countries are different from those in the Snapshot, elicit or teach words that better match those seasons (e.g., *rainy season, monsoon season*).
- ***Option:*** Ss work in pairs. They label the colors, clothes, and other objects in the pictures. Set a five-minute time limit. Then elicit the answers. Ss get one point for each correct answer.

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

8 CONVERSATION

Learning Objectives: *practice a conversation about clothes in cold weather; see the present continuous in context*

[CD 1, Track 49]

- Focus Ss' attention on Exercise 3 on page 23. Ask these questions:
  1. Who are they?
  2. Where are they?

  Elicit the answers. (Answers: Pat and Julie; at the laundromat)
- Focus Ss' attention on Exercise 8 on page 25. Set the scene. Pat and Julie are leaving the laundromat. Ask these questions:
  1. Who is Pat? What is she wearing?
  2. Who is Julie? What is she wearing?
  3. What's the weather like?
  4. What season is it?

  Elicit answers from the class. (Answers: 1. She's the woman on the left. She's wearing a skirt, a sweater, a coat, and high heels. 2. She's the woman on the right. She's wearing a hat, a scarf, a coat, gloves, jeans, and boots. 3. It's snowing. 4. It's winter.)
- Play the audio program. Ss listen and read silently. Elicit or explain the meaning of any new vocabulary. Point out that *What's the matter?* means "What's the problem?"
- Play the program again. Ss listen and repeat. Encourage Ss to try to copy the speakers' intonation.
- Ss practice the conversation in pairs. Go around the class and give help as needed.

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

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

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

www.irLanguage.com

7 SNAPSHOT

Listen and practice.

Weather and Seasons Around the World



Source: *Yahoo! Travel*

What season is it now?
What's the weather like today?
What's your favorite season?

8 CONVERSATION *It's really cold!*

Listen and practice.

Pat: Oh, no!
Julie: What's the matter?
Pat: It's snowing! And it's windy, so it's really cold.
Julie: Are you wearing your gloves?
Pat: No, I'm not. They're at home.
Julie: What about your scarf?
Pat: It's at home, too.
Julie: Well, you're wearing your coat.
Pat: But my coat isn't very warm. And I'm not wearing boots!
Julie: Let's take a taxi.
Pat: Good idea!



www.irLanguage.com

9 GRAMMAR FOCUS

Present continuous statements; conjunctions

I'**m**	I'**m not**	OR:	
You'**re**	You'**re not**	You **aren't**	
She'**s wearing** shoes.	She'**s not**	She **isn't wearing** boots.	
We'**re**	We'**re not**	We **aren't**	
They'**re**	They'**re not**	They **aren't**	
It'**s snowing**.	It'**s not**	It **isn't raining**.	

Conjunctions

It's snowing,
and it's windy.
It's sunny,
but it's cold.
It's windy,
so it's very cold.

A Complete these sentences. Then compare with a partner.



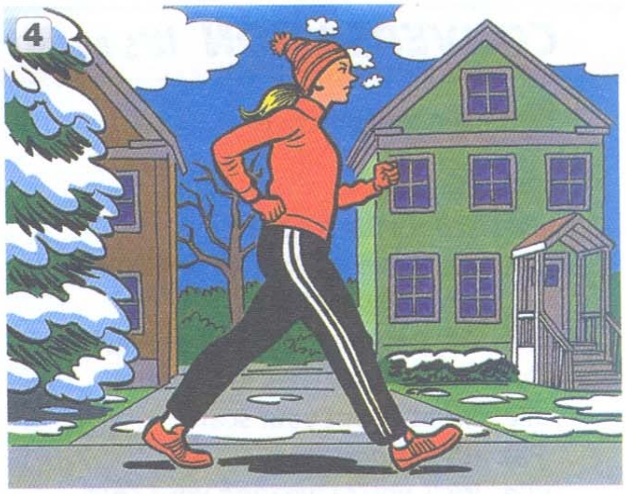
My name is Claire. I 'm wearing ..... a green suit today. I ..... high heels, too. It's raining, but I ..... a raincoat.



It's very hot today. Toshi and Noriko ..... shorts and T-shirts. It's really sunny, so they ..... sunglasses.



Phil ..... a suit today – he ..... pants and a jacket. He ..... a light blue shirt, but he ..... a tie.



It's cold today, but Kathy ..... a coat. She ..... gloves and a hat. She ..... boots. She ..... sneakers.

www.irLanguage.com

9 GRAMMAR FOCUS

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

[CD 1, Track 50]

Present continuous statements

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

Conjunctions

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

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

A

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

Answers

1. My name's Claire. I**'m wearing** a green suit today. I**'m wearing** high heels, too. It's raining, but I**'m not wearing** a raincoat.
2. It's very hot today. Toshi and Noriko **are wearing** shorts and T-shirts. It's really sunny, so they**'re wearing** sunglasses.
3. Phil **is wearing** a suit today–he**'s wearing** pants and a jacket. He**'s wearing** a light blue shirt, but he **isn't wearing/'s not wearing** a tie.
4. It's cold today, but Kathy **isn't wearing/is not wearing** a coat. She**'s wearing** gloves and a hat. She **isn't wearing/'s not wearing** boots. She**'s wearing** sneakers.

- ***Option:*** Ss work in pairs. They take turns reading the sentences aloud. Go around the class and help Ss with pronunciation.

For more practice with clothing and the present continuous, play ***Change Chairs*** – download it from the website.

www.irLanguage.com

[CD 1, Track 51]

Present continuous yes/no questions

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

Adjective + noun

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

B Pair work

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

Answers

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

C

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

10 LISTENING

Learning Objective: *develop skills in listening for main ideas*

A [CD 1, Track 52]

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

AudioScript

Beth Bruce, hi! You look great!
Bruce Hi, Beth.
Beth That's a beautiful jacket. I just *love* light brown. It's my favorite color.
Bruce Thanks. You look good, too. Your purple pants and jacket are really . . . uh, cool.
Beth Thank you. So, who's here?
Bruce Hmm. Let's see. Well, there's Jon. He's really nice.
Beth Where's Jon?
Bruce He's over there. He's wearing black pants and a white T-shirt.
Beth Who's Jon with?
Bruce The woman in the blue blouse and skirt? That's Anita.
Beth Anita?
Bruce Yeah. She's very funny.
Beth Oh, look at Nick! He's wearing shorts and a cap! He's wearing a T-shirt, too!
Bruce Nick's clothes are . . . um . . . interesting.

Answers

Nick Jon Anita Beth Bruce

B Group work

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

C Group work

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

11 INTERCHANGE 4

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

End of Cycle 2

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

www.irLanguage.com

Present continuous yes/no questions

Are you **wearing** gloves?	Yes, I **am**.	No, I**'m not**.
Is she **wearing** boots?	Yes, she **is**.	No, she**'s not**./No, she **isn't**.
Are they **wearing** sunglasses?	Yes, they **are**.	No, they**'re not**./No, they **aren't**.

B PAIR WORK Ask and answer these questions about the people in part A.

1. Is Claire wearing a green suit?
2. Is she wearing a raincoat?
3. Is she wearing high heels?
4. Are Toshi and Noriko wearing swimsuits?
5. Are they wearing jackets?
6. Are they wearing sunglasses?
7. Is Phil wearing brown pants?
8. Is he wearing a blue shirt?
9. Is he wearing a tie?
10. Is Kathy wearing boots?
11. Is she wearing a coat?
12. Is she wearing a hat and gloves?

A: Is Claire wearing a green suit?
B: Yes, she is. Is she wearing a raincoat?
A: No, she's not. OR No, she isn't.

C Write four more questions about the people in part A. Then ask a partner the questions.

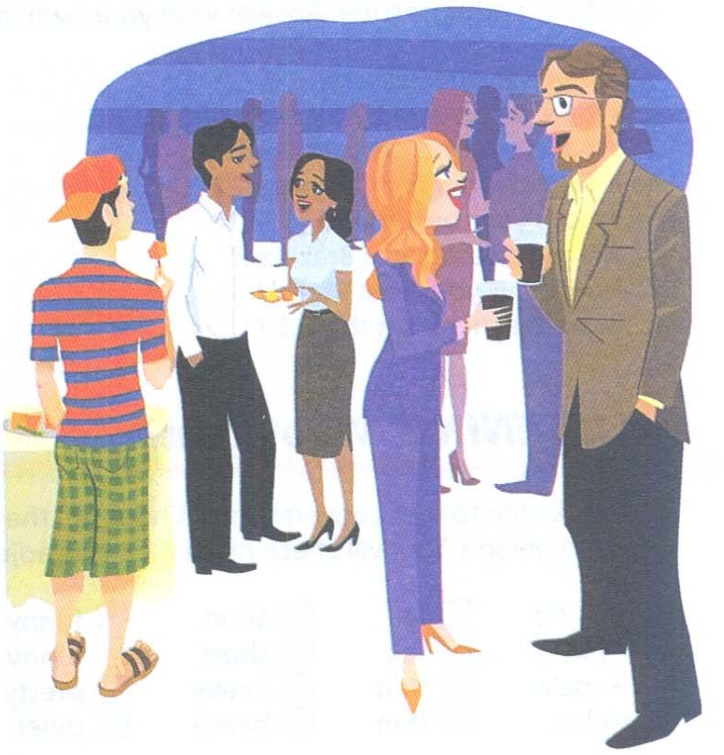
adjective + noun

My suit is black.
I'm wearing a **black suit**.

10 LISTENING *He's wearing a T-shirt!*

A Listen. Write the names **Bruce, Beth, Jon, Anita,** and **Nick** in the correct boxes.

				Bruce



B GROUP WORK Ask questions about the people in the picture.

A: Is Bruce wearing a light brown jacket?
B: Yes, he is.
C: Is he wearing a tie?

C GROUP WORK Write five questions about your classmates. Then ask and answer the questions.

Are Sonia and Paulo wearing jeans?
Is Paulo wearing a red shirt?

11 INTERCHANGE 4 *Celebrity fashions*

What are your favorite celebrities wearing? Go to Interchange 4 on pages 116–117.

www.irLanguage.com

Units 3–4 Progress check

SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

I can	Very well	OK	A little
Ask and answer questions about countries of origin, nationalities, and languages (Ex. 1)	☐	☐	☐
Understand descriptions of people (Ex. 2)	☐	☐	☐
Ask and answer questions about people's appearance and personality (Ex. 2, 5)	☐	☐	☐
Ask and answer questions about people's possessions (Ex. 3)	☐	☐	☐
Talk and write about my and other people's favorite things (Ex. 4)	☐	☐	☐
Ask and answer questions about what people are wearing (Ex. 5)	☐	☐	☐

1 INTERVIEW

Match the questions with the answers. Then ask and answer the questions with a partner. Answer with your own information.

1. Are you from Malaysia? ...h...
2. Where are you and your family from? .....
3. What is your hometown like? .....
4. Is English your first language? .....
5. Who is your best friend? .....
6. Are your classmates Brazilian? .....
7. How old is your best friend? .....
8. Is our teacher from the U.S.? .....

a. It's very beautiful.
b. Yes, she is.
c. We're from Mexico.
d. My best friend is Kevin.
e. Yes, they are.
f. No, it's not. It's Spanish.
g. He's nineteen.
h. No, I'm not. I'm from Thailand.

2 LISTENING *Who's that?*

A Listen to four conversations. Check (✓) the correct description for each person. You will check more than one adjective.

1. Min-ho	☐ tall	☐ short	☐ funny	☐ friendly	☐ talkative	☐ quiet
2. Ryan	☐ tall	☐ short	☐ funny	☐ serious	☐ friendly	☐ shy
3. Angela	☐ thin	☐ heavy	☐ pretty	☐ shy	☐ nice	☐ friendly
4. Helen	☐ thin	☐ heavy	☐ quiet	☐ shy	☐ serious	☐ funny

B Write five yes/no questions about the people in part A. Then ask a partner the questions.

Is Min-ho friendly?
Is Ryan tall?

www.irLanguage.com

Units 3–4 Progress check

SELF-ASSESSMENT

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

- Ask: "What did you learn in Units 3 and 4?" Elicit Ss' answers.
- Ss complete the Self-assessment. Encourage them to be honest, and point out they will not get a bad grade if they check (✓) *a little*.
- Ss move on to the Progress check exercises. You can have Ss complete them in class or for homework, using one of these techniques:
  1. Ask Ss to complete all the exercises.
  2. Ask Ss: "What do you need to practice?" Then assign exercises based on their answers.
  3. Ask Ss to choose and complete exercises based on their Self-assessment.

1 INTERVIEW

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

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

Answers

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

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

2 LISTENING

Learning Objective: *assess one's ability to listen to and understand descriptions of people*

A ***[CD 1, Track 53]***

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

AudioScript

1.
Woman Who's that?
Man Oh. That's my friend Min-ho.
Woman Wow! He's really tall.
Man Yes. And he's very friendly and talkative.
2.
Woman Where's your friend Ryan?
Man He's over there.
Woman Is he that tall man?
Man No, Ryan is the short man with glasses.
Woman What's he like?
Man He's a little serious, but he's very friendly.
3.
Woman What's Angela like?
Man Hmm. She's a little heavy, but she's very pretty.
Woman Is she nice?
Man Oh, yes. And she's very friendly.
4.
Woman What's your friend Helen like?
Man She's a little thin. And she's very quiet and shy.
Woman Is she really serious?
Man No, she's actually very funny.

Answers

1. Min-ho: tall, friendly, talkative
2. Ryan: short, serious, friendly
3. Angela: heavy, pretty, nice, friendly
4. Helen: thin, quiet, shy, funny

B

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

www.irLanguage.com

3 WHOSE CLOTHES ARE THESE?

Learning Objective: *assess one's ability to talk about clothes and possessions*

Class activity

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

4 MY FAVORITE THINGS

Learning Objective: *assess one's ability to talk and write about one's and other people's favorite things*

A

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

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

B

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

5 GUESS THE CLASSMATE

Learning Objective: *assess one's ability to ask and answer questions about what people are wearing*

Group work

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

WHAT'S NEXT?

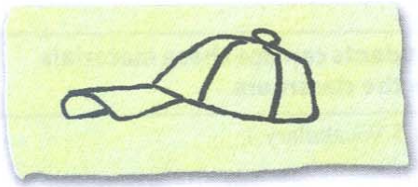
Learning Objective: *become more involved in one's learning*

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

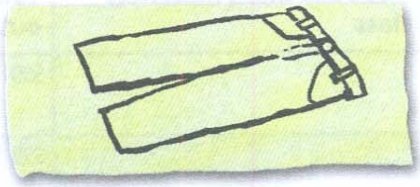
www.irLanguage.com

3 WHOSE CLOTHES ARE THESE?

CLASS ACTIVITY Draw three pictures of clothes on different pieces of paper. Then put the papers in a bag. Take three different papers, go around the class, and find the owners.



A: Gina, is this your cap?
B: No, it's not mine. Maybe it's Emi's.



A: Young-woo, are these your pants?
B: Yes, they're mine. Thanks!



4 MY FAVORITE THINGS

A Write your favorite things in the chart. Then ask a partner about his or her favorite things. Write them in the chart.

Favorite	Me	My partner
1. season	.....	.....
2. color	.....	.....
3. clothes	.....	.....

B Compare answers. What's the same? What's different? Write sentences.

> Summer is my favorite season, and it's Kyle's favorite season. That's the same.
> My favorite color is blue, but Kyle's favorite color is brown, so that's different.

5 GUESS THE CLASSMATE

GROUP WORK Think of a student in the class. Your classmates ask yes/no questions to guess the student.



A: I'm thinking of a student in this class.
B: Is it a man?
A: Yes, it is.
C: Is he short?
A: No, he isn't.
D: Is he wearing blue jeans?

WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?

www.irLanguage.com

Unit 5 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
CYCLE 1	1 Snapshot		SSD Unit 5 Vocabulary 1
	2 Conversation		SSD Unit 5 Speaking 1
	3 Grammar Focus		SB Unit 5 Grammar Plus focus 1 SSD Unit 5 Grammar 1–2 ARC Time ARC Present continuous and time expressions
	4 Listening		WB Unit 5 exercises 1–4
CYCLE 2	5 Conversation		SSD Unit 5 Speaking 2
	6 Pronunciation		
	7 Grammar Focus		SB Unit 5 Grammar Plus focus 2 SSD Unit 5 Grammar 3 ARC Present continuous Wh-questions ARC Present continuous questions
	8 Word Power	TSS Unit 5 Vocabulary Worksheet TSS Unit 5 Grammar Worksheet TSS Unit 5 Listening Worksheet TSS Unit 5 Extra Worksheet	SSD Unit 5 Vocabulary 2
	9 Interchange 5		
	10 Reading	TSS Unit 5 Project Worksheet VID Unit 5 VRB Unit 5	SSD Unit 5 Reading 1–2 SSD Unit 5 Listening 1–3 SSD Unit 5 Video 1–3 WB Unit 5 exercises 5–9

Key ARC: Arcade SB: Student's Book SSD: Self-study DVD-ROM TSS: Teacher Support Site
VID: Video DVD VRB: Video Resource Book WB: Workbook

www.irLanguage.com

My Plan for Unit 5

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

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

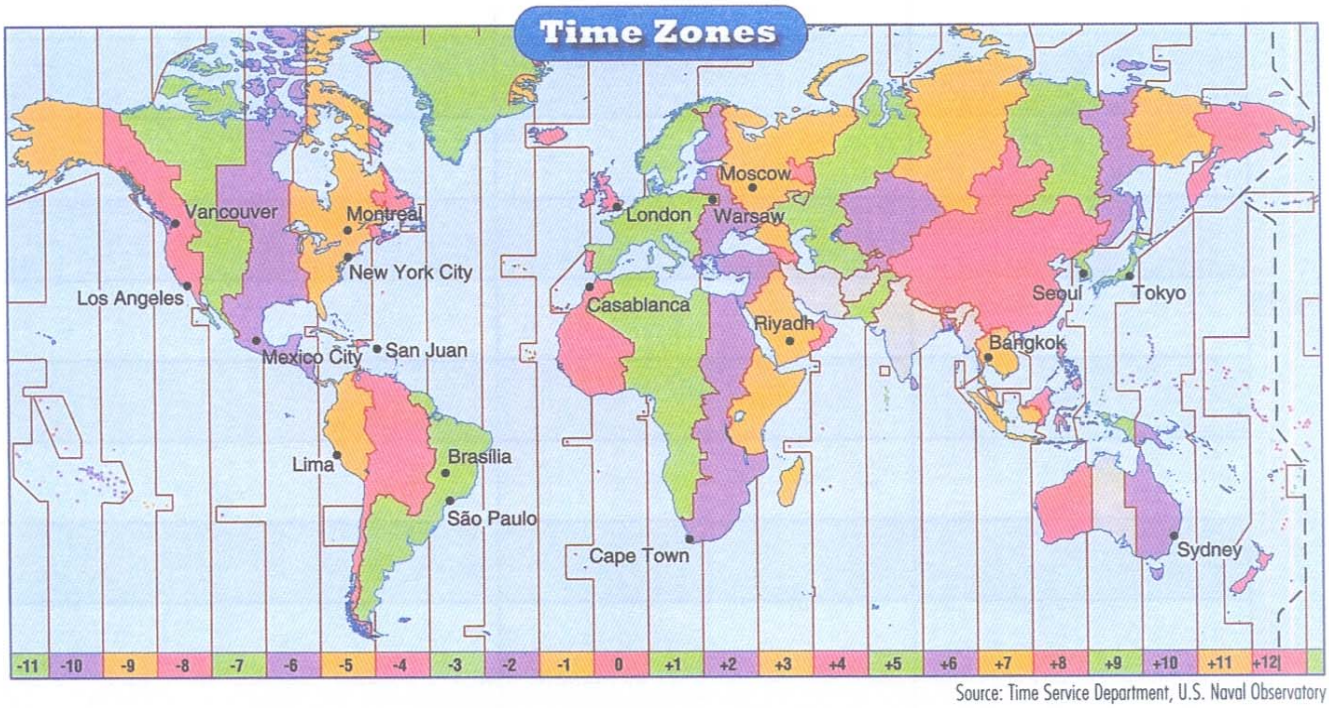
With or instead of the following SB section	I am using these materials for assessment

www.irLanguage.com

5 What are you doing?

1 SNAPSHOT

Listen and practice.



Source: Time Service Department, U.S. Naval Observatory

Which cities are in the same time zones?
Which cities are in your time zone?

2 CONVERSATION *What time is it there?*

Listen and practice.

Debbie: Hello?
John: Hi, Debbie. This is John. I'm calling from Australia.
Debbie: Australia?
John: I'm at a conference in Sydney. Remember?
Debbie: Oh, right. What time is it there?
John: It's 10:00 P.M. And it's four o'clock there in Los Angeles. Right?
Debbie: Yes – four o'clock in the morning!
John: 4:00 A.M.? Oh, I'm really sorry.
Debbie: That's OK. I'm awake . . . now.



www.irLanguage.com

What are you doing?

Cycle 1, Exercises 1–4

In Unit 5, students discuss the time and daily activities. In Cycle 1, they talk about cities and time zones using time expressions. In Cycle 2, they discuss people's activities using the present continuous.

1 SNAPSHOT

talk about cities and international time zones

[CD 1, Track 54]

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

TIP To give slower Ss a chance to answer questions, don't ask the first Ss who raise their hands for the answers. Instead, give Ss time to think and wait until more Ss raise their hands.

- Ask the second question. Elicit answers from the class.
- ***Option:*** Bring atlases, world maps, or globes to class. Ss use them to answer the questions. Go over the pronunciation of additional cities as needed.
- ***Option:*** Focus Ss' attention on the map. Ask: "Where are these cities?" Ss list the country for each city in pairs or small groups. Then elicit the answers. Ss get one point for each correct answer. (Answers: Vancouver, Canada; Los Angeles, the U.S.; Mexico City, Mexico; Lima, Peru; Montreal, Canada; New York City, the U.S.; San Juan, Puerto Rico; Brasília, Brazil; São Paulo, Brazil; London, England/the U.K.; Casablanca, Morocco; Cape Town, South Africa; Warsaw, Poland; Moscow, Russia; Riyadh, Saudi Arabia; Seoul, South Korea; Bangkok, Thailand; Tokyo, Japan; Sydney, Australia)

2 CONVERSATION

practice a conversation between two people in different time zones; see clock times and times of day in context

[CD 1, Track 55]

- Books closed. Write these focus questions on the board:
  1. Where is John?
  2. Where is Debbie?
- Play the audio program. Ss listen for the answers. Then elicit the answers from the class. (Answers: 1. Sydney 2. Los Angeles)
- Ask Ss to find Sydney and Los Angeles on the map in the Snapshot.
- Books open. Focus Ss' attention on the picture. Set the scene. John is at a conference in Sydney, Australia. Debbie is at home in Los Angeles, California. She's sleeping. John is calling Debbie.
- Write these focus questions on the board:
  1. Is it 10:00 P.M. in Sydney?
  2. Is it 4:00 A.M. in Los Angeles?

  Then play the audio program again. Ss listen for the answers. Elicit the answers. (Answers: 1. Yes 2. Yes)
- Elicit the meaning of any new vocabulary. Encourage Ss to guess.

Vocabulary

conference: a large meeting, especially for work
Right?: Is this correct?
awake: not sleeping

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

For a new way to practice this conversation, try the ***Onion Ring*** technique – download it from the website.

www.irLanguage.com

3 GRAMMAR FOCUS

Learning Objectives: *ask and answer questions using time expressions; practice giving the times of day*

What time is it?

[CD 1, Track 56]

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

A Pair work

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

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

Answers

1. It's twenty (minutes) after two./It's two-twenty.
2. It's ten (minutes) to seven./It's six-fifty.
3. It's a quarter to nine./It's eight forty-five.
4. It's five (minutes) after eleven./It's eleven-oh-five.
5. It's three-fifteen./It's a quarter after three.
6. It's four-thirty.

- ***Option:*** Ask Ss to draw ten clock faces on a piece of paper and number them. Then read a list of ten different times aloud (e.g., *3:10, 6:30, 12:15, 4:40, 1:05, 2:25, 5:35, 11:50, 8:20, 5:30*). Ss draw the times on the clock faces. Then ask different Ss to draw the clocks on the board. Go over the answers as a class.

For more practice with times, play ***Concentration*** – download it from the website. Ss match cards with times (e.g., *4:00*) and cards with clock faces.

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

[CD 1, Track 57]

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

B Pair work

- Explain the task and model the example with a S:
  S: It's nine o'clock in the evening.
  T: It's 9:00 P.M.
- Ss complete the task in pairs. Then they change roles. Go around the class and check Ss' use of time expressions.
- ***Option:*** Ss underline the time expressions in the Conversation on page 30. Then elicit the answers. (Answers: 10:00 P.M., four o'clock, four o'clock in the morning, 4:00 A.M.)

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

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

www.irLanguage.com

3 GRAMMAR FOCUS

What time is it?



It's one **o'clock**.



It's one-oh-five.
It's five **after** one.



It's one-fifteen.
It's **a quarter after** one.



It's one-thirty.



It's one-forty.
It's twenty **to** two.

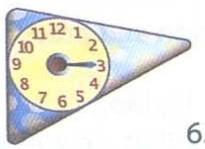


It's one forty-five.
It's **a quarter to** two.

A PAIR WORK Look at these clocks. What time is it?

1. 
2. 

3. 
4. 

5. 
6. 

A: What time is it?
B: It's twenty after two. OR It's two-twenty.

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



It's seven (o'clock)
in the morning.
It's 7:00 **A.M.**



It's twelve (o'clock).
It's 12:00 **P.M.**
It's **noon**.



It's four (o'clock)
in the afternoon.
It's 4:00 **P.M.**



It's seven (o'clock)
in the evening.
It's 7:00 **P.M.**



It's ten (o'clock) **at night**.
It's 10:00 **P.M.**



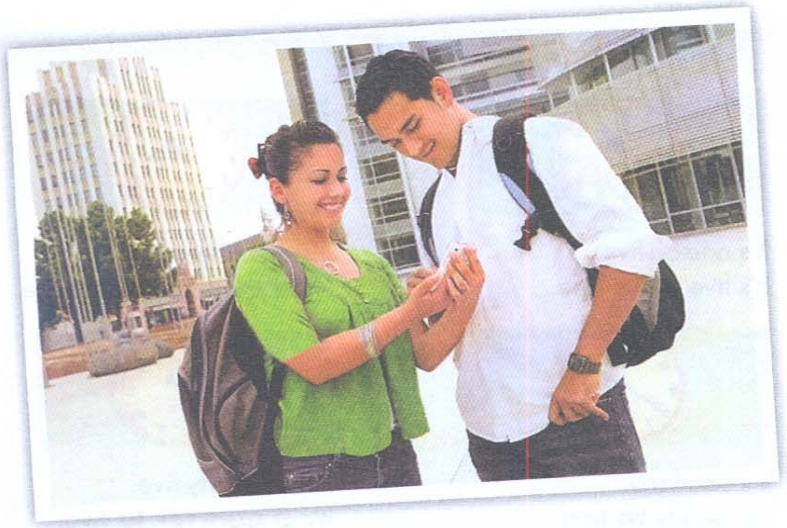
It's twelve (o'clock) **at night**
It's 12:00 **A.M.**
It's **midnight**.

B PAIR WORK Say each time a different way.

1. It's nine o'clock in the evening. *"It's 9:00 P.M."*
2. It's eight o'clock in the morning.
3. It's twelve o'clock at night.
4. It's three in the afternoon.
5. It's 3:00 A.M.
6. It's 6:00 P.M.
7. It's 4:00 P.M.
8. It's 12:00 P.M.

www.irLanguage.com

4 LISTENING *It's 4:00 P.M. in Vancouver.*



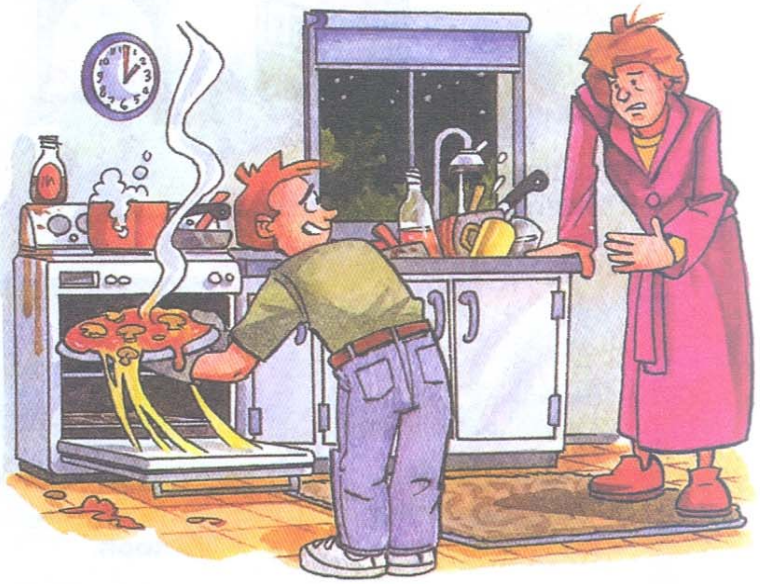
Tracy and Eric are calling friends in different parts of the world. Listen. What time is it in these cities?

City	Time
Vancouver	4:00 p.m.
Bangkok	.....
London	.....
Tokyo	.....
São Paulo	.....

5 CONVERSATION *I'm really hungry!*

Listen and practice.

Steve: Hi, Mom.
Mom: What are you doing, Steve?
Steve: I'm cooking.
Mom: Why are you cooking now? It's two o'clock in the morning!
Steve: Well, I'm really hungry!
Mom: What are you making?
Steve: Pizza.
Mom: Oh? What kind?
Steve: Cheese and mushroom.
Mom: That's my favorite! Now I'm getting hungry. Let's eat!



6 PRONUNCIATION *Rising and falling intonation*

A Listen and practice. Notice the intonation of the yes/no and Wh-questions.

Is she getting up?
Are they sleeping?

What's she doing?
What are they doing?

B Listen to the questions. Draw a rising arrow (↗) for rising intonation and a falling arrow (↘) for falling intonation.

1. ↗ 2. ..... 3. ..... 4. ..... 5. ..... 6. .....

www.irLanguage.com

4 LISTENING

Learning Objective: *develop skills in listening for specific times*

[CD 1, Track 58]

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

AudioScript

Tracy What time is it now, Eric?
Eric It's four o'clock.
Tracy OK. It's 4 P.M. here in Vancouver, so it's 7 A.M. in Bangkok. I'm calling Permsak.
Eric Now? He's sleeping!
Tracy Oh, you're right. Well, let's call your friend Ian. What time is it in London?
Eric It's 1 A.M.
Tracy Oh, that's late. What time is it in Tokyo?
Eric 9 A.M.
Tracy Great. I'm calling Mariko.
Eric Wait a minute. She's in São Paulo this week. Remember?
Tracy Oh, right. Well, I have her phone number in São Paulo.
Eric What time is it there?
Tracy Um . . . it's nine in the evening. . . . She's probably watching television.
Eric So are you calling her?
Tracy Sure. We have to tell someone we're getting married!

Answers

City	Time
Vancouver	4:00 P.M.
Bangkok	7:00 A.M.
London	1:00 A.M.
Tokyo	9:00 A.M.
São Paulo	9:00 P.M.

- Ss compare their answers in pairs. Elicit the answers and write the correct answers on the board.

End of Cycle 1

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

Cycle 2, Exercises 5–10

5 CONVERSATION

Learning Objectives: *practice a conversation between a boy and his mother; see present continuous Wh-questions in context*

[CD 1, Track 59]

- Books closed. Ask these focus questions: "What time is it? What is Steve doing?"
- Play the audio program. Then elicit the answers from the class. (Answers: 2:00 A.M., cooking)
- Books open. Focus Ss' attention on the picture and elicit vocabulary.
- Play the audio program again. Ss listen and read silently. Elicit or explain the meaning of *hungry*, *cooking*, *mushrooms*, and *pizza*.
- Play the audio program again. Ss listen and repeat. Then they practice the conversation in pairs.

6 PRONUNCIATION

Learning Objective: *notice rising and falling intonation in yes/no and Wh-questions*

[CD 1, Track 60]

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

[CD 1, Track 61]

- Play the first question on the audio program. Use the example to model the task.
- Play the audio program once or twice. Ss complete the task individually. Then ask different Ss to write the answers on the board.

AudioScript

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

- Play the audio program again to check answers.

Answers

1. ↗ 2. ↘ 3. ↘ 4. ↗ 5. ↘ 6. ↗

www.irLanguage.com

7 GRAMMAR FOCUS

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

[CD 1, Track 62]

- Focus Ss' attention on the pictures and the labels. Point out that when it is 4:00 A.M. in Los Angeles, it is 6:00 A.M. in Mexico City.
- Ask Ss about the times in different cities. For example:

  T: What time is it in New York City?
  Ss: It's 7:00 A.M.

Present continuous Wh-questions

- Play the audio program for the questions and answers. Ss listen and read silently.
- Elicit or explain the pattern for present continuous Wh-questions:

  Wh-word + *be* + subject + verb + *-ing*?

TIP To help Ss remember how to form a new structure, write it on the board using different colors for important features. For example:
What's Victoria doing?
She's sleeping.

- ***Option:*** Ss underline the present continuous Wh-questions in the Conversation on page 32. Then elicit the answers. (Answers: What are you doing, Steve? Why are you cooking now? What are you making?)
- Review the meaning of *so*. Read the statement about Marcos: "It's 6:00 A.M., so he's getting up." Ask, "Why is Marcos getting up?" Elicit the answer. (Answer: It's 6:00 A.M.)
- Play the audio program for the questions and answers again. Ss listen and repeat.
- For the last picture, ask Ss: "What time is it? What are you doing now?" Elicit Ss' answers. (Possible answers: I'm studying English. I'm talking.)
- ***Option:*** Ss imagine it is a different time of the day. Ask: "What time is it? What are you doing?" Elicit answers with *so*. For example:

  T: What are you doing, John?
  S: It's 5:00, so I'm cooking dinner.

A *Pair work*

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

Answers

1. Victoria is sleeping now.
2. Sue and Tom are having breakfast.
3. He's working in Moscow.
4. He's checking his email in Tokyo.
5. She's wearing a suit.
6. He's wearing pajamas.
7. It's 6:00 A.M.
8. It's noon./It's 12:00 P.M.

B *Group work*

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

TIP To deal with common errors in a visual way, write the target feature on a card. For example, if your Ss forget the *-ing* ending when practicing the present continuous, write *-ing* on a card. When a S forgets to use the *-ing* ending, show the card silently.

- ***Option:*** Elicit questions from each group. Students ask different groups their questions.

For more practice asking and answering present continuous Wh-questions, play ***Hot Potato*** – download it from the website.

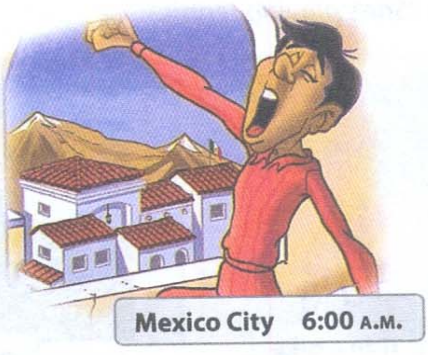
www.irLanguage.com

7 GRAMMAR FOCUS *Present continuous Wh-questions*



Los Angeles 4:00 A.M.

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



Mexico City 6:00 A.M.

What's Marcos **doing**?
It's 6:00 A.M., so he**'s getting up.**



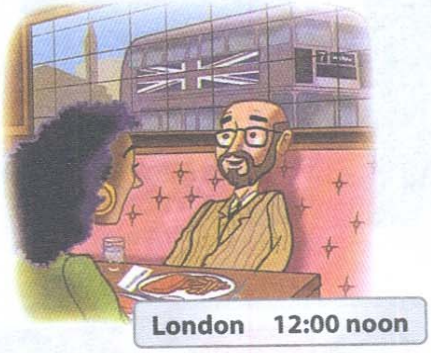
New York City 7:00 A.M.

What are Sue and Tom **doing**?
They**'re having** breakfast.



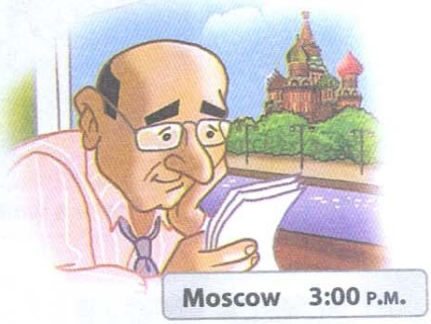
Brasília 9:00 A.M.

What's Célia **doing**?
She**'s going** to work.



London 12:00 noon

What are Jim and Ann **doing**?
It's noon, so they**'re eating** lunch.



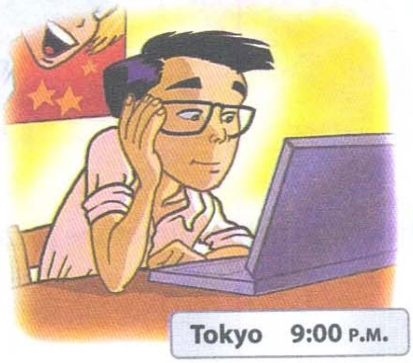
Moscow 3:00 P.M.

What's Andrei **doing**?
He**'s working.**



Bangkok 7:00 P.M.

What's Permsak **doing**?
He**'s eating** dinner right now.



Tokyo 9:00 P.M.

What's Hiroshi **doing**?
He**'s checking** his email.



Your city 00:00

What are you **doing**?
It's . . . . I**'m** . . .

A PAIR WORK Ask and answer the questions about the pictures.

1. Who's sleeping now?
2. Who's having breakfast?
3. Where's Andrei working?
4. Where's Hiroshi checking his email?
5. What's Célia wearing?
6. What's Marcos wearing?
7. Why is Marcos getting up?
8. Why are Jim and Ann having lunch?

spelling

sleep → sleep**ing**
get → get**ting** (+ *t*)
have → hav**ing** (– *e*)

B GROUP WORK Write five more questions about the pictures. Then ask and answer your questions in groups.

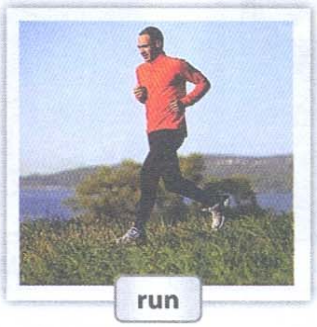
www.irLanguage.com

8 WORD POWER *Activities*

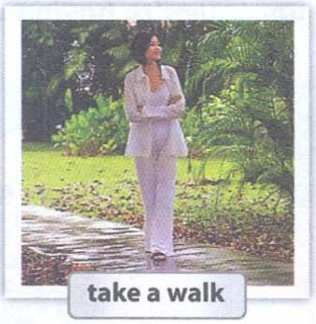
A Listen and practice. *"She's playing tennis."*


play tennis


ride a bike


run


swim

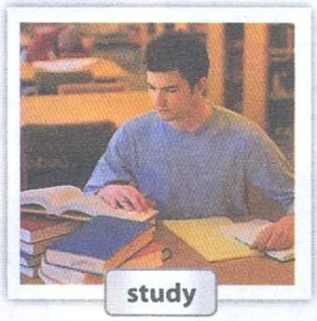

take a walk


drive


watch a movie


shop


read


study


watch television

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

A: Is she playing soccer?
B: No, she's not.
A: What's she doing?
B: She's playing tennis.

C What's Mary doing? Listen to the sounds and number the actions from 1 to 8.

☐ dancing	☐ eating dinner	☐ riding a bike	☐ swimming
1 driving	☐ playing tennis	☐ shopping	☐ watching television

9 INTERCHANGE 5 *What's wrong with this picture?*

What's wrong with this picture? Go to Interchange 5 on page 119.

www.irLanguage.com

8 WORD POWER

learn vocabulary for discussing activities

A [CD 1, Track 63]

- Focus Ss' attention on the pictures. Play the audio program. Ss listen and repeat.
- Say the verbs or phrases under the pictures in random order. Ask different Ss to say the complete sentences. For example:

  T: watch television
  S1: He's watching television.
  T: run
  S2: She's running.

- ***Option:*** Ss write complete sentences about each picture. Encourage them to check the spelling rules in Exercise 7 on page 33.

B *Pair work*

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

C [CD 1, Track 64]

- Explain the task. Play the first sound in the audio program to model the task.
- Play the audio program. Ss complete the task individually.
- To check answers, play one sound at a time. Elicit answers from the class and ask a S to write them on the board.

AudioScript

1. (a car on a busy highway)
2. (swimming in a pool)
3. (people eating dinner)
4. (a television)
5. (a nightclub with dance music)
6. (riding a bicycle)
7. (playing tennis)
8. (shopping in a mall)

Answers

1. She's driving.
2. She's swimming.
3. She's eating dinner.
4. She's watching television.
5. She's dancing.
6. She's riding a bike.
7. She's playing tennis.
8. She's shopping.

9 INTERCHANGE 5

See page T-119 for teaching notes.

www.irLanguage.com

10 READING

Learning Objectives: *read an online chat; develop skills in skimming and reading for details*

[CD 1, Track 65]

- Focus Ss' attention on the title and pictures. Explain that the conversation is an online chat between two women, Meg and Kathy.
- Focus Ss' attention on the names *megm* and *kathyo*. Elicit or explain that these are Meg's and Kathy's screen names, or chat room nicknames.
- Explain the pre-reading task. Explain that *skim* means "to read quickly to find general information."
- Write these questions on the board:
  1. Where are they?
  2. What are they doing?

  Point out that Ss can complete the pre-reading task quickly by finding the answers to these questions.
- Ss complete the task individually. Go over answers by pointing to each picture and asking "What's her name?"

Answers

top picture: Kathy
bottom picture: Meg

A

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

Answers

1. **Kathy** is writing an essay.
2. **Meg** is having coffee.
3. **Carmen** is talking on the phone.
4. **Kathy's father** is watching a baseball game.
5. **Kathy's mother** is shopping.
6. **John/Kathy's brother** is playing soccer.

- ***Option:*** Play the audio program. Ss listen and read silently.
- Ss read the conversation again. Elicit or explain any new vocabulary.

Vocabulary

laptop: a small computer that you can take places
chat: talk, especially on the Internet
online: using the Internet

- ***Option:*** Point out that people use punctuation to show expressions on the Internet. For example, :) means "smile." They are called *emoticons*. Ask the class: "Do you know any other Internet emoticons?" Ask Ss to write them on the board and explain their meanings.

B *Pair work*

- Explain the task. Point out that Ss can use false information.
- Ss write an online chat in pairs. They take turns writing questions and answers on one piece of paper. Go around the class and give help with grammar, vocabulary, and spelling as needed.

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

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

End of Cycle 2

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

www.irLanguage.com

10 READING

Friends Across a Continent

Skim the conversation. Write the name of the correct person under each picture.

Meg Martin and Kathy O'Brien chat online almost every day. Meg is an exchange student from the U.S. She's studying in Mexico. Kathy is in the U.S.

megm: Hi, there!

kathyo: Hi, Meg!

megm: What are you doing?

kathyo: I'm sitting on my bed with my laptop. I'm doing my homework.

megm: What are you working on?

kathyo: I'm writing an essay for Spanish class. :) Where are you?

megm: I'm in a café with my friend Carmen. I'm having coffee, and she's talking on the phone outside. How is your family?

kathyo: They're all fine! My father's watching a baseball game with his friends. My mother is out shopping.

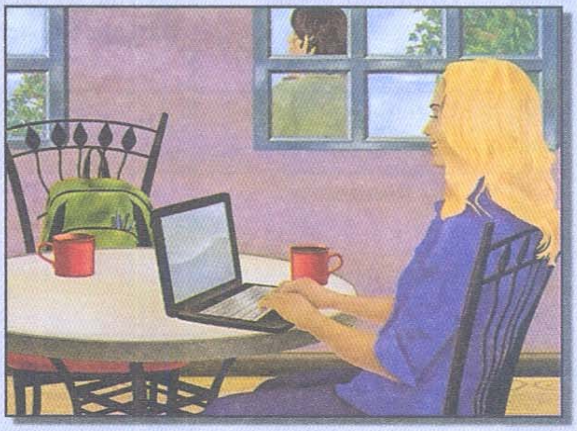
megm: Where's your brother?

kathyo: John's playing soccer in the park. Oh, wait. My phone is ringing. My mother's calling me. I have to go! Bye!

megm: OK! Bye!



_____



_____

A Read the conversation. Who is doing these things? Complete the sentences.

1. _____ is writing an essay.
2. _____ is having coffee.
3. _____ is talking on the phone.
4. _____ is watching a baseball game.
5. _____ is shopping.
6. _____ is playing soccer.

B PAIR WORK Imagine you are texting or chatting online. Where are you? Who are you communicating with? Write a short conversation.

www.irLanguage.com

Unit 6 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
CYCLE 1	1 Snapshot		**SSD** Unit 6 Vocabulary 1
	2 Conversation		**SSD** Unit 6 Speaking 1
	3 Word Power	**TSS** Unit 6 Vocabulary Worksheet	**SSD** Unit 6 Vocabulary 2 **ARC** Family
	4 Grammar Focus		**SB** Unit 6 Grammar Plus focus 1 **ARC** Simple present statements 1–2
	5 Pronunciation	**TSS** Unit 6 Extra Worksheet	**WB** Unit 6 exercises 1–4
CYCLE 2	6 Conversation		**SSD** Unit 6 Speaking 2
	7 Grammar Focus	**TSS** Unit 6 Grammar Worksheet **TSS** Unit 6 Listening Worksheet	**SB** Unit 6 Grammar Plus focus 2 **SSD** Unit 6 Grammar 1–2 **ARC** Simple present questions 1–2
	8 Listening		
	9 My Routine		
	10 Interchange 6		
	11 Reading	**TSS** Unit 6 Project Worksheet **VID** Unit 6 **VRB** Unit 6	**SSD** Unit 6 Reading 1–2 **SSD** Unit 6 Listening 1–2 **SSD** Unit 6 Video 1–3 **WB** Unit 6 exercises 5–10

With or instead of the following SB section	You can also use these materials for assessment
Units 5–6 Progress Check	**ASSESSMENT CD** Units 5–6 Oral Quiz **ASSESSMENT CD** Units 5–6 Written Quiz

Key **ARC:** Arcade **SB:** Student's Book **SSD:** Self-study DVD-ROM **TSS:** Teacher Support Site
VID: Video DVD **VRB:** Video Resource Book **WB:** Workbook

www.irLanguage.com

My Plan for Unit 6

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

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

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

www.irLanguage.com

6 My sister works downtown.

1 SNAPSHOT

Listen and practice.

Transportation in the U.S.
The Top Eight Ways to Get to Work

1. drive 
2. walk 
3. take the bus 
4. take the subway 
5. take the train 
6. ride a bike 
7. take a taxi/cab 
8. ride a motorcycle 

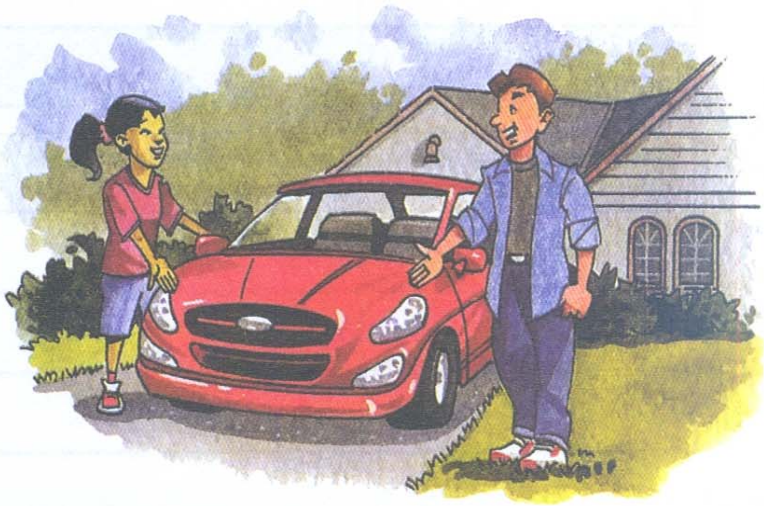
Source: U.S. Census Bureau

Check (✓) the kinds of transportation you use.
What are some other kinds of transportation?

2 CONVERSATION *Nice car!*

Listen and practice.

Ashley: Nice car, Jason! Is it yours?
Jason: No, it's my sister's. She has a new job, and she drives to work.
Ashley: Is her job here in the suburbs?
Jason: No, it's downtown.
Ashley: My parents work downtown, but they don't drive to work. They use public transportation.
Jason: The bus or the train?
Ashley: The train doesn't stop near our house, so they take the bus.



www.irLanguage.com

My sister works downtown.

Cycle 1, Exercises 1–5

In Unit 6, students discuss transportation, family, and routines. In Cycle 1, they talk about transportation and families using simple present statements. In Cycle 2, they discuss daily and weekly routines using simple present questions.

1 SNAPSHOT

Learning Objective: *learn vocabulary for talking about transportation*

[CD 2, Track 1]

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

Vocabulary

transportation: ways of going to different places
top: most popular
get to: go to
work: a job

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

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

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

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

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

2 CONVERSATION

Learning Objectives: *practice a conversation about transportation to work; see simple present statements in context*

[CD 2, Track 2]

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

  Then elicit the answers. (Answers: 1. T-shirts and jeans 2. a car 3. red. 4. Jason's sister's)
- Play the audio program again. Ss listen and read silently.
- Elicit or explain any new vocabulary.

Vocabulary

suburbs: outside area of a city where many people live
downtown: the business center of a city
public transportation: transportation everyone can use, such as buses, trains, and subways

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

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

www.irLanguage.com

3 WORD POWER

Learning Objective: *learn and practice vocabulary about family relationships*

A [CD 2, Track 3] Pair work

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

Answers

1. Anne is Paul's **wife**.
2. Jason and Emily are their **children (kids)**.
3. Paul is Anne's **husband**.
4. Jason is Anne's **son**.
5. Emily is Paul's **daughter**.
6. Jason is Emily's **brother**.
7. Emily is Jason's **sister**.
8. Paul and Anne are Jason's **parents**.

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

B Pair work

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

4 GRAMMAR FOCUS

Learning Objectives: *practice simple present statements; practice using simple present regular and irregular verbs*

[CD 2, Track 4]

Simple present statements

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

A

- Focus Ss attention on the *verb endings* box. Point out that that *study* changes to *studies* because it ends in consonant + *y* and *watch* changes to *watches* because it ends in *ch*.
- Read the text in the *verb endings* box aloud. Ss listen and repeat.
- Set the scene for the exercise. Paul Carter from Exercise 3 is talking about his family.
- Elicit or explain any new vocabulary.

Vocabulary

retired: not working, especially because of age

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

Answers

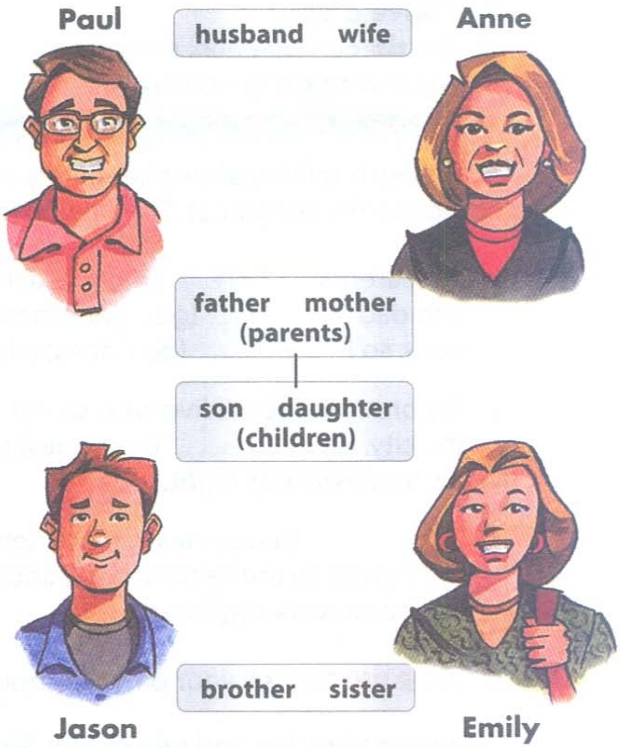
1. My family and I **live** in the suburbs. My wife and I **work** near here, so we **walk** to work. Our daughter Emily **works** downtown, so she **drives** to work. Our son **doesn't** drive. He **rides** his bike to school.
2. My parents **live** in the city. My mother **takes** a train to work.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

www.irLanguage.com

3 WORD POWER *Family*

A **PAIR WORK** Complete the sentences about the Carter family. Then listen and check your answers.

1. Anne is Paul's wife .
2. Jason and Emily are their ..... .
3. Paul is Anne's ..... .
4. Jason is Anne's ..... .
5. Emily is Paul's ..... .
6. Jason is Emily's ..... .
7. Emily is Jason's ..... .
8. Paul and Anne are Jason's ..... .



kids	=	**children**
mom	=	**mother**
dad	=	**father**

B **PAIR WORK** Who are the people in your family? What are their names?

"My mother's name is Angela. My brothers' names are David and Daniel."

4 GRAMMAR FOCUS

Simple present statements

I	**walk**	to school.	I	**don't live**	far from here.	don**'t** = do not
You	**ride**	your bike to school.	You	**don't live**	near here.	does**n't** = does not
He	**works**	near here.	He	**doesn't work**	downtown.	
She	**takes**	the bus to work.	She	**doesn't drive**	to work.	
We	**live**	with our parents.	We	**don't live**	alone.	
They	**use**	public transportation.	They	**don't need**	a car.	

A Paul Carter is talking about his family. Complete the sentences with the correct verb forms. Then compare with a partner.

1. My family and I live (live / lives) in the suburbs. My wife and I ..... (work / works) near here, so we ..... (walk / walks) to work. Our daughter Emily ..... (work / works) downtown, so she ..... (drive / drives) to work. Our son ..... (don't / doesn't) drive. He ..... (ride / rides) his bike to school.

2. My parents ..... (live / lives) in the city. My mother ..... (take / takes) a train to work. My father is retired, so he ..... (don't / doesn't) work now. He also ..... (use / uses) public transportation, so they ..... (don't / doesn't) need a car.

verb endings: *he, she, it*

walk	→	walks
ride	→	rides
study	→	studies
watch	→	watches

www.irLanguage.com

Simple present statements with irregular verbs

I/you/we/they	he/she/it
I **have** a bike.	My father **has** a car.
We **do** our homework every day.	My mother **does** a lot of work at home.
My parents **go** to work by bus.	The bus **goes** downtown.

B Ashley is talking about her family and her friend Jason. Complete the sentences. Then compare with a partner.

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

C **PAIR WORK** Tell your partner about your family.

"I have one brother and two sisters. My brother is a teacher. He has a car, so he drives to work."

5 PRONUNCIATION *Third-person singular -s endings*

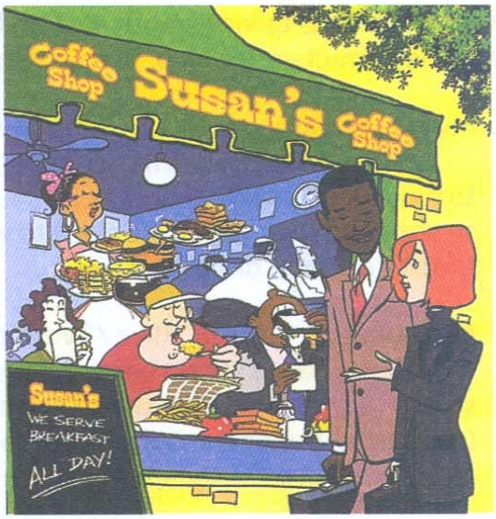
Listen and practice. Notice the pronunciation of the **-s** endings.

s = /s/		*s* = /z/		*(e)s* = /ɪz/		*irregular*	
take	take**s**	drive	drive**s**	dance	dance**s**	do	do**es**
sleep	sleep**s**	study	studi**es**	watch	watch**es**	have	ha**s**

6 CONVERSATION *I get up at noon.*

Listen and practice.

Jack: Let's go to the park on Sunday.
Amy: OK, but let's go in the afternoon. I sleep late on weekends.
Jack: What time do you get up on Sundays?
Amy: At ten o'clock.
Jack: Oh, that's early. On Sundays, I get up at noon.
Amy: Really? Do you eat breakfast then?
Jack: Sure. I have breakfast every day.
Amy: Then let's meet at this restaurant at one o'clock. They serve breakfast all day!



www.irLanguage.com

[CD 2, Track 5]

Simple present statements with irregular verbs

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

B

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

Answers

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

C ***Pair work***

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

5 PRONUNCIATION

Learning Objective: *notice and practice the pronunciation of third-person singular -s endings*

[CD 2, Track 6]

- Point out that the pronunciation of third person singular *-s* endings in the simple present follow the same rules as the pronunciation of *-s* endings for plural nouns.
- Play the audio program. Ss listen and read silently.
- Play the audio program again. Ss listen and repeat.
- ***Option:*** If Ss have trouble pronouncing /s/ and /z/ correctly, tell them to say the sounds with their fingers on their throats. The sound /z/ causes a vibration, but the sound /s/ does not.

End of Cycle 1

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

Cycle 2, Exercises 6–11

6 CONVERSATION

Learning Objectives: *practice a conversation about daily routines; see simple present questions in context*

[CD 2, Track 7]

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

Vocabulary

Let's . . . : I suggest that we . . .
serve: give someone food or drink (in a restaurant)

- Play the audio program again. Ss listen and repeat.
- Ss practice the conversation in pairs.

! For a new way to practice this conversation, try the ***Onion Ring*** technique – download it from the website.

www.irLanguage.com

7 GRAMMAR FOCUS

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

[CD 2, Track 8]

Simple present questions

- Focus Ss' attention on the left column of the Grammar Focus box. Elicit or explain the pattern for simple present yes/no questions:
  Do/Does + subject + verb?
- Focus Ss' attention on the right column of the Grammar Focus box. Elicit or explain the pattern for simple present Wh-questions:
  Wh-word + *do/does* + subject + verb?
- Play the audio program for the Grammar Focus box. Ss listen and read silently. Point out that yes/no questions have rising intonation and Wh-questions have falling intonation.

Time expressions

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

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

A

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

Answers

1. **Do** you get up early on weekdays?
2. What time **do** you go home on Fridays?
3. **Does** your father work on weekends?
4. **Does** your mother cook every day?
5. **Do** your parents read in the evening?
6. When **do** your parents shop?
7. **Do** you check your email at night?
8. What time **do** you have dinner?
9. When **do** you study?
10. **Does** your best friend drive to class?
11. What time **does** your father get up?

B *Pair work*

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

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

C

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

Answers

1. Do you check your email every day?
2. What time do you eat lunch?
3. Does this class start at eight o'clock?
4. When do you study English?
5. Do you and your friends play sports on weekends?

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

www.irLanguage.com

7 GRAMMAR FOCUS

Simple present questions

Do you **get up** early?
No, I **get up** late.
Does he **eat** lunch at noon?
No, he **eats** lunch at one o'clock.
Do they **take** the bus to class?
No, they **take** the subway.

What time do you **get up**?
At ten o'clock.
What time does he **have** dinner?
At eight o'clock.
When do they **take** the subway?
On Tuesdays and Thursdays.

A Complete the questions with *do* or *does*.

1. ..Do.. you get up early on weekdays?
2. What time ..... you go home on Fridays?
3. ..... your father work on weekends?
4. ..... your mother cook every day?
5. ..... your parents read in the evening?
6. When ..... your parents shop?
7. ..... you check your email at night?
8. What time ..... you have dinner?
9. When ..... you study?
10. ..... your best friend drive to class?
11. What time ..... your father get up?

time expressions

early	**in** the morning
late	**in** the afternoon
every day	**in** the evening
at 9:00	**on** Sundays
at noon / midnight	**on** weekdays
at night	**on** weekends

B **PAIR WORK** Ask and answer the questions from part A. Use time expressions from the box.

A: Do you get up early on weekdays?
B: Yes. I get up at seven o'clock.

C Unscramble the questions to complete the conversations. Then ask a partner the questions. Answer with your own information.

1. A: Do you check your email every day ..... ?
   you / every day / check your email / do
   B: Yes, I check my email every day.
2. A: ..... ?
   you / what time / lunch / do / eat
   B: At 1:00 P.M.
3. A: ..... ?
   at / start / does / eight o'clock / this class
   B: No, this class starts at nine o'clock.
4. A: ..... ?
   study / you / English / do / when
   B: I study English in the evening.
5. A: ..... ?
   on weekends / you and your friends / do / play sports
   B: Yes, we play soccer on Saturdays.



www.irLanguage.com

8 LISTENING *Marsha's weekly routine*

Listen to Marsha talk about her weekly routine.
Check (✓) the days she does each thing.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
get up early	☐	☐	☐	☐	☐	☐	☐
go to work	☐	☐	☐	☐	☐	☐	☐
exercise	☐	☐	☐	☐	☐	☐	☐
see friends	☐	☐	☐	☐	☐	☐	☐
see family	☐	☐	☐	☐	☐	☐	☐
study	☐	☐	☐	☐	☐	☐	☐

9 MY ROUTINE

A What do you do every week? Write things in the chart.

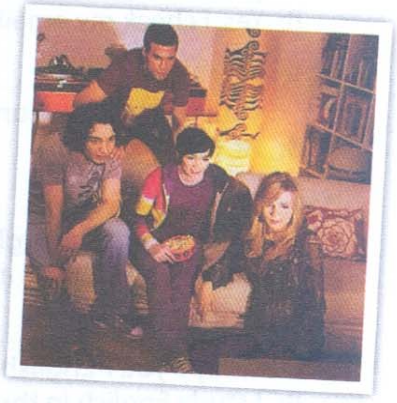
Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Day Week Month

B GROUP WORK Discuss your weekly routines. Ask and answer questions.

A: I go to bed late on Fridays.
B: What do you do on Friday nights?
A: I see my friends. We watch television or play video games.
C: On Fridays, I study in the evening. I see my friends on the weekend.



10 INTERCHANGE 6 *Class survey*

Find out more about your classmates. Go to Interchange 6 on page 120.

www.irLanguage.com

8 LISTENING

Learning Objectives: *learn the days of the week; develop skills in listening for details*

[CD 2, Track 9]

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

TIP If Ss feel nervous about listening to audio recordings, have them work together in pairs or small groups. Explain that the aim is to help each other.

Man Do you get up early every day, Marsha?
Marsha Well, no. I only get up early on weekdays and on Saturdays. I go to school from Monday to Friday, and I work on Saturdays, so I get up around seven o'clock.
Man How about on Sundays?
Marsha On Sundays? Then I sleep late.
Man What else do you do? I mean, do you exercise during the week?
Marsha Yes, but not every day. I swim three times a week – on Mondays, Tuesdays, and Thursdays. Oh, and I also play tennis on Saturdays after work. So I exercise four days a week.
Man What about the rest of the weekend? When do you see your friends and family?
Marsha Let's see. I see friends on Fridays and Saturdays. That's in the evening. And I visit my family on Sundays.
Man When do you study?
Marsha Every day!
Man Wow! You're really busy!

get up early: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday
go to work: Saturday
exercise: Monday, Tuesday, Thursday, Saturday
see friends: Friday, Saturday
see family: Sunday
study: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

9 MY ROUTINE

Learning Objectives: *Complete a chart; discuss weekly routines*

A

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

B ***Group work***

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

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

10 INTERCHANGE 6

See page T-120 for teaching notes.

www.irLanguage.com

11 READING

Learning Objectives: *read and discuss three interviews; develop skills in predicting, scanning, and sequencing events*

[CD 2, Track 10]

- Read the title aloud. Explain that a *schedule* is a daily routine.
- Ss cover the article. Focus their attention on the pictures and labels.
- Read the pre-reading questions. Encourage Ss to use the pictures and labels to make predictions. Elicit predictions from the class, and ask for their reasons. (Possible predictions: Brittany Davis is a college student, so she gets up early. Maya Choo is a rock musician, so she gets up late.)
- Ss uncover the text. Tell them to scan the article to check their predictions. Explain that *scan* means "to read quickly to find specific information." Encourage Ss to look for words like *early, late, in the morning/ afternoon/evening,* and clock times.

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

- Elicit the answers. (Answers: Brittany Davis and Justin Reid get up early. Maya Choo gets up late.)

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

Vocabulary

end: finish; stop
library: a place where you borrow books
go for a run: jog
project: a special job or assignment

- Explain the second part of the task. Ss number the events in each person's schedule individually. Then they compare answers in pairs.
- Elicit answers from the class.

Answers

Brittany Davis
a. 3 b. 2 c. 4 d. 5 e. 1
Justin Reid
a. 3 b. 4 c. 5 d. 1 e. 2
Maya Choo
a. 3 b. 2 c. 5 d. 1 e. 4

- ***Option:*** Play the audio program. Ss listen and read silently.

- Focus Ss' attention on the pictures. Elicit or explain the meaning of *early bird* and *night owl*. Give examples from the article (e.g., *Justin gets up at 6:15 A.M., so he's an early bird. Maya goes to bed at 5:00 in the morning, so she's a night owl.*).

Vocabulary

early bird: a person who gets up early
night owl: a person who stays up late

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

End of Cycle 2

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

www.irLanguage.com

11 READING

Interviews | The Bulletin | Home | News | Photos | Log In

What's your schedule like?

Look at the pictures and the labels. Who gets up early? Who gets up late?

Student reporter Mike Starr talks to people on the street about their schedules.

Brittany Davis
College Student



Mike: What's your schedule like?
Brittany: My classes start at 8:00 A.M., so I get up at 7:00 and take the bus to school.
MS: When do your classes end?
BD: They end at noon. Then I have a job at the library.
MS: So when do you study?
BD: My only time to study is in the evening, from eight until midnight.

Justin Reid
City Tour Guide



Mike: What's your schedule like?
Justin: I get up at 6:15 A.M. and start work at 9:00.
MS: And what do you do before work?
JR: I go for a run at 6:30 A.M., and then I have breakfast at 7:00.
MS: And after work?
JR: I finish at 6:00 P.M., and I have dinner downtown.
MS: Do you work every day?
JR: No, I work on Fridays, Saturdays, and Sundays.

Maya Choo
Rock Musician



Mike: What's your schedule like?
Maya: Well, I work at night. I go to work at 10:00 P.M., and I play until 3:00 A.M.
MS: What do you do after work?
MC: I have dinner at 3:30 or 4:00. Then I take a taxi home.
MS: What time do you go to bed?
MC: I go to bed at 5:00 in the morning.

A Read the article. Then number the activities in each person's schedule from 1 to 5.

Brittany Davis	Justin Reid	Maya Choo
..... a. She goes to class.	..... a. He has breakfast.	..... a. She has dinner.
..... b. She takes the bus.	..... b. He starts work.	..... b. She finishes work.
..... c. She works.	..... c. He eats dinner.	..... c. She goes to bed.
..... d. She studies.	..... d. He gets up.	..... d. She goes to work.
1 e. She gets up.	..... e. He goes for a run.	..... e. She goes home.

B Write five sentences about your schedule. Are you an "early bird" or a "night owl"? Compare with a partner.



early bird



night owl

www.irLanguage.com

Units 5–6 Progress check

SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

I can	Very well	OK	A little
Understand times and descriptions of activities (Ex. 1)	☐	☐	☐
Ask and answer questions about present activities (Ex. 2)	☐	☐	☐
Talk about personal routines (Ex. 3)	☐	☐	☐
Ask and answer questions about routines (Ex. 4)	☐	☐	☐
Ask and answer questions about people's lifestyles and appearance (Ex. 5)	☐	☐	☐

1 LISTENING *Around the world*

It's 9 A.M. in Los Angeles. Vanessa is calling friends around the world. Listen to the conversations and complete the chart.

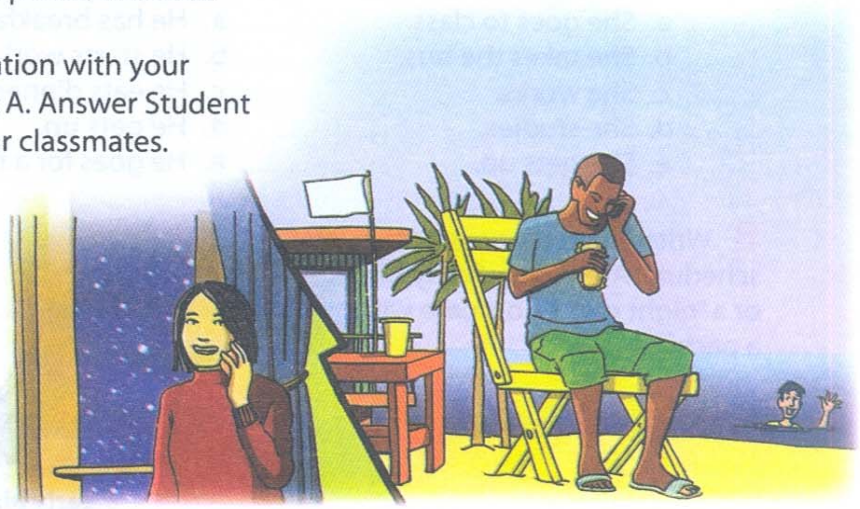
	City	Time	Activity
1. Sarah	New York	.....	.....
2. Manuel	.....	.....	.....
3. Bob	.....	.....	.....

2 ON VACATION

Student A: Imagine your classmates are on vacation. Student B calls you. Ask questions about your classmates.

Student B: Imagine you are on vacation with your classmates. Call Student A. Answer Student A's questions about your classmates.

A: Hello?
B: Hi, it's . . . . I'm on vacation in . .
A: In . . . ? Wow! What are you doing?
B: . . .
A: Who are you with?
B: . . .
A: What's he/she doing?
B: . . .
A: Well, have fun. Bye!



www.irLanguage.com

Units 5–6 Progress check

SELF-ASSESSMENT

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

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

1 LISTENING

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

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

AudioScript

1.
Sarah Hello?
Vanessa Hello, Sarah? This is Vanessa. I'm calling from Los Angeles.
Sarah Hi, Vanessa. How are you?
Vanessa I'm good. So, how are things in New York?
Sarah Oh, fine, thanks.
Vanessa What time is it there?
Sarah It's about twelve o'clock.
Vanessa It's noon? Oh, I'm sorry. Are you having lunch now?
Sarah No, no, it's OK. I'm just watching television. . . .

2.
Manuel Hello?
Vanessa Hello, Manuel. This is Vanessa, in Los Angeles. How are you?
Manuel I'm not sure, Vanessa. It's a little early for me.
Vanessa Really? What time is it in Mexico City?
Manuel Well, it's a quarter after eleven in the morning here.
Vanessa Eleven-fifteen A.M.?
Manuel Yeah. I'm having breakfast right now.
Vanessa You're having breakfast?
Manuel Yeah. I always get up late on Saturdays. . . .

3.
Bob Hello?
Vanessa Hello. Is this Bob?
Bob Yes, it is. Who's calling, please?
Vanessa This is Vanessa.
Bob Oh, hi, Vanessa.
Vanessa So, Bob, how are things in Sydney?
Bob Things are fine, but . . . do you know it's three-thirty in the morning here?
Vanessa Oh, I'm sorry!
Bob It's OK. I'm not sleeping.
Vanessa What are you doing?
Bob I'm reading a really great book. It's about this guy. . . .

Answers

	City	Time	Activity
1. Sarah	New York	12:00 noon	watching television
2. Manuel	Mexico City	11:15 A.M.	having breakfast
3. Bob	Sydney	3:30 A.M.	reading a book

2 ON VACATION

Learning Objective: *assess one's ability to ask and answer questions about present activities*

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

www.irLanguage.com

3 MY DAILY ROUTINE

Learning Objective: *assess one's ability to talk about personal routines*

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

B Pair work

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

4 LIFESTYLE SURVEY

Learning Objectives: *assess one's ability to ask and answer questions about routines and lifestyle*

A

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

B Class activity

- Explain the task. Point out that Ss should try to write a different classmate's name on each line.
- Ss go around the class and complete the task. Go around the class and encourage Ss to look at each other when they talk and to change partners often.
- Elicit answers from the class. Ask: "Do you live with your parents? Who says yes? Who says no?" Elicit names of Ss from the class. Continue with the remaining questions.

5 WHO IS IT?

Learning Objectives: *assess one's ability to ask and answer questions about people's appearance and lifestyle*

Group work

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

WHAT'S NEXT?

become more involved in one's learning

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

www.irLanguage.com

3 MY DAILY ROUTINE

A Choose one day of the week and write it in the blank.
What do you do on this day? Complete the chart.

Day	
In the morning	.....
In the afternoon	.....
In the evening	.....
At night	.....

B PAIR WORK Tell your partner about your routine.

A: On Saturdays, I exercise in the morning. I play soccer with my friends.
B: What time do you play?
A: We play at 10:00.

4 LIFESTYLE SURVEY

A Answer the questions in the chart. Check (✓) Yes or No.

	Yes	No	Name
1. Do you live with your parents?	☐	☐	.....
2. Do both your parents work?	☐	☐	.....
3. Do you watch television at night?	☐	☐	.....
4. Do you eat dinner with your family?	☐	☐	.....
5. Do you stay home on weekends?	☐	☐	.....
6. Do you work on Saturdays?	☐	☐	.....

B CLASS ACTIVITY Go around the class and find classmates with the same answers.
Write their names in the chart. Try to write a different name on each line.

5 WHO IS IT?

GROUP WORK Think of a famous person. Your classmates ask yes/no questions to guess the person.

Is it a man? a woman?
Does he/she live in . . . ?
Is he/she a singer? an actor?
Is he/she tall? short?
Does he/she wear glasses?



WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?

www.irLanguage.com

Unit 7 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
CYCLE 1	1 Snapshot		**SSD** Unit 7 Vocabulary 1
	2 Conversation		**SSD** Unit 7 Speaking 1
	3 Grammar Focus		**SB** Unit 7 Grammar Plus focus 1 **SSD** Unit 7 Grammar 1 **ARC** Simple present short answers
	4 Listening		**WB** Unit 7 exercises 1–4
CYCLE 2	5 Word Power	**TSS** Unit 7 Vocabulary Worksheet **TSS** Unit 7 Listening Worksheet **TSS** Unit 7 Extra Worksheet	**SSD** Unit 7 Vocabulary 2 **ARC** Furniture
	6 Conversation		**SSD** Unit 7 Speaking 2
	7 Grammar Focus	**TSS** Unit 7 Grammar Worksheet	**SB** Unit 7 Grammar Plus focus 2 **SSD** Unit 7 Grammar 2 **ARC** *There is, there are* **ARC** Furniture and *There is, there are*
	8 Interchange 7		
	9 Pronunciation		
	10 Listening		
	11 My Dream Home		
	12 Reading	**TSS** Unit 7 Project Worksheet **VID** Unit 7 **VRB** Unit 7	**SSD** Unit 7 Reading 1–2 **SSD** Unit 7 Listening 1–3 **SSD** Unit 7 Video 1–3 **WB** Unit 7 exercises 5–10

Key **ARC:** Arcade **SB:** Student's Book **SSD:** Self-study DVD-ROM **TSS:** Teacher Support Site
VID: Video DVD **VRB:** Video Resource Book **WB:** Workbook

www.irLanguage.com

My Plan for Unit 7

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

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

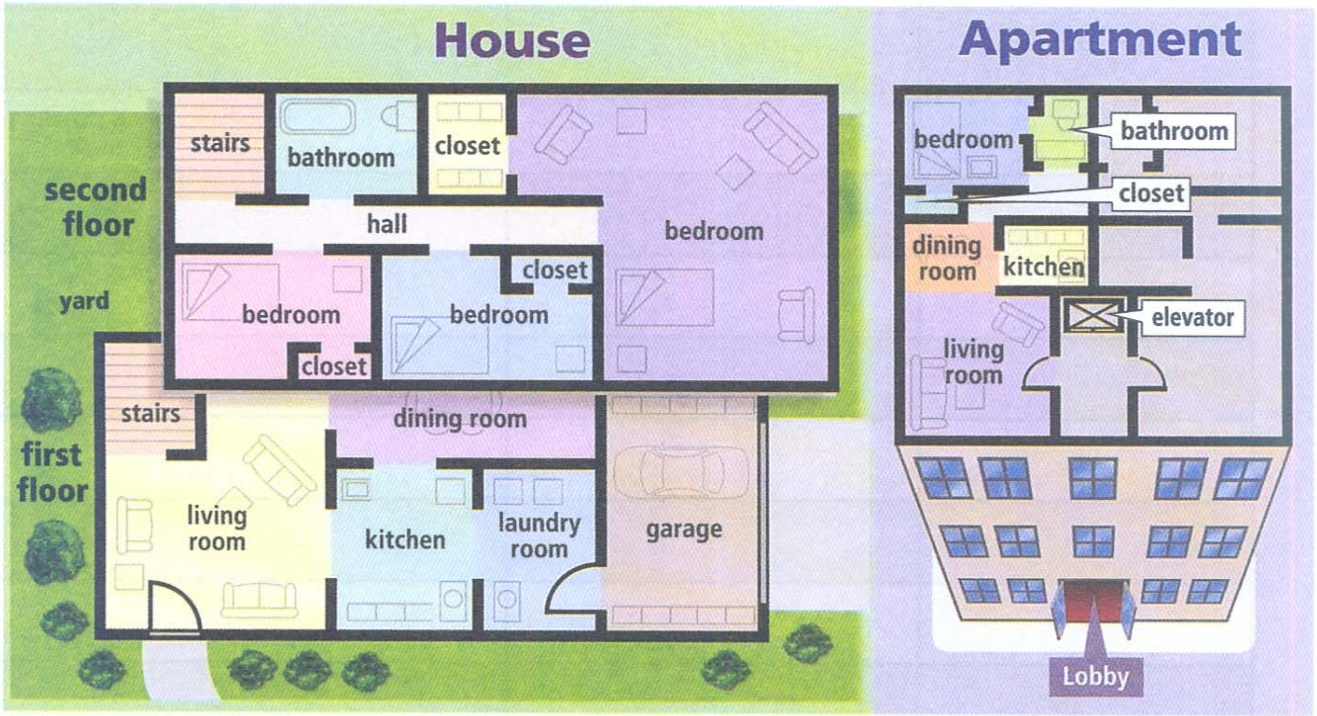
With or instead of the following SB section	I am using these materials for assessment

www.irLanguage.com

7 Does it have a view?

1 SNAPSHOT

Listen and practice.



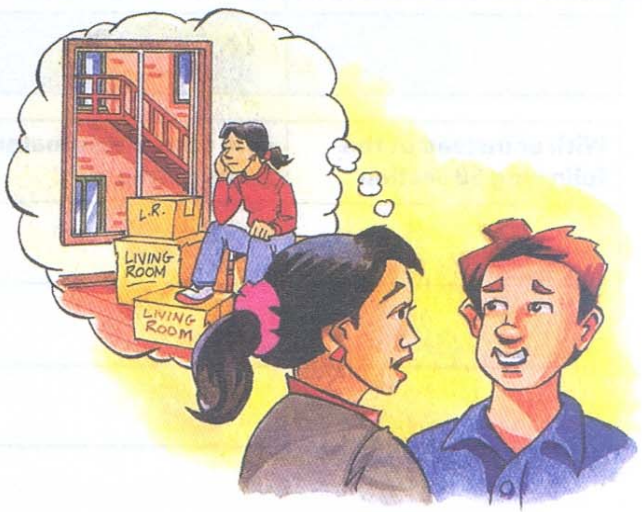
Source: www.floorplanner.com

What rooms are in houses in your country? What rooms are in apartments? What rooms are in your house or apartment?

2 CONVERSATION *My new apartment*

Listen and practice.

Linda: Guess what! I have a new apartment.
Chris: That's great! What's it like?
Linda: It's really nice.
Chris: Is it very big?
Linda: Well, it has a big living room, a bedroom, a bathroom, and a kitchen.
Chris: Nice! Do you live downtown?
Linda: No, I don't. I live near the university.
Chris: Does it have a view?
Linda: Yes, it does. It has a great view of another apartment building!



www.irLanguage.com

Does it have a view?

Cycle 1, Exercises 1–4

In Unit 7, students discuss homes and furniture. In Cycle 1, they describe houses and apartments using simple present questions and short answers. In Cycle 2, they discuss furniture and dream homes using statements with there is/there are.

1 SNAPSHOT

Learning Objective: *learn vocabulary for talking about places in houses and apartments*

[CD 2, Track 12]

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

AudioScript

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

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

- Read the words in the Snapshot aloud. Ss listen and repeat.
- Elicit or explain any new vocabulary.
- ***Option:*** Bring magazines with pictures of different rooms to class. Use the pictures to explain the vocabulary.
- If needed, point out that *first floor* means "ground floor" in the U.S. Also, point out that many buildings in the U.S. don't have a 13th floor because people think the number 13 is unlucky.
- Go over the focus questions. Ss discuss the questions in small groups. Then elicit their answers.

For more practice with house and apartment vocabulary, play the ***Chain Game*** – download it from the website. Begin with this sentence: "My house has a yard."

2 CONVERSATION

Learning Objective: *practice a conversation about a new apartment; see simple present short answers in context*

[CD 2, Track 13]

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

  Then play the audio program again. Ss listen and read silently. Elicit the answers to the focus questions. (Answers: 1. yes 2. no)
- Elicit or explain any new vocabulary. Point out that the word *view* usually means "a nice or interesting scene" (e.g., *a view of a lake*), and Linda is joking when she says: "It has a great view of another apartment building!"

Vocabulary

Guess what!: I have interesting news.
beautiful: very good-looking
view: the scene you see from a specific place
another (apartment building): a different (apartment building)

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

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

www.irLanguage.com

3 GRAMMAR FOCUS

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

[CD 2, Track 14]

Simple present short answers

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

A

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

Answers

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

B ***Pair work***

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

Answers

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

C ***Pair work***

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

4 LISTENING

Learning Objective: *develop skills in listening to descriptions*

[CD 2, Track 15]

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

AudioScript

1.
My family lives on the first floor of a house. Another family lives on the second floor. The people on the second floor are nice – but they're not very quiet!
2.
I live in an apartment downtown. It's on the fifth floor of a large modern building. I have a great view of the city, and I'm close to lots of stores and restaurants.
3.
My apartment is very small. It has just one room with a very small kitchen. It doesn't have a bedroom, so I sleep on the sofa.
4.
My family and I live in an old house in the country. The house is a little small, but we have a nice yard and lots of trees. We like it a lot!

Answers

2, 4, 3, 1

End of Cycle 1

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

www.irLanguage.com

3 GRAMMAR FOCUS

Simple present short answers

Do you **live** in an apartment?
Yes, I **do**. / No, I **don't**.
Do the bedrooms **have** windows?
Yes, they **do**. / No, they **don't**.

Does Chris **live** in a house?
Yes, he **does**. / No, he **doesn't**.
Does the house **have** a yard?
Yes, it **does**. / No, it **doesn't**.

A Complete the conversation. Then practice with a partner.

Linda: ..Do.. you ..live.. in an apartment?
Chris: No, I ..... . I ..... in a house.
Linda: ..... it ..... a yard?
Chris: Yes, it ..... .
Linda: That sounds nice. ..... you ..... alone?
Chris: No, I ..... . I ..... with my family.
Linda: ..... you ..... any brothers or sisters?
Chris: Yes, I ..... . I ..... four sisters.
Linda: Really? ..... your house ..... many bedrooms?
Chris: Yes, it ..... . It ..... four.
Linda: ..... you ..... your own bedroom?
Chris: Yes, I ..... . I'm really lucky.



B **PAIR WORK** Read the conversation in part A again. Ask and answer these questions about Chris.

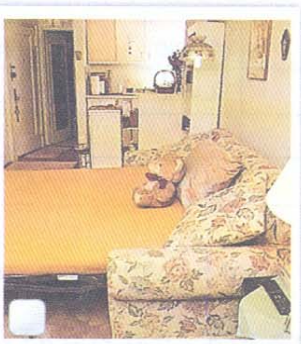
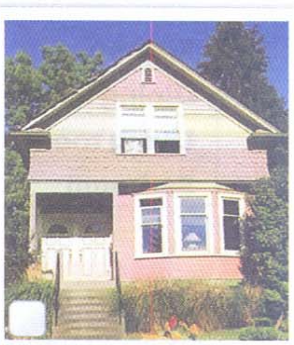
1. Does he live in an apartment?
2. Does his house have a yard?
3. Does he live alone?
4. Does he have his own room?

C **PAIR WORK** Write five questions to ask your partner about his or her home. Then ask and answer the questions.

4 LISTENING *It has just one room.*

Listen to four people describe their homes. Number the pictures from 1 to 4.



www.irLanguage.com

5 WORD POWER *Furniture*

A Listen and practice.


armchairs


stove


curtains


pictures


bed


table


coffee table


microwave oven

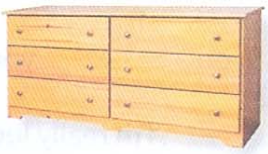

refrigerator


lamps


sofa


desk


bookcase

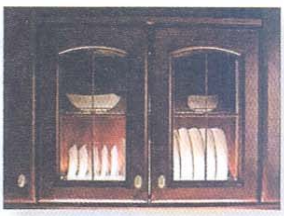

dresser


chairs


mirror


rug


TV


cupboards

B Which rooms have the things in part A? Complete the chart.

Kitchen	table stove
Dining room	table
Living room	
Bedroom	

C **GROUP WORK** What furniture is in your house or apartment? Tell your classmates.

"My living room has a sofa, a rug, and a TV. . . ."

www.irLanguage.com

5 WORD POWER

Learning Objective: *learn vocabulary for furniture and other household items*

A [CD 2, Track 16]

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

  A: What's this?

  B: It's a stove.

  A: What are these?

  B: They're armchairs.

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

B

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

Possible answers

Kitchen: chairs, curtains, microwave oven, cupboards pictures, refrigerator, rug, stove, table, TV
Dining room: chairs, curtains, pictures, rug, table, cupboards
Living room: armchairs, bookcase, coffee table, curtains, desk, lamps, mirror, pictures, rug, TV, cupboards
Bedroom: armchair or chair, bed, bookcase, curtains, desk, dresser, lamp, mirror, pictures, rug

C Group work

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

TIP To help Ss connect to new vocabulary, personalize it whenever possible. For example, encourage Ss to talk about furniture they have in their homes.

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

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

www.irLanguage.com

6 CONVERSATION

Learning Objectives: *practice a conversation about furniture; see* there is *and* there are *in context*

[CD 2, Track 17]

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

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

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

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

7 GRAMMAR FOCUS

Learning Objective: *practice statements with* there is/there are *and* some, no, *and* any

[CD 2, Track 18]

There is, There are

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

  There's no (+ singular noun)

  There isn't a (+ singular noun)

  There are no (+ plural noun)

  There aren't any (+ plural noun)

  Point out that these expressions have the same meaning.

A

- Explain the first part of the task. Focus Ss' attention on the picture of Linda's apartment. Elicit several sentences with *There* about the picture.
- Ss complete the task individually. Go around the class and give help as needed.
- Ask different Ss to write the answers on the board.

Answers

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

B

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

8 INTERCHANGE 7

See page T-121 for teaching notes.

www.irLanguage.com

6 CONVERSATION *There aren't any chairs.*

Listen and practice.



Chris: This apartment is great.
Linda: Thanks. I love it, but I really need some furniture.
Chris: What do you need?
Linda: Oh, I need lots of things. There are some chairs in the kitchen, but there isn't a table.
Chris: And there's no sofa here in the living room.
Linda: And there aren't any chairs. There's only this lamp.
Chris: So let's go shopping next weekend.

7 GRAMMAR FOCUS

There is, there are

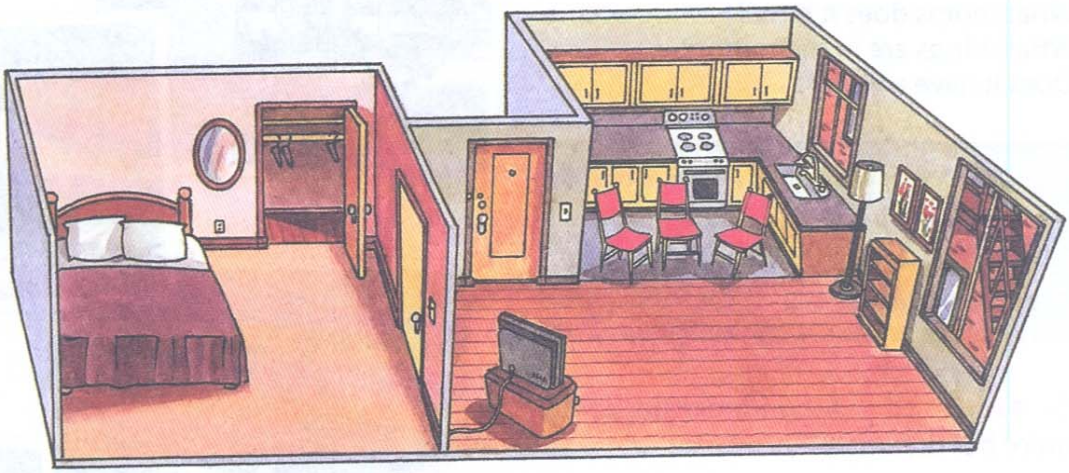
There's a bed in the bedroom.
There's no sofa in the bedroom.
There isn't a table in the kitchen.

There are some chairs in the kitchen.
There are no chairs in the living room.
There aren't any chairs in the living room.

There's = There is

A Look at the picture of Linda's apartment. Complete the sentences. Then practice with a partner.

1. There's no dresser in the bedroom.
2. ..... chairs in the kitchen.
3. ..... TV in the living room.
4. ..... refrigerator.
5. ..... rugs on the floor.
6. ..... curtains on the windows.
7. ..... mirror in the bedroom.
8. ..... books in the bookcase.



B Write five sentences about things you have or don't have in your classroom. Then compare with a partner.

There are 10 desks in the classroom.

8 INTERCHANGE 7 *Find the differences*

Compare two apartments. Go to Interchange 7 on page 121.

www.irLanguage.com

9 PRONUNCIATION *Words with th*

A Listen and practice. Notice the pronunciation of /θ/ and /ð/.

/ð/ /θ/ /ð/ /ð/ /θ/ /θ/
There are **th**irteen rooms in **th**is house. **The** house has **th**ree ba**th**rooms.

B **PAIR WORK** List other words with /θ/ and /ð/. Then use them to write four funny sentences. Read them aloud.

> On Thursdays, their mother and father think for thirteen minutes.

10 LISTENING *Furniture is expensive!*

Listen to Chris and Linda talk in a furniture store.
What does Linda like? Check (✓) the things.

☐ armchairs	☐ a sofa	☐ a rug	☐ lamps
☐ a bookcase	☐ a mirror	☐ a coffee table	☐ curtains

11 MY DREAM HOME

A Write a description of your dream home.

What is your dream home like?
Where is it?
What rooms does it have?
What things are in the rooms?
Does it have a view?

> My dream home is a loft in a big city. There is one large living room with a lot of windows. There are two bedrooms and . . .



B **PAIR WORK** Ask your partner about his or her dream home.

A: Does it have a view?
B: Yes, it has a very nice view of the forest. .

www.irLanguage.com

9 PRONUNCIATION

Learning Objective: *practice the sounds /θ/ and /ð/*

A [CD 2, Track 19]

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

B Pair work

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

10 LISTENING

Learning Objective: *develop skills in listening for specific information*

[CD 2, Track 20]

- Set the scene. Linda and Chris are shopping for furniture for Linda's new apartment.
- Explain the task and focus Ss' attention on the chart. Point out that Ss should listen for the words in the chart and decide if Linda likes the things.
- Play the audio program two or three times. If needed, pause the audio program every few lines.

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

AudioScript

Chris What are you looking for?
Linda Oh, I'm only buying a few things for the living room. Furniture is expensive!
Chris Yeah, it is.
Linda Oh! Look at those blue armchairs.
Chris Yeah, they're cool.
Linda Yeah, they are. I need two for the living room.
Chris Uh-huh. But what about a sofa?
Linda No. I don't like that color. And I have a sofa now – from my parents. It's blue, too!
Chris Oh, right. Hey, look! You know, this rug is nice. And it matches the chairs.
Linda Um . . . it's . . . a little boring. Oh, wait a minute. That coffee table is great.
Chris Yeah, I like it, too. Do you need a bookcase?
Linda No, I don't. So, let's see . . . the chairs, the coffee table, . . . what else? I don't need any lamps. Oh, I know. I want some curtains.
Chris How about the curtains over there?
Linda Where?
Chris Right there. They're red.
Linda Oh, yes! They're perfect!

- Go over the answers with the class.

Answers

armchairs, a coffee table, curtains

11 MY DREAM HOME

Learning Objective: *write a description of a home using the unit grammar and vocabulary*

A

- Focus Ss' attention on the title and pictures. Elicit or explain the meaning of any new words.
- Explain the task and read the focus questions aloud. Point out that Ss should use the questions to help them write the description.
- Ask a S to read the example description.
- Elicit adjectives to describe a home (e.g., *beautiful, nice, big, new*) and write them on the board.
- Ss complete the task individually. Go around the class and give help with vocabulary and spelling.

B Pair work

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

www.irLanguage.com

12 READING

Learning Objective: *develop skills in scanning and reading for details*

[CD 2, Track 21]

- Focus Ss' attention on the title. Explain that *unusual* means "different." Explain that a loft is an open space that has been converted into a living area.
- Focus Ss' attention on the picture on the left. Ask: "What is unusual about these lofts?" (Answer: the colors; the shapes of the rooms)
- Read the pre-reading task and questions aloud. Elicit or explain that Ss should look for names of cities, states, or countries. Point out that these words start with capital letters.
- Ss scan the article to find the answers. Ask them to raise their hands when they find the answers. Then elicit the answers. (Answers: near Tokyo, Japan; Huntsville, Texas.)

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

A

- Explain the first part of the task. Focus Ss' attention on the phrases and the chart.
- Ask Ss to scan the article and find the phrase *the walls are colorful too*. Ask them to raise their hands when they find it. Tell them to scan the text to find the remaining phrases.

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

- Ss read the article and complete the chart individually. Then go over their answers as a class.

Answers

Shusaku Arakawa and Madeline Gin's lofts
1. There are **colorful walls.**
2. There aren't any **closets.**
3. There is a **bookcase** in the middle of the living room.

Dan Phillip's tree house
4. There are **windows on the floor.**
5. There is a **bed on the upstairs floor.**
6. There is a **wood-burning stove.**

- Ss read the article again and underline any new vocabulary.
- Elicit or explain any new vocabulary.

Vocabulary

colorful: with a lot of colors
bright: strong in color
strange: unusual
shapes: forms
low-income: without a lot of money
wood-burning stove: a stove that uses wood
upstairs: second floor

- ***Option:*** Play the audio program. Ss listen and read silently.

B *Group work*

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

End of Cycle 2

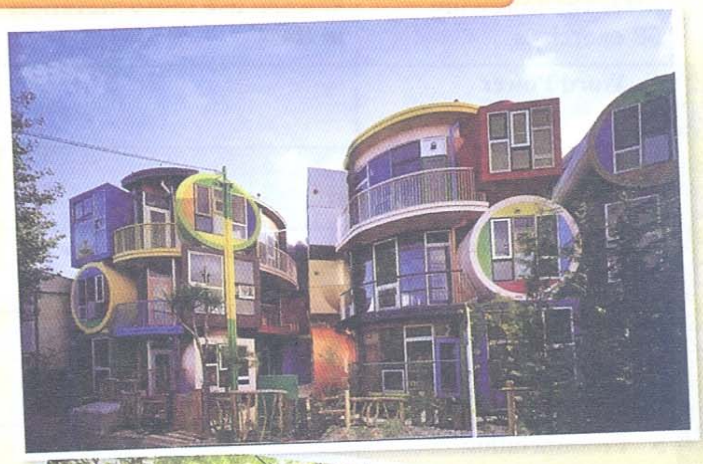
See the Supplementary Resources chart at the beginning of this unit for additional teaching materials and student activities related to this Cycle.

www.irLanguage.com

Unusual Homes

Scan the article. Where are the lofts? Where does Dan Phillips build houses?

Shusaku Arakawa and Madeline Gins are famous designers. Their nine lofts near Tokyo, Japan, are very colorful. The apartments are blue, pink, red, yellow, and other bright colors. Inside, the walls are colorful, too. The floors go up and down, and some rooms are round. The windows have strange shapes, so there are no curtains. There are small doors to the outside. Inside, there aren't any closets. The bookcase is in the middle of the living room.



Dan Phillips likes to help people. He builds houses for artists and other low-income people in Huntsville, Texas, in the United States. One house, the "tree house," is in a large tree in the forest. It has windows on the floor! It also has a small kitchen. The bed is on the upstairs floor. There is a wood-burning stove from an old ship in the living room. Phillips teaches people how to build houses with recycled materials.



A Read the article. What's in each home? Complete the chart.

bed on the upstairs floor
✓colorful walls
bookcase
windows on the floor
closets
wood-burning stove

Arakawa and Gins's lofts	Dan Phillips's tree house
1. There are colorful walls .	4. There are ..... .
2. There aren't any	5. There is a ..... .
3. There is a ..... in the middle of the living room.	6. There is a ..... .

B **GROUP WORK** Talk about these questions.

1. Imagine you are painting your house. What colors do you use? Why?
2. Imagine you are building a house. Do you use new materials or recycled materials? Why?

www.irLanguage.com

Unit 8 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
CYCLE 1	1 Word Power		SSD Unit 8 Vocabulary 1 ARC Jobs
	2 The Workplace		
	3 Conversation		SSD Unit 8 Speaking 1
	4 Grammar Focus	TSS Unit 8 Extra Worksheet	SB Unit 8 Grammar Plus focus 1 SSD Unit 8 Grammar 1 ARC Simple present Wh-questions 1–2
	5 Pronunciation		WB Unit 8 exercises 1–4
CYCLE 2	6 Snapshot		
	7 Conversation		SSD Unit 8 Speaking 2
	8 Listening		
	9 Grammar Focus	TSS Unit 8 Vocabulary Worksheet TSS Unit 8 Grammar Worksheet TSS Unit 8 Listening Worksheet	SB Unit 8 Grammar Plus focus 2 SSD Unit 8 Vocabulary 2 SSD Unit 8 Grammar 2 ARC Placement of adjectives ARC Job profiles
	10 Interchange 8		
	11 Workday Routines		
	12 Reading	TSS Unit 8 Project Worksheet VID Unit 8 VRB Unit 8	SSD Unit 8 Reading 1–2 SSD Unit 8 Listening 1–3 SSD Unit 8 Video 1–3 WB Unit 8 exercises 5–7

With or instead of the following SB section	You can also use these materials for assessment
Units 7–8 Progress Check	ASSESSMENT CD Units 7–8 Oral Quiz ASSESSMENT CD Units 7–8 Written Quiz ASSESSMENT CD Units 1–8 Test

Key ARC: Arcade SB: Student's Book SSD: Self-study DVD-ROM TSS: Teacher Support Site
VID: Video DVD VRB: Video Resource Book WB: Workbook

Interchange Intro Teacher's Edition © Cambridge University Press 2013 Photocopiable

www.irLanguage.com

My Plan for Unit 8

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

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

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

www.irLanguage.com

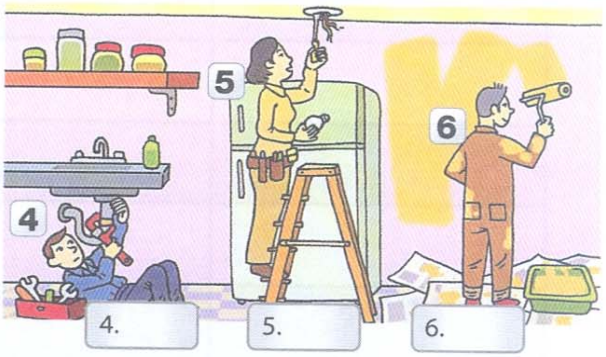
8 What do you do?

1 WORD POWER *Jobs*

A Match the jobs with the pictures. Then listen and practice.

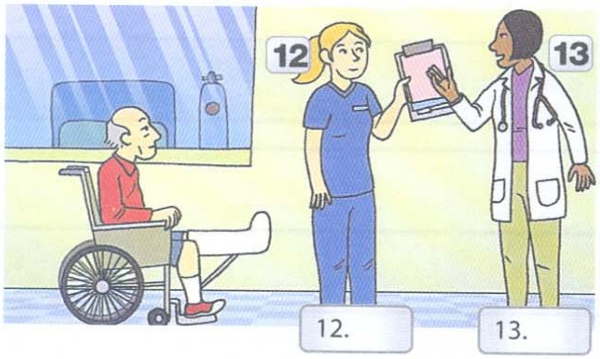
a. accountant	e. electrician	i. painter	m. salesperson
b. bellhop	f. front desk clerk	j. plumber	n. security guard
c. cashier	g. nurse	✓k. police officer	o. taxi driver
d. doctor	h. office manager	l. receptionist	p. vendor













B **PAIR WORK** Ask questions about the people in part A. What are their jobs?

A: What's her job?
B: She's a police officer.

www.irLanguage.com

What do you do?

In Unit 8, students discuss occupations. In Cycle 1, they talk about jobs and workplaces using simple present Wh-questions. In Cycle 2, they give opinions about different jobs using be + adjective and adjective + noun.

Cycle 1, Exercises 1–5

1 WORD POWER

Learning Objective: *learn vocabulary for common jobs*

A [CD 2, Track 22]

- Books closed. Write the word *teacher* on the board. Say: "I am a teacher. 'Teacher' is a job. Name some other jobs." Elicit jobs from the class and write them on the board.

TIP To avoid teaching words Ss already know, start by eliciting the words they know. Then teach any remaining vocabulary.

- Books open. Focus Ss' attention on the pictures. Read the names of the jobs aloud. Ss listen and repeat.
- Explain the first part of the task. Ss match the jobs with the pictures individually. Then they compare answers in pairs.
- Play the audio program. Ss listen and check their answers.

AudioScript

1. k, police officer
2. o, taxi driver
3. p, vendor
4. j, plumber
5. e, electrician
6. i, painter
7. h, office manager
8. a, accountant
9. l, receptionist
10. f, front desk clerk
11. b, bellhop
12. g, nurse
13. d, doctor
14. m, salesperson
15. c, cashier
16. n, security guard

Answers

1. k	2. o	3. p	4. j	5. e	6. i	7. h	8. a
9. l	10. f	11. b	12. g	13. d	14. m	15. c	16. n

- Play the audio program again. Ss listen and repeat.

B Pair work

- Explain the task. Focus Ss' attention on the police officer in part A. Model the example conversation with a S.
- Focus Ss' attention on the receptionist in part A. Ask two Ss to model the task.
- Point out that Ss should ask about the people in random order.
- Ss complete the task in pairs. Go around the class and help Ss with pronunciation as needed.

For more practice with vocabulary for jobs, play ***Bingo*** – download it from the website.

TIP Ss usually forget about 80 percent of new words after 24 hours. To help them remember more, recycle or review new vocabulary during the next class.

www.irLanguage.com

2 THE WORKPLACE

Learning Objective: *learn vocabulary for talking about workplaces*

A *Pair work*

- Focus Ss' attention on the pictures. Ask: "What are these places?" Elicit the answers. (Answers: a hospital, an office, a store, a hotel)
- Explain the task. Then ask two Ss to model the example conversation. Elicit other people who work in a hospital (e.g., *receptionist, security guard*).
- Ss complete the task in pairs. Go around the class and give help with vocabulary as needed.
- Copy the chart on the board. Elicit answers from the class and ask different Ss to write them on the board.

Possible answers

In a hospital: doctor, nurse, accountant, receptionist, security guard, *technician, therapist, surgeon*
In an office: doctor, nurse, office manager, receptionist, police officer, salesperson, accountant, *manager, architect*
In a store: cashier, security guard, salesperson, *manager, janitor, clerk*
In a hotel: office manager, accountant, receptionist, security guard, front desk clerk, bellhop, *manager*
(Note: Additional examples are italicized.)

B *Class activity*

- Focus Ss' attention on the phrases and read them aloud. Elicit or explain the meaning of any new vocabulary. If needed, use the pictures in Exercises 1 and 2, show examples of money or tickets, or mime working or sitting.

TIP To explain new words, choose appropriate techniques, such as pictures, props, mime, examples, or definitions.

- Read the phrases again. Ss listen and repeat.
- Explain the task. Point out that Ss should try to ask a different S each question.
- Ask three Ss to model the example conversation.
- Ss go around the class and complete the task. Go around the class and encourage Ss to look at each other and change partners often.
- ***Option:*** Ss complete the task in small groups.
- Elicit answers from the class.

For more practice with workplace and job vocabulary, play ***Vocabulary Tennis*** – download it from the website. Call out a workplace, and each team says a different job in that workplace.

3 CONVERSATION

Learning Objectives: *practice a conversation about a job in a hotel; see simple present Wh-questions in context*

[CD 2, Track 23]

- Books closed. Set the scene. Rachel is asking Angela about her brother's job.
- Write these focus questions on the board:
  1. Where does Angela's brother work?
  2. What's his job?
  3. What other person works there?
  4. What's his job?

  Then play the audio program and Ss listen for the answers. Elicit the answers. (Answers: 1. a hotel 2. manager 3. Rachel's brother 4. front desk clerk)
- Books open. Focus Ss' attention on the picture. Play the audio program again. Ss listen and read silently.
- Elicit or explain any new vocabulary.

Vocabulary

too: also
front desk clerk: person who registers hotel guests
That's funny.: That's surprising.
Actually: In fact (use to introduce surprising information)

- Ask the class these questions:
  1. Where does Rachel's brother work? What does he do?
  2. Where does Angela's brother work? What does he do?
  3. Does Rachel's brother like his job? Why?

  Then elicit the answers. (Answers: 1. He works at the Plaza. He's a front desk clerk. 2. He works at the Plaza. He's the manager. 3. No, he doesn't. He doesn't like the manager.)
- Play the audio program again. Ss listen and repeat. Then they practice the conversation in pairs.

For a new way to practice this conversation, try ***Substitution Dialog*** – download it from the website. Ss change *my brother* to *my sister* and *he* to *she*.

www.irLanguage.com

2 THE WORKPLACE

A PAIR WORK Who works in these places? Complete the chart with jobs from Exercise 1. Add one more job to each list.

A: A doctor works in a hospital.
B: A nurse works in a hospital, too.



In a hospital	In an office	In a store	In a hotel
doctor			
nurse			

B CLASS ACTIVITY Ask and answer *Who* questions about jobs. Use these words.

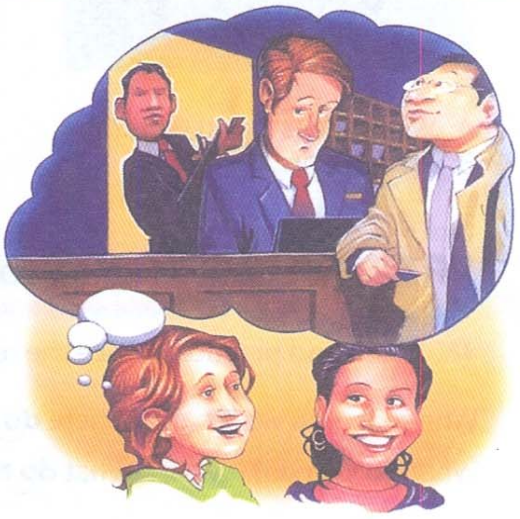
wears a uniform
stands all day
sits all day
handles money
talks to people
works at night
works hard
makes a lot of money

A: Who wears a uniform?
B: A police officer wears a uniform.
C: And a security guard . . .

3 CONVERSATION *He works in a hotel.*

Listen and practice.

Rachel: Where does your brother work?
Angela: In a hotel.
Rachel: Oh, really? My brother works in a hotel, too. He's a front desk clerk.
Angela: How does he like it?
Rachel: He hates it. He doesn't like the manager.
Angela: That's too bad. What hotel does he work for?
Rachel: The Plaza.
Angela: That's funny. My brother works there, too.
Rachel: Oh, that's interesting. What does he do?
Angela: Actually, he's the manager!



www.irLanguage.com

4 GRAMMAR FOCUS

Simple present Wh-questions

Where do you **work**?
In a hospital.
What do you **do**?
I'm a doctor.
How do you **like** it?
I really like it.

Where does he **work**?
In a hotel.
What does he **do**?
He's a manager.
How does he **like** it?
It's OK.

Where do they **work**?
In a store.
What do they **do**?
They're cashiers.
How do they **like** it?
They hate it.

A Complete these conversations. Then practice with a partner.

1. A: What does your sister do ?
   B: My sister? She's a nurse.
   A: ..... does she ..... it?
   B: It's difficult, but she loves it.

2. A: ..... does your brother ..... ?
   B: In a hotel. He's a front desk clerk.
   A: Oh? ..... does he ..... it?
   B: He doesn't really like it.

3. A: ..... do your parents ..... their jobs?
   B: Oh, I guess they like them.
   A: I don't remember. ..... do they ..... ?
   B: In an office in the city.

4. A: ..... do you ..... ?
   B: I'm a student.
   A: I see. ..... do you ..... your classes?
   B: They're great. I like them a lot.

B **PAIR WORK** Ask questions about these people.
Where do they work? What do they do? How do they like it?

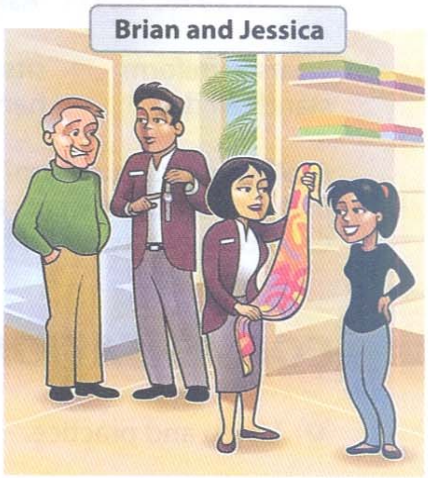
David



Laura



Brian and Jessica



A: Where does David work?
B: He works in . . .

5 PRONUNCIATION *Reduction of* do

Listen and practice. Notice the reduction of **do**.

Where **do you** work?
What **do you** do?

Where **do they** work?
What **do they** do?

www.irLanguage.com

4 GRAMMAR FOCUS

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

[CD 2, Track 24]

Simple present Wh-questions

- Focus Ss' attention on the Grammar Focus box. To explain the difference between *where*, *what*, and *how* write this on the board:
  Where do you work? = What's your workplace?
  What do you do? = What's your job?
  How do you like it? = What's your opinion about it
- If needed, point out that we call *how* a Wh-word because we're asking for information.
- Elicit or explain the pattern for simple present Wh-questions:
  Wh-word + *do/does* + subject + verb?
- Play the audio program. Ss listen and read silently.
- ***Option:*** Play the audio program again. Ss listen and repeat.

A

- Explain the task. Then read the first two lines of the first conversation with a S.
- Ss complete the conversations individually. Go around the class and give help as needed.
- Ss practice the conversations in pairs. Tell them to correct their answers while they practice.

Answers

1. A: **What** does your sister **do**?
   B: My sister? She's a nurse.
   A: **How** does she **like** it?
   B: It's difficult, but she loves it.
2. A: **Where** does your brother **work**?
   B: In a hotel. He's a front desk clerk.
   A: Oh? **How** does he **like** it?
   B: He doesn't really like it.
3. A: **How** do your parents **like** their jobs?
   B: Oh, I guess they like them.
   A: I don't remember. **Where** do they **work**?
   B: In an office in the city.
4. A: **What** do you **do**?
   B: I'm a student.
   A: I see. **How** do you **like** your classes?
   B: They're great. I like them a lot.

- ***Option:*** Ask four different pairs to read the conversations for the class.

B ***Pair work***

- Focus Ss' attention on the pictures and explain the task.
- Ask the class: "Where does David work?" Elicit the answer. (Answer: He works in an office.)
- Ss complete the task in pairs. Go around the class and check Ss' use of grammar.

5 PRONUNCIATION

Learning Objectives: *notice the reduction of* do; *learn to sound natural when asking simple present Wh-questions*

[CD 2, Track 25]

- Focus Ss' attention on the model questions. Explain that we usually reduce *do* + pronoun in conversation.
- Play the audio program. Ss listen and read silently.
- Play the audio program again. Ss listen and repeat.
- ***Option:*** Write these questions on the board:
  Where <u>does she</u> work?
  What <u>does he</u> do?
  Point out that we also reduce *does* with pronouns. Read out the questions. Ss repeat.
- ***Option:*** Ss underline all the examples of *do* + pronoun in Exercise 3 on page 51. Then play the audio program for Exercise 3. Ss listen and pay attention to the reductions. Then they practice the conversation again in pairs.

End of Cycle 1

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

www.irLanguage.com

6 SNAPSHOT

Learning Objective: *learn adjectives for giving opinions about jobs*

[CD 2, Track 26]

- Focus Ss' attention on the pictures and the questions. Explain that they will be listening to and reading different answers to these questions.
- Play the audio program. Ss listen and read silently.
- Ask Ss to identify the jobs mentioned. (Answers: server, firefighter, social worker, florist)
- Ask Ss to identify the adjectives that the people use to describe their jobs.
- Play the audio program again. Ss listen and repeat.
- Read the focus questions aloud. Elicit answers to the questions.
- As Ss provide answers to the last two questions, write each job title on the board followed by the adjectives Ss use to describe it.
- Ask Ss for other jobs that these adjectives describe. Write their answers on the board.

7 CONVERSATION

Learning Objectives: *practice a conversation between two people with new jobs; see adjectives + nouns in context*

[CD 2, Track 27]

- Books closed. Set the scene. Richard and Stephanie are talking about their new jobs. Write these focus questions on the board:
  1. What does Richard do?
  2. What does Stephanie do?
- Then play the audio program and elicit the answers. (Answers: 1. window washer 2. math teacher)
- Books open. Play the audio program again. Ss listen and read silently. Elicit or explain any new vocabulary (e.g., *high school, terrific*).
- Ask the class: "What's Richard's opinion about his job? Do you agree? What's Stephanie's opinion about her job? Do you agree?"
- Play the audio program again. Ss listen and repeat. Then they practice the conversation in pairs.

8 LISTENING

Learning Objective: *develop skills in listening for specific information*

[CD 2, Track 28]

- Focus Ss' attention on the chart. Elicit possible answers for the questions *What do you do?* and *What's it like?*
- Explain the task. Then play the audio program. Ss listen and complete the task individually. Re-play the audio if needed. Elicit the answers from the class.

AudioScript

1.
Man Where do you work now, Monica?
Monica I have a new job in a hospital.
Man What do you do, exactly?
Monica I'm a social worker.
Man Great! What's it like?
Monica It's an exciting job. There's something new every day.
2.
Man What do you do, Hye-soon?
Hye-soon I work in an office.
Man Really? What do you do, exactly?
Hye-soon I'm a manager.
Man What's it like? I think that's not an easy job.
Hye-soon No, it isn't. I have a difficult job, but I like it!
3.
Woman Where do you work, Kirk?
Kirk At a store.
Woman Oh, are you a salesperson? Or a cashier?
Kirk No, actually, I'm a security guard.
Woman Really? How do you like it?
Kirk It's pretty boring. I don't like it very much.
4.
Woman Do you have a new job, Philip?
Philip I do. I work at Flowers and Things.
Woman Flowers and Things? So you're a florist?
Philip That's right.
Woman What's that like? Is it difficult?
Philip No, it's really easy. I like it OK.

Answers

1. social worker, exciting
2. office manager, difficult
3. security guard, boring
4. florist, easy

www.irLanguage.com

6 SNAPSHOT

Listen and practice.

What do you do? What's your job like?



I'm a server in a coffee shop. It's easy, but boring. I don't like my job much.



I'm a firefighter. It's exciting and very dangerous, but I like my job a lot.



I'm a social worker. It's difficult and really stressful, but I love my job.



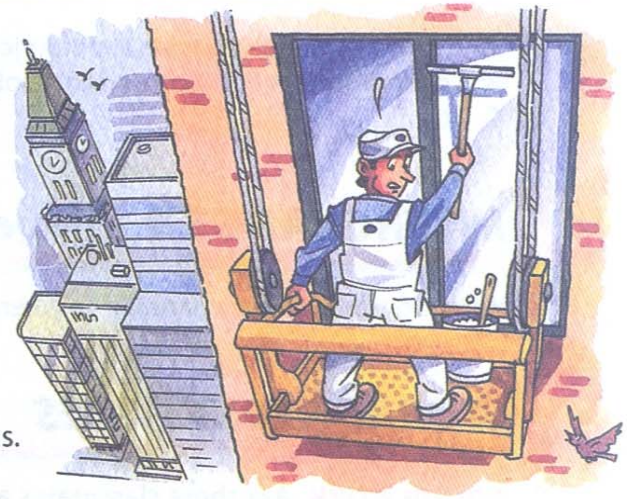
I'm a florist. My job isn't very exciting, but it's pretty relaxing. I like my job OK.

Source: www.careercast.com

Who likes his or her job? Who doesn't? Why or why not?
How do they describe their jobs? Write one more adjective for each job.

7 CONVERSATION *Please be careful!*

Listen and practice.



Richard: Hey, Stephanie. I hear you have a new job.
Stephanie: Yes. I'm teaching math at Lincoln High School.
Richard: How do you like it?
Stephanie: It's great. The students are terrific. How are things with you?
Richard: Not bad. I'm a window washer now, you know.
Stephanie: Really? How do you like it?
Richard: It's a stressful job. And it's pretty dangerous.
Stephanie: Please be careful!

8 LISTENING *It's pretty boring.*

Listen to four people talk about their jobs. Complete the chart with the correct jobs and adjectives.

	What do you do?	What's it like?
1. Monica	.....	.....
2. Hye-soon	.....	.....
3. Kirk	.....	.....
4. Philip	.....	.....

www.irLanguage.com

9 GRAMMAR FOCUS

Placement of adjectives

be + adjective
A doctor's job **is stressful**.
A window washer's job **is dangerous**.

adjective + noun
A doctor has **a stressful job**.
A window washer has **a dangerous job**.

A Write each sentence a different way. Then compare with a partner.

1. A doctor's job is interesting. A doctor has an interesting job.
2. A police officer's job is dangerous. .....
3. A teacher's job is stressful. .....
4. A plumber has a boring job. .....
5. An electrician has a difficult job. .....
6. A vendor has an easy job. .....

B GROUP WORK Write one job for each adjective. Do your classmates agree?

1. exciting flight attendant	4. boring .....
2. easy	5. difficult .....
3. dangerous	6. relaxing .....


flight attendant

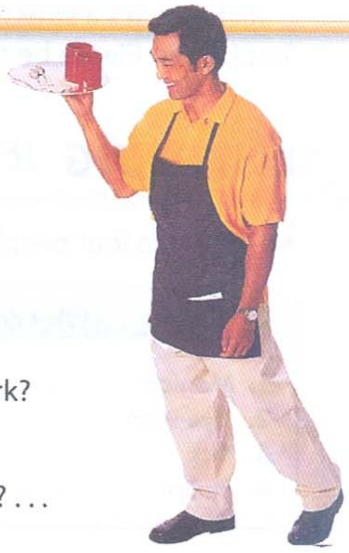
A: A flight attendant has an exciting job.
B: I don't agree. A flight attendant's job is boring.
C: I think . . .

10 INTERCHANGE 8 *The perfect job*

What do you want in a job? Go to Interchange 8 on page 122.

11 WORKDAY ROUTINES

GROUP WORK Ask three classmates about their jobs (or their friends' or family members' jobs). Then tell the class.



Ask about a classmate	**Ask about a classmate's friend or family member**
Do you have a job?	Tell me about your . . .
Where do you work?	Where does he/she work?
What do you do, exactly?	What does he/she do, exactly?
Is your job interesting?	Is his/her job difficult?
What time do you start work?	What time does he/she start work?
When do you finish work?	When does he/she finish work?
Do you like your job?	Does he/she like his/her job?
What do you do after work? . . .	What does he/she do after work? . . .

www.irLanguage.com

9 GRAMMAR FOCUS

Learning Objective: *practice using* be + *adjective and adjective + noun*

[CD 2, Track 29]

Placement of adjectives

- Books closed. Write this on the board:
  My job is great.
  I have a great job.
  Point out that these sentences have the same meaning.
- Ask the class: "What is the adjective in these sentences? What is the noun?" (Answers: great, job)
- Books open. Focus Ss' attention on the Grammar Focus box. Point out that the pairs of sentences in each row have the same meaning. Elicit or explain the patterns for *be* + adjective and adjective + noun:
  A/An + (subject)*'s* + *job* + *is* + adjective.
  A/An + (subject) + *has* + *a/an* + adjective + *job*.
- Play the audio program. Ss listen and read silently.
- ***Option:*** Ss underline the adjectives and circle the nouns in the Grammar Focus box.

A

- Explain the task. Point out that Ss should write each sentence a different way.
- Ss complete the task individually. Go around the class and give help with grammar as needed.
- Ask different Ss to read the sentence pairs to the class.

Answers

1. A doctor has an interesting job.
2. A police officer has a dangerous job.
3. A teacher has a stressful job.
4. A plumber's job is boring.
5. An electrician's job is difficult.
6. A vendor's job is easy.

B ***Group work***

- Explain the first part of the task. Focus Ss' attention on the chart. Ask: "What jobs are exciting?" Elicit ideas from the class.
- Ss complete the chart individually.
- Explain the second part of the task. Ask three Ss to model the example conversation.
- Ss complete the task in small groups. Then elicit different opinions from the class.

TIP To make Ss more confident about sharing opinions, let them think about or write down their ideas before the discussion.

10 INTERCHANGE 8

See page T-122 for teaching notes.

11 WORKDAY ROUTINES

Learning Objective: *talk about different people's jobs using the unit grammar and vocabulary*

Group work

- Explain the task. Focus Ss' attention on the two lists of questions. Ask different Ss to read out the questions. Elicit or explain any new vocabulary.
- Write this short conversation on the board:
  A: Do you have a job?
  B: Yes, I do./No, I don't, but my brother has a job.
  Ask two Ss to read out the conversation. Explain that if Student B answers "yes," the other Ss ask the questions in the left column. If Student B answers "no," the other Ss ask the questions in the right column.
- Tell Ss to take notes of their classmates' answers.
- Ss complete the task in small groups. Go around the class and write down any errors you hear.
- Ask different Ss to tell the class about their classmates' jobs.
- ***Option:*** Write the sentences with errors you noted on the board. Then Ss correct them in pairs or small groups.

TIP To help Ss develop oral fluency, don't interrupt and correct their errors. Instead, take notes of any errors you hear and go over them later as a class.

For a new way to teach this exercise, try the ***Onion Ring*** technique – download it from the website.

www.irLanguage.com

12 READING

Learning Objective: *read and discuss four job profiles; develop prediction and inferencing skills*

[CD 2, Track 30]

- Focus Ss' attention on the title. Explain that a *job profile* is a short description of a job.
- Text covered. Focus Ss' attention on the pictures and labels.
- Ask Ss to look at the photos without reading the paragraphs. Elicit or explain the meaning of any new jobs.
- Read out the pre-reading task and questions. Ask: "What do you think each job is like?"
- Ss discuss the questions in pairs. Then elicit their answers.

A

- Text uncovered. Ss read the article individually. Point out that they should continue reading without stopping to look up new words.

TIP To build reading fluency, encourage Ss to read the entire article without looking up new words. Point out that they will discuss any new words later.

- Ss discuss the meaning of any new words in pairs or small groups. Then elicit or explain any remaining new vocabulary.

Vocabulary

furry: covered with hair (for animals)
dream job: the ideal job
sweet: tasting like sugar
salary: money you get for work

- Explain the task and read the sentences aloud. Explain that each person in the article (Marco Mendez, Lila Martin, Hal Garner, and Junko Watanabe) says one sentence.
- Ss complete the task individually. Then they read the article more carefully and check their guesses.
- Ss compare their answers in groups. Go around the class and encourage Ss to give reasons for their answers. Then go over the answers with the class.

Answers

1. Junko Watanabe, the baker
2. Lila Martin, the wedding planner
3. Marco Mendez, the dog groomer
4. Hal Garner, the video game designer

- ***Option:*** Play the audio program. Ss listen and read silently.

B

- Explain the first part of the task. To help Ss, write these focus questions on the board:
  1. Where does this person work?
  2. What days does he/she work?
  3. What hours does he/she work?
  4. What does he/she wear?
  5. What does he/she do, exactly?
  6. How does he/she like his/her job?
- Ss complete the task individually. Go around the class and help with vocabulary and spelling as needed.
- ***Option:*** Ss write the description for homework.
- Explain the second part of the task. Each S reads the description to the class, but does not tell the job. The other Ss guess the job.
- ***Option:*** In very large classes, Ss read their descriptions in groups.

! For a new way to teach this exercise, try ***Reading Race*** – download it from the website.

End of Cycle 2

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

www.irLanguage.com

JOB Profiles

Look at the photos. Which jobs look interesting? Why?



dog groomer

Lots of **Marco Mendez**'s friends walk on four legs. He makes these furry friends beautiful. Marco is a professional dog groomer. He likes his job a lot because it's never boring. Each dog has a different personality. What's his favorite kind of dog? He's not telling!



wedding planner

Lila Martin goes to nice restaurants, eats cake, listens to bands – and gets paid for it! Lila is a wedding planner. She chooses the place, the food, and the music for people's weddings. It's stressful because everything needs to be perfect!



video game designer

Hal Garner has his dream job. He plays video games all day long! Hal is a game designer for a large video game company. He makes new games and tests them. It's always exciting, and he almost always wins!



baker

Junko Watanabe has a sweet life. She makes bread, cookies, and cakes in her neighborhood bakery. Junko really likes her job. Her salary isn't great, but the customers love her cakes and cookies, so she's happy.

A Read the article. Who says these things? Write your guesses.

1. "I go to work very early in the morning." .....
2. "I know every restaurant in town." .....
3. "After work, I need to take a bath!" .....
4. "I sit down all day long!" .....

B Write a short description of a job, but don't write the name of the job. Then read it to the class. Your classmates guess the job.

www.irLanguage.com

Units 7–8 Progress check

SELF-ASSESSMENT

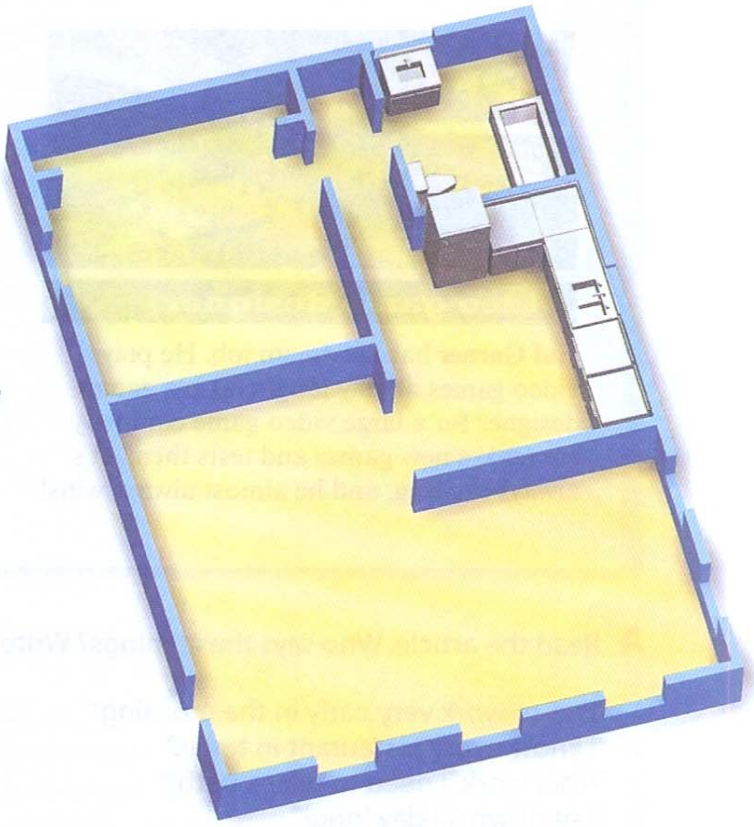
How well can you do these things? Check (✓) the boxes.

I can	Very well	OK	A little
Ask and answer questions about living spaces (Ex. 1)	☐	☐	☐
Talk about rooms and furniture (Ex. 1)	☐	☐	☐
Ask and answer questions about work (Ex. 2)	☐	☐	☐
Understand descriptions of jobs (Ex. 3)	☐	☐	☐
Give and respond to opinions about jobs (Ex. 4)	☐	☐	☐

1 A NEW APARTMENT

A Imagine you are moving into this apartment. What things are in the rooms? Draw pictures. Use the furniture in the box and your own ideas.

bed	desk	lamp	sofa
chairs	dresser	mirror	table



B **PAIR WORK** Ask questions about your partner's apartment.

A: I'm moving into a new apartment!
B: That's great! Where is it?
A: . . .
B: What's it like? Does it have many rooms?
A: Well, it has . . .
B: Does the . . . have . . . ?
A: . . .
B: Do you have a lot of furniture?
A: Well, there's . . . in the . . .
There are some . . . in the . . .
B: Do you have everything you need for the apartment?
A: No, I don't. There's no . . .
There isn't any . . .
There aren't any . . .
B: OK. Let's go shopping this weekend!

www.irLanguage.com

Units 7–8 Progress check

SELF-ASSESSMENT

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

- Ask: "What did you learn in Units 7 and 8?" Elicit Ss' answers.
- Ss complete the Self-assessment. Encourage them to be honest, and point out they will not get a bad grade if they check (✓) *a little*.
- Ss move on to the Progress check exercises. You can have Ss complete them in class or for homework, using one of these techniques:
  1. Ask Ss to complete all the exercises.
  2. Ask Ss: "What do you need to practice?" Then assign exercises based on their answers.
  3. Ask Ss to choose and complete exercises based on their Self-assessment.

1 A NEW APARTMENT

Learning Objectives: *assess one's ability to talk about living spaces, rooms, and furniture*

A

- Set the scene and explain the task. Point out that Ss can draw simple pictures or write the names of the furniture. Draw simple pictures on the board, if needed.
- ***Option:*** Ss label the picture with the names of the furniture.
- Focus Ss' attention on the picture. Point to different rooms in the picture and ask: "What's this room?"
- Review the vocabulary in the box. Then elicit other furniture and household items. Write them on the board.
- Ss complete the task individually.

B *Pair work*

- Explain the task. Then model the example conversation with a S. Take the role of speaker A and the S takes the role of speaker B. Ask the class to help the S if needed.
- Ss role-play the conversation in pairs. Then they change roles. Go around the class and give help as needed.
- ***Option:*** Ss change partners and role-play the conversation again.

www.irLanguage.com

2 WHERE DOES HE WORK?

Learning Objective: *assess one's ability to ask and answer questions about jobs and work*

A

- Explain the task. Ss complete the conversation individually. Then they compare answers in pairs.
- To check answers, ask different pairs of Ss to read the conversations. Correct any errors as a class.

Answers

1. A: **Where does your father work?**
   B: My father? He works in a store.
   A: **What does he do?**
   B: He's a salesperson.
   A: **How does he like it/his job?**
   B: He likes his job a lot!
2. A: **What do you do?**
   B: I'm an accountant.
   A: **Where do you work?**
   B: I work in an office.
   A: **How do you like it/your job?**
   B: It's OK. I guess I like it.

B *Pair work*

- Explain the task.
- Ss complete the task in pairs. Then they change roles.

3 LISTENING

Learning Objective: *assess one's ability to listen to and understand descriptions of jobs*

[CD 1, Track 31]

- Explain the task. Point out that Linda and Wendy are female and Kyle is male.
- Play the audio program, pausing after each conversation. Ss listen and complete the chart. Then play the audio program again. Ss listen and check their answers. Elicit answers from the class.

AudioScript

1.
Man Where do you work, Linda?
Linda In a doctor's office.
Man What do you do there?
Linda I'm the receptionist. I answer the phone and welcome people.
Man How do you like your job?
Linda I love it.

2.
Woman Hey, Kyle. I hear you're not working at the hospital now.
Kyle You're right. I have a new job in a school.
Woman Really? Are you teaching?
Kyle No. I'm still a nurse, but now I'm a school nurse.
Woman Is it stressful?
Kyle No, not really.

3.
Man Hey, Wendy, where do you work?
Wendy In a hotel.
Man Oh, that's interesting. What do you do there?
Wendy I'm a bellhop. I help guests with their bags.
Man That's a lot of work! Do you like your job?
Wendy I do. I have a great manager.

Answers

	Workplace	Job
1. Linda	office	receptionist
2. Kyle	school	nurse
3. Wendy	hotel	bellhop

4 AN INTERESTING JOB

Learning Objective: *assess one's ability to give and respond to opinions about jobs*

Group work

- Explain the task. Read the names of the jobs aloud. Ss repeat.
- Ask three Ss to model the example conversation. Then elicit different adjectives that describe jobs and write them on the board.
- Ss discuss the jobs in small groups. Go around the class and give help as needed.

WHAT'S NEXT?

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

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

www.irLanguage.com

2 WHERE DOES HE WORK?

A Complete the conversations with Wh-questions.

1. A: Where does your father work ?
   B: My father? He works in a store.
   A: ..... ?
   B: He's a salesperson.
   A: ..... ?
   B: He likes his job a lot!

2. A: ..... ?
   B: I'm an accountant.
   A: ..... ?
   B: I work in an office.
   A: ..... ?
   B: It's OK. I guess I like it.

B PAIR WORK Your partner asks the questions in part A. Answer with your own information.

3 LISTENING *Where do they work?*

Listen to Linda, Kyle, and Wendy talk about their jobs. Check (✓) the correct answers.

	Where do they work?		What do they do?	
1. Linda	☐ office	☐ store	☐ receptionist	☐ doctor
2. Kyle	☐ hospital	☐ school	☐ nurse	☐ teacher
3. Wendy	☐ hotel	☐ office	☐ manager	☐ bellhop

4 AN INTERESTING JOB

GROUP WORK What do you think of these jobs? Give your opinions.


farmer


bus driver


architect


hairstylist

A: I think a farmer has a boring job.
B: I don't really agree. I think a farmer's job is relaxing.
C: Well, I think a farmer's job is difficult. . . .

WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?

www.irLanguage.com

Unit 9 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
CYCLE 1	1 Word Power		SSD Unit 9 Vocabulary 1 ARC Foods 1–2
	2 Conversation		SSD Unit 9 Speaking 1
	3 Grammar Focus	TSS Unit 9 Listening Worksheet	SB Unit 9 Grammar Plus focus 1 SSD Unit 9 Grammar 1 ARC Count and noncount nouns; *some* and *any*
	4 Pronunciation		WB Unit 9 exercises 1–5
CYCLE 2	5 Snapshot		
	6 Conversation		SSD Unit 9 Speaking 2
	7 Grammar Focus	TSS Unit 9 Vocabulary Worksheet TSS Unit 9 Grammar Worksheet	SB Unit 9 Grammar Plus focus 2 SSD Unit 9 Grammar 2 ARC Adverbs of frequency
	8 Listening		
	9 Mealtime Habits		SSD Unit 9 Vocabulary 2
	10 Interchange 9		
	11 Reading	TSS Unit 9 Extra Worksheet TSS Unit 9 Project Worksheet VID Unit 9 VRB Unit 9	SSD Unit 9 Reading 1–2 SSD Unit 9 Listening 1–3 SSD Unit 9 Video 1–3 WB Unit 9 exercises 6–8

Key ARC: Arcade SB: Student's Book SSD: Self-study DVD-ROM TSS: Teacher Support Site
VID: Video DVD VRB: Video Resource Book WB: Workbook

www.irLanguage.com

My Plan for Unit 9

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

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

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

www.irLanguage.com

9 Do we need any eggs?

1 WORD POWER *Foods*

A Listen and practice.



B What foods do you like? What foods don't you like? Make a list. Then tell a partner.

I like	I don't like
rice	fish
noodles	cheese
oranges	carrots

A: I like rice, noodles, and oranges. I don't like fish, cheese, and carrots.
B: I like . . .

www.irLanguage.com

Do we need any eggs?

Cycle 1, Exercises 1–4

In Unit 9, students discuss food. In Cycle 1, they talk about foods they like, have, and need using some/any *and count/noncount nouns. In Cycle 2, they discuss eating habits using adverbs of frequency.*

1 SNAPSHOT

Learning Objectives: *read about the U.S. Food Guidelines; talk about food likes and dislikes*

A *[CD 2, Track 32]*

- Books closed. Write these headings on the board:
  Healthy foods Unhealthy foods
- Elicit or explain that healthy means good for you and unhealthy means bad for you.
- Ask: "What foods are healthy? What foods are unhealthy?"
  Elicit ideas from the class and write them under the correct headings.

TIP To interest Ss in the topic, elicit opinions from them whenever possible.

- Books open. Focus Ss' attention on the title. Explain that the U.S. Food Guidelines give suggestions about healthy foods in the U.S. Point out that there are also food pyramids (e.g., *the Asian Diet Pyramid, the Mediterranean Diet Pyramid, the Vegetarian Diet Pyramid*) that give some different suggestions.
- Play the first paragraph of the audio program. Ss listen and read silently.
- Use hand gestures to explain *a lot of*, *some*, and *a little*.
- Play the rest of the audio program. Ss listen and read silently. Then play the audio program again. Ss listen and repeat.
- ***Option:*** Write the names of the food groups on the board. Elicit names of other foods in each group. Ask different Ss to write them on the board.

B

- Explain the first part of the task.
- Ss make lists individually. Go around the class and give help as needed.
- Explain the second part of the task and ask a S to read the beginning of the model conversation.
- Ss compare food likes and dislikes in pairs.
- ***Option:*** Ss tell the class about their partner's food likes and dislikes.

TIP To make your lessons more varied, change focus regularly. For example, change from pair work to a class activity, or from writing to speaking.

For more practice with food vocabulary, play the ***Chain Game*** – download it from the website. Use the sentence "I like (carrots) . . ."

www.irLanguage.com

2 CONVERSATION

Learning Objectives: *practice a conversation about a picnic; see* some/any *and count/noncount nouns in context*

[CD 2, Track 33]

- Focus Ss' attention on the picture. Ask: "What is in the refrigerator?" (Answer: chicken, potatoes, carrots, orange juice, and broccoli)
- Play the audio program. Ss listen and read silently. Then elicit or explain any new vocabulary.

Vocabulary

picnic: an informal meal people eat outdoors
Hmm: a sound people make when they are thinking
drinks: things you drink, like lemonade, soda, and tea
All right: OK; sure

- Play the audio program again. Ss listen and repeat. Then they practice the conversation in pairs.

3 GRAMMAR FOCUS

Learning Objective: *practice using count/noncount nouns and* some/any

[CD 2, Track 34]

Count and noncount nouns

- Books closed. Put four or five count items (e.g., *eggs, oranges, books*) on your desk. Say: "I am counting these (eggs). One, two, three, four, five. (Egg) is a count noun."
- Put a noncount item (e.g., *a loaf of bread, a bowl of rice, a pitcher of water*) on your desk. Say: "I am *not* counting this (bread). Bread is a noncount noun."
- Books open. Focus Ss' attention on the words at the top of each column in the Grammar Focus box. Point out that plural count nouns usually have *-s* or *-es* endings. However, noncount nouns usually don't have plural forms. We usually don't say "breads" or "lemonades."
- Point out that we use *a* and *an* only with singular count nouns.
- ***Option:*** Ss complete part B.

Some *and* any

- Focus Ss' attention on the questions and answers in the Grammar Focus box. Explain that we use *some* and *any* with plural nouns. We use *some* in positive statements. We use *any* in negative statements and questions.
- Play the audio program. Ss listen and read silently.
- Point out that we often omit the noun in answers with *some* and *any* (e.g., *Yes, let's get some.*).

A

- Explain the task. Ss complete the conversation individually. Then they compare answers in pairs. To check answers, ask different Ss to read the conversation.

Answers

Amanda: The store doesn't have **any** potato salad.
Adam: Well, we have lots of potatoes. Let's make **some**!
Amanda: OK. Do we have **any** mayonnaise?
Adam: No, we need to buy **some**.
Amanda: We need **some** onions, too.
Adam: Oh, I don't want **any** onions. I hate onions!
Amanda: Then let's get **some** celery.
Adam: No, I don't want **any** celery in my potato salad. But let's put **some** apples in it.
Amanda: Apples in potato salad? That sounds awful!

B

- Ss complete the chart individually. Go around the class and give help as needed. If Ss have difficulty, point out that all the count nouns in Exercise 1 have *-s* or *-es* endings.
- Ss compare their charts in pairs.
- Copy the chart onto the board. Ask different Ss to write the answers in the chart.
- ***Option:*** Ss add other foods they know to the chart on the board.

For more practice reviewing food vocabulary with count and noncount nouns, play ***Picture It!*** – download it from the website. One S draws a picture of a food. The other Ss guess the word and use it in the sentence "It's a/an . . ." or "They're . . ."

- ***Option:*** Ss discuss which foods in the chart are good and bad for you. Write this conversation on the board:

A: Eggs are good for you, but cream is bad for you.
B: Are you sure? I think eggs are bad for you.

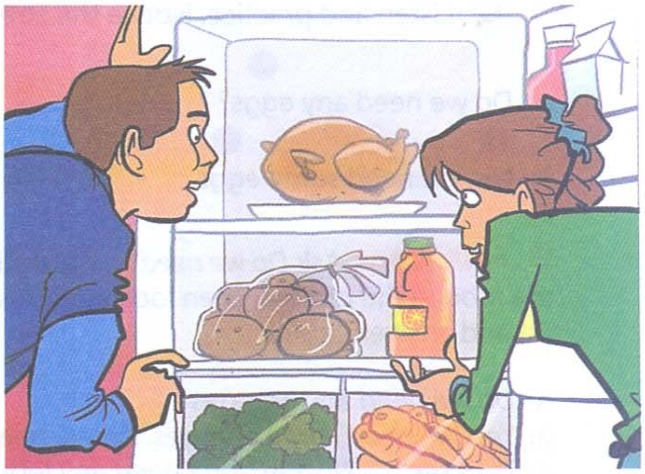
Ss practice in pairs. Have Ss share any disagreements with the class.

TIP Don't expect Ss to master new grammar immediately. To help them internalize the new structures, give Ss plenty of time, exposure, and practice with the new structures throughout the unit and course.

www.irLanguage.com

2 CONVERSATION *How about some sandwiches?*

Listen and practice.



Adam: What do you want for the picnic?
Amanda: Hmm. How about some sandwiches?
Adam: OK. We have some chicken, but we don't have any bread.
Amanda: And we don't have any cheese.
Adam: Do we have any lettuce?
Amanda: Let's see. . . . No, we need some.
Adam: Let's get some tomatoes, too.
Amanda: OK. And let's buy some potato salad.
Adam: All right. Everyone likes potato salad.

3 GRAMMAR FOCUS

Count and noncount nouns; some and any

Count nouns	Noncount nouns
an egg → eggs **a** sandwich → sandwiches	bread lettuce
Do we need **any** eggs? Yes. Let's get **some** (eggs). No. We don't need **any** (eggs).	Do we need **any** bread? Yes. Let's get **some** (bread). No. We don't need **any** (bread).

A Complete the conversation with *some* or *any*.



Amanda: The store doesn't have ...any... potato salad.
Adam: Well, we have lots of potatoes. Let's make ..... !
Amanda: OK. Do we have ..... mayonnaise?
Adam: No. We need to buy ..... .
Amanda: We need ..... onions, too.
Adam: Oh, I don't want ..... onions. I hate onions!
Amanda: Then let's get ..... celery.
Adam: No. I don't want ..... celery in my potato salad. But let's put ..... apples in it.
Amanda: Apples in potato salad? That sounds awful!

B Complete the chart with foods from Exercise 1. Then compare with a partner.

Count			Noncount		
eggs			cream		

www.irLanguage.com

4 PRONUNCIATION *Sentence stress*

A Listen and practice. Notice the stressed words.

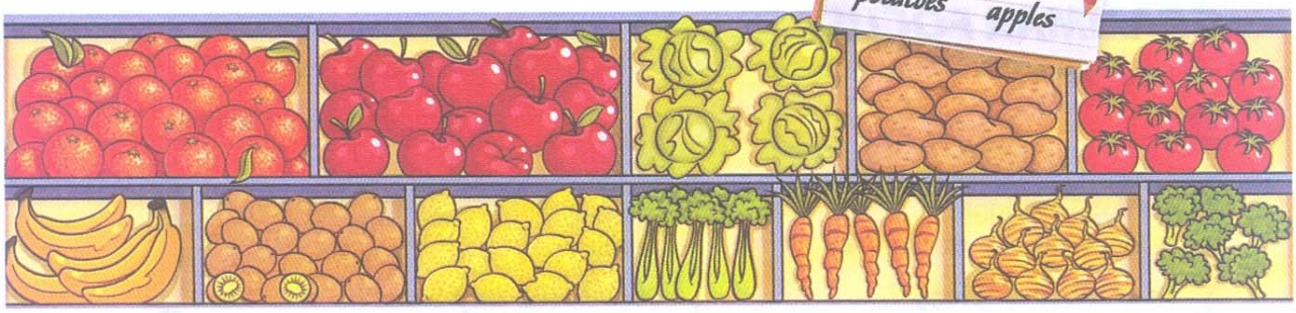
A: Do we need any eggs?
B: Yes. We need some eggs.

A: Do we need any lettuce?
B: No. We don't need any lettuce.

B **PAIR WORK** Ask *Do we need . . . ?* questions about the food in the picture. Then look at your shopping list and answer.

A: Do we need any oranges?
B: Yes. We need some oranges. Do we need any lettuce?
A: Let's see. . . . No. We don't need any lettuce.





5 SNAPSHOT

Listen and practice.

What Do You Have for Breakfast?

The United States



- ☐ cereal with milk
- ☐ fresh fruit
- ☐ orange juice
- ☐ coffee

Japan



- ☐ fish
- ☐ rice
- ☐ soup
- ☐ pickles
- ☐ green tea

Mexico



- ☐ eggs
- ☐ beans
- ☐ tortillas
- ☐ fresh fruit
- ☐ sweet bread
- ☐ coffee with milk

Source: www.about.com

What do you have for breakfast? Check (✓) the foods.
What else do you have for breakfast?

www.irLanguage.com

4 PRONUNCIATION

Learning Objectives: *notice sentence stress; learn to sound natural when stressing words in conversation*

A *[CD 2, Track 35]*

- Books closed. Write the conversations on the board.
- Ask Ss to listen for the stressed words. Point out that the stressed words are longer.
- Play the audio program once or twice. Elicit the stressed words from the class.
- Books open. Play the audio program. Ss listen and read silently to check their answers. Elicit or explain that we stress the important words in conversation.
- Play the audio program again. Ss listen and repeat.
- Ss practice the conversation in pairs. Go around the class and check Ss' use of sentence stress.

B *Pair work*

- Explain the task. Have two Ss read the example conversation. Point out that they need to ask questions about the food in the picture and refer to the shopping list for the food they need.
- Have two Ss model the activity for the class.
- Ss ask and answer questions in pairs. Go around the class and check Ss' use of sentence stress.

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

End of Cycle 1

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

Cycle 2, Exercises 5–11

5 SNAPSHOT

Learning Objective: *read about common breakfast foods in different countries*

[CD 2, Track 36]

- Books closed. Elicit or explain that *breakfast* is food you eat in the morning. Ask: "Who eats a big breakfast? Who eats a small breakfast? Who doesn't eat breakfast?" Ss raise their hands.
- Books open. Focus Ss' attention on the pictures. Point out that these are common breakfast foods in the U.S., Japan, and Mexico.
- Play the audio program. Ss listen and read silently. Elicit or explain any new vocabulary.
- Play the audio program again. Ss listen and repeat.
- Read out the questions and task. Ss complete the task individually.
- Ss compare answers in small groups. If possible, put Ss from different countries in the same group. Then elicit answers from the class.

www.irLanguage.com

6 CONVERSATION

Learning Objective: *practice a conversation about breakfast foods; see adverbs of frequency in context*

[CD 2, Track 37]

- Text covered. Focus Ss' attention on the title and picture. Set the scene. Sarah and Kumiko are talking about breakfast. Elicit or explain that *breakfast* means the morning meal.
- Ask: "What is Sarah thinking about? What is Kumiko saying?" Encourage Ss to make guesses.
- Text uncovered. Play the audio program. Ss listen and read silently.
- If needed, point out that people in the U.S. and Canada don't usually eat fish for breakfast, so Sarah is surprised.
- Elicit or explain any new vocabulary. If Ss have questions about *always*, *usually*, *sometimes*, or *never*, preview the Grammar Focus box in Exercise 7.
- Play the audio program again. Ss listen and repeat.
- Ss practice the conversation in pairs.

7 GRAMMAR FOCUS

Learning Objective: *practice using adverbs of frequency*

[CD 2, Track 38]

- Books closed. Write this on the board:
  always (100%)
  usually (about 80%-99%)
  often (about 60%-80%)
  sometimes (about 20%-60%)
  hardly ever (about 1%-19%)
  never (0%)
- Elicit or explain that these are adverbs of frequency. *Always* means "100 percent of the time," and *usually* means "almost always." *Often* means "a lot of the time," and *sometimes* means "some of the time." *Hardly ever* means "rarely," and *never* means "not ever."
- Books open. Focus Ss' attention on the Grammar Focus box. Play the audio program. Ss listen and read silently.
- Point out that adverbs usually go before the verb, but *sometimes* can go before the subject. Explain that *ever* means "at any time," and answers to questions with *ever* usually have adverbs of frequency.

A

- Explain the first part of the task. Then copy the example sentence on the board. Model how to make a caret (^) and write the adverb above it.
- ***Option:*** Ss underline the verb in each sentence.
- Ss put the adverbs in the correct places individually. Ask different Ss to write the complete sentences on the board.

Answers

A: What do you **usually** have for breakfast?
B: Well, I **often** have coffee and cereal.
A: Do you **ever** eat breakfast at work?
B: I **sometimes** have breakfast at my desk./**Sometimes** I have breakfast at my desk.
A: Do you **usually** eat rice for breakfast?
B: No, I **hardly ever** have rice.

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

B

- Books closed. Copy the words for the first item on the board. Explain the task and model how to unscramble the sentence.
- Books open. Ss complete the task individually.
- Ss compare their sentences in pairs. Then ask different Ss to write the correct sentences on the board. If needed, correct the sentences with the class.

Answers

1. I never have breakfast on weekends.
2. I hardly ever eat snacks at work.
3. I sometimes eat pasta for dinner./ Sometimes I eat pasta for dinner.
4. I often have dinner with my family.

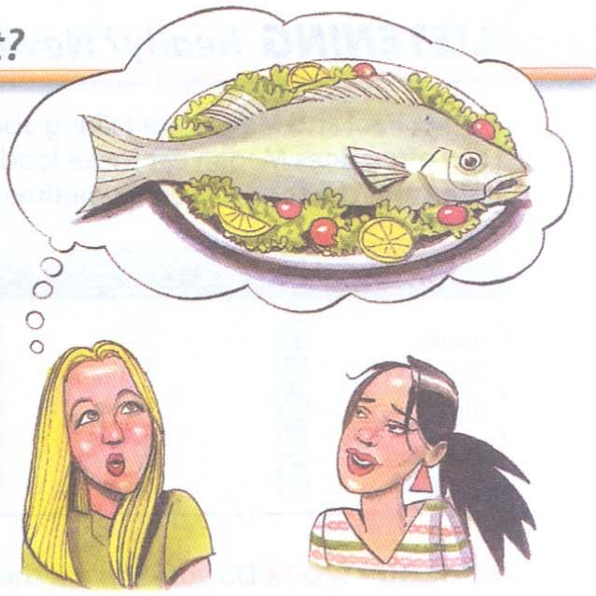
C

- Explain the first part of the task. Then rewrite the first sentence from part B on the board so it is true about you. For example:
  I often have breakfast on weekends.
- Ss rewrite the sentences individually.
- Explain the second part of the task. Then ask two Ss to model the example conversation.
- Ss compare information in pairs.

www.irLanguage.com

6 CONVERSATION *Fish for breakfast?*

Listen and practice.



Sarah: Let's have breakfast together on Sunday.
Kumiko: OK. Come to my house. My family always has a Japanese-style breakfast on Sundays.
Sarah: Really? What do you have?
Kumiko: We usually have fish, rice, and soup.
Sarah: Fish for breakfast? That's interesting.
Kumiko: Sometimes we have a salad, too. And we always have green tea.
Sarah: Well, I never eat fish for breakfast, but I like to try new things.

7 GRAMMAR FOCUS

Adverbs of frequency

I	**always** **usually** **often** **sometimes** **hardly ever** **never**	eat breakfast.

Sometimes I eat breakfast.

Do you **ever** have fish for breakfast?
Yes, I **always** do.
Sometimes I do.
No, I **never** do.



A Put the adverbs in the correct places. Then practice with a partner.

usually
A: What do you have for breakfast? (usually)
B: Well, I have coffee and cereal. (often)
A: Do you eat breakfast at work? (ever)
B: I have breakfast at my desk. (sometimes)
A: Do you eat rice for breakfast? (usually)
B: No, I have rice. (hardly ever)



B Unscramble the sentences.

1. I / have breakfast / on / never / weekends — *I never have breakfast on weekends.*
2. work / I / snacks / eat / at / hardly ever — .....
3. eat / for / pasta / dinner / sometimes / I — .....
4. have / I / dinner / with / often / family / my — .....

C Rewrite the sentences from part B with your own information. Then compare with a partner.

A: I always have breakfast on weekends.
B: I hardly ever have breakfast on weekends. I usually get up late.

www.irLanguage.com

8 LISTENING *Really? Never?*

A Paul and Megan are talking about food.
How often does Megan eat these foods?
Listen and check (✓) Often, Sometimes, or Never.

	Often	Sometimes	Never
pasta	✓		
hamburgers			
fish			
eggs			
broccoli			



B GROUP WORK Do you ever eat the foods in part A? Tell your classmates.

A: I often eat pasta.
B: Really? I never eat pasta.
C: Well, I . . .

9 MEALTIME HABITS

A Add two questions about mealtime habits to the chart. Then ask two people the questions. Write their names and complete the chart.

	Name:	Name: .....
1. Do you always eat breakfast?	.....	.....
2. What time do you usually eat lunch?	.....	.....
3. Do you ever eat cereal for dinner?	.....	.....
4. Do you ever go to a restaurant for breakfast?	.....	.....
5. What's something you never eat for lunch?	.....	.....
6. What do you usually drink with dinner?	.....	.....
7. ..... ?	.....	.....
8. ..... ?	.....	.....

A: Manuel, do you always eat breakfast?
B: No, I hardly ever do.

B CLASS ACTIVITY Tell your classmates about your partners' mealtime habits.

"Manuel hardly ever eats breakfast. But he always eats lunch and dinner. . . ."

10 INTERCHANGE 9 *Snack survey*

Complete a snack survey. Go to Interchange 9 on page 123.

www.irLanguage.com

8 LISTENING

Learning Objective: *develop skills in listening for adverbs of frequency*

A [CD 2, Track 39]

- Books closed. Set the scene. Paul and Megan are in a restaurant. They are talking about food. Review the pronunciation of the words in the chart.

TIP To help Ss recognize key vocabulary in an audio recording, review or pre-teach their pronunciation.

- Ask the class: "What foods do they talk about?" Play the audio program and Ss listen for the answers. Elicit the answers. (Answers: pasta, hamburgers, meat, fish, eggs, beef, vegetables, broccoli)
- Books open. Focus Ss' attention on the chart and explain the task.
- Play the audio program a few times. Pause after every few lines if needed. Ss listen and complete the chart. Then they compare answers in pairs.

AudioScript

Paul So, what looks good, Megan?
Megan I don't know yet.
Paul Well, do you like pasta?
Megan Oh, yeah. I often eat pasta for dinner. I just don't want it tonight.
Paul What about a hamburger?
Megan Oh, no. I never eat hamburgers. I don't eat meat.
Paul Really? Never?
Megan No, never. Sometimes I have fish or eggs, but never beef.
Paul So, do you eat a lot of vegetables?
Megan Yes. Broccoli is my favorite. I often just have a big plate of broccoli for dinner.

Answers

	Often	Sometimes	Never
pasta	✓		
hamburgers			✓
fish		✓	
eggs		✓	
broccoli	✓		

B Group work

- Explain the task and ask three Ss to model the example conversation. Encourage the S who reads speaker C's role to give his or her answer.
- Ss complete the task in small groups. Go around the class and encourage Ss to give extra information (e.g., *I really like pasta. I don't like broccoli.*). If helpful, write these expressions on the board:

  How about you?
  What do you think?

9 MEALTIME HABITS

Learning Objective: *ask and answer questions about mealtime habits using adverbs of frequency*

A

- Focus Ss' attention on the chart and explain the first part of the task. Ask different Ss to read the questions. Point out that all the questions have adverbs of frequency or the word *ever*.
- Elicit or explain any new vocabulary.

Vocabulary

mealtime: related to the time people eat meals
habit: something you usually do
lunch: the noon meal
dinner: the evening meal

- Ss write two more questions individually. Go around the class and make sure Ss use an adverb of frequency or *ever*.
- Elicit new questions from the class and write them on the board.

Possible additional questions

What is something you always have for . . . ?
Do you usually make . . . ?
Do you ever make . . . for your family?

- Explain the second part of the task. Ask two Ss to model the example conversation.
- Ss complete the task in pairs. When the pairs finish, each S finds a new partner to work with. Go around the class and make sure the Ss complete the chart.

B Class activity

- Explain the task and ask a S to model the example sentences. Then Ss tell the class about their partner's mealtime habits.

10 INTERCHANGE 9

See page T-123 for teaching notes.

www.irLanguage.com

11 READING

Learning Objectives: *read and discuss an article about special foods; develop skills in scanning and reading for details*

[CD 2, Track 40]

- Read the title aloud. Elicit or explain the meaning of *good luck*.
- Read the pre-reading question aloud. If needed, explain or give examples of "special occasions." Elicit answers from the class. If Ss say yes, ask: "When do you eat it/them?"

A

- Explain the first part of the task. Ss read the article individually and underline any words they don't know.
- Ss complete the task individually.
- Elicit or explain any new vocabulary. Point out that the Korean word *dduk guk* is italicized.
- Ss read the article again.

Vocabulary

wealth: money, riches
almond: a type of nut
coin: a piece of metal money, like pennies, nickels, and dimes
strength: having a strong body or mind; having power
collard greens: a kind of green vegetable
dollar bills: paper money

- Explain the second part of the task. Use the example to model the task. Point out that Ss can find the answer quickly by scanning the article for the words *Mandarin* and *tangerines*.
- Ss correct the sentences individually. Go around the class and give help as needed.
- Ss compare their answers in pairs. Ask different Ss to write the correct sentences on the board.

Answers

1. In Mandarin, the word tangerine sounds like ~~wealth~~ *luck*.
2. Greeks eat pomegranates. Pomegranates bring ~~health~~ *wealth*.
3. People in Spain eat 12 grapes, one grape for good luck in each ~~hour of the day~~ *month of the year*.
4. Swedish people eat rice pudding with ~~money~~ *an almond* inside.
5. Koreans eat soup with ~~chocolate cake~~ *rice cakes* for strength and health.
6. Some Americans eat black-eyed peas. Black-eyed peas are like ~~dollar bills~~ *coins*.

- ***Option:*** Play the audio program. Ss listen and read silently.

B *Group work*

- Explain the task and read the questions.
- Ss discuss the questions in small groups. Go around the class and encourage Ss to ask follow-up questions.
- ***Option:*** Each group shares information with the class.

End of Cycle 2

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

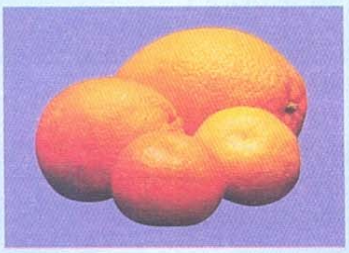
www.irLanguage.com

11 READING

EATING for GOOD LUCK

Look at the pictures. On special occasions, do you ever eat any of these foods?

On New Year's Day, many people eat special foods for good luck in the new year.



Some Chinese people eat tangerines and oranges. "Tangerine" sounds like "luck" and "orange" sounds like "wealth" in the Mandarin language.



In Greece and some other Mediterranean countries, people eat pomegranates. Pomegranates bring wealth in the new year.



In Spain and some Latin American countries, people eat 12 grapes at midnight on New Year's Eve – one grape for good luck in each month of the new year.



At the end of the year in Sweden, people eat rice pudding with an almond inside. Everyone tries to find the almond for good luck in the new year.



On New Year's Day in South Korea, people eat *dduk guk* – soup with rice cakes – for strength and health in the new year.



Some Americans from southern states eat black-eyed peas and rice with collard greens. The black-eyed peas are like coins, and the greens are like dollar bills.

A Read the article. Then correct these sentences.

1. In Mandarin, the word "tangerine" sounds like "~~wealth~~ luck."
2. Greeks eat pomegranates. Pomegranates bring health.
3. People in Spain eat 12 grapes, one grape for good luck in each hour of the day.
4. Swedish people eat rice pudding with money inside.
5. Koreans eat soup with chocolate cake for strength and health.
6. Some Americans eat black-eyed peas. Black-eyed peas are like dollar bills.

B **GROUP WORK** Do you eat anything special on New Year's Day for good luck? Do you do anything special? Tell your classmates.

www.irLanguage.com

Unit 10 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
CYCLE 1	1 Snapshot		**SSD** Unit 10 Vocabulary 1
	2 Conversation		**SSD** Unit 10 Speaking 1
	3 Grammar Focus		**SB** Unit 10 Grammar Plus focus 1 **SSD** Unit 10 Grammar 1 **ARC** Simple present Wh-questions 1–2
	4 Listening		
	5 Free-Time Activities		**WB** Unit 10 exercises 1–3
CYCLE 2	6 Conversation		**SSD** Unit 10 Speaking 2
	7 Grammar Focus		**SB** Unit 10 Grammar Plus focus 2 **SSD** Unit 10 Grammar 2
	8 Pronunciation	**TSS** Unit 10 Vocabulary Worksheet **TSS** Unit 10 Grammar Worksheet **TSS** Unit 10 Extra Worksheet	
	9 Listening	**TSS** Unit 10 Listening Worksheet	**ARC** *Can* for ability
	10 Word Power		**SSD** Unit 10 Vocabulary 2 **ARC** Abilities and talents
	11 Interchange 10		
	12 Reading	**TSS** Unit 10 Project Worksheet **VID** Unit 10 **VRB** Unit 10	**SSD** Unit 10 Reading 1–2 **SSD** Unit 10 Listening 1–3 **SSD** Unit 10 Video 1–3 **WB** Unit 10 exercises 4–10

With or instead of the following SB section	You can also use these materials for assessment
Units 9–10 Progress Check	**ASSESSMENT CD** Units 9–10 Oral Quiz **ASSESSMENT CD** Units 9–10 Written Quiz

Key **ARC:** Arcade **SB:** Student's Book **SSD:** Self-study DVD-ROM **TSS:** Teacher Support Site
VID: Video DVD **VRB:** Video Resource Book **WB:** Workbook

www.irLanguage.com

My Plan for Unit 10

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

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

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

www.irLanguage.com

10 What sports do you play?

1 SNAPSHOT

Listen and practice.

Sports Seasons in the U.S. and Canada

In the spring, people...
- play golf
- play soccer
- play basketball



In the summer, people...
- play baseball
- play volleyball
- go swimming



In the fall, people...
- play football
- go bike riding
- go hiking



In the winter, people...
- play hockey
- go ice-skating
- go snowboarding



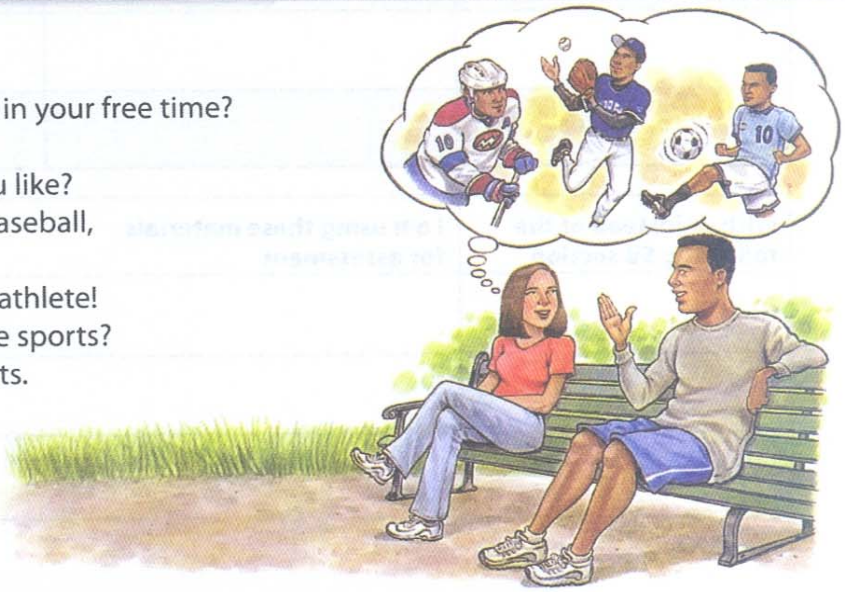
Source: Adapted from *ESPN Information Please Sports Almanac*

What sports are popular in your country? Check (✓) the sports.
Do you like sports? What sports do you play or watch?

2 CONVERSATION *I love sports.*

Listen and practice.

Lauren: So, Justin, what do you do in your free time?
Justin: Well, I love sports.
Lauren: Really? What sports do you like?
Justin: My favorites are hockey, baseball, and soccer.
Lauren: Wow, you're a really good athlete! When do you play all these sports?
Justin: Oh, I don't play these sports.
Lauren: What do you mean?
Justin: I just watch them on TV!



www.irLanguage.com

What sports do you play?

In Unit 10, students discuss sports, skills, abilities, and talents. In Cycle 1, they talk about sports they watch and play using simple present Wh-questions. In Cycle 2, they discuss skills, abilities, and talents using can *and* can't.

Cycle 1, Exercises 1–5

1 SNAPSHOT

Learning Objective: *learn vocabulary for popular sports in the U.S. and Canada*

[CD 2, Track 41]

- Books closed. Elicit the four seasons and write them on the board. Ask: "What's the weather like in each season?" Elicit the answers.
- Books open. Focus Ss' attention on the Snapshot. Point out that there is a picture for each sport.
- Play the audio program. Ss listen and read silently.
- If needed, explain that *soccer* is an American term. In other countries, people call this sport *football*. In the U.S. and Canada, *football* refers to a different sport, also called *American football*.
- ***Option:*** Write this on the board:

  play + game
  go + verb + -ing

  Explain that we use *play* with games and *go* with sports that are not games. Ask Ss to find examples in the Snapshot.
- Play the audio program again. Ss listen and repeat.
- Read the questions and task. Ss check the sports individually.
- Ss discuss the questions in small groups. If possible, put Ss from different countries in each group. Then elicit answers from the class.
- ***Option:*** Elicit the names of other sports and write them on the board.

For more practice with sports vocabulary, play ***Mime*** – download it from the website.

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

2 CONVERSATION

Learning Objectives: *practice a conversation about sports; see simple present Wh-questions in context*

[CD 2, Track 42]

- Text covered. Set the scene. Lauren and Justin are talking about sports. Ask: "What sports are they talking about?" Play the audio program and elicit the answer. (Answer: hockey, baseball, soccer)
- Text uncovered. Write these focus questions on the board:

  1. Does Justin like sports?
  2. What sports does he like?
  3. What sports does he play?
- Play the audio program. Ss listen and read silently. Then elicit the answers to the focus questions. (Answers: 1. Yes, he does. 2. hockey, baseball, soccer 3. None.)
- Elicit or explain any new vocabulary.

Vocabulary

so: expression people use to introduce a topic
free time: time when you're not working or studying
athlete: someone who does a lot of sports well

- Play the audio program again. Ss listen and repeat. Then they practice the conversation in pairs.
- ***Option:*** Ask a few pairs to role-play the conversation for the class.

For a new way to practice this conversation, try ***Look Up and Speak!*** – download it from the website.

- ***Option:*** Ss share information about free-time activities. To review seasons and adverbs of frequency, write this conversation on the board:

  A: What do you do in your free time in the (summer)?
  B: I usually (go swimming) and I often (play tennis). How about you?
  A: Well, I never (play tennis). But sometimes I (play volleyball) . . .

  Model the conversation with a S. Then Ss practice it with their own information in pairs.

www.irLanguage.com

3 GRAMMAR FOCUS

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

[CD 2, Track 43]

Simple present Wh-questions

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

  Who = What person
  Where = What place
  How often = What frequency
  When = What days
  What time = What hour of the day

  Elicit or give examples of each question word.
- Elicit the pattern for simple present Wh-questions: Question word + *do/does* + subject + verb? If needed, refer Ss to Unit 8, Exercise 4.
- Play the audio program. Ss listen and read silently.
- ***Option:*** Point out that we say *play a game*, but *practice (train) for a game*.

A

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

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

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

Answers

1. A: I watch sports on television every weekend.
   B: Really? **What sports** do you like to watch?
   A: Soccer. It's my favorite!
   B: **When** do you usually watch soccer?
   A: On Sunday afternoons.
   B: And **where** do you usually watch it? At home?
   A: No, at my friend's house. He has a really big TV!
2. A: **How often** do you go bike riding?
   B: Oh, about once a month.
   A: I love to go bike riding. I go every Saturday.
   B: Really? **What time/When** do you go?
   A: Usually at about one o'clock.
   B: Oh, yeah? **Who** do you usually go with?
   A: My sister. Come with us next time!

- Ss practice the conversations in pairs.

B

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

Answers

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

C *Pair work*

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

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

www.irLanguage.com

3 GRAMMAR FOCUS

Simple present Wh-questions

What sports do you play?	I play **hockey and baseball**.
Who do you play baseball **with**?	I play **with some friends from work**.
Where do you play?	We play **at Hunter Park**.
How often do you practice?	We practice **once or twice a week**.
When do you practice?	We practice **on Sundays**.
What time do you start?	We start **at ten o'clock in the morning**.

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



1. A: I watch sports on TV every weekend.
   B: Really? What sports do you like to watch?
   A: Soccer. It's my favorite!
   B: ..... do you usually watch soccer?
   A: On Sunday afternoons.
   B: And ..... do you usually watch it? At home?
   A: No, at my friend's house. He has a really big TV!

2. A: ..... do you go bike riding?
   B: Oh, about once a month.
   A: I love to go bike riding. I go every Saturday.
   B: Really? ..... do you go?
   A: Usually at about one o'clock.
   B: Oh, yeah? ..... do you usually go with?
   A: My sister. Come with us next time!

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



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

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

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

www.irLanguage.com

4 LISTENING *What sports do you like?*

Listen to the conversations about sports. Complete the chart.

	Favorite sport	Do they play or watch it? Play	Watch
1. Casey	golf	☑	☐
2. John		☐	☐
3. Sue		☐	☐
4. Henry		☐	☐



5 FREE-TIME ACTIVITIES

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

	Name:	Name:
1. What sports do you like?		
2. What sports do you dislike?		
3. What do you do on Sundays?		
4. What do you like to do in the summer?		
5. How often do you play video games?		
6. ..... ?		

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

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

6 CONVERSATION *I can't sing.*

Listen and practice.

Kayla: Oh, look. There's a talent contest on Saturday. Let's enter.
Philip: I can't enter a talent contest. What can I do?
Kayla: You can sing really well.
Philip: Oh, thanks. . . . Well, you can, too.
Kayla: Oh, no. I can't sing at all – but I can play the piano.
Philip: So maybe we *can* enter the contest.
Kayla: Sure. Why not?
Philip: OK. Let's practice tomorrow!



www.irLanguage.com

4 LISTENING

Learning Objective: *develop skills in listening for main ideas and specific information*

[CD 2, Track 44]

- Explain the task. Then play the audio program three times. First, Ss listen and write the speakers' favorite sports. Then they listen and check (✓) *Play* or *Watch*. Finally, they listen and check their answers.

AudioScript

1.
Man What sports do you like, Casey?
Casey You know, I don't like sports very much.
Man So you *never* play sports?
Casey No, I don't. Oh, wait – I *do* like golf.
Man Oh, really? When do you play golf?
Casey In the spring and summer.
2.
Woman What do you think of football, John?
John I like it. Actually, I like *lots* of sports!
Woman Oh yeah? What sports do you like?
John Let's see. I like swimming and bike riding . . . and *especially* baseball. It's my favorite.
Woman Baseball's my favorite, too. So, when do you play it?
John Every summer.
3.
Man Do you like soccer, Sue?
Sue It's OK, but it's not my favorite.
Man What's your favorite sport?
Sue Hmm. I guess my favorite sport is basketball.
Man Really? Where do you play basketball?
Sue Oh, I don't play basketball. But a lot of my friends do, and I like to watch them play.
4.
Woman Do you play volleyball, Henry?
Henry Uh, no. I think it's a little boring.
Woman I see. Do you like any sports?
Henry Oh, sure. My favorite sport is hockey. I *love* hockey. Now that's an exciting sport!
Woman How often do you play?
Henry Not very often – about two or three times a year. But I watch it on TV a lot!

- Elicit the answers from the class.

Answers

	Favorite sport	Play	Watch
1. Casey	golf	✓	
2. John	baseball	✓	
3. Sue	basketball		✓
4. Henry	hockey	✓	✓

5 FREE-TIME ACTIVITIES

Learning Objective: *ask and answer questions about free-time activities*

A

- Focus Ss' attention on the chart and explain the first part of the task. Ask different Ss to read the questions.
- Ss write one more question individually. Go around the class and help as needed.
- Elicit new questions from the class and write them on the board. Possible additional questions:
  What sports do you watch on TV?
  What's your favorite team?
- Explain the second part of the task. Ask two Ss to model the example conversation.
- Ss complete the task in pairs. When the pairs finish, each S finds a new partner to work with. Go around the class and make sure the Ss complete the chart.

B *Class activity*

- Explain the task. Then Ss use their notes to tell the class about their partners' free-time activities.

End of Cycle 1

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

Cycle 2, Exercises 6–12

6 CONVERSATION

Learning Objectives: *practice a conversation about a talent contest; see* can *for ability in context*

[CD 2, Track 45]

- To explain *can*, say: "I can write." Then write a sentence on the board. Say: "I can't dance (or sing or draw)." Then dance (or sing or draw) badly.
- Play the audio program. Ss listen and read silently.
- Elicit or explain the meaning of any new vocabulary.
- Play the audio program again. Ss listen and repeat. Then they practice the conversation in pairs.

www.irLanguage.com

7 GRAMMAR FOCUS

Learning Objective: *ask and answer questions using* can *for ability*

[CD 2, Track 46]

Can *for ability*

- Focus Ss' attention on the Grammar Focus box. Point out the patterns for statements, yes/no questions, and Wh-questions:
  Subject + *can/can't* + verb.
  Can + subject + verb?
  Yes, + subject + *can.*
  No, + subject + *can't.*
  What + *can* + subject + *do*?
  Subject + *can* + verb.
  Who + *can* + verb?
  Subject + *can.*
- Play the audio program. Ss listen and read silently.
- Point out that we pronounce *can* as /kən/ in statements and questions. However, we pronounce it as /kæn/ in short answers.
- ***Option:*** Play the audio program again. Ss listen and repeat.

A

- Focus Ss' attention on the pictures. Read the verbs aloud. Ss repeat. Then elicit or explain any new vocabulary.
- Explain the task and ask a S to model the example sentence.
- Ss complete the sentences individually. Then they compare answers in pairs. Go around the class and encourage Ss to read the sentences aloud.

TIP To build Ss' confidence, have them compare answers in pairs or small groups. Then check answers as a class.

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

Answers

1. I **can't** draw.
2. I **can** fix cars.
3. I **can't** sing.
4. I **can't** ice skate at all.
5. I **can** play the piano.
6. I **can** act.

B *Pair work*

- Explain the task. Ask two Ss to model the example conversation.
- Ss practice asking and answering the questions in pairs. Then they change roles and practice again. Go around the class and check Ss' pronunciation of *can* and *can't*.

C *Group work*

- Explain the task. Ask a S, "Can you draw?"
- Ss complete the task in small groups.
- ***Option:*** Write these patterns on the board:
  Pedro can't draw, but he can sing.
  Sachiko can't sing, but she can act.
  Ss use this pattern to write five sentences about the people in their group. Then they practice reading them aloud. Go around the class and check their pronunciation of *can* and *can't*.

TIP To develop proficiency in using grammar, it is often more effective for Ss to practice the structures in a speaking or writing activity than to complete a mechanical task.

For more practice asking and answering questions with *can* and *can't*, play ***Hot Potato*** – download it from the website.

8 PRONUNCIATION

Learning Objective: *learn to sound natural when using* can *and* can't

A *[CD 2, Track 47]*

- Play the audio program. Ss listen and read silently. Then play the audio program again. Ask different Ss to read the sentence aloud.

B *Pair work*

- Explain and model the task. Then Ss complete the task in pairs. Go around the class and listen to Ss' pronunciation of *can* and *can't*.

www.irLanguage.com

7 GRAMMAR FOCUS

Can for ability

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

A Kayla is talking about things she can and can't do. Complete these sentences.



1. I ..can't.. draw.



2. I ..... fix cars.



3. I ..... sing.



4. I ..... ice-skate at all.



5. I ..... play the piano.



6. I ..... act.

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

A: Can Kayla draw?
B: No, she can't.

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

"Can you draw, Pedro?"

8 PRONUNCIATION Can *and* can't

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

/kən/ I **can** play the piano.

/kænt/ I **can't** sing at all.

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

1. ☐ I can sing. ☐ I can't sing.
2. ☐ I can act. ☐ I can't act.
3. ☐ I can dance. ☐ I can't dance.
4. ☐ I can swim. ☐ I can't swim.

www.irLanguage.com

9 LISTENING *I can do that!*

Listen to three people talk about their abilities. Check (✓) the things they can do well.



1. Craig	☐	☐	☐	☐	☐	☐	☐	☐
2. Julie	☐	☐	☐	☐	☐	☐	☐	☐
3. Rob	☐	☐	☐	☐	☐	☐	☐	☐

10 WORD POWER

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

✓ bake a cake
download a video
do yoga
fix a car
play chess
play the violin
ride a horse
sing English songs
snowboard
tell good jokes
upload photos
write poems



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

A: Who can bake a cake?
B: I think Sophie can.
C: Who can download . . . ?

bake a cake – Sophie
download a video –

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

A: Sophie, can you bake a cake?
B: Yes, I can.

11 INTERCHANGE 10 *Hidden talents*

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

www.irLanguage.com

9 LISTENING

Learning Objective: *develop skills in listening for specific information about people's abilities*

[CD 2, Track 48]

- Focus Ss' attention on the pictures. Elicit the verb for each picture and write it on the board. (Answers: play the piano, draw, sing, paint, swim, take pictures/photos, cook, use a computer)
- Explain the task. Then play the audio program two or three times. Ss listen and check (✓) the answers.

AudioScript

1.
Craig I don't really like sports, but I like to swim. I can swim very well. I often go swimming on the weekends. And I can play the piano well. But I can't sing.

2.
Julie I can cook well. I love to cook for my friends and family. And I love to take photos on weekends with my camera. I think I can do that really well, too.

3.
Rob Well, I'm an architect, so I can draw really well. I often do my work on a computer, so I can use computers really well, too. Oh, I can paint, too, but I don't paint for my job. It's just a hobby.

- Elicit the answers from the class.

Answers

1. Craig: swim, play the piano
2. Julie: cook, take photos
3. Rob: draw, use a computer, paint

10 WORD POWER

Learning Objective: *learn vocabulary for discussing different abilities and talents*

A [CD 2, Track 49]

- Explain the task. Then read the abilities and talents aloud. Ss repeat.
- Elicit or explain the meaning of any new vocabulary. If needed, use mime or draw pictures.

Vocabulary

talent: natural ability to do something
musical: related to music
artistic: related to art
technical: related to industry or science
mechanical: related to machines
athletic: related to athletes and sports

- Ss complete the word map individually. Then they compare answers in pairs.
- Play the audio program. Ss listen and check their answers.

Answers

Musical or *artistic:* sing English songs, play the violin, write poems
Technical or *mechanical:* download a video, fix a car, upload photos
Athletic: do yoga, ride a horse, snowboard
Other: bake a cake, play chess, tell good jokes

B Group work

- Explain the task and focus Ss' attention on the example list. Point out that all Ss in each group should make a list. Also, point out that they should try to choose a different classmate for each talent or ability.
- Ask three Ss to model the example conversation.
- Ss complete the task in small groups.

C Class activity

- Explain the task. Ss take their list from part B, go around the class, and check their guesses. They check (✓) all the yes answers.
- Ss complete the task. Go around the class and encourage Ss to use complete short answers.
- When Ss finish, Ss sit down. Elicit the number of correct guesses for each group. Then ask: "Who can bake a cake in this class?" Elicit the answers. Continue with the remaining abilities and talents.

For more practice with abilities and talents, play ***Change Chairs*** – download it from the website. Begin with this sentence: "Change chairs if you can bake a cake."

TIP To help Ss remember new vocabulary, encourage them to keep a vocabulary notebook. They can record new words, definitions, pronunciation, parts of speech, and example sentences.

11 INTERCHANGE 10

See page T-124 for teaching notes.

www.irLanguage.com

12 READING

Learning Objectives: *read and discuss an article about an athlete; develop skills in reading for specific information*

[CD 2, Track 50]

- Focus Ss' attention on the title and pictures. Explain the meaning of *interview*.
- Read the pre-reading question aloud. Elicit answers from the class.
- Read the next sentence. Ask Ss if they watch gymnastics in the Olympics. Explain that *sneak peek* means "a small preview" or "an advance look at something." Look through your fingers to demonstrate the meaning of *peek*.

A

- Explain the first part of the task. Ss read the interview individually.
- Explain the second part of the task. Ss scan the interview for specific information and check the correct answers to the questions. Point out that Ss can find the answers easily by reading the blue headings to find the likely location of the answer.
- Ss complete the task individually. While Ss work, copy the questions onto the board.
- Elicit the answers and ask different Ss to write them on the board. If needed, correct the answers with the class.

Answers

1. b 2. a 3. b 4. b 5. b

- ***Option:*** Play the audio program. Ss listen and read silently.
- Ss read the article again and underline any new words. Then elicit or explain the meaning of any new words.

Vocabulary

private: for one person
train: practice
stressed: tense, nervous
kebabs: food grilled on a skewer
corn on the cob: whole corn ears
good-luck charm: an item that brings good fortune

- ***Option:*** Bring a map of the U.S. to class. Ask Ss to find Des Moines, Iowa, where Shawn Johnson is from.

B *Group work*

- Explain the task and read the questions.
- Ss complete the task in small groups. Go around the class and give help as needed.
- Ask a S from each group to tell the class their opinions and reasons.

End of Cycle 2

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

www.irLanguage.com

12 READING

An interview with Shawn Johnson

How often do you think professional athletes practice?



Get a sneak peek inside the life of this U.S. gold medal–winning Olympic gymnast!



Where are you from?

Des Moines, Iowa. I live there now.

Who do you train with?

A lot of people think I have a private coach. But I train with 13 other girls at the gym!

How often do you practice?

Most athletes train about 45 hours a week. But my parents want me to have a "normal life." I train about 25 hours a week. I usually work out four hours a day during the week, and five to six hours on Saturdays. I don't practice on Sundays.

What do you eat to stay healthy?

I have to watch my diet to be a healthy gymnast. But I don't get stressed about it.

What are your favorite foods?

Chicken and steak kebabs, peaches and cream, and corn on the cob.

What do you do when you're not training?

I love to ride horses and spend time with my friends.

What do you do for good luck?

I always travel with my blankets. But I don't believe in good-luck charms!

Who are your biggest fans?

My mom, dad, and of course my coach!

A Read the interview. Then check (✓) the correct answers to the questions.

1. Who does Shawn train with?
   a. ☐ just her coach b. ☐ other gymnasts
2. How often does she practice?
   a. ☐ 25 hours a week b. ☐ 45 hours a week
3. How much does she train on Saturdays?
   a. ☐ four hours b. ☐ five to six hours
4. What does she like to do in her free time?
   a. ☐ eat in restaurants b. ☐ ride horses and be with friends
5. What does she travel with?
   a. ☐ a good-luck charm b. ☐ her blankets

B GROUP WORK Do you think athletes have an easy life? Is playing a sport fun, or hard work? Discuss your reasons with your classmates.

www.irLanguage.com

Units 9–10 Progress check

SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

I can	Very well	OK	A little
Make and respond to suggestions (Ex. 1)	☐	☐	☐
Talk about food and drink (Ex. 1, 2)	☐	☐	☐
Ask and answer questions about eating habits (Ex. 2)	☐	☐	☐
Understand descriptions of sporting activities (Ex. 3)	☐	☐	☐
Ask and answer questions about likes and dislikes (Ex. 4)	☐	☐	☐
Talk about job abilities (Ex. 5)	☐	☐	☐

1 CLASS PICNIC

GROUP WORK Plan a class picnic. Choose two main dishes, two salads, two drinks, and two desserts. Then tell the class.

Main dishes	
Salads	
Drinks	
Desserts	

useful expressions

Do we want any . . . ?
Let's get/make some . . .
I don't want/like . . .

2 AT THE MOVIES

PAIR WORK Does your partner ever have these things at the movies? Ask questions and complete the survey.

	always	usually	sometimes	hardly ever	never
1. popcorn	☐	☐	☐	☐	☐
2. fruit	☐	☐	☐	☐	☐
3. soda	☐	☐	☐	☐	☐
4. candy	☐	☐	☐	☐	☐
5. fish	☐	☐	☐	☐	☐
6. coffee	☐	☐	☐	☐	☐

A: Do you have popcorn at the movies?
B: Yes, I always have popcorn.

www.irLanguage.com

Units 9–10 Progress check

SELF-ASSESSMENT

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

- Ask: "What did you learn in Units 9 and 10?" Elicit Ss' answers.
- Ss complete the Self-assessment. Encourage them to be honest, and point out they will not get a bad grade if they check (✓) *a little*.
- Ss move on to the Progress check exercises. You can have Ss complete them in class or for homework, using one of these techniques
  1. Ask Ss to complete all the exercises.
  2. Ask Ss: "What do you need to practice?" Then assign exercises based on their answers.
  3. Ask Ss to choose and complete exercises based on their Self-assessment.

1 CLASS PICNIC

Learning Objectives: *assess one's ability to make and respond to suggestions; assess one's ability to talk about food and drink*

Group work

- Set the scene and explain the task. Point out that all Ss should write the foods in their charts.
- If needed, elicit examples of each type of food and write them on the board. For example:
  Main dishes: sandwiches, hamburgers, pizza
  Salads: green salad, potato salad, pasta salad
  Drinks: lemonade, soda, coffee
  Desserts: cake, cookies, ice cream
- Read out the useful expressions. Point out that Ss should use these to talk about food they want and don't want.
- Ss complete the activity in small groups. Go around the class and help with vocabulary and spelling as needed.
- Ask each group to tell the class about the foods for its picnic.
- ***Option:*** Ask each group to write the foods for its picnic on the board. Then the class votes for the best picnic.

2 AT THE MOVIES

Learning Objectives: *assess one's ability to talk about food and drink; assess one's ability to talk about eating habits*

Pair work

- Explain the task and read out the food and drink items. Then ask two Ss to model the example conversation. Point out that Student B should use *always*, *usually*, *sometimes*, *hardly ever*, or *never* in the answers. Student A should check (✓) the adverb of frequency that Student B says.
- Ss complete the activity in pairs. They take turns asking all the questions in the survey. Go around the class and encourage Ss to listen to each other and not look at each other's charts.

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

www.irLanguage.com

3 LISTENING

Learning Objective: *assess one's ability to listen to and understand descriptions of sporting activities*

[CD 2, Track 51]

- Explain the task. Ss read the two choices for each answer silently.
- Play the audio program once or twice. Ss listen and complete the task. Then elicit the answers.

AudioScript

1.
Jenny Do you play any sports, Ben?
Ben Yes, I do.
Jenny What do you play?
Ben I play basketball.
2.
Jenny So who do play basketball with?
Ben Some friends from work. We have a team.
3.
Jenny When does your team practice?
Ben We practice at 6:30 A.M.
Jenny 6:30? That's early!
4.
Jenny So how often do you practice?
Ben Every day. We practice before work.
Jenny Wow!
5.
Jenny And when do you play?
Ben On the weekends. Please come and watch.
Jenny OK. That sounds great!
6.
Jenny Where do you play?
Ben We always play at the park.

Answers

1. I play basketball.
2. Some friends from work.
3. At 6:30 A.M.
4. Every day.
5. On the weekends.
6. At the park.

4 WHAT DO YOU LIKE?

Learning Objective: *assess one's ability to ask and answer questions about likes and dislikes*

A

- Explain the task. If needed, elicit examples of sports, foods, and clothes.
- Ss complete the chart individually.

B Pair work

- Explain the task. Ask two Ss to model the conversation. Then elicit follow-up questions Ss can ask with *where*, *how often*, and *when*.
- Ss complete the task in pairs.
- ***Option:*** Ask different Ss to share information about their partners.

5 JOB ABILITIES

Learning Objective: *assess one's ability to talk about job abilities*

Group work

- Focus Ss' attention on the pictures and read out the jobs. Ss listen and repeat. Then explain the task and read out the abilities in the box.
- Write *chef* on the board. Ask the class: "What can a chef do?" Elicit Ss' answers and write them on the board. (Possible answers: plan meals, cook noodles, make salads, bake cakes, use a stove)
- Ask three Ss to model the example conversation. Encourage Student C to use an idea from the board.
- Ss make lists for the remaining three jobs in small groups. Then elicit ideas from the class and ask different Ss to write them on the board.

WHAT'S NEXT?

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

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

www.irLanguage.com

3 LISTENING *What do you play?*

Listen to Jenny ask Ben about sports. Check (✓) Ben's answers.

1. ☐ I play baseball.
   ☐ I play basketball.
2. ☐ Some friends from school.
   ☐ Some friends from work.
3. ☐ At 6:30 P.M.
   ☐ At 6:30 A.M.
4. ☐ Every day.
   ☐ Every week.
5. ☐ On the weekends.
   ☐ In the afternoons.
6. ☐ At the park.
   ☐ In the yard.

4 WHAT DO YOU LIKE?

A Complete the chart with things you love, like, and don't like.

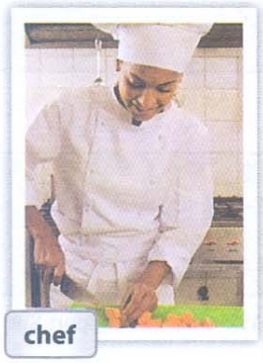
	I love . . .	I like . . .	I don't like . . .
Sports	.....	.....	.....
Foods	.....	.....	.....
Clothes	.....	.....	.....

B **PAIR WORK** Find out what your partner loves, likes, and doesn't like. Then ask more questions with *who, where, how often,* or *when.*

A: What sports do you love?
B: I love ice-skating.
A: Who do you usually go ice-skating with?

5 JOB ABILITIES

GROUP WORK What can these people do well? Make a list.
Use the abilities in the box and your own ideas. Then tell the class.


chef


mechanic


artist


musician

bake
cook
draw
fix a car
fix a motorcycle
paint
play the piano
read music

A: A chef can cook very well.
B: A chef can also bake things, like cakes.
C: Also, a chef can . . .

WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?

www.irLanguage.com

Unit 11 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
CYCLE 1	1 Months and Dates		**SSD** Unit 11 Vocabulary 1 **ARC** Months and dates
	2 Conversation	**TSS** Unit 11 Extra Worksheet	**SSD** Unit 11 Speaking
	3 Grammar Focus		**SB** Unit 11 Grammar Plus focus 1 **SSD** Unit 11 Grammar 1 **ARC** The future with *be going to*
	4 Pronunciation		
	5 Listening		
	6 Interchange 11		**WB** Unit 11 exercises 1–4
CYCLE 2	7 Snapshot	**TSS** Unit 11 Vocabulary Worksheet	
	8 Conversation		**SSD** Unit 11 Speaking 2
	9 Grammar Focus		**SB** Unit 11 Grammar Plus focus 2 **SSD** Unit 11 Grammar 2 **ARC** The future and Wh-questions with *be going to*
	10 Word Power	**TSS** Unit 11 Grammar Worksheet **TSS** Unit 11 Listening Worksheet	**SSD** Unit 11 Vocabulary 2 **ARC** Ways to celebrate
	11 Holidays and Festivals		
	12 Reading	**TSS** Unit 11 Project Worksheet **VID** Unit 11 **VRB** Unit 11	**SSD** Unit 11 Reading 1–2 **SSD** Unit 11 Listening 1–3 **SSD** Unit 11 Video 1–3 **WB** Unit 11 exercises 5–7

Key **ARC:** Arcade **SB:** Student's Book **SSD:** Self-study DVD-ROM **TSS:** Teacher Support Site
VID: Video DVD **VRB:** Video Resource Book **WB:** Workbook

www.irLanguage.com

My Plan for Unit 11

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

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

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

www.irLanguage.com

11 What are you going to do?

1 MONTHS AND DATES

A Listen and practice the months.

Months

January	February	March	April	May	June
July	August	September	October	November	December

B Complete the dates. Then listen and practice.

Dates

1st	first	11th	eleventh	21st	twenty-first
2nd	second		twelfth		twenty-second
	third	13th	thirteenth	23rd	twenty-third
4th	fourth	14th	fourteenth		twenty-fourth
5th	fifth		fifteenth	25th	twenty-fifth
6th	sixth	16th	sixteenth		twenty-sixth
	seventh	17th	seventeenth	27th	twenty-seventh
8th	eighth	18th	eighteenth		twenty-eighth
9th	ninth		nineteenth	29th	twenty-ninth
	tenth	20th	twentieth		thirtieth
					thirty-first

C CLASS ACTIVITY Go around the room. Ask your classmates' birthdays.

A: When's your birthday?
B: It's July twenty-first. When's yours?

2 CONVERSATION *Birthday plans*

Listen and practice.

Angie: Are you going to do anything exciting this weekend?
Philip: Well, I'm going to celebrate my birthday.
Angie: Oh, happy birthday! When is it, exactly?
Philip: It's August ninth – Sunday.
Angie: So what are your plans?
Philip: I'm going to go to my friend Kayla's house.
She's going to cook a special dinner for me.
Angie: Nice! Is she going to bake a cake, too?
Philip: Bake a cake? Oh, I'm not sure.



www.irLanguage.com

What are you going to do?

Cycle 1, Exercises 1–6

In Unit 11, students discuss future plans. In Cycle 1, they talk about evening, weekend, and birthday plans using statements and yes/no questions with be going to. *In Cycle 2, they discuss how they plan to celebrate holidays, special occasions, and festivals using Wh-questions with* be going to.

1 MONTHS AND DATES

Learning Objectives: *learn the months and dates; talk about classmates' birthdays*

A [CD 2, Track 52]

- Set the scene. Write today's date on the board. Say: "Today is (date)." Focus Ss' attention on the months.
- Play the audio program. Ss listen and read silently.
- Play the audio program again. Ss listen and repeat.

B [CD 2, Track 53]

- Focus Ss' attention on the dates.
- Explain the first part of the task. Ss complete the missing dates individually.
- Elicit the answers and write them on the board. Ss check their answers.
- Explain the second part of the task. Play the audio program. Ss listen and read silently.
- Play the audio program again. Ss listen and repeat.
- ***Option:*** Point out that we also call these dates *ordinal numbers*. Contrast ordinal numbers with cardinal numbers (e.g., *one, two, three*).

For a new way to practice dates, play ***Bingo*** – download it from the website.

C Class activity

- Books closed. Write five dates (e.g., *July 21st, October 7th*) on the board. Point out that we write the month and then the number. Read the dates aloud and Ss repeat.
- ***Option:*** Model other ways to write dates. For example:

July 21st	July 21	21 July
July twenty-first	7/21	

- Write your birthday on the board. Say: "My birthday is . . ." Explain that *birthday* is the day you were born.
- Books open. Explain the task. Ask two Ss to model the example conversation.
- Ss take their pencils and notebooks, go around the class, and complete the activity while making a list of their classmates' birthdays. While Ss make their lists, list the names of the Ss in the class on the board. Continue until most Ss have at least five birthdays in their list.
- Ask the class about each S on the board: When is (Juan)'s birthday? Ask different Ss to write the birthdays on the board. The class helps with spelling as needed.
- ***Option:*** Make a list of ten dates (e.g., *January 21st, October 7th*). Dictate them to the class, and have the Ss write them down. Then ask different Ss to write the correct dates on the board. Alternatively, Ss dictate dates to each other in pairs.

For more practice with months and dates, play ***Line Up!*** – download it from the website. Ss line up in the order of their birthdays.

2 CONVERSATION

Learning Objectives: *practice a conversation about birthday plans; see the future with* be going to *in context*

[CD 2, Track 54]

- Text covered. Focus Ss' attention on the picture and set the scene. Angie is asking Philip about his weekend plans. Philip is going to celebrate his birthday with his friend Kayla. If needed, refer Ss to Philip and Kayla in Unit 10, Exercises 6 and 7.
- Ask the class: "What is Philip saying? How does he feel?" Encourage Ss to make guesses.
- Text uncovered. Play the audio progra Ss listen and read silently.
- Elicit or explain any new vocabulary.

Vocabulary

celebrate: have fun (at a special occasio

- Play the audio program again. Ss readd listen and repeat.
- Ss practice the conversation in pairs.

www.irLanguage.com

3 GRAMMAR FOCUS

Learning Objectives: *practice statements about the future using* be going to*; ask and answer yes/no questions using* be going to

[CD 2, Track 55]

The future with be going to

- Focus Ss' attention on the Grammar Focus box. Elicit or explain that we use *be going to* to talk about future plans.
- Write this on the board:
  I'm going to study tonight. =
  I'm planning to study tonight.
  Point out that these sentences have the same meaning.
- Elicit or explain the pattern for statements and yes/no questions with *be going to*:
  Subject + *be going to* + verb.
  Be + subject + *going to* + verb?
  Yes, + subject + *be*.
  No, + subject + *be* + *not*.
- Play the audio program. Ss listen and read silently.
- ***Option:*** Play the audio program again. Ss listen and repeat.

A

- Focus Ss' attention on the pictures. Explain the task. Ask a S to model the example sentence.
- ***Option:*** Elicit the activities in the remaining pictures. Write possible phrases for each picture on the board. For example:
  2. read
  3. swim, go swimming
  4. walk, go for a walk
  5. play tennis
  6. go shopping
  7. see a movie, go to the movies
  8. work, go to work
- Ss complete the task individually. Go around the class and help with spelling and punctuation as needed.
- Ss compare sentences in pairs. Then elicit sentences from the class and ask different Ss to write them on the board.

Possible answers

1. They're going to go dancing.
2. He's going to read.
3. He's going to swim./He's going to go swimming.
4. She's going to walk./She's going to go for a walk.
5. They're going to play tennis.
6. She's going to go shopping.
7. They're going to see a movie./
   They're going to go to the movies.
8. He's going to work./
   He's going to go to work.

B *Pair work*

- Explain the task. Model the example question, and ask a S to respond.
- Ss complete the task in pairs.
- Ss share information about their partner's weekend plans.
- ***Option:*** Each pair joins another pair. Ss talk about their partner's weekend plans.

For a new way to practice yes/no questions with *be going to*, try ***Question Exchange*** – download it from the website.

For more practice using statements with *be going to*, play the ***Chain Game*** – download it from the website. Begin with this sentence: "This weekend, I'm going to go swimming."

4 PRONUNCIATION

Learning Objectives: *notice the reduction of* going to*; learn to sound natural when talking about future plans*

A *[CD 2, Track 56]*

- Explain the task and play the audio program. Ss listen and read silently.
- Point out that people use this reduction to talk about future plans (i.e., *be going to* + verb). They do not use it to talk about the present continuous (i.e., with *be going to* + noun). Contrast these two sentences:
  I'm going to have a party. (future plans)
  I'm going to a party. (now)
- Play the audio program again. Ss listen and repeat. Then they practice the conversations in pairs. Go around the class and check Ss' use of the reduction.

B *Pair work*

- Explain the task. Then Ss complete the task in pairs. Go around the class and check Ss' use of the reduction.

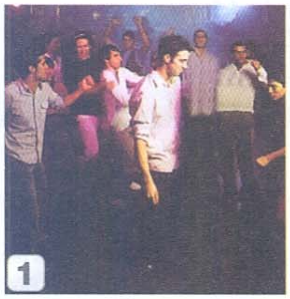
www.irLanguage.com

3 GRAMMAR FOCUS

The future with be going to

Are you **going to do** anything this weekend?	Yes, I am. I**'m going to celebrate** my birthday. No, I'm not. I**'m going to stay** home.
Is Kayla **going to cook** dinner for you?	Yes, she is. She**'s going to cook** a special dinner. No, she's not. She**'s going to order** takeout.
Are your friends **going to be** there?	Yes, they are. They**'re going to stop** by after dinner. No, they're not. They**'re going to be** away all weekend.

A What are these people going to do this weekend? Write sentences. Then compare with a partner.

















1. They're going to go dancing.

B **PAIR WORK** Is your partner going to do the things in part A this weekend? Ask and answer questions.

"Are you going to go dancing this weekend?"

4 PRONUNCIATION *Reduction of* going to

A Listen and practice. Notice the reduction of **going to** to /gənə/.

A: Are you **going to** have a party?
B: No. I'm **going to** meet a friend.

A: Are you **going to** go to a restaurant?
B: Yes. We're **going to** go to Nick's Café.

B **PAIR WORK** Ask your partner about his or her evening plans. Try to reduce **going to**.

www.irLanguage.com

5 LISTENING *Evening plans*

A It's 5:30 P.M. What are these people's evening plans? Write your guesses in the chart.

B Listen to the interview. What are the people really going to do? Complete the chart.



Michelle | Kevin | Robert | Jackie

Your guess	What they're really going to do
Michelle is going to go to the gym .	Michelle ..... .
Kevin	Kevin ..... .
Robert	Robert ..... .
Jackie	Jackie ..... .

6 INTERCHANGE 11 *Guessing game*

Make guesses about your classmates' plans. Go to Interchange 11 on page 125.

7 SNAPSHOT

Listen and practice.

Holidays in the United States



Source: *The Concise Columbia Encyclopedia*

Do you celebrate any of these holidays?
What are some holidays in your country? What's your favorite holiday?

www.irLanguage.com

5 LISTENING

Learning Objective: *develop skills in listening for specific information*

A

- Focus Ss' attention on the picture and explain the task. Ss complete the left-hand column of the chart individually. Elicit guesses from the class.

B *[CD 2, Track 57]*

- Explain the task. Then play the audio program once or twice, pausing after each interview. Ss listen and complete the right-hand column of the chart.

AudioScript

Interviewer Good evening. I'm Al Rivers with KXQ News Radio. I'm talking with people waiting for the bus tonight. I'm finding out how they're going to spend their evening. What's your name?
Michelle It's Michelle.
Interviewer I think you're going to go to the gym tonight.
Michelle No, not tonight. I'm going to meet a friend. We're going to run together in the park.
Interviewer And what's your name?
Kevin Kevin.
Interviewer Are you going home now, Kevin?
Kevin No, not right now. First, I'm going to my friend's house. He has some new video games.
Interviewer Oh, I see. So you're going to play video games this evening.
Kevin Yeah, I am.
Interviewer Can I ask your name?
Robert Sure. My name's Robert.
Interviewer Are you going to do anything interesting tonight?
Robert Well, my friend Chris is going to have a party, but I'm going to work at home. I have all my work right here in my briefcase.
Interviewer So you can't go to the party. You're going to work tonight.
Robert That's right.
Interviewer And what's your name?
Jackie I'm Jackie.
Interviewer Do you have any plans for this evening?
Jackie It's my sister's birthday tomorrow, so I'm going to bake a cake tonight.
Interviewer That's nice of you. Are you going to give her a party?
Jackie Not really, but she's going to come over for dinner tomorrow night.

- Elicit the answers from the class.

Answers

Michelle is going to meet a friend.
Kevin is going to play video games.
Robert is going to work at home.
Jackie is going to bake a cake.

6 INTERCHANGE 11

See page T-125 for teaching notes.

End of Cycle 1

Cycle 2, Exercises 7–12

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

7 SNAPSHOT

Learning Objective: *learn about holidays in the U.S.*

[CD 2, Track 58]

- Focus Ss' attention on the pictures. Then play the audio program. Ss listen and read silently.
- Play the audio program again. Ss listen and repeat.
- Ss discuss the questions in small groups. Go around the class and help with vocabulary as needed. Then elicit information from each group.

www.irLanguage.com

8 CONVERSATION

Learning Objectives: *practice a conversation about Valentine's Day; see Wh-questions with* be going to *in context*

[CD 2, Track 59]

- Books closed. Write *Valentine's Day* on the board. Ask the class: "When is this holiday? How do people celebrate it?" If needed, explain that Valentine's Day is on February 14th. To celebrate, people exchange cards with people they love or really like. Some people give their husband, wife, boyfriend, or girlfriend a present, such as chocolate or flowers. Sometimes they go out for dinner.
- Books open. Set the scene. Mona and Tyler are talking about their plans for Valentine's Day.
- Write these questions on the board:
  1. Who is going to go out for dinner on Valentine's Day?
  2. Where are they going to go?
  3. Who is going to go to a dance?
- Play the audio program. Ss listen for the answers. (Answers: 1. Tyler/Tyler and his girlfriend 2. Laguna's/a restaurant 3. Mona)
- Play the audio program again. Ss listen and repeat. Then they practice the conversation in pairs.

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

9 GRAMMAR FOCUS

Learning Objective: *ask and answer Wh-questions using* be going to

[CD 2, Track 60]

Wh-questions with be going to

- Focus Ss' attention on the Grammar Focus box. Point out the pattern for the first three Wh-questions: Wh-question + *be* + subject + *going to* + verb?
- Point out the pattern for the fourth Wh-question: Wh-question + *be* + *going to* + verb? Explain that the fourth question is different because the Wh-question replaces the subject (i.e., *My friends, My sister*).
- Point out the patterns for positive and negative statements with *be going to:* Positive: Subject + *be* + *going to* + verb. Negative: Subject + *be* + *not* + *going to* + verb.
- Play the audio program. Ss listen and read silently.
- ***Option:*** Play the audio program again. Ss listen and repeat.

A

- Explain the task. Read the first line of the first conversation and elicit the second line from the class. Point out that Ss should use the words in parentheses.
- Ss complete the task individually. Go around the class and give help as needed. Then Ss compare their answers in pairs.
- Ask different Ss to read the conversation. If needed, correct any errors as a class. Then Ss practice the conversation in pairs.

Answers

1. A: Where **are** you **going to spend** summer vacation?
   B: My parents and I **are going to visit** my grandparents.
2. B: Who **are** you **going to invite** to Thanksgiving dinner?
   A: **I'm going to ask** my family and some good friends.
3. A: What **are** you **going to do** for Halloween?
   B: I don't know. **I'm not going to do** anything special.
4. A: How **are** your parents **going to celebrate** New Year's Eve?
   B: **They're going to go** to their neighbor's party.
5. A: What **is** your sister **going to do** for her birthday?
   B: Her boyfriend **is going to take** her out to dinner.

B *Group work*

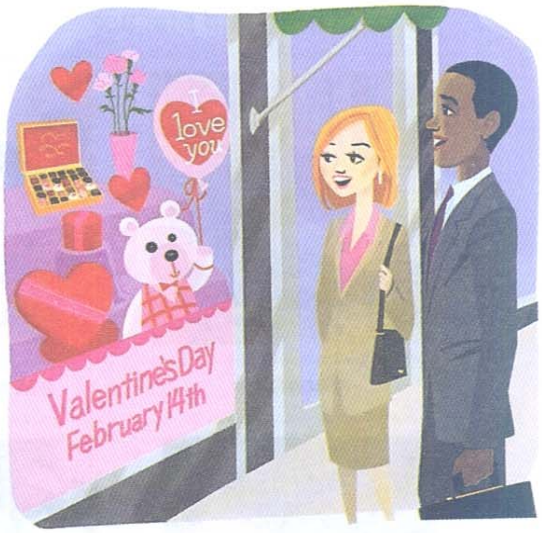
- Explain the task and focus Ss' attention on the time expressions in the box. Point out that these expressions are for future time.
- Read the time expressions aloud. Ss listen and read silently. Read the time expressions again. Ss listen and repeat.
- Ask three Ss to model the example conversation.
- Ss complete the activity in groups. Go around the class and encourage Ss to ask and answer questions using each time expression.
- ***Option:*** Ask different Ss to share information about their groups with the class.

www.irLanguage.com

8 CONVERSATION *Have a good Valentine's Day.*

Listen and practice.

Mona: So, Tyler, do you have any plans for Valentine's Day?
Tyler: I do. I'm going to take my girlfriend out for dinner.
Mona: Oh, really? Where are you going to eat?
Tyler: At Laguna's. It's her favorite restaurant.
Mona: How fancy! She's going to like that!
Tyler: How about you? What are you going to do?
Mona: Well, I'm not going to go to a restaurant. I'm going to go to a dance.
Tyler: Sounds like fun. Well, have a good Valentine's Day.
Mona: Thanks. You, too.



9 GRAMMAR FOCUS

Wh-questions with be going to

What are you **going to do** for Valentine's Day?

How is Mona **going to get** to the dance?

Where are Tyler and his girlfriend **going to eat**?

I'm going to go to a dance.
I'm not going to go to a restaurant.
She**'s going to drive**.
She**'s not going to take** the bus.
They**'re going to eat** at Laguna's.
They**'re not going to eat** at Nick's Café.

A Complete these conversations with the correct form of *be going to*. Then practice with a partner.

1. A: Where *are* you *going to spend* (spend) summer vacation?
   B: My parents and I ..... (visit) my grandparents.
2. B: Who ..... you ..... (invite) to Thanksgiving dinner?
   A: I ..... (ask) my family and some good friends.
3. A: What ..... you ..... (do) for Halloween?
   B: I don't know. I ..... (not do) anything special.
4. A: How ..... your parents ..... (celebrate) New Year's Eve?
   B: They ..... (go) to their neighbor's party.
5. A: What ..... your sister ..... (do) for her birthday?
   B: Her boyfriend ..... (take) her out to dinner.

B GROUP WORK Ask your classmates about their plans. Use the time expressions in the box.

A: What are you going to do tonight?
B: I'm going to go to a party.
C: Oh, really? Who's going to be there?
B: Well, Lara and Rosa are going to come. But Jeff isn't going to be there. . . .

time expressions	
tonight	next week
tomorrow	next month
tomorrow afternoon	next summer
tomorrow night	next year

www.irLanguage.com

10 WORD POWER *Ways to celebrate*

A Listen and practice.



decorate



eat special food



go to a parade



give gifts



watch fireworks



play music



go on a picnic



wear special clothes

B PAIR WORK Are you going to celebrate a special day this year? Are you (or is someone you know) going to do any of the things in part A?

A: I'm going to go to a wedding next month. I'm going to wear special clothes.
B: Is it a traditional wedding?

11 HOLIDAYS AND FESTIVALS

A PAIR WORK Choose any holiday or festival. Then ask and answer these questions.

What is the holiday or festival?
When is it?
What are you going to do?
Where are you going to go?
Who's going to be there?
When are you going to go?
How are you going to get there?

A: What is the holiday or festival?
B: It's Cinco de Mayo.
A: When is it?
B: It's on May fifth.
A: What are you going to do?
B: I'm going to go to a parade. . . .





B CLASS ACTIVITY Tell the class about your partner's plans.

www.irLanguage.com

10 WORD POWER

Learning Objective: *learn vocabulary for discussing how to celebrate special occasions*

A [CD 2, Track 61]

- Focus Ss' attention on the title and pictures. Elicit or explain the meaning of any new vocabulary.
- Play the audio program. Ss listen and repeat. Then play the audio program again. Ss listen and repeat.

B Pair work

- Elicit special occasions from the class (e.g., *baby shower, graduation, wedding, anniversary, Mother's Day, Father's Day, high school reunion*). Then write them on the board.
- Explain the task. Read the questions and ask two Ss to model the example conversation. Point out that the conversation is about future plans, so Ss should use *be going to*.
- Ss discuss the questions in pairs. Go around the class and encourage Ss to ask follow-up questions and give more information.
- Ask different groups to share their information.

11 HOLIDAYS AND FESTIVALS

Learning Objective: *discuss plans for holidays and festivals using* be going to

A Pair work

- Focus Ss' attention on the title. If needed, explain that a holiday is a special day when people don't go to work or school (e.g., *New Year's Day*). A festival is a special day or days that people celebrate with special activities or food. Festivals can celebrate many things, including religious events, cultural events, and times of year (e.g., *Spring Festival*).
- Focus Ss' attention on the pictures. Read the names of the holiday and festival aloud. Elicit or give information about them.

Vocabulary

Setsubun: /se•tsu•bən/ a Japanese festival that people celebrate before the beginning of spring. People wear costumes and throw beans.

Cinco de Mayo: / ˈsiŋ•kou•də•ˈma•jou / a Mexican and Mexican-American holiday that people celebrate on May 5. People celebrate with special food, music, and parades.

- ***Option:*** Ask Ss to research information about these holidays before class.
- Explain the task and read the questions. Point out that Ss can choose any holiday or festival they plan to celebrate.
- Ask two Ss to model the example conversation.
- Ss work individually. They choose a holiday or festival and make notes about their plans for it. Go around the class and encourage them to answer all the questions. Help with vocabulary as needed.

TIP To build Ss' confidence and make discussions more successful, give Ss time to think about what to say before they begin the discussion.

- Ss work in pairs. They take turns asking and answering questions about the holiday or festival.

B Class activity

- Explain the task. Then Ss use their notes to tell the class about their partner's plans.
- ***Option:*** Ss write sentences about their partner's plans before they speak.

www.irLanguage.com

12 READING

Learning Objectives: *read and discuss an article about birthday celebrations in different countries; develop skills in scanning and reading for details*

[CD 2, Track 62]

- Read the title aloud. Ask the class: "Who are the people? Where are they from?" Elicit the answers. (Answers: Elena Buenaventura, Madrid; Ka-mei Shi, Taipei; Mr. and Mrs. Aoki, Kyoto; Philippe Joly, Paris)
- ***Option:*** Ss find the places on a map or in an atlas.
- Focus Ss' attention on the pre-reading task. Ss complete the task individually. Tell Ss to raise their hands when they finish.
- To check answers, ask: "How old is Elena going to be?" Continue with the remaining people.

Answers

Elena Buenaventura: 21
Ka-mei Shi: 16
Mr. Aoki: 60
Philippe Joly: 30

TIP To prepare Ss for a reading, use pre-reading activities. For example, have Ss discuss the title and the pictures.

A

- Explain the first part of the task. Ss read the article individually and underline any words they don't know.
- Ss complete the task individually.
- Elicit or explain any new vocabulary.

Vocabulary

wish: tell someone your good hopes for him or her
custom: something a group of people always do, especially on a special occasion
traditional: careful to follow customs
ceremony: a formal event on a special occasion
lucky: bringing good luck

- ***Option:*** Play the audio program. Ss listen and read silently.
- Explain the second part of the task. Point out that each sentence has one error.
- Write the first sentence on the board. Point out that Ss can find the information quickly by looking for key words (e.g., *Elena, pull, ears*). Elicit the mistake and correction. Then model how to correct the sentence.
- Ss complete the task individually. Go around the class and give help as needed.
- Ss compare their answers in pairs. Then ask different Ss to write the correct sentences on the board.

Answers

1. To celebrate her birthday, **Elena's friends are going to pull on her ears.**
2. **Ka-mei's mother** is going to cook some noodles on her birthday.
3. On his birthday, Mr. Aoki is going to **get** something red.
4. **Philippe is going to take his friends** out to dinner on his birthday.

B *Group work*

- Read the questions and explain the task. Point out that Ss should take notes.
- Ss discuss the questions in small groups. If possible, put Ss from different countries in each group. Go around the class and help with vocabulary as needed.
- Ask Ss from each group to share information about their classmates.

! For a new way to practice reading for specific information, try ***Reading Race*** – download it from the website. Include three questions about each person:

1. Where does (Elena Buenaventura) live?
2. How old is (she) going to be?
3. How is (she) going to celebrate (her) birthday?

End of Cycle 2

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

www.irLanguage.com

12 READING

What are you going to do on your birthday?

Scan the article. How old is each person going to be?





Elena Buenaventura

Madrid

"My twenty-first birthday is on Saturday, and I'm going to go out with some friends. To wish me a happy birthday, they're going to pull on my ear 21 times – once for each year. It's an old custom. Some people pull on the ear just once, but my friends are very traditional!"

Ka-mei Shi

Taipei

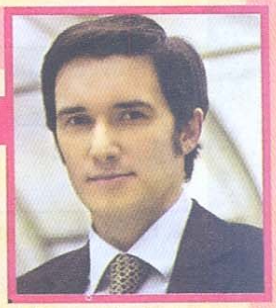
"Tomorrow is my sixteenth birthday. It's a special birthday, so we're going to have a family ceremony. I'm probably going to get some money in 'lucky' envelopes from my relatives. My mother is going to cook noodles – noodles are for a long life."



Mr. and Mrs. Aoki

Kyoto

"My husband is going to be 60 tomorrow. In Japan, the sixtieth birthday is called *kanreki* – it's the beginning of a new life. The color red represents a new life, so children often give something red as a present. What are our children going to give him? A red hat and vest!"



Philippe Joly

Paris

"I'm going to be 30 next week, so I'm going to invite three very good friends out to dinner. In France, when you have a birthday, you often invite people out. In some countries, I know it's the opposite – people take you out."

A Read the article. Then correct these sentences.

1. To celebrate her birthday, Elena is going to pull on her friends' ears.
2. Ka-mei is going to cook some noodles on her birthday.
3. On his birthday, Mr. Aoki is going to buy something red.
4. Philippe's friends are going to take him out to dinner on his birthday.

B **GROUP WORK** How do people usually celebrate birthdays in your country? Do you have plans for your next birthday? How about the birthday of a friend or a family member? What are you going to do? Tell your classmates.

www.irLanguage.com

Unit 12 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
CYCLE 1	1 Word Power	**TSS** Unit 12 Vocabulary Worksheet	**SSD** Unit 12 Vocabulary 1 **ARC** Parts of the body
	2 Conversation		**SSD** Unit 12 Speaking 1
	3 Grammar Focus		**SB** Unit 12 Grammar Plus focus 1 **SSD** Unit 12 Grammar 1 **ARC** Health problems **ARC** Illnesses and expressions
	4 Listening	**TSS** Unit 12 Extra Worksheet	**WB** Unit 12 exercises 1–3
CYCLE 2	5 Snapshot		**SSD** Unit 12 Vocabulary 2
	6 Conversation		**SSD** Unit 12 Speaking 2
	7 Listening		
	8 Pronunciation		
	9 Grammar Focus	**TSS** Unit 12 Grammar Worksheet **TSS** Unit 12 Listening Worksheet	**SB** Unit 12 Grammar Plus focus 2 **SSD** Unit 12 Grammar 2 **ARC** Advice
	10 Good Advice?		
	11 Interchange 12		
	12 Reading	**TSS** Unit 12 Project Worksheet **VID** Unit 12 **VRB** Unit 12	**SSD** Unit 12 Reading 1–2 **SSD** Unit 12 Listening 1–3 **SSD** Unit 12 Video 1–3 **WB** Unit 12 exercises 4–8

With or instead of the following SB section	You can also use these materials for assessment
Units 11–12 Progress Check	**ASSESSMENT CD** Units 11–12 Oral Quiz **ASSESSMENT CD** Units 11–12 Written Quiz

Key **ARC:** Arcade **SB:** Student's Book **SSD:** Self-study DVD-ROM **TSS:** Teacher Support Site
VID: Video DVD **VRB:** Video Resource Book **WB:** Workbook

www.irLanguage.com

My Plan for Unit 12

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

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

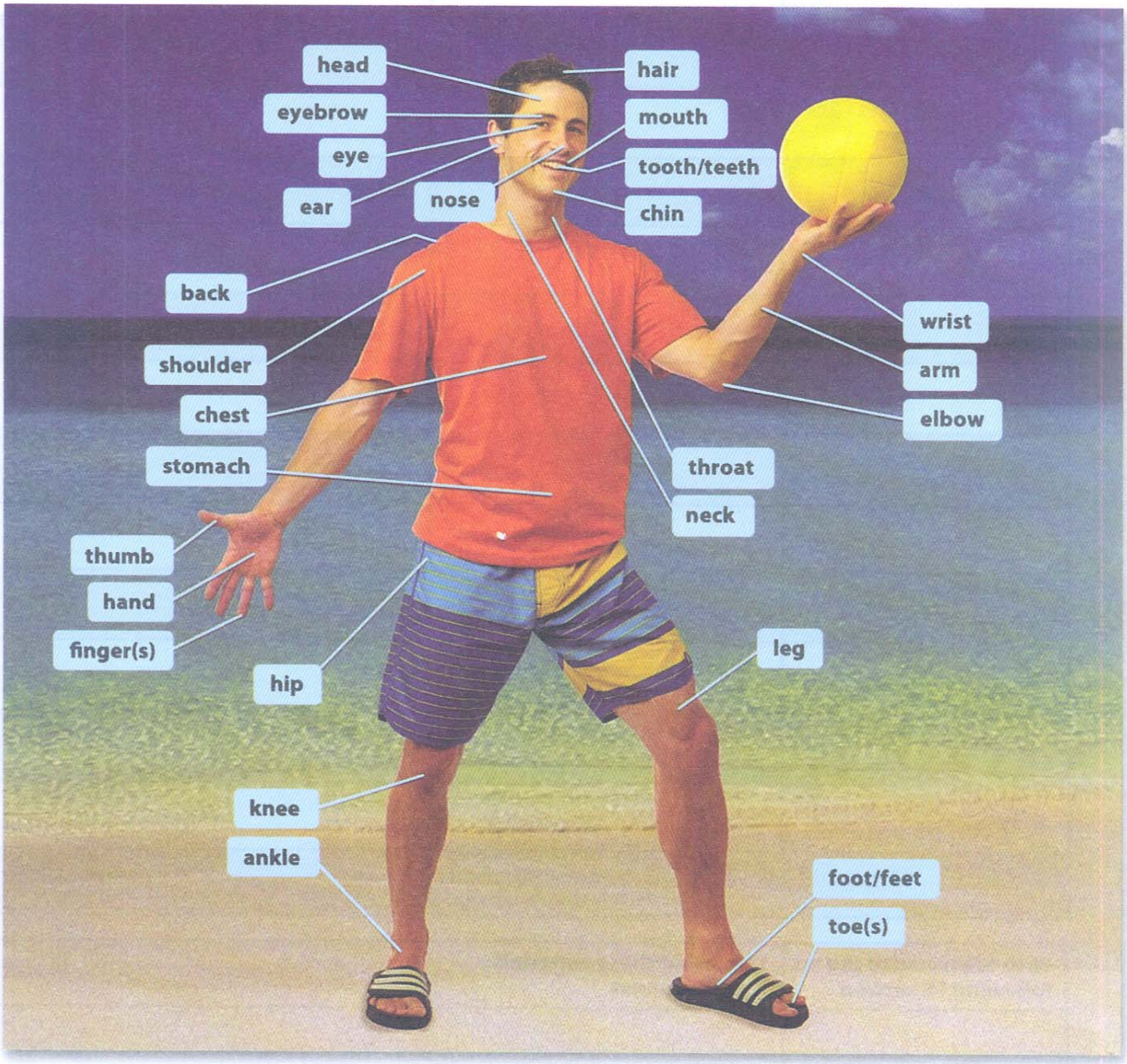
With or instead of the following SB section	I am using these materials for assessment

www.irLanguage.com

12 What's the matter?

1 WORD POWER *Parts of the body*

A Listen and practice.



B **PAIR WORK** Complete these sentences.

I have one . . . I have two . . . I have ten . . .

A: I have one head, one nose, one mouth, one . . .
B: And I have two eyes, two ears, two elbows, two . . .

www.irLanguage.com

What's the matter?

Cycle 1, Exercises 1–4

In Unit 12, students discuss health. In Cycle 1, they talk about the body and common ailments using have + *noun and* feel + *adjective. In Cycle 2, they discuss common medications and give health advice using imperatives.*

1 WORD POWER

Learning Objective: *learn vocabulary for discussing parts of the body*

A [CD 3, Track 1]

- Focus Ss' attention on the picture. Write these questions on the board:
  1. Where is the man?
  2. What's he doing?
  3. What's he wearing?
  4. What's he like?

  Ss discuss the questions in pairs. Then elicit answers from the class. (Possible answers: 1. He's on the beach. 2. He's playing volleyball. 3. He's wearing a T-shirt and shorts. 4. He's handsome/tall.)

TIP To focus Ss' attention on learning English, start each class with a warm-up activity.

- Focus Ss' attention on the vocabulary. Play the audio program. Ss listen and read silently.
- Play the audio program again, or model the words one by one. Ss listen and repeat.
- Point out the irregular plurals *teeth* and *feet*.
- Point out the silent letters *b* in *thumb*, *k* in *knee*, and *w* in *wrist*.
- ***Option:*** Books closed. Say the parts of the body in random order. Ss repeat the words and point to their own bodies.

B Pair work

- Copy the model conversation on the board. Explain the task and model the example conversation with a S.
- ***Option:*** Write the model conversation and the names of the body parts on the board.
- Books closed. Ss take turns saying how many they have of various body parts.

TIP Be sensitive to Ss' comfort levels when you talk about body parts. Some Ss are more comfortable working with classmates of the same gender. Others are more comfortable talking about pictures than themselves.

For more practice with this vocabulary, play ***Simon-Says*** – download it from the website. Give instructions such as "Simon says touch your toes."

- ***Option:*** Draw a picture of a "monster" on the board (e.g., with two heads and six arms). Ask Ss to describe the picture. For example, Ss say: "It has two heads. It has six arms." Ask Ss to draw pictures of monsters individually. Then they take turns describing each other's pictures in pairs.

www.irLanguage.com

2 CONVERSATION

Learning Objectives: *practice a conversation about health problems; see* have + *noun and* feel + *adjective in context*

[CD 3, Track 2]

- Books closed. Set the scene. Steve and Kyle are talking. Kyle isn't feeling well. Ask: "What part of the body does he talk about?" Play the audio program. Ss listen for the answers. (Answer: stomach)
- Books open. Focus Ss' attention on the title and picture. Elicit or explain the meaning of *I don't feel well.*
- Ask the class: "What is Steve going to do?" Then play the audio program. Ss listen for the answer. Elicit the answer. (Answer: have pizza)
- Elicit or explain the meaning of any new vocabulary. To explain the meaning of *flu*, use gestures or preview the vocabulary in Exercise 3.

Vocabulary

What's the matter?: What's the problem?; What's wrong?
That's too bad.: a phrase used to express sympathy

- Play the audio program again. Ss listen and repeat. Then Ss practice the conversation in pairs.
- ***Option:*** Ask one or two pairs to role-play the conversation for the class.

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

3 GRAMMAR FOCUS

Learning Objective: *practice using* have + *noun and* feel + *adjective*

[CD 3, Track 3]

- Focus Ss' attention on the Grammar Focus box. Point out that we use *What's the matter?*, *What's wrong?*, *How are you?*, and *How do you feel?* to ask about people's health. However, we usually use *What's the matter?* and *What's wrong?* when we think there's a problem.
- Ask the class: "What does Steve ask Kyle in Exercise 2?" Elicit the answer. (Answer: "What's the matter?")
- Write these patterns on the board:

  have + noun

  feel + adjective

  Point out that we use *have* + noun for specific physical problems (e.g., *a headache, a backache, the flu*). We use *feel* + adjective for the way we feel in general (e.g., *better, well*).
- ***Option:*** Write these sentences on the board:

  1. Kyle _____ well.
  2. Kyle _____ a stomachache.
  3. Kyle _____ the flu.
  4. Kyle _____ really sick.

  Ss review the Conversation and complete the sentences. Then elicit the answers and write them on the board. (Answers: 1. doesn't feel 2. has 3. doesn't have 4. feels)
- Play the audio program. Ss listen and read silently.
- ***Option:*** Play the audio program again. Ss listen and repeat.

A **[CD 3, Track 4]**

- Focus Ss' attention on the pictures. Point out that all these phrases include nouns, so the pattern is *have* + noun.
- Play the audio program. Ss listen and read silently. Then play the program again. Ss listen and repeat.
- Point out that we can use *sore* with other body parts that hurt (e.g., *sore leg, sore wrist*).

B ***Class activity***

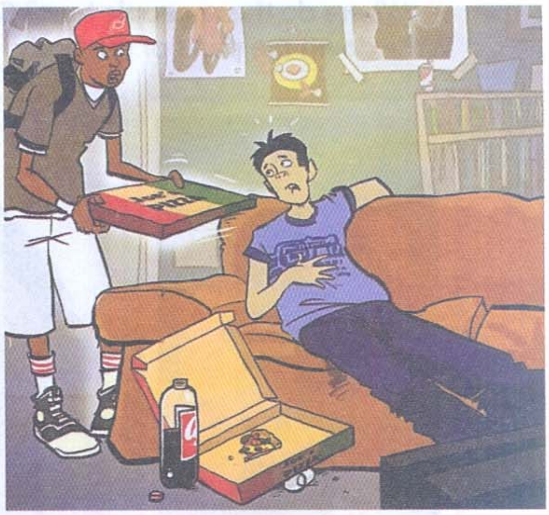
- Explain the task and model the example conversation with a S. Take the role of speaker B and mime a stomachache as you answer. The S takes the role of speaker A.
- Then ask two other Ss to role-play the conversation with a different health problem.
- Ss walk around the class to complete the activity. They take turns asking and answering questions about health and responding with sympathy. Mingle with the Ss and give help as needed.

For a new way to practice asking how people feel, try ***Question Exchange*** – download it from the website. Ss exchange pieces of paper with different adjectives (e.g., *great, awful*).

www.irLanguage.com

2 CONVERSATION *I don't feel well.*

Listen and practice.



Steve: Hi, Kyle. How's it going?
Kyle: Oh, hi, Steve. Not so well, actually. I don't feel well.
Steve: What's the matter? Hey, you don't look so good.
Kyle: I have a stomachache.
Steve: That's too bad. Do you have the flu?
Kyle: No, I just feel really sick.
Steve: Well, do you want anything? A glass of soda?
Kyle: No, but thanks anyway.
Steve: Well, I'm going to have some pizza. Is that OK?

3 GRAMMAR FOCUS

Have + *noun;* feel + *adjective*

What's the matter?
What's wrong?
I have a headache.
I have a backache.
I have the flu.

How are you?
How do you feel?
I feel sick.
I feel better.
I don't feel well.

Negative adjectives	*Positive adjectives*
horrible	fine
awful	great
terrible	terrific
miserable	fantastic

A Listen and practice. *"He has a backache."*


a backache


an earache


a headache


a stomachache


a toothache


a cold


a cough


a fever


the flu


dry eyes


a sore throat

B CLASS ACTIVITY Imagine you don't feel well today. Go around the class. Find out what's wrong with your classmates.

A: How are you today, Jun?
B: I feel terrible. I have a stomachache.
A: I'm sorry to hear that.
B: How do *you* feel?

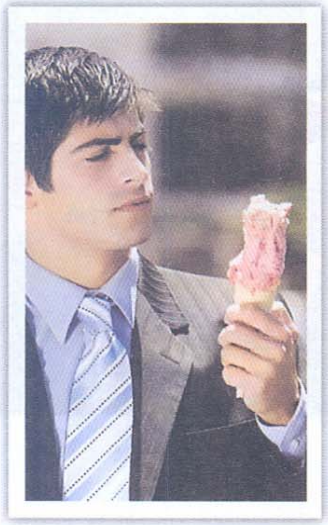
useful expressions

That's good.
I'm glad to hear that.
That's too bad.
I'm sorry to hear that.

www.irLanguage.com

4 LISTENING *What's wrong?*

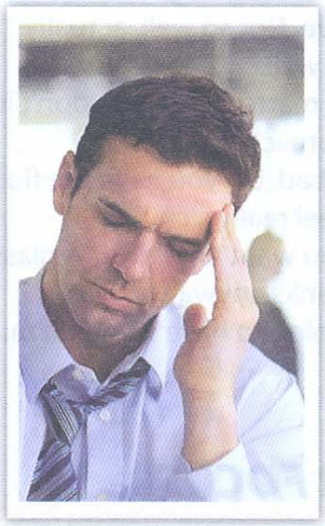
A Where do these people hurt? Guess.
Write down the parts of the body.



1. Jeffrey .....



2. Marta .....



3. Ben .....



4. Alison .....

B Listen to the conversations. Check your guesses.

5 SNAPSHOT

Listen and practice.



Source: Based on information from *Almanac of the American People*

What medications do you have at home?
What are these medications for?

www.irLanguage.com

4 LISTENING

Learning Objective: *develop skills in listening for specific information*

A

- Focus Ss' attention on the pictures and explain the task. Ss write their guesses under the pictures.

B *[CD 3, Track 5]*

- Play the audio program once or twice. Ss listen and check their guesses.
- Elicit the correct answers and write them on the board.
- ***Option:*** Ss ask and answer questions about the people in part A. Write this conversation on the board:

  A: What's the matter with Jeffrey?

  B: He has a toothache.

  Model the conversation with a S. Ss practice the conversation in pairs.

AudioScript

1.
Woman Here. Have some ice cream, Jeffrey.
Jeffrey Oh, I love ice cream, but I can't eat any cold food.
Woman Why not?
Jeffrey I have a really bad toothache.
Woman Oh, I'm sorry.
2.
Marta Ooh!
Man What's wrong?
Marta Oh, it's my eyes. They're really dry.
Man Well, take a break, Marta. Finish your work later.
Marta OK, thanks.
3.
Ben I think I'm going to go home early. I don't feel well.
Woman What's the matter, Ben?
Ben I think I have a cold. I have a headache, and I have a sore throat.
Woman Oh, that's too bad. Get better, OK?
4.
Alison Ow!
Man Are you OK, Alison?
Alison Uh, not really. My elbow and wrist feel terrible. Ouch!
Man Do you want to take a break?
Alison Good idea.

Answers

1. tooth
2. eyes
3. head, throat
4. elbow, wrist

Cycle 2, Exercises 5–12

End of Cycle 1

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

5 SNAPSHOT

Learning Objective: *learn the names of common medications for health problems*

[CD 3, Track 6]

- Focus Ss' attention on the picture. Then play the audio program. Ss listen and read silently.
- Play the audio program again. Ss listen and repeat.
- Read the questions aloud. Ss discuss them in small groups. Then elicit answers from the class.
- ***Option:*** Ask Ss to list other medications they have at home for different health problems.

www.irLanguage.com

6 CONVERSATION

Learning Objectives: *practice a conversation between a doctor and a patient; see imperatives in context*

[CD 3, Track 7]

- Text covered. Set the scene and focus Ss' attention on the picture. Ms. West is talking to Dr. Young. Ask the class: "How does Ms. West feel? Why?" Encourage Ss to use the picture to make guesses.
- Play the audio program. Ss listen for the answers. Elicit the answers. (Answers: Ms. West feels exhausted. She can't sleep at night.)
- Text uncovered. Play the audio program again. Ss listen and read silently. Elicit or explain any new vocabulary.

Vocabulary

exhausted: very, very tired
Let's take a look at you.: I'm going to examine you.
take one pill: eat or swallow one pill

- Play the audio program again. Ss listen and repeat. Then they practice the conversation in pairs.

7 LISTENING

Learning Objective: *develop skills in listening for specific information*

[CD 3, Track 8]

- Set the scene and explain the task. Dr. Young from Exercise 6 is talking to four other patients. Ask the class: "What medication does she give each person?"
- Play the audio program once or twice. Ss complete the task individually. Then they compare answers in pairs or small groups.

AudioScript

1.
Dr. Young How are you feeling today, Chuck?
Chuck Not so great. I have a really bad earache.
Dr. Young Let's take a look. Hmm. I'm going to give you some aspirin.
Chuck OK. Anything else?
Dr. Young Yes. Don't go swimming for a week.
2.
Dr. Young How do you feel today, Pam?
Pam A little better. But I have a sore knee. It really hurts, actually.
Dr. Young Hmm. Let me see. Yes. Well, I'm going to give you some muscle cream. Rub some on your knee three times a day.
Pam OK. Thank you, doctor.
3.
Dr. Young What's the matter, Joey?
Joey I think I have a cold. I feel awful. I have a sore throat and a headache.
Dr. Young OK. Let's take a look. . . . Yes, you have a cold. Let me give you some cold pills. Take one every four hours.
Joey [coughs]
Dr. Young Do you have a cough, too?
Joey Yeah.
Dr. Young All right. Here are some cough drops. I hope they help.
4.
Dr. Young What can I do for you, Sandra?
Sandra I have really itchy eyes, and, well, it's my nose.
Dr. Young Is it difficult to breathe?
Sandra A little. I think it's my allergies.
Dr. Young I see. Well, try these eyedrops. And I'm going to give you some nasal spray.
Sandra Thank you.

- Play the audio program again. Ss check their answers. Elicit the correct answers and write them on the board.

Answers

1. Chuck: aspirin
2. Pam: muscle cream
3. Joey: cold pills, cough drops
4. Sandra: eyedrops, nasal spray

8 PRONUNCIATION

Learning Objectives: *notice sentence intonation; learn to sound natural when saying sentences*

A ***[CD 3, Track 9]***

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

B ***Pair work***

- Explain the task. If needed, play the audio program for Exercise 6 again.
- Ss practice the conversation in pairs.

www.irLanguage.com

6 CONVERSATION *Don't work too hard.*

Listen and practice.



Dr. Young: Hello, Ms. West. How are you today?
Ms. West: Not so good.
Dr. Young: What's wrong, exactly?
Ms. West: I'm exhausted!
Dr. Young: Hmm. Why are you so tired?
Ms. West: I don't know. I just can't sleep at night.
Dr. Young: OK. Let's take a look at you.

A few minutes later

Dr. Young: I'm going to give you some pills. Take one pill every evening after dinner.
Ms. West: OK.
Dr. Young: And don't drink coffee, tea, or soda.
Ms. West: Anything else?
Dr. Young: Yes. Don't work too hard.
Ms. West: All right. Thanks, Dr. Young.

7 LISTENING *Let's take a look.*

Listen to Dr. Young talk to four other patients. What does she give them? Check (✓) the correct medications.

	Cough drops	Aspirin	Cold pills	Eyedrops	Nasal spray	Muscle cream
1. Chuck	☐	☐	☐	☐	☐	☐
2. Pam	☐	☐	☐	☐	☐	☐
3. Joey	☐	☐	☐	☐	☐	☐
4. Sandra	☐	☐	☐	☐	☐	☐

8 PRONUNCIATION *Sentence intonation*

A Listen and practice. Notice the intonation in these sentences.

Take some aspirin. ↘ Don't drink coffee. ↘

Try these eyedrops. ↘ Don't work too hard. ↘

Use some muscle cream. ↘ Don't exercise this week. ↘

B PAIR WORK Practice the conversation in Exercise 6 again. Pay attention to the sentence intonation.

www.irLanguage.com

9 GRAMMAR FOCUS

Imperatives

Get some rest.	**Don't stay** up late.
Drink lots of juice.	**Don't drink** soda.
Take one pill every evening.	**Don't work** too hard.

Complete these sentences. Use the correct forms of the words in the box.

✓call	stay	not go	not drink
see	take	✓not worry	not eat

1. Call a dentist.
2. Don't worry too much.
3. ..... two aspirin.
4. ..... to school.
5. ..... in bed.
6. ..... a doctor.
7. ..... coffee.
8. ..... any candy.

10 GOOD ADVICE?

A Write two pieces of advice for each problem.



1. .....
2. .....
3. .....
4. .....

B **GROUP WORK** Act out the problems from part A. Your classmates give advice.

A: I feel awful!
B: What's the matter?
A: My feet hurt.
B: I have an idea. Take a hot bath. And don't . . .
C: Here's another idea . . .

11 INTERCHANGE 12 *Helpful advice*

Give advice for some common problems. Go to Interchange 12 on page 126.

www.irLanguage.com

9 GRAMMAR FOCUS

Learning Objective: *practice positive and negative imperatives*

[CD 3, Track 10]

Imperatives

- Focus Ss' attention on the Grammar Focus box. Elicit or explain that we use imperatives to give instructions or orders.
- Elicit or explain the pattern for making positive and negative imperatives:
  Positive: Verb.
  Negative: *Don't* + verb.
  Point out that we can use imperatives to give instructions to one person or more than one person. Also, point out that imperatives use the base form of the verb.
- ***Option:*** Refer Ss to the Conversation in Exercise 6 on page 81. Ask the class: "What instructions does Dr. Young give Ms. West?" Ss underline the instructions. Elicit the instructions. (Answers: Take one pill every night after dinner. And don't drink coffee, tea, or soda. Don't work too hard.)
- Play the audio program. Ss listen and read silently.
- ***Option:*** Play the audio program again. Ss repeat.
- Explain the task and go over the words in the box. Point out that four sentences will have positive imperatives and four sentences will have negative imperatives.
- Ask two Ss to model the example sentences.
- Ss complete the task individually. Then they compare answers in pairs.
- To check answers, ask different Ss to read the sentences aloud.
- If needed, explain that *aspirin* is a count noun, but the plural form (*aspirin*) does not have an *-s* ending.

Answers

1. **Call** a dentist.
2. **Don't worry** too much.
3. **Take** two aspirin.
4. **Don't go** to school.
5. **Stay** in bed.
6. **See** a doctor.
7. **Don't drink** coffee.
8. **Don't eat** any candy.

10 GOOD ADVICE?

A

- Explain the task. Point out that more than two answers are possible.
- Ss complete the task individually. Go around the class and help with vocabulary as needed.

Possible answers

1. Put some ice on your feet.
   Don't wear those shoes.
2. Take some aspirin.
   Don't play video games.
   Take a rest.
3. Don't go to school.
   See a doctor.
   Drink orange juice.
   Rest in bed.
4. Don't drink coffee.
   Listen to relaxing music.
   Drink warm milk.
   Don't exercise late at night.
   (Note: Additional possible answers are italicized.)

- Ss compare answers in small groups. While they work, write each problem on the board.
- Elicit answers from the class and ask different Ss to write them under the correct problem on the board.

B ***Group work***

- Explain the task. Model the example conversation aloud, using mime and intonation if possible. Ss repeat. Then ask two Ss to model the example conversation.
- Ss complete the task in pairs. Go around the class and encourage Ss to use mime and intonation.

! For a new way to practice the conversation in part B, try ***Substitution Dialog*** – download it from the website. Tell Ss to underline *My feet hurt* and *Take a hot bath*. Then elicit substitutions and write them on the board.

11 INTERCHANGE 12

See page T-126 for teaching notes.

www.irLanguage.com

12 READING

Learning Objectives: *read and discuss an article about how to improve your health; develop skills in scanning and reading for main ideas*

[CD 3, Track 11]

- Books closed. Write the title on the board and read the pre-reading question.
- Ss work in small groups. They make a list of ways to improve their health. Then elicit ideas from the class and ask different Ss to write them on the board.
- Books open. Ss scan the headings in the article. Ask the class: "Are any of your ideas the same? Which ones?" Elicit answers from the class.

A

- Explain the first part of the task. Ss read the article and underline any new words.
- Ss work in pairs or small groups. They ask each other about the meaning of new words. Then elicit or explain the meaning of any remaining new words. Use props (e.g., *dental floss, moisturizer, sunscreen*) or mime where appropriate.

TIP To teach the vocabulary for small everyday objects (e.g., medications, toiletries), bring props to class.

Vocabulary

simple: easy
improve: make better
believe it or not: a phrase used to introduce something surprising
challenge your brain: make you think harder
calcium: a chemical element that is important for bones and teeth
break: a short time for rest

- Explain the second part of the task and model the example sentences.
- Point out that Ss can find the answers easily by scanning the article for key words in each sentence. Ask: "What are the key words in the sentences?" Elicit the answers. (Answers: 1. exercise 2. bones 3. muscles 4. gums, healthy 5. energy, morning 6. challenge, brain)
- Ss complete the sentences individually. Then they compare answers in pairs.
- Ask different Ss to write their completed sentences on the board. If needed, correct them with the class.

Answers

1. To get exercise, **go for a walk.**
2. To help your bones, **get enough calcium.**
3. To help your muscles, **stretch for five minutes.**
4. To keep your gums healthy, **floss your teeth.**
5. To have enough energy for the morning, **eat breakfast.**
6. To challenge your brain, **do a crossword puzzle or read a new book.**

- ***Option:*** Play the audio program. Ss listen and read silently.

B *Group work*

- Read the questions and explain the task. If needed, elicit or explain that *regularly* means "as a routine." Ask Ss to take notes on their classmates' answers.
- Ss discuss the questions in small groups. While they work, write the numbers 1 through 10 on the board.
- Ask the class: "Who eats breakfast regularly?" Ss raise their hands. Write the number of Ss who raise their hands next to the number 1. Continue with the remaining items.
- Elicit other ways Ss improve their health and write them on the board.

! For a different way to teach this Reading, try ***Cloud Prediction*** – download it from the website. Write these key words in a cloud on the board: *breakfast, walk, teeth, water, muscles, seat belt, brain, skin, bones, break.* Explain the meaning of any new words. In small groups, Ss predict ten ways to improve your health using the key words.

End of Cycle 2

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

www.irLanguage.com

12 READING

10 Simple Ways to Improve Your Health

What are some ways to improve your health? Don't look at the article.

Believe it or not, you can greatly improve your health in 10 very simple ways.

1 Eat breakfast. Breakfast gives you energy for the morning.

2 Go for a walk. Walking is good exercise, and exercise is necessary for good health.



3 Floss your teeth. Don't just brush them. Flossing keeps your gums healthy.



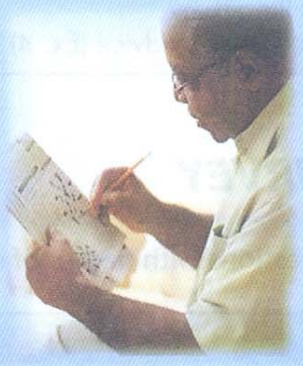
4 Drink eight glasses of water every day. Water helps your body in many ways.

5 Stretch for five minutes. Stretching is important for your muscles.



6 Get enough calcium. Your bones need it. Dairy foods like yogurt, milk, and cheese have calcium.

7 Do something to challenge your brain. For example, do a crossword puzzle or read a new book.



8 Take a "time-out" — a break of about 20 minutes. Do something different. For example, get up and walk. Or sit down and listen to music.

9 Wear a seat belt. Every year, seat belts save thousands of lives.



10 Protect your skin. Use lots of moisturizer and sunscreen.



Source: *Cooking Light®* Magazine

A Read the article. Then complete the sentences.

1. To get exercise, *go for a walk* .
2. To help your bones, ...
3. To help your muscles, ...
4. To keep your gums healthy, ...
5. To have energy for the morning, ...
6. To challenge your brain, ...

B GROUP WORK What things in the article do you do regularly? What else do you do for your health? Tell your classmates.

www.irLanguage.com

Units 11–12 Progress check

SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

I can	Very well	OK	A little
Ask and answer questions about future plans (Ex. 1, 2)	☐	☐	☐
Use future time expressions (Ex. 2)	☐	☐	☐
Understand conversations about problems (Ex. 3)	☐	☐	☐
Talk about problems (Ex. 4)	☐	☐	☐
Ask how people are and give advice (Ex. 4)	☐	☐	☐

1 HOLIDAY SURVEY

A Complete the questions with names of different holidays.

Are you going to . . . ?	Name
eat special food on	.....
give gifts on	.....
have a party on	.....
play music on	.....
wear special clothes on	.....

B CLASS ACTIVITY Are your classmates going to do the things in part A? Go around the class and find out. Try to write a different person's name on each line.

2 PLANS, PLANS, PLANS

Complete these questions with different time expressions.
Then ask a partner the questions.

1. How are you going to get home ..... tonight ..... ?
2. What time are you going to go to bed ..... ?
3. Who's going to be here ..... ?
4. Where are you going to go ..... ?
5. What are you going to do ..... ?
6. Who are you going to eat dinner with ..... ?

www.irLanguage.com

Units 11–12 Progress check

SELF-ASSESSMENT

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

- Ask: "What did you learn in Units 11 and 12?" Elicit Ss' answers.
- Ss complete the Self-assessment. Encourage them to be honest, and point out they will not get a bad grade if they check (✓) *a little*.
- Ss move on to the Progress check exercises. You can have Ss complete them in class or for homework, using one of these techniques:
  1. Ask Ss to complete all the exercises.
  2. Ask Ss: "What do you need to practice?" Then assign exercises based on their answers.
  3. Ask Ss to choose and complete exercises based on their Self-assessment.

1 HOLIDAY SURVEY

Learning Objective: *assess one's ability to ask and answer questions about future plans*

A

- Focus Ss' attention on the chart and explain the task. Point out that Ss should choose popular holidays. If needed, elicit names of holidays from the class and write them on the board.
- Ss complete the questions individually. Go around the class and help with spelling if needed.

B *Class activity*

- Explain the task. To model the task, choose a holiday and ask different Ss the first question: "Are you going to eat special food on (holiday)?" When a S answers "Yes, I am," pretend to write the S's name in the textbook.
- Ss go around the class and ask their questions. Go around the class and encourage Ss to change partners often.
- ***Option:*** Elicit survey results from the class. Ask: "What did you find out about your classmates' holiday plans?"

2 PLANS, PLANS, PLANS

Learning Objectives: *assess one's ability to ask and answer questions about future plans; assess one's ability to use future time expressions*

- Explain the task. If needed, elicit future time expressions (e.g., *tonight, tomorrow, next week*) and write them on the board.
- Ss complete the questions individually. Then they ask and answer their questions in pairs. Go around the class and check Ss' intonation and grammar.
- ***Option:*** Ss change partners and ask their questions again.

www.irLanguage.com

3 LISTENING

Learning Objective: *assess one's ability to listen and understand conversations about problems*

[CD 3, Track 12]

- Explain the task and focus Ss' attention on the pictures. Point to the first picture and ask: "What is this person's problem?" Encourage Ss to make guesses. Continue with the remaining pictures.
- Play the audio program once or twice. Ss complete the task individually.

AudioScript

1.
Man Hi. How are you?
Woman Oh, not so good.
Man What's the matter? Are you sick?
Woman No, I'm not sick. I just don't feel very happy.
2.
Man This hamburger isn't very good.
Woman Really? What's wrong with it?
Man I don't know. It needs . . . something.
Woman Well, it has lettuce and onions on it.
Man Yeah, but something is wrong. Oh, I know.
3.
Man How do you feel?
Woman Terrible. I have a headache, and my whole body feels sore.
Man I think you have the flu. Go home and get some rest.
Woman: Good idea.
4.
Woman Are you going to go to Angela's party?
Man No, I don't think so.
Woman Why not? It's going to be fun.
Man Well, it's a dance party, and everyone's going to dance. But I can't dance at all.
5.
Man How do you feel today?
Woman Oh, about the same.
Man Can I help you with your briefcase? It looks really heavy.
Woman Yes, thanks. I can't lift heavy things.
6.
Woman So, what are you waiting for?
Man I don't know. She's pretty big.
Woman Is this your first time?
Man Yeah.
Woman Don't worry. She's very friendly.

- To check answers, elicit the problem with the person in each conversation.

Answers

1. This person feels sad.
2. This person needs some ketchup.
3. This person has the flu.
4. This person can't dance very well.
5. This person has a backache.
6. This person is going to ride a horse.

4 THAT'S GREAT ADVICE!

Learning Objectives: *assess one's ability to talk about problems; assess one's ability to ask how people are and give advice*

A

- Explain the task. Then ask two Ss to model the example sentences. Point out that the problems can be real or imaginary.
- Ss complete the task individually. Go around the class and give help as needed.

B *Class activity*

- Explain the first part of the task. Collect problems and advice from each S. Put the problems in one box and the advice in another box.
- Explain the second part of the task. Each S takes a paper from each box. Make sure Ss don't take their own papers.
- Ask two pairs of Ss to model the example conversations. Point out that when Ss find great advice for their problems, they keep both papers. When they find great advice for their problems and give their advice to another S, they sit down.
- Ss go around the class and complete the activity. When most Ss are sitting down, ask the Ss to read out their problems and advice.

WHAT'S NEXT?

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

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

www.irLanguage.com

3 LISTENING *What's the matter?*

Listen to six conversations. Number the pictures from 1 to 6.



..... This person needs some ketchup.



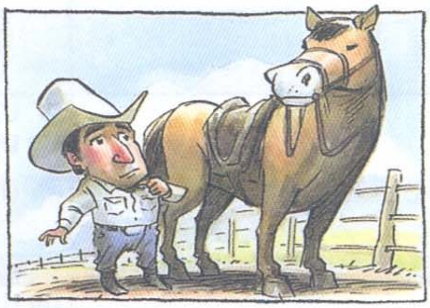
..... This person has a backache.



..... This person can't dance very well.



.....1..... This person feels sad.



..... This person is going to ride a horse.



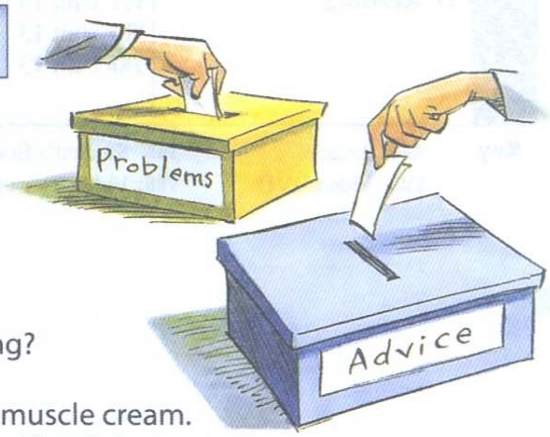
..... This person has the flu.

4 THAT'S GREAT ADVICE!

A Write a problem on a piece of paper. Then write advice for the problem on a different piece of paper.

My ankle hurts.	Get some muscle cream.

B CLASS ACTIVITY Put the papers with problems and the papers with advice in two different boxes. Then take a new paper from each box. Go around the class and find the right advice for your problem.



A: I feel terrible.
B: What's the matter?
A: My ankle hurts.
B: I can help. Get some eyedrops.
A: That's terrible advice!

A: I feel awful.
C: Why? What's wrong?
A: My ankle hurts.
C: I know! Get some muscle cream.
A: That's great advice. Thanks!

WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?

www.irLanguage.com

Unit 13 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
CYCLE 1	1 Word Power	TSS Unit 13 Vocabulary Worksheet	SSD Unit 13 Vocabulary 1 ARC Places and things 1–2
	2 Listening		
	3 Conversation		SSD Unit 13 Speaking 1
	4 Pronunciation		
	5 Grammar Focus		SB Unit 13 Grammar Plus focus 1 SSD Unit 13 Grammar 1
	6 Listening	TSS Unit 13 Listening Worksheet	WB Unit 13 exercises 1–4
CYCLE 2	7 Snapshot		SSD Unit 13 Vocabulary 2
	8 Conversation	TSS Unit 13 Extra Worksheet	SSD Unit 13 Speaking 2
	9 Grammar Focus	TSS Unit 13 Grammar Worksheet	SB Unit 13 Grammar Plus focus 2 SSD Unit 13 Grammar 2 ARC Prepositions of place and Directions 1–3
	10 Interchange 13		
	11 Reading	TSS Unit 13 Project Worksheet VID Unit 13 VRB Unit 13	SSD Unit 13 Reading 1–2 SSD Unit 13 Listening 1–3 SSD Unit 13 Video 1–3 WB Unit 13 exercises 5–7

Key ARC: Arcade SB: Student's Book SSD: Self-study DVD-ROM TSS: Teacher Support Site
VID: Video DVD VRB: Video Resource Book WB: Workbook

www.irLanguage.com

My Plan for Unit 13

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

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

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

www.irLanguage.com

13 You can't miss it.

1 WORD POWER *Places and things*

A Where can you get these things? Match the things with the places. Then listen and practice. *"You can buy aspirin at a drugstore."*

1. aspirin ...b...
2. bread .....
3. a dictionary .....
4. gasoline .....
5. a sandwich .....
6. stamps .....
7. a suit .....
8. traveler's checks .....



a. a post office



b. a drugstore



c. a gas station



d. a department store



e. a bank



f. a bookstore



g. a coffee shop



h. a supermarket

B **PAIR WORK** What else can you get or do in the places in part A?

A: You can get a magazine at a bookstore.
B: And you can send a package at the post office.

www.irLanguage.com

You can't miss it.

In Unit 13, students discuss places, things to buy there, and how to get there. In Cycle 1, they talk about stores and their locations using prepositions of place. In Cycle 2, they ask for and give directions to different tourist attractions.

Cycle 1, Exercises 1–6

1 WORD POWER

Learning Objectives: *learn vocabulary for stores and other places; discuss where you can get different things*

A *[CD 3, Track 13]*

- Focus Ss' attention on the list of things. Read out the things. Ss repeat. Elicit or explain any new vocabulary.

Vocabulary

gasoline: gas; a liquid that provides power for cars
traveler's checks: checks that people exchange for money when they travel

- Focus Ss' attention on the pictures. Read out the places. Ss repeat. Elicit or explain any new vocabulary.
- Explain the first part of the task. Ss match the items individually. Then they compare their answers in pairs.
- Play the audio program. Ss listen and check their answers. Then elicit the answers from the class.

AudioScript

1. You can buy aspirin at a drugstore.
2. You can buy bread at a supermarket.
3. You can buy a dictionary at a bookstore.
4. You can buy gasoline at a gas station.
5. You can buy a sandwich at a coffee shop.
6. You can buy stamps at a post office.
7. You can buy a suit at a department store.
8. You can buy traveler's checks at a bank.

Answers

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

- Play the audio program again. Ss listen and repeat.
- ***Option:*** Ask the class: "Where can you get (stamps)?" Elicit the answer. Repeat with the other items, in random order.

B *Pair work*

- Explain the task. Elicit other things you can get or do in a bank (e.g., *get money, change money, deposit a check, pay a bill*) and write them on the board. Help with vocabulary if needed. Then ask two Ss to model the example conversation.
- Ss complete the task in pairs. Go around the class and help with vocabulary as needed.
- Write the places in part A as headings on the board. Then elicit ideas from the class and ask different Ss to write them under each heading. If some ideas are true only in some countries, ask Ss to write the appropriate countries next to the idea.

Possible answers

a post office: mail a letter, send a package, rent/check a post office box
a drugstore: buy/get newspapers, candy, medications, or cards
a gas station: buy/get drinks, candy, snacks, or maps
a department store: buy/get furniture, clothes, or personal items; have a snack
a bank: get/change/deposit money, deposit a check, pay a bill
a bookstore: buy/get magazines, books, newspapers, or maps
a coffee shop: eat breakfast, lunch, or dinner; have coffee/tea and a dessert
a supermarket: buy/get food, medications, or magazines

For more practice with vocabulary for places, play ***Sculptures*** – download it from the website. Teams form sculptures that illustrate activities in different places.

For more practice with vocabulary for places and things, play ***Vocabulary Tennis*** – download it from the website. Write nine places on the board, and each team says something you can get or do there.

TIP To regularly review vocabulary, make it part of your teaching routine. For example, ask each S to say a word from a previously taught category (e.g., *places, things you buy*) when you take attendance. Alternatively, you can start each class with a vocabulary warm-up activity.

www.irLanguage.com

2 LISTENING

Learning Objective: *develop skills in listening for specific information*

A [CD 3, Track 14]

- Set the scene and explain the task. The Anderson family is talking about some places and things they need to buy. Ss listen to four conversations and complete the chart.
- Tell Ss to listen only for the things they need. Then play the audio program. Ss listen and complete the *What* column in the chart.
- Tell Ss to listen only for the places they buy them. Then play the audio program again. Ss listen and complete the *Where* column in the chart.
- Play the audio program again. Ss listen and check their answers.

AudioScript

1.
Mom Jean, are you going to come to the beach with us tomorrow?
Jean Yes, but I need a new swimsuit. I'm going to go to a department store this afternoon. Maybe I can find one.
Mom Good. Can I go with you? I need to get some things, too.

2.
Jean Are you going to look for some clothes, Mom?
Mom Oh, no. I'm going to go to the supermarket.
Jean What do you need?
Mom I just need some cookies for tomorrow. We're going to take a picnic lunch to the beach.
Jean Oh, good. Can you get chocolate cookies?
Mom Sure.

3.
Mike What's wrong, Dad?
Dad I have a terrible headache.
Mike Oh, that's too bad.
Dad Do we have any aspirin? I can't find any in the house.
Mike No, we don't. Sorry.
Dad Hmm. I need some right now. I'm going to go to the drugstore and get some.

4.
Mom Where are you going, Mike?
Mike To the bookstore.
Mom What for? Do you need a book?
Mike No, I want a magazine. I need something to read at the beach tomorrow.
Mom Are you going to walk?
Mike No, drive. Hey, where's the car?
Mom Your father has it. He's at the drugstore.

- Ss compare their answers in pairs. Elicit answers from the class and write them on the board.

Answers

	What	Where
1. Jean	a swimsuit	a department store
2. Mom	some cookies	the supermarket
3. Dad	Aspirin	the drugstore
4. Mike	a magazine	the bookstore

B Pair work

- Read the questions and explain the task. Then model the example sentence. Ss complete the task in pairs.

3 CONVERSATION

Learning Objectives: *practice a conversation about finding a restroom; see prepositions of place in context*

[CD 3, Track 15]

- Focus Ss' attention on the picture and set the scene.
- Write these focus questions on the board:
  1. What is the man looking for?
  2. Where is it?
- Play the audio program. Ss listen for the answers. Then elicit the answers. (Answers: 1. a restroom 2. in the department store on Main Street)
- Elicit or explain any new vocabulary.
- Play the audio program again. Ss listen and repeat. Then they practice the conversation in pairs.

4 PRONUNCIATION

Learning Objectives: *notice the stress in compound nouns; learn to sound natural saying compound nouns*

A [CD 3, Track 16]

- Focus Ss' attention on the compound nouns. Explain that *compound nouns* are two words that join together to make a new noun. Point out that we usually stress the first word in a compound noun.
- Play the audio program. Ss listen and read silently. Then play the audio program again. Ss listen and repeat.

B Pair work

- Explain the task. Model the first sentence for students.
- Ss complete the task in pairs.

www.irLanguage.com

2 LISTENING *I need a new swimsuit.*

A Listen to the Anderson family's conversations. What do they need? Where are they going to get the things? Complete the chart.

	What	Where
1. Jean	a swimsuit	.....
2. Mom	.....	.....
3. Dad	.....	.....
4. Mike	.....	.....

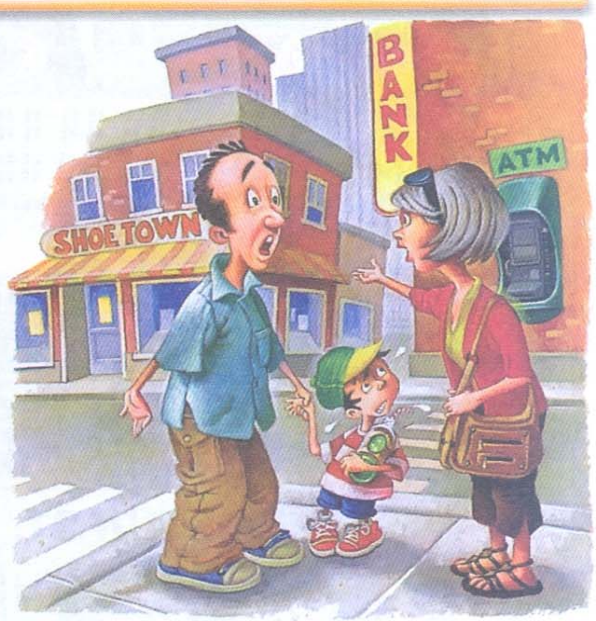
B PAIR WORK What do you need? Where are you going to get it? Tell your partner.

"I need a snack, so I'm going to go to a coffee shop. . . ."

3 CONVERSATION *It's an emergency!*

Listen and practice.

Man: Excuse me. Can you help me? Is there a public restroom around here?
Woman: A public restroom? Hmm. I'm sorry. I don't think so.
Man: Oh, no. My son needs a restroom – now. It's an emergency!
Woman: Oh, dear. Well, there's a restroom in the department store on Main Street.
Man: Where on Main Street?
Woman: It's on the corner of Main and First Avenue.
Man: On the corner of Main and First?
Woman: Yes, it's across from the park. You can't miss it.
Man: Thanks a lot.



4 PRONUNCIATION *Compound nouns*

A Listen and practice. Notice the stress in these compound nouns.

- post office
- gas station
- restroom
- coffee shop
- drugstore
- bookstore
- supermarket
- department store

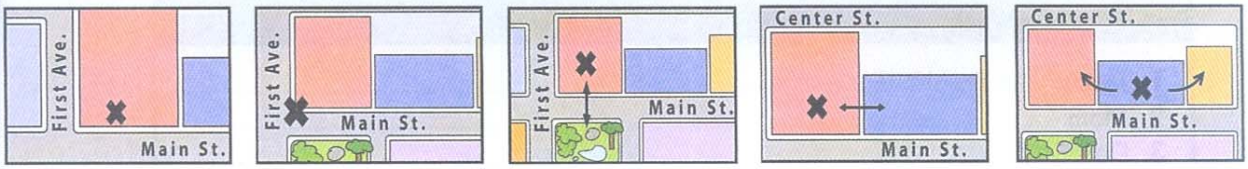
B PAIR WORK Practice these sentences. Pay attention to the stress in the compound nouns.

There's a restroom in the drugstore.
There's a bookstore in the department store.
There isn't a post office in the supermarket.
There isn't a coffee shop in the gas station.

www.irLanguage.com

5 GRAMMAR FOCUS

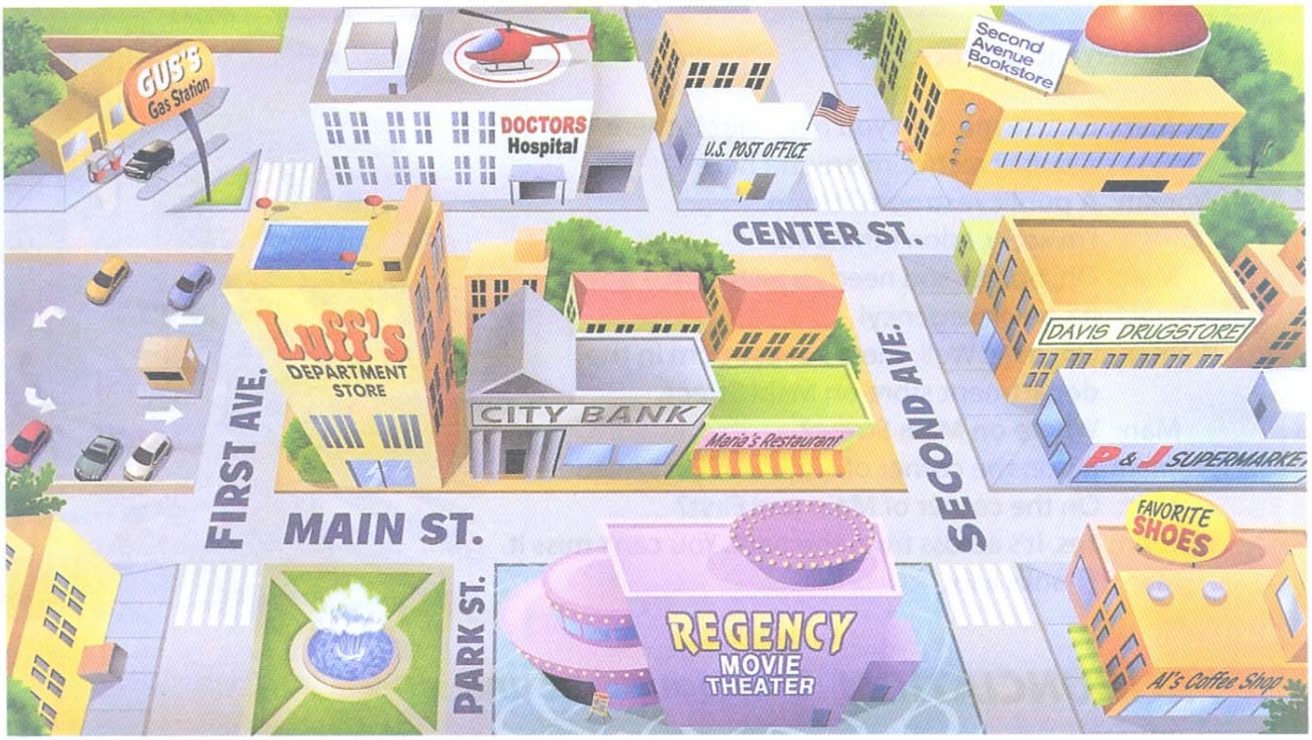
Prepositions of place



on **on the corner of** **across from** **next to** **between**

The department store is **on** Main Street.
It's **on the corner of** Main and First.
It's **across from** the park.
It's **next to** the bank.
The bank is **between** the department store **and** the restaurant.

A Look at the map and complete the sentences. Then compare with a partner.



1. The coffee shop is ...on... Second Avenue. It's ..... the shoe store.
2. The movie theater is ..... Park and Main. It's ..... the park.
3. The gas station is ..... the parking lot. It's ..... First and Center.
4. The post office is ..... Center and Second. It's ..... the hospital.
5. The bank is ..... the restaurant and the department store. It's ..... Main Street.

B **PAIR WORK** Where are these places on the map? Ask and answer questions.

the park the drugstore the bookstore the hospital the shoe store

A: Where is the park?
B: It's between Park and First, across from the department store.

www.irLanguage.com

5 GRAMMAR FOCUS

Learning Objective: *practice giving locations using prepositions of place*

TIP To show Ss the purpose of your lesson, explain the connection between exercises. For example, say: "You practiced saying compound nouns for different places. Now you're going to talk about their locations in this Grammar Focus."

[CD 3, Track 17]

Prepositions of place

- Focus Ss' attention on the Grammar Focus box. If desired, remind Ss that we use the prepositions *next to* and *on* to talk about things. (See Unit 2, Exercise 9.) Explain that when we talk about places, the meaning of *next to* is the same, but the meaning of *on* is a little different.
- Focus Ss' attention on the pictures. Elicit or explain the rules for using each preposition:
  1. Use *on* with a street or avenue.
  2. Use *on the corner of* with two streets or avenues.
  3. Use *across from* with a place.
  4. Use *next to* with a place.
  5. Use *between* with two places.
- Play the audio program. Ss listen and read silently.
- ***Option:*** Play the audio program again. Ss listen and repeat.

A

- Focus Ss' attention on the map. Read the names of the streets, avenues, and places aloud. Ss repeat. Elicit or explain any new vocabulary.
- Explain the task and model the example sentence.
- Ss complete the task individually. Then they compare answers in pairs.
- Ask Ss to raise their hands when they finish comparing answers in pairs. Go around the class and mark an *X* next to any wrong answers. Then Ss correct the wrong answers in pairs.
- Elicit the answers from the class.

Answers

1. The coffee shop is **on** Second Avenue. It's **next to** the shoe store.
2. The movie theater is **on** Park and Main. It's **across from** the park.
3. The gas station is **across from** the parking lot. It's **on the corner** of First and Center.
4. The post office is **on the corner of** Center and Second. It's **next to** the hospital.
5. The bank is **between** the restaurant and the department store. It's **on** Main Street.

- ***Option:*** For more practice, write these sentences on the board.

  1. The drugstore is _____ the supermarket.
  2. The supermarket is _____ Main and Second.
  3. Maria's Restaurant is _____ Main Street.
  4. The bank is _____ First and Second.
  5. The bookstore is _____ the post office.

  Ss write the sentences and complete them with the correct prepositions. Then elicit the answers from the class. (Answers: 1. next to 2. on the corner of 3. on 4. between 5. across from)

B *Pair work*

- Explain the task and ask a S to read the places. Model the example conversation with a S.
- Ss complete the task in pairs. They take turns asking about the places. Go around the class and give help as needed.
- ***Option:*** Ss ask their partners about additional places on the map.
- Elicit locations for each place from the class. Ask: "Where is . . . ?"
- ***Option:*** Bring in maps of the area around the school. Ss ask and answer questions about places near the school.

www.irLanguage.com

6 LISTENING

Learning Objectives: *develop skills in listening for details; develop inferencing skills*

[CD 3, Track 18]

- Explain the task. Then play the audio program two or three times, pausing after each conversation. Ss listen, look at the map, and write down the places.

AudioScript

1.
Man Hmm. I think it's on Main Street.
Woman Is it near the Regency Movie Theater?
Man Yes, it is. It's right across from the movie theater.
Woman Oh, yeah, yeah. There's a restaurant there.
Man Right. It's between the restaurant and Luff's Department Store.
2.
Woman Is it near Maria's Restaurant?
Man Yes, it is. It's on Second Avenue, next to the supermarket.
Woman P & J Supermarket?
Man Yes, it's on Second Avenue, between Main and Center.
Woman OK. Thank you very much.
3.
Man Where is it?
Woman Well, it's near the movie theater.
Man So it's on Park Street?
Woman No, it's on Main Street, next to the bank.
Man Is it on the corner of Main and Second?
Woman Yes it is. It's across from the supermarket.
Man Thanks.
4.
Woman Is it near the bookstore?
Man No, it isn't. It's on Second Avenue, across from the movie theater.
Woman On the corner of Main and Second Avenue?
Man Yes, that's right. It's next to Al's Coffee Shop.
Woman OK. Thanks!

- Ss compare their answers in pairs. Elicit the answers and write them on the board.

Answers

1. the bank
2. the drugstore
3. Maria's Restaurant
4. the shoe store

End of Cycle 1

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

Cycle 2, Exercises 7–11

7 SNAPSHOT

Learning Objective: *learn about popular tourist attractions in New York City*

[CD 3, Track 19]

- Focus Ss' attention on the pictures. Play the audio program. Ss listen and repeat.
- Ss discuss the questions in small groups. Then elicit answers from the class.
- ***Option:*** Display or project a large map of New York City and talk about the location of each tourist attraction.

8 CONVERSATION

Learning Objectives: *practice a conversation between a tourist and a woman; see directions in context*

[CD 3, Track 20]

- Focus Ss' attention on the picture and set the scene. A tourist in New York City is asking a woman for directions.
- Write these questions on the board:
  1. What buildings is the man looking for?
  2. Where are they?
- Play the audio program. Ss listen for the answers. Then elicit the answers. (Answers: 1. St. Patrick's Cathedral, the Empire State Building 2. across from Rockefeller Center, right behind him)
- Point out that in *on the right*, *right* means a direction. In *right across from* and *right behind you*, *right* means "exactly" or "directly."
- Play the audio program again. Ss listen and repeat. Then they practice the conversation in pairs.

www.irLanguage.com

6 LISTENING *Where is it?*

Look at the map in Exercise 5. Listen to four conversations. Where are the people going?

1. ..... 2. ..... 3. ..... 4. .....

7 SNAPSHOT

Listen and practice.



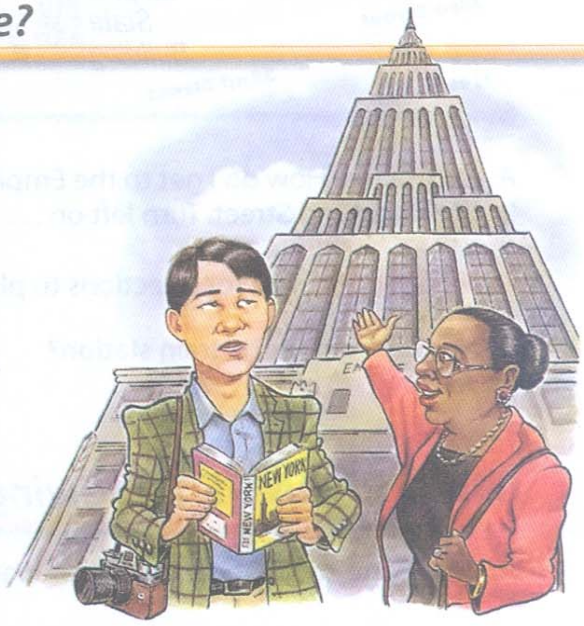
Source: www.iloveny.com

What do you know about these places? What makes them popular?
What are some popular tourist attractions in your country?

8 CONVERSATION *Is it far from here?*

Listen and practice.

Tourist: Excuse me, ma'am. Can you help me? How do I get to St. Patrick's Cathedral?
Woman: Just walk up Fifth Avenue to 50th Street. St. Patrick's is on the right.
Tourist: Is it near Rockefeller Center?
Woman: Yes, it's right across from Rockefeller Center.
Tourist: Thank you. And where is the Empire State Building? Is it far from here?
Woman: It's right behind you. Just turn around and look up!



www.irLanguage.com

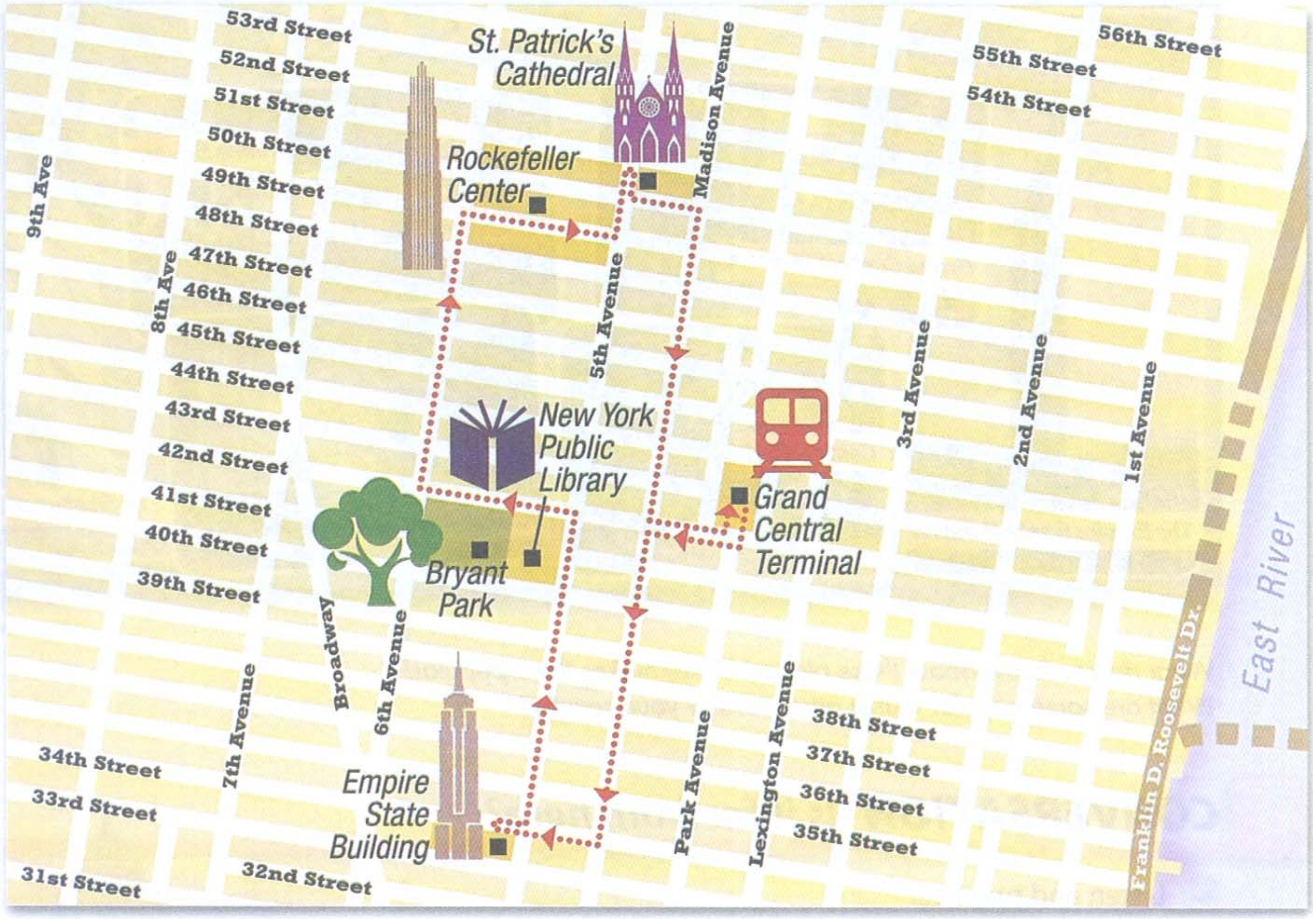
9 GRAMMAR FOCUS

Directions

How do I get to Rockefeller Center?
Walk up/Go up Fifth Avenue.
Turn left on 49th Street.
It's **on the right**.

How can I get to Bryant Park?
Walk down/Go down Fifth Avenue.
Turn right on 42nd Street.
It's **on the left**.

A PAIR WORK Imagine you are tourists at Grand Central Terminal. Ask for directions. Follow the arrows.



A: Excuse me. How do I get to the Empire State Building?
B: Walk up 42nd Street. Turn left on . . .

B PAIR WORK Ask for directions to places near your school.

A: How do I get to the train station?
B: Walk . . .

10 INTERCHANGE 13 *Giving directions*

Student A, go to Interchange 13A on page 127; Student B, go to Interchange 13B on page 128.

www.irLanguage.com

9 GRAMMAR FOCUS

Learning Objective: *practice asking for and giving directions*

[CD 3, Track 21]

Directions

- Focus Ss' attention on the Grammar Focus box. Point out that *How do I get to . . . ?* and *How can I get to . . . ?* have the same meaning. Also, point out that *Walk up* and *Go up* mean about the same thing.
- ***Option:*** Point out that the avenues on this map go north and south. When people go north, they say "go/walk up." When they go south, they say "go/walk down." Use gestures to explain the meaning of *turn right, turn left, on the right*, and *on the left*.
- Play the audio program. Ss listen and read silently.

A Pair work

- Set the scene. Ss imagine they are tourists in New York City. They are at Grand Central Terminal, and want to go to five places:
  1. Empire State Building
  2. New York Public Library
  3. Bryant Park
  4. Rockefeller Center
  5. St. Patrick's Cathedral
  6. (return to) Grand Central Terminal.

  Read out the names of the places. Ss repeat.
- Elicit the locations of the places on the map:
  1. Empire State Building: on Fifth Avenue between 33rd and 34th Streets.
  2. New York Public Library: on Fifth Avenue between 40th Street and 42nd Street
  3. Bryant Park: on 6th Avenue between 40th Street and 42nd Street
  4. Rockefeller Center: between 5th Avenue and 6th Avenue and between 48th Street and 51st Street
  5. St. Patrick's Cathedral: on Fifth Avenue between 50th Street and 51st Street
  6. Grand Central Terminal: on Park Avenue between 42nd Street and 44th Street.
- Explain the task. Ss take turns role-playing the tourist and the New Yorker. The tourist asks for directions and the New Yorker gives directions. Point out that they should follow the arrows to each place.
- Model the example conversation with a S, and ask the class to follow the arrows with their finger. The S role-plays the tourist, and you role-play the New Yorker:

  S: Excuse me. How do I get to the Empire State Building?

  T: Walk up 42nd Street. Turn left on Madison Avenue, and go down Madison Avenue. Then turn right on 34th Street. Walk up 34th Street and turn left on Fifth Avenue. It's between 33rd and 34th Streets.
- Ss complete the activity in pairs. S1 plays the tourist and S2 plays the New Yorker. Then they change roles and complete the activity again.
- Elicit directions to each place from the class. Encourage Ss to give alternate directions if possible.

Possible answers

1. *Empire State Building:* Walk up 42nd Street. Turn left on Madison Avenue, and go down Madison Avenue. Then turn right on 34th Street. Walk up 34th Street and turn left on Fifth Avenue. It's between 33rd Street and 34th Street.
2. *New York Public Library:* Walk up Fifth Avenue. Turn left. It's on Fifth Avenue, between 40th Street and 42nd Street.
3. *Bryant Park:* Walk up Fifth Avenue. Turn left on 42nd Street. It's behind the library, between Fifth Avenue and Sixth Avenue.
4. *Rockefeller Center:* Go up Sixth Avenue. It's between 48th Street and 49th Street.
5. *St. Patrick's Cathedral:* Go down 49th Street. Then turn left on Fifth Avenue. It's between 50th Street and 51st Street.
6. *Grand Central Terminal:* Go down 50th Street. Then turn right on Madison Avenue. Go down Madison Avenue. Turn left on 42nd Street. Then turn left on Park Avenue. It's right in front of you.

B Pair work

- Explain the task. Elicit names of local places that Ss might ask about and write them on the board.
- Model the task with a S. The S reads part A and you read part B. Starting from the school, give directions to the nearest train station. (Or use one of the examples from the board if there is no train station nearby.)
- Ss work in pairs. They take turns asking for and giving directions to places near the school.
- Ask a couple of pairs of Ss to repeat one of their conversations for the class. Have the class listen for whether the directions are correct.

10 INTERCHANGE 13

See pages T-128 and T-129 for teaching notes.

www.irLanguage.com

11 READING

Learning Objectives: *read and discuss tourist information; develop skills in reading for details and making inferences*

[CD 3, Track 22]

- Set the scene and explain the task. The article has information for tourists in Edinburgh, Scotland. If possible, point out the location of Edinburgh on a world map.
- Ss read the information individually and refer to the map as they read.
- ***Option:*** Ss listen to the audio program and read the information silently.

A

- Explain the first part of the task. Ss read the tourist information again and underline any new words.
- Ss complete the task individually.
- Explain the second part of the task. Point out that Ss find most of the answers easily by scanning the article for the phrases.
- Ss complete the task individually. Then they compare answers in pairs. Elicit the answers from the class and write them on the board.

Answers

1. Spoon Café
2. Museum of Edinburgh
3. Edinburgh Castle
4. St. Giles Cathedral
5. Museum of Childhood

- Elicit or explain the meaning of any new vocabulary.

Vocabulary

climb: go up
view: what you can see from a place
toys: objects children play with
doll: small model of a human used as a children's toy
cathedral: a very large church

- ***Option:*** Ss write three more *Where can you . . . ?* questions about the article in pairs. Then they exchange questions with another pair and answer the questions.

B *Pair work*

- Explain the task. Elicit what makes a place good for a walking tour. (Answer: interesting sites near each other)
- Ss complete the task in pairs. Elicit their ideas and write them on the board.
- ***Option:*** If Ss are from different places, put Ss from different hometowns in pairs. They ask for information about each other's hometowns.
- ***Option:*** Write these question-starters on the board to help Ss with their conversation:
  Where can you see . . . ?
  Where can you eat . . . ?
  Where can you learn . . . ?
  Where can you take . . . ?
  Where can you . . . ?
- Elicit information from several pairs.

End of Cycle 2

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

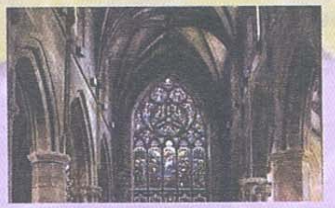
www.irLanguage.com

Edinburgh's Royal Mile

As you read, follow the route on the map below.



1. Start your walking tour at **Edinburgh Castle**. Climb up 187 steps to the top of Castle Hill for a great view. Then take a tour of the castle.



2. Walk down the Royal Mile three blocks to **St. Giles Cathedral**. Go inside and look at the colorful windows.



3. Take a break at **Spoon Café**. Go down the Royal Mile and turn right on South Bridge. The restaurant is on the left.



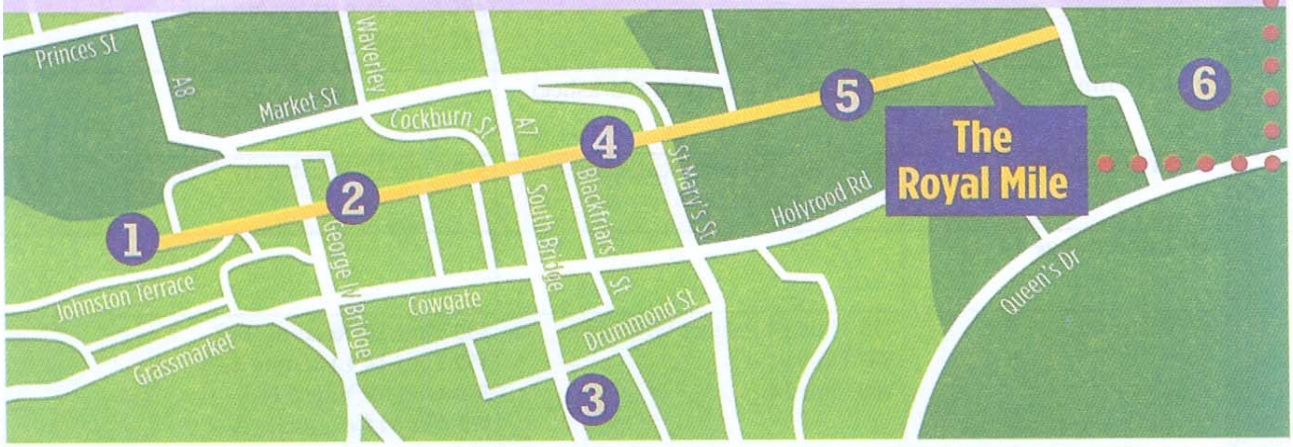
4. You're almost at the **Museum of Childhood**, on the right on the Royal Mile. There's a great collection of toys, dolls, and games here.



5. Continue down the Royal Mile. Stop at the **Museum of Edinburgh** to learn about the history of Scotland's capital.



6. End your walking tour in **Holyrood Park**, right behind the museum.



A Read the tourist information. Where can you . . . ?

1. rest and eat lunch .....
2. learn about Edinburgh's history .....
3. take a tour .....
4. see beautiful windows .....
5. see old games .....

B **PAIR WORK** Think of places in your city or town. Plan a walking tour of your town.

www.irLanguage.com

Unit 14 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
CYCLE 1	1 Snapshot		SSD Unit 14 Vocabulary 1 ARC Things people hate to do
	2 Conversation		SSD Unit 14 Speaking 1
	3 Grammar Focus		SB Unit 14 Grammar Plus focus 1 SSD Unit 14 Grammar 1
	4 Pronunciation		
	5 Grammar Focus	TSS Unit 14 Vocabulary Worksheet	ARC Simple past statements ARC Simple present vs. simple past
	6 Last Weekend		WB Unit 14 exercises 1–4
CYCLE 2	7 Conversation		SSD Unit 14 Speaking 2
	8 Grammar Focus	TSS Unit 14 Grammar Worksheet	SB Unit 14 Grammar Plus focus 2 SSD Unit 14 Grammar 2 ARC Simple past yes/no questions ARC Simple past
	9 Listening	TSS Unit 14 Listening Worksheet	
	10 Word Power	TSS Unit 14 Extra Worksheet	SSD Unit 14 Vocabulary 2
	11 Interchange 14		
	12 Reading	TSS Unit 14 Project Worksheet VID Unit 14 VRB Unit 14	SSD Unit 14 Reading 1–2 SSD Unit 14 Listening 1–3 SSD Unit 14 Video 1–3 WB Unit 14 exercises 5–7

With or instead of the following SB section	You can also use these materials for assessment
Units 13–14 Progress Check	ASSESSMENT CD Units 13–14 Oral Quiz ASSESSMENT CD Units 13–14 Written Quiz

Key ARC: Arcade SB: Student's Book SSD: Self-study DVD-ROM TSS: Teacher Support Site
VID: Video DVD VRB: Video Resource Book WB: Workbook

www.irLanguage.com

My Plan for Unit 14

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

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

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

www.irLanguage.com

14 Did you have fun?

1 SNAPSHOT

Listen and practice.

Top Eight Things People Hate to Do



Source: Based on information from *The Book of Lists*

Do you hate to do these things?
What other things do you hate to do? Why?

2 CONVERSATION *I didn't study!*

Listen and practice.

Jason: Hi, Amy. Did you have a good weekend?
Amy: Well, I had a busy weekend, so I'm a little tired today.
Jason: Really? Why?
Amy: Well, on Saturday, I exercised in the morning. Then my roommate and I cleaned, did laundry, and shopped. And then I visited my parents.
Jason: So what did you do on Sunday?
Amy: I studied for the test all day.
Jason: Oh, no! Do we have a test today? I didn't study! I just watched TV all weekend!



www.irLanguage.com

Did you have fun?

Cycle 1, Exercises 1–6

In Unit 14, students discuss their activities in the recent and distant past. In Cycle 1, they talk about their weekend activities using simple past statements with regular and irregular verbs. In Cycle 2, they discuss their vacation activities using simple past yes/no questions and short answers.

1 SNAPSHOT

Learning Objective: *learn vocabulary for talking about things people hate to do*

[CD 3, Track 23]

- Books closed. Write these headings on the board:
  Love to do Hate to do
  Elicit or explain that *hate* is the opposite of *love*.
- Elicit activities (e.g., *watch television, sing*) from the class and write them on the board.
- Ss make lists of things they love to do and hate to do individually. Then they compare answers in small groups.
- Books open. Focus Ss' attention on the title and pictures. Then play the audio program. Ss listen and read silently.
- Encourage Ss to use the pictures to guess the meaning of any new vocabulary. Explain the meaning of any remaining vocabulary.
- Play the audio program again. Ss listen and repeat.
- Read the focus questions aloud. Then Ss discuss them in small groups. Go around the class and help with vocabulary as needed.
- Write each activity in the Snapshot on the board. Then ask the class: "Who hates to stand in line?" Ss raise their hands. Write the number of Ss who raise their hands next to the activity. Continue with the remaining activities.
- Ask the class: "What other things do you hate to do?" Elicit answers from the class and write them on the board. Then ask: "Who hates to do this?" Write the number of Ss who raise their hands next to the activity and elicit Ss' reasons.

For a new way to practice the vocabulary in this Snapshot, try ***Vocabulary Steps*** – download it from the website. Ss rank the activities from most favorite to least favorite.

For more practice with this vocabulary, play ***Simon Says*** – download it from the website. Give instructions such as "Simon says stand in line."

2 CONVERSATION

Learning Objectives: *practice a conversation about last weekend; see simple past statements and regular verbs in context*

[CD 3, Track 24]

- Text covered. Set the scene. Jason and Amy are in class on Monday morning. They are talking about their weekends.
- Focus Ss' attention on the title and picture. Ask the class: "Who studied? Who didn't study?" Encourage Ss to guess. Then play the audio program. Ss listen for the answers. Elicit the answers.
  (Answers: Amy studied. Jason didn't study.)
- Write these activities on the board:
  1 exercise 5. visit parents
  2. clean 6. study for the test
  3. do laundry 7. watch television
  4. shop
  Ask the class: "Who did each activity – Jason or Amy?" Play the audio program once or twice. Ss listen for the answers. Then elicit the answers.
  (Answers: 1. Amy 2. Amy 3. Amy 4. Amy 5. Amy 6. Amy 7. Jason)

TIP To give Ss a reason for listening, ask focus questions before playing the audio program.

- Text uncovered. Play the audio program again. Ss listen and read silently. Then elicit or explain any new vocabulary.
- ***Option:*** Point out that Jason and Amy are talking about activities in the past. Ask Ss to find and underline the simple past tense forms of the activities on the board. Then elicit the answers. (Answers: 1. exercised 2. cleaned 3. did laundry 4. shopped 5. visited . . . parents 6. studied for the test 7. watched television)
- Play the audio program again. Ss listen and repeat. Then they practice the conversation in pairs.
- ***Option:*** Ask one or two pairs to role-play the conversation for the class.

For a new way to practice this conversation, try the ***Onion Ring*** technique – download it from the website.

www.irLanguage.com

3 GRAMMAR FOCUS

Learning Objective: *practice positive and negative simple past statements with regular verbs*

[CD 3, Track 25]

Simple past statements

- Focus Ss' attention on the Grammar Focus box. Point out that we use the simple past to talk about actions that happened in the past.
- Elicit or explain the pattern for positive and negative simple past statements:
  Positive: Subject + simple past form of verb.
  Negative: Subject + *didn't* + base form of verb.
- Elicit or explain that *didn't* is the contraction of *did not*, and *did* is the past form of *do*. Point out that we use *didn't* for all subjects.
- Play the audio program for the first two columns. Ss listen and read silently.

Regular simple past verbs

- Point out that all the verbs in the Grammar Focus box end with *-ed*. Elicit or explain that regular simple past verbs end in *-ed*.
- Focus Ss' attention on the *Spelling* column. Explain these rules for spelling regular simple past verbs:
  1. For most verbs, add *-ed* (e.g., *watched*).
  2. For verbs ending with *e*, add *-d* (e.g., *exercised*).
  3. For verbs ending with a consonant + *y*, change the *y* to *i* and add *-ed* (e.g., *studied*).
  4. For some verbs ending with a vowel + a consonant, double the consonant and add *-ed* (e.g., *shopped*).
- Play the audio program. Ss listen and read silently.
- ***Option:*** Play the audio program again. Ss listen and repeat.

A

- Explain the task and model the first sentence. Point out that Ss should use the verbs in parentheses.
- Ss complete the task individually. Then they compare their answers in pairs.
- Ask different Ss to write the answers on the board. Go over any grammar or spelling errors with the class.

Answers

On Friday night, I **waited** for a phone call, but my girlfriend **didn't call**. I just **stayed** home and **watched** TV. On Saturday, I **visited** my friend Frank. We **talked** and **listened** to music. In the evening, he **invited** some friends over, and we **cooked** a great meal. I **didn't work** very hard on Sunday. I **didn't study** at all. I just **walked** to the mall and **shopped**.

B

- Explain the task and ask two Ss to model the example sentences.
- Ss complete the sentences individually. Go around the class and help with grammar and spelling. Then Ss compare answers in pairs.

Answers

1. Yesterday, I **watched/didn't watch** TV.
2. Last night, I **stayed/didn't stay** home.
3. Last week, I **cleaned/didn't clean** the house.
4. Last month, I **shopped/didn't shop** for clothes.
5. Last year, I **visited/didn't visit** a different country.

4 PRONUNCIATION

Learning Objective: *notice the pronunciation of -ed; learn to sound natural when using regular simple past verbs*

A ***[CD 3, Track 26]***

- Explain the task and focus Ss' attention on the chart.
- Play the audio program. Ss listen and read silently.
- ***Option:*** Explain these pronunciation rules:
  1. *-ed* sounds like /t/ when the verb ends with voiceless consonant sounds such as /k/ and /tʃ/ (e.g., *worked, watched*).
  2. *-ed* sounds like /d/ when the verb ends with vowel sounds or voiced consonant sounds such as /n/ (e.g., *stayed, cleaned*).
  3. *-ed* sounds like /ɪd/ when the verb ends with the sounds /t/ or /d/ (e.g., *invited, visited*).
- Play the audio program again. Ss listen and repeat.

B ***[CD 3, Track 27]***

- Explain the task and play the audio program. Ss listen and complete the task.
- Play the audio program again. Ss listen and check their answers. Then they compare their answers in pairs.
- Copy the chart onto the board. Elicit the correct answers and write them in the chart.

Answers

/t/	/d/	/ɪd/
worked	cleaned	invited
watched	stayed	visited
cooked	exercised	needed
shopped	listened	waited

- ***Option:*** Ss work in pairs. They practice the conversation in Exercise 2 on page 92 again and concentrate on pronouncing *-ed* endings correctly.

www.irLanguage.com

3 GRAMMAR FOCUS

Simple past statements: regular verbs

I	**studied**	on Sunday.	I	**didn't study**	on Saturday.
You	**watched**	TV.	You	**didn't watch**	a movie.
She	**stayed**	home.	She	**didn't stay**	out.
We	**shopped**	for groceries.	We	**didn't shop**	for clothes.
They	**exercised**	on Saturday.	They	**didn't exercise**	on Sunday.

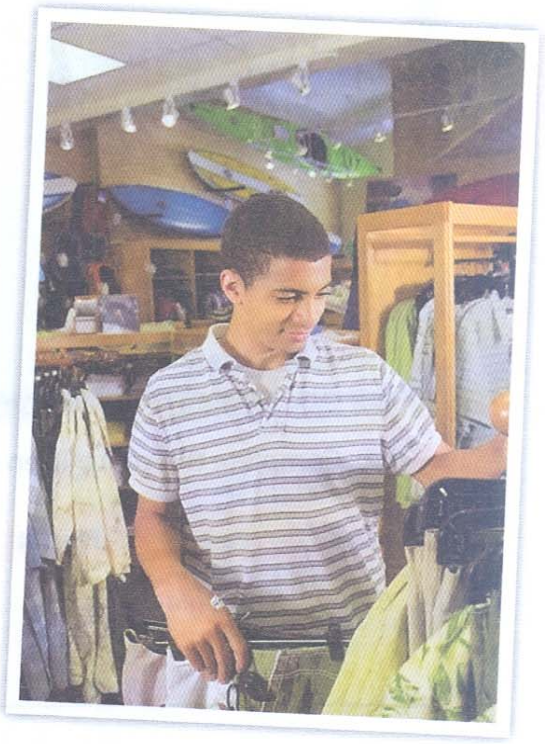
didn't = did not

Spelling

stay → stay**ed**
watch → watch**ed**
exercise → exercise**d**
study → stud**ied**
shop → shop**ped**

A Tim is talking about his weekend. Complete the sentences. Then compare with a partner.

On Friday night, I *waited* (wait) for a phone call, but my girlfriend *didn't call* (not call). I just ..... (stay) home and ..... (watch) TV. On Saturday, I ..... (visit) my friend Frank. We ..... (talk) and ..... (listen) to music. In the evening, he ..... (invite) some friends over, and we ..... (cook) a great meal. I ..... (not work) very hard on Sunday. I ..... (not study) at all. I just ..... (walk) to the mall and ..... (shop).



B Complete the sentences. Use your own information. Then compare with a partner.

1. Yesterday, I ..... (watch) TV.
2. Last night, I ..... (stay) home.
3. Last week, I ..... (clean) the house.
4. Last month, I ..... (shop) for clothes.
5. Last year, I ..... (visit) a different country.

4 PRONUNCIATION *Simple past -ed endings*

A Listen and practice. Notice the pronunciation of **-ed**.

/t/	/d/	/ɪd/
worked	cleaned	invited
watched	stayed	visited
.....	.....	.....
.....	.....	.....

B Listen and write these verbs under the correct sounds.

cooked exercised listened needed shopped waited

www.irLanguage.com

5 GRAMMAR FOCUS

Simple past statements: irregular verbs



I **did** my homework.
I **didn't do** laundry.



You **got up** at noon.
You **didn't get up** at 10:00.



He **went** to the museum.
He **didn't go** to the library.



We **met** our classmates.
We **didn't meet** our teacher.



You **came** home late.
You **didn't come** home early.



They **had** a picnic.
They **didn't have** a party.

A Complete the chart. Then listen and check.

Present	Past	Present	Past	Present	Past
buy	bought	.....	made	.....	saw
.....	ate	.....	read /rɛd/	.....	sat
.....	felt	.....	rode	.....	took

B **PAIR WORK** Did you do the things in the pictures yesterday? Tell your partner.

"Yesterday, I did my homework. And I did laundry. . . ."

6 LAST WEEKEND

A Write five things you did and five things you didn't do last weekend.

Things I did	Things I didn't do
I saw a movie.	I didn't exercise.
I studied.	I didn't buy clothes.
I . . .	I didn't . . .

B **GROUP WORK** Tell your classmates about your weekend.

A: I saw a movie last weekend.
B: I didn't see a movie. But I watched TV.
C: I watched TV, too! I saw . . .

www.irLanguage.com

5 GRAMMAR FOCUS

Learning Objective: *practice simple past statements with irregular verbs*

[CD 3, Track 28]

Simple past statements: irregular verbs

- Remind Ss of the pattern for positive and negative simple past statements:

  Subject + simple past form of verb. (positive)

  Subject + *didn't* + base form of verb. (negative)
- Focus Ss' attention on the chart. Point out that the verbs *do*, *get*, *go*, *meet*, *come*, and *have* are irregular. We do not make the simple past form of these verbs by adding *-ed*.
- Play the audio program. Ss listen and read silently. Elicit the irregular past tense forms of *do*, *get*, *go*, *meet*, *come*, and *have*.
- ***Option:*** Play the audio program again. Ss listen and repeat.

A [CD 3, Track 29]

- Focus Ss' attention on the chart and explain the task. Point out that the verbs in the *Past* columns are irregular simple past forms. Ss complete the *Present* columns with the simple present forms. Encourage Ss to guess.
- Ss complete the chart individually. Then they compare their answers in small groups. While they work, copy the chart onto the board.
- Play the audio program once or twice. Ss listen and check their answers. Then elicit answers from the class and ask different Ss to write them in the chart on the board.

Answers

Present	Past	Present	Past	Present	Past
buy	bought	make	made	see	saw
eat	ate	read	read	sit	sat
feel	felt	ride	rode	take	took

B Pair work

- Explain the task and focus Ss' attention on the pictures in the Grammar Focus box. Then model the example sentences.
- Ss complete the task in pairs. Then they change partners and complete the task again.
- ***Option:*** Ss complete the task in pairs. Then each pair joins another pair to talk about their partner's activities.
- ***Option:*** To make the task more challenging, Ss also use the verbs in part A.

6 LAST WEEKEND

Learning Objective: *discuss things you did and didn't do last weekend*

A

- Explain the task and focus Ss' attention on the model list. Point out that Ss can use regular and irregular simple past verbs on pages 92–94. They can also use irregular verbs in the appendix on page T-164.
- Ss complete the task individually. Go around the class and help with vocabulary and spelling as needed.

B Group work

- Explain the task and ask three Ss to model the conversation.
- Ss discuss their weekends in small groups. Go around the class and note any grammar or pronunciation errors.
- Ask the class to share information about their classmates' weekends.
- ***Option:*** Correct any grammar or pronunciation errors with the class.

For more practice with regular and irregular simple past verbs, play the ***Chain Game*** – download it from the website. Start with this sentence: "Last weekend, I saw a movie."

End of Cycle 1

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

www.irLanguage.com

7 CONVERSATION

Learning Objectives: *practice a conversation about summer vacations; see simple past yes/no questions in context*

[CD 3, Track 30]

- Focus Ss' attention on the picture and set the scene. Laura is asking Erica about her vacation last summer. Write these focus questions on the board:
  1. Did Erica go to the Grand Canyon last summer?
  2. Did she go with her brother?
  3. Did they go hiking there?
  4. Did they ride horses?
  5. Did her sister like rafting?
- Play the audio program. Ss listen and read silently. Then elicit the answers to the focus questions. (Answers: 1. yes 2. no 3. no 4. yes 5. no)
- Elicit or explain the meaning of any new vocabulary. Use pictures or mime where appropriate.
- Play the audio program again. Ss listen and repeat. Then they practice the conversation in pairs.
- ***Option:*** Ask one or two pairs to role-play the conversation for the class.

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

8 GRAMMAR FOCUS

Learning Objective: *ask and answer simple past yes/no questions*

[CD 3, Track 31]

Simple past yes/no questions

- Focus Ss' attention on the Grammar Focus box. Point out the pattern for simple past yes/no questions and short answers:

  Did + subject + (simple present verb)?
  Yes, + (subject) + *did*.
  No, + (subject) + *didn't*.

  Point out that we use *did* and *didn't* for all subjects.
- Play the audio program. Ss listen and read silently.

A

- Explain the first part of the task. Then model the example question in the first conversation.
- Ss complete the task individually. Then they compare answers in pairs.
- Tell Ss to raise their hands when they finish the exercise. Circle any wrong answers, and Ss correct them in pairs.
- To check the answers, ask different pairs to read each conversation. If needed, correct the answers with the class.

Answers

1. A: **Did** you **have** a good summer?
   B: Yes, I **did**. I **had** a great summer. I **went** to the beach a lot.
2. A: **Did** you **go** anywhere last summer?
   B: No, I **didn't**. I **stayed** here. I **got** a part-time job, so I **made** some extra money.
3. A: **Did** you **take** any classes last summer?
   B: Yes, I **did**. I **took** tennis lessons, and I **played** tennis every day!
4. A: **Did** you **speak** English last summer?
   B: No, I **didn't**. But I **read** English books and I **watched** English movies.

Explain the second part of the task. Ss practice the conversations in pairs. Go around the class and help Ss with pronunciation and intonation.

B *Pair work*

- Write the four questions from part A on the board. Then explain the task and ask two Ss to model the example conversation.
- Books closed. Ss ask you the questions on the board one by one. Answer with your own information.
- Ss ask and answer the questions in pairs. Go around the class and encourage Ss to ask follow-up questions and give more information.

TIP To decide if your Ss need more grammar explanation or controlled practice, pay attention to how they use the grammar in speaking activities. If they make a lot of errors, review or further explain the grammar in a later class.

For more practice with simple past yes/no questions, play ***Hot Potato*** – download it from the website.

www.irLanguage.com

7 CONVERSATION *Did you like it?*

Listen and practice.

Laura: So, did you go anywhere last summer, Erica?
Erica: Yes, I did. My sister and I went to Arizona. We saw the Grand Canyon.
Laura: Really? Did you like it?
Erica: Oh, yes. We loved it!
Laura: Did you go hiking?
Erica: No, we didn't. Actually, we rode horses. And one day we went white-water rafting on the Colorado River!
Laura: Wow! Did you have fun?
Erica: Yes, I did. But my sister didn't like the rafting very much.



8 GRAMMAR FOCUS

Simple past yes/no questions

Did you **have** a good summer?
Yes, I **did**. I **had** a great summer.
Did you **ride** a bicycle?
No, I **didn't**. I **rode** a horse.

Did Erica **like** her vacation?
Yes, she **did**. She **liked** it a lot.
Did Erica and her sister **go** to Colorado?
No, they **didn't**. They **went** to Arizona.

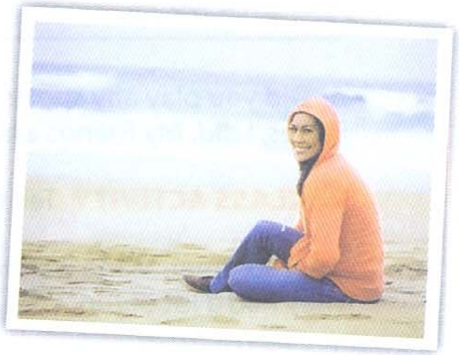
A Complete the conversations. Then practice with a partner.

1. A: Did you have (have) a good summer?
   B: Yes, I ..... . I ..... (have) a great summer. I ..... (go) to the beach a lot.

2. A: ..... you ..... (go) anywhere last summer?
   B: No, I ..... . I ..... (stay) here. I ..... (get) a part-time job, so I ..... (make) some extra money.

3. A: ..... you ..... (take) any classes last summer?
   B: Yes, I ..... . I ..... (take) tennis lessons, and I ..... (play) tennis every day!

4. A: ..... you ..... (speak) English last summer?
   B: No, I ..... . But I ..... (read) English books and I ..... (watch) English movies.



B **PAIR WORK** Ask the questions from part A. Answer with your own information.

A: Did you have a good summer?
B: Yes, I did. I went swimming every day.

www.irLanguage.com

9 LISTENING *I didn't go anywhere.*

Listen to Andy, Gail, Patrick, and Fran. What did they do last summer? Check (✓) the correct answers.

1. Andy
2. Gail
3. Patrick
4. Fran

- ☐ stayed home
- ☐ saw movies
- ☐ went bike riding
- ☐ worked in the yard
- ☐ visited his brother
- ☐ read books
- ☐ went swimming
- ☐ got a job
- ☐ went to the beach
- ☐ watched TV
- ☐ played tennis
- ☐ painted the house

10 WORD POWER *Summer activities*

A Find two words from the list that go with each verb in the chart. Then listen and check.

- camping
- a class
- fun
- ✓ a job
- ✓ a new bike
- new people
- old friends
- a picnic
- softball
- swimming
- a trip
- volleyball

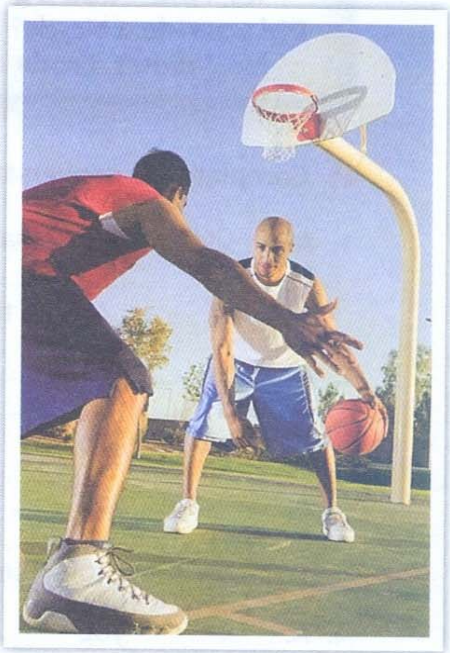
get	*a job*	*a new bike*
go		
have		
meet		
play		
take		

B PAIR WORK Check (✓) six things to ask your partner. Then ask and answer questions.

Did you . . . last summer?

- ☐ play any sports
- ☐ buy anything interesting
- ☐ eat any new foods
- ☐ meet any interesting people
- ☐ go anywhere interesting
- ☐ get a job
- ☐ play any games
- ☐ read any books
- ☐ see any movies
- ☐ take any trips
- ☐ take any classes
- ☐ have fun

A: Did you play any sports last summer?
B: Yes, I did. My friends and I played basketball a lot. We . . .



C CLASS ACTIVITY Tell the class about your partner's summer.

"Last summer, Maria went camping with her friend Lucia. They had a lot of fun."

11 INTERCHANGE 14 *Past and present*

Are you different now from when you were a child? Go to Interchange 14 on page 129.

www.irLanguage.com

9 LISTENING

Learning Objective: *develop skills in listening for specific information*

[CD 3, Track 32]

- Set the scene. Different people are asking Andy, Gail, Patrick, and Fran about their summers.
- Explain the task. Then play the first conversation in the audio program. Ss listen.
- Play the rest of the audio program two or three times, pausing after each conversation. Ss listen and complete the chart individually.

AudioScript

1.
Woman Hello, Andy. Did you have a good summer?
Andy Oh, I had an OK summer, I guess. I visited my brother in Vancouver.
Woman That's nice! Did you go to the beach?
Andy No, I didn't. It rained all summer, so we usually did things indoors.
2.
Woman Hi, Gail. How are you? Did you have a good summer?
Gail Yes, I did, thanks. I just relaxed.
Woman Did you see any good movies?
Gail Movies? Well, no . . . but I read a lot of good books!
3.
Woman So, Patrick, did you do anything interesting last summer?
Patrick Oh, yeah! You know how I love sports. I played tennis and rode my bike every day!
Woman Tennis and bike riding! You're a really good athlete!
Patrick Yeah, . . . well, I try.
4.
Man Did you have a job last summer, Fran?
Fran Well, no, . . . but I did a lot of work.
Man What do you mean? Did you get a job?
Fran No. But my parents and I painted our house. And I worked in the yard a lot.

- To check answers, ask the class: "What did Andy do last summer?" Elicit the answer. Then ask about the remaining three people.

Answers

1. Andy: visited his brother
2. Gail: read books
3. Patrick: went bike riding, played tennis
4. Fran: painted the house

10 WORD POWER

Learning Objective: *learn vocabulary for discussing summer activities*

A [CD 3, Track 33]

- Explain the first part of the task and read out the words in the list. Then focus Ss' attention on the chart and read out the verbs. Point out that each verb goes with two words in the list.
- Ss complete the chart individually. Then they compare answers in pairs.
- Play the audio program. Ss check answers.

Answers

get: a job, a new bike
go: camping, swimming
have: fun, a picnic
meet: new people, old friends
play: softball, volleyball
take: a class, a trip

B Pair work

- Focus Ss' attention on the chart and explain the first part of the task. Ask different Ss to read each phrase in the chart. Elicit or explain any new vocabulary.
- Ss choose six questions individually.
- Explain the second part of the task and ask two Ss to model the example conversation. Point out that the Ss answering the questions should give more information about their summer activities. The Ss asking the questions should take notes.
- Ss take turns asking and answering questions in pairs. Go around the class and encourage Ss to add information to their answers.

C Class activity

- Explain the task and model the example sentences. Elicit other things Maria did. Encourage Ss to make guesses.
- Ask different Ss to tell the class about their partner's summer. Encourage them to use their notes.

11 INTERCHANGE 14

See page T-127 for teaching notes.

www.irLanguage.com

12 READING

Learning Objectives: *read and discuss chat room posts about people's weekends; develop skills in reading for main ideas and details*

[CD 3, Track 34]

- Focus Ss' attention on the pictures. Read out the pre-reading questions.
- Point out that main ideas are usually at the beginning or end of a paragraph. Tell Ss to read the beginning and end of each paragraph only.
- Ss complete the task individually.
- Elicit the answers from the class. (Answers: Jonathan had a terrible weekend. Karen had a great weekend. Lacey learned a lot. Pete had a busy weekend.)

A

- Explain the first part of the task. Ss read the chat room posts individually and underline any new words.
- Ss complete the task individually.
- Ss discuss the meaning of any new words they don't understand in small groups. Then elicit or explain any remaining new vocabulary. Use pictures or mime where appropriate.

Vocabulary

serve: give people food
ceremony: a formal event people do on a special occasion
went camping: slept outdoors in a tent
campsite: the place where many people go camping
put up: built, put together
tent: a temporary small building made of cloth that people sleep under
built a fire: made a fire
went fishing: tried to catch a fish
broke down: stopped working

- ***Option:*** Play the audio program. Ss listen and read silently.
- Explain the second part of the task. Ask a S to model the example sentence. Then ask different Ss to read the remaining sentences. Explain any new vocabulary, if needed.
- Ss correct the sentences individually. Then they compare answers in pairs.
- Ask different Ss to write the correct sentences on the board. Go over the sentences with the class and correct any errors.

Possible answers

1. Karen's best friend got married.
2. After the wedding, Mariela's parents served a meal.
3. Pete studied all day on Saturday.
4. He watched a DVD for his history class Sunday night.
5. Lacey went camping for the first time.
6. Lacey didn't really like camping.
7. Jonathan went to a rock concert with some friends.
8. It took three hours to drive there.

B *Group work*

- Explain the task.
- Ss write their sentences individually. Go around the class and help with vocabulary and spelling.
- ***Option:*** Ss write their sentences for homework.
- Ss share their stories with the class. Encourage Ss to ask follow-up questions.
- ***Option:*** In large classes, Ss share their stories in small groups.

TIP If you don't have enough class time, do only the pre-reading activity in class. Then have Ss read the article in detail and complete the remaining activities for homework.

End of Cycle 2

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

www.irLanguage.com

12 READING

Did you have a good weekend?

Scan the chat room posts. Who had a terrible weekend? Who enjoyed the weekend? Who learned a lot? Who had a busy weekend?



Karen 12:45

I had a great weekend. I went to my best friend Mariela's wedding. She got married in her parents' garden. She wore a fantastic dress! Her parents served a nice meal after the ceremony. I'm really happy for her. And her new husband is really nice!



Pete 1:19

I didn't go outside all weekend. I had so much work to do! On Saturday, I studied all day. On Sunday, I did the dishes, cleaned my apartment, and did laundry. Sunday night, I watched a DVD for my history class. My weekend wasn't relaxing at all!



Lacey 2:02

I had an interesting weekend. I went camping for the first time. My friends and I drove to the campsite on Saturday. First, we put up the tent. Then we built a fire, cooked dinner, and told stories. On Sunday, we went fishing. I didn't really like camping, but I learned a lot.



Jonathan 4:57

I went to a rock concert with some friends. I had an awful time! It took three hours to drive there. I didn't like the band at all. Then on our way home, the car broke down! My parents came and got us. I finally got home at six in the morning. I'm so tired!

A Read the chat room posts. Then correct these sentences.

1. Karen got married. Karen's best friend got married.
2. After the wedding, everyone went out to eat. .....
3. Pete studied all day on Sunday. .....
4. He watched TV Sunday night. .....
5. Lacey went camping for the third time. .....
6. Lacey liked camping a lot. .....
7. Jonathan went to a rock concert with his parents. .....
8. It took three hours to get home after the concert. .....

B GROUP WORK Do you have a story about an interesting weekend? Write four sentences about it. Then tell your classmates.

www.irLanguage.com

Units 13–14 Progress check

SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

I can	Very well	OK	A little
Understand conversations about where to get things in a town (Ex. 1)	☐	☐	☐
Ask and answer questions about where places are (Ex. 2)	☐	☐	☐
Ask for and give directions (Ex. 2)	☐	☐	☐
Talk about past activities (Ex. 3, 4)	☐	☐	☐
Ask and answer questions about past activities (Ex. 4)	☐	☐	☐

1 LISTENING *What are you looking for?*

Listen to the conversations. What do the people need? Where can they get or find it? Complete the chart.

What	Where
1.	.....
2.	.....
3.	.....
4.	.....

2 WHERE IS THE . . . ?

A PAIR WORK Are these places near your school? Where are they? Ask and answer questions.

bank	coffee shop	hospital	post office
bookstore	department store	park	supermarket

A: Where is the bank?
B: It's on Second Avenue. It's across from the Korean restaurant.

B PAIR WORK Give directions from your school to the places in part A. Your partner guesses the place.

A: Go out of the school and turn left. Walk for about three minutes. It's on the right, next to the drugstore.
B: It's the coffee shop.
A: That's right!

www.irLanguage.com

Units 13–14 Progress check

SELF-ASSESSMENT

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

- Ask: "What did you learn in Units 13 and 14?" Elicit Ss' answers.
- Ss complete the Self-assessment. Encourage them to be honest, and point out they will not get a bad grade if they check (✓) *a little*.
- Ss move on to the Progress check exercises. You can have Ss complete them in class or for homework, using one of these techniques:
  1. Ask Ss to complete all the exercises.
  2. Ask Ss: "What do you need to practice?" Then assign exercises based on their answers.
  3. Ask Ss to choose and complete exercises based on their Self-assessment.

1 LISTENING

Learning Objective: *assess one's ability to understand conversations about where to get things*

[CD 3, Track 35]

- Explain the task and read out the focus questions. Then play the audio program once or twice. Ss listen and complete the chart individually.

AudioScript

1.
Man What are you looking for?
Woman I'm mailing some letters, and I need some stamps.
Man Well, you can get some at the drugstore. They sell stamps.
Woman Oh. Great! Thanks!
2.
Woman So what do we need?
Man I think we have everything – sandwiches, fruit salad, cookies. Oh, wait. We don't have any drinks. We need some juice.
Woman Let's stop at the supermarket on the way. We can get some juice there.
Man Good idea.
3.
Man Excuse me. Is there a gas station around here?
Woman Um, I think there's a gas station on the corner of Main and First. Just drive down Main Street for four blocks. It's on the left. You can't miss it.
Man I'm glad it's not far. I really need more gasoline!
4.
Woman 1 Can you help me? Is there a restroom around here?
Woman 2 Oh, sure. There's a restaurant not far from here. They have a restroom. Go up this street for two blocks and turn left.
Woman 1 Thanks a lot.

- To check answers, ask: "What does the woman in the first conversation need? Where can she find it?" Elicit the answers from the class. Continue with the remaining people.

Answers

What	Where
1. stamps	drugstore
2. juice	supermarket
3. gasoline	gas station
4. restroom	restaurant

2 WHERE IS THE . . . ?

Learning Objectives: *assess one's ability to ask and answer questions about where places are; assess one's ability to ask for and give directions*

A Pair work

- Explain the task and read out each place. Then ask two Ss to model the example conversation.
- Ss work in pairs. They take turns asking and answering questions about the places.
- To check answers, ask the class about each place: "Where is the . . . ?" Then elicit the answers.

B Pair work

- Explain the task and ask two Ss to model the example conversation.
- Ss work in pairs. They take turns giving directions and making guesses.
- ***Option:*** Ss change partners and repeat the activity.

www.irLanguage.com

3 MY LAST VACATION

Learning Objective: *assess one's ability to talk about past activities*

A

- Focus Ss' attention on the picture and explain the task. Then ask a S to model the example sentences. Ask: "What two sentences about the woman are false?" Elicit the answer. (Answer: The false sentences are *I ate at an expensive restaurant* and *It rained all day, every day.*)
- Ss write four statements individually. Go around the class and help with vocabulary and spelling as needed.

B *Pair work*

- Explain the task and ask two Ss to model the example conversation. Tell Ss to check (✓) each correct guess.
- Ss complete the task in pairs.
- Elicit who got the more correct guesses. Ask the class: "Who has four correct guesses? three correct guesses? two correct guesses?" Ss raise their hands.

4 LAST WEEKEND

Learning Objective: *assess one's ability to talk about past activities; assess one's ability to ask and answer about past activities*

A

- Explain the task and focus Ss' attention on the box. If needed, read out each phrase.
- Ss complete the task individually. Go around the class and help Ss with vocabulary and spelling as needed.

B *Pair work*

- Explain the task and ask two Ss to model the example conversation. Point out that Ss should ask about each phrase and add follow-up information. Also point out that Ss can ask: "What else did you do last weekend?" to find out about the additional activities.
- ***Option:*** For lower-level classes, elicit how to ask *Did you . . . ?* questions with each phrase.
- Ss complete the activity in pairs. Go around the class and give help as needed. Encourage Ss to change the order of the questions and take notes on their partner's answers.

C *Group work*

- Explain the task and ask a S to model the example sentence.
- Each pair joins another pair. Ss talk about their partner's weekend.
- ***Option:*** Ss tell the class one or two interesting things their classmates did last weekend.

WHAT'S NEXT?

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

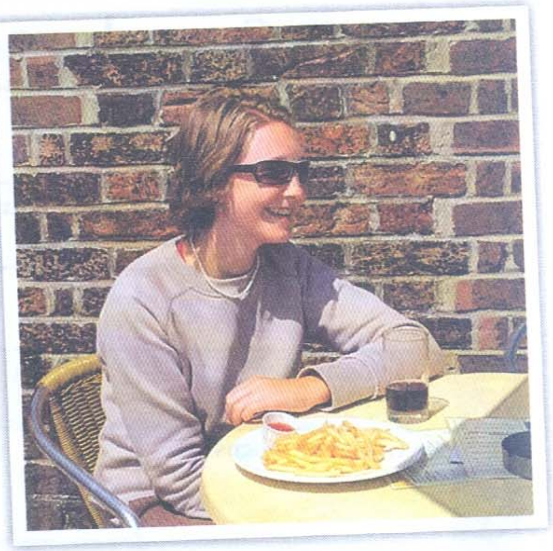
- Focus Ss' attention on the Self-assessment again. Ask: "How well can you do these things now?"
- Ask Ss to underline one thing they need to review. Ask: "What did you underline? How can you review it?"
- If needed, plan additional activities or reviews based on Ss' answers.

www.irLanguage.com

3 MY LAST VACATION

A Write four statements about your last vacation. Two are true and two are false.

I ate at an expensive restaurant.
It rained all day, every day.
I didn't go to a museum.
I read two books.



B PAIR WORK Read your statements. Your partner says "True" or "False." Who has more correct guesses?

A: On my last vacation, I ate at an expensive restaurant.
B: False.
A: That's right. It's false. OR Sorry. It's true.

4 LAST WEEKEND

A Check (✓) the things you did last weekend. Then add two more things you did.



- ☐ uploaded photos
- ☐ rode my bicycle
- ☐ cleaned the house
- ☐ played sports
- ☐ went shopping
- ☐ went to a supermarket
- ☐ met friends
- ☐ studied
- ☐ ate in a restaurant
- ☐ did laundry
- ☐ went dancing
- ☐ played video games
- ☐ talked on the phone
- ☐ saw a movie
- ☐ .....
- ☐ .....

B PAIR WORK Ask your partner about his or her weekend.

A: Did you upload photos last weekend, Keiko?
B: Yes, I did. I uploaded photos of my friends.
Did you upload photos?
A: No, I didn't. . . .



C GROUP WORK Join another pair. Tell them about your partner's weekend.

"Keiko uploaded photos of her friends."

WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?

www.irLanguage.com

Unit 15 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
CYCLE 1	1 Snapshot		
	2 Conversation		SSD Unit 15 Speaking 1
	3 Grammar Focus		SB Unit 15 Grammar Plus focus 1 SSD Unit 15 Grammar 1 ARC Past of *be*
	4 Pronunciation		
CYCLE 2	5 Conversation		SSD Unit 15 Speaking 2
	6 Grammar Focus	TSS Unit 15 Grammar Worksheet TSS Unit 15 Extra Worksheet	SB Unit 15 Grammar Plus focus 2 SSD Unit 15 Vocabulary 1 SSD Unit 15 Grammar 2 ARC Wh-questions with *did*, *was*, and *were* ARC Past of *be* and Wh-questions with *did*, *was*, and *were* 1–2
	7 Listening	TSS Unit 15 Listening Worksheet	
	8 Word Power	TSS Unit 15 Vocabulary Worksheet	SSD Unit 15 Vocabulary 2 ARC School days
	9 What Do You Remember?		
	10 Interchange 15		
	11 Reading	TSS Unit 15 Project Worksheet VID Unit 15 VRB Unit 15	SSD Unit 15 Reading 1–2 SSD Unit 15 Listening 1–3 SSD Unit 15 Video 1–3 WB Unit 15 exercises 1–7

Key ARC: Arcade SB: Student's Book SSD: Self-study DVD-ROM TSS: Teacher Support Site
VID: Video DVD VRB: Video Resource Book WB: Workbook

www.irLanguage.com

My Plan for Unit 15

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

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

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

www.irLanguage.com

15 Where did you grow up?

1 SNAPSHOT

Listen and practice.

Where Were These People Born?

1._____ 2._____ 3._____ 4._____ 5._____



Takashi Murakami, artist | Shakira, singer | Christian Bale, actor | Marion Cotillard, actress | Jon Stewart, TV host

a. the U.S.
b. Colombia
c. France
d. the U.K.
e. Japan

Answers: 1.e, 2.b, 3.d, 4.c, 5.a

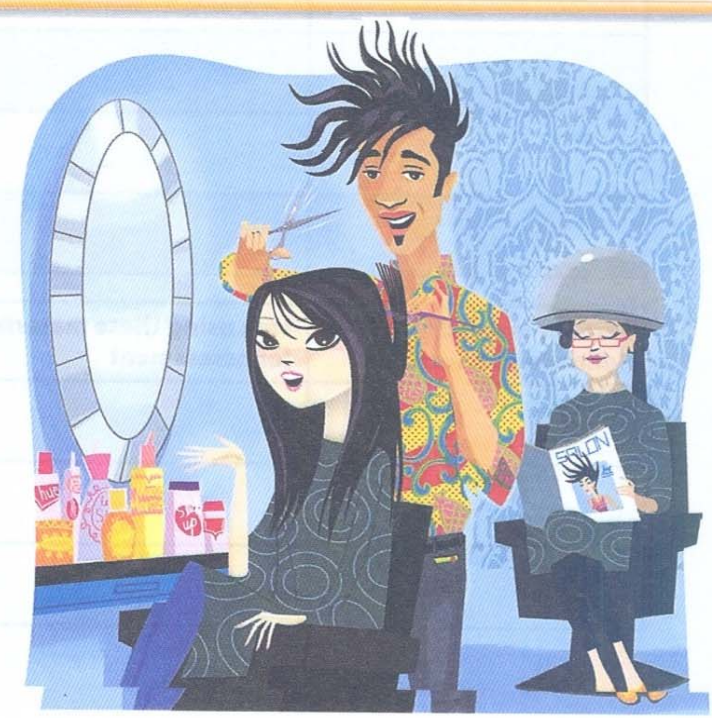
Source: www.biography.com

Match the people with the countries. Then check your answers at the bottom of the Snapshot.
What famous people were born in your country? What do they do?

2 CONVERSATION *I was born in South Korea.*

Listen and practice.

Chuck: Where were you born, Melissa?
Melissa: I was born in South Korea.
Chuck: Oh! So you weren't born in the U.S.
Melissa: No, I came here in 2005.
Chuck: Hmm. You were pretty young.
Melissa: Yeah, I was only seventeen.
Chuck: Did you go to college right away?
Melissa: No, my English wasn't very good, so I took English classes for two years first.
Chuck: Well, your English is really good now.
Melissa: Thanks. Your English is pretty good, too.
Chuck: I hope so! I was born here.



www.irLanguage.com

Where did you grow up?

Cycle 1, Exercises 1–4

In Unit 15, students discuss personal history and childhood memories. In Cycle 1, they talk about celebrity, family, and personal history using the past of be. *In Cycle 2, they discuss school experiences and memories using Wh-questions with* did, was, *and* were.

1 SNAPSHOT

Learning Objective: *talk about where famous people were born*

[CD 3, Track 36]

- Focus Ss' attention on the title and pictures. Ask: "What do you know about these people?" Elicit information from the class.
- Play the audio program. Ss listen and read silently.
- Elicit or explain any new vocabulary.

Vocabulary

artist: a person who makes art
actor: a man who performs in plays, movies, or television shows
actress: a woman who performs in plays, movies, or television shows [Note: in current usage, *actor* is often used for both males and females.]
TV host: the person who interviews people on a television talk show

- Play the audio program again. Ss listen and practice.
- Read the first task. Ss match the people with the countries individually. Then they check their answers at the bottom of the Snapshot. Ask: "Who has five correct answers? four? three?" Ss raise their hands.
- Read the questions: "What famous people were born in your country? What do they do?" Ss discuss the questions in small groups. Then elicit information from the class.

2 CONVERSATION

Learning Objectives: *practice a conversation about a person's personal history; see* was *and* were *in context*

[CD 3, Track 37]

- Books closed. Set the scene. Melissa is a customer in a beauty salon. The hairstylist, Chuck, is asking her about her life. Write these focus questions on the board:
  1. Where is Melissa from?
  2. Where is Chuck from?
- Play the audio program. Ss listen for the answers. Then elicit the answers. (Answers: 1. South Korea 2. the U.S.)
- Books open. Play the audio program again. Ss listen and read silently. Elicit or explain the meaning of any new vocabulary.

Vocabulary

right away: immediately; very soon afterward
pretty: quite; very

TIP If Ss ask about new structures in the Conversation, explain that they'll learn about them in the Grammar Focus. For now, they only need to pay attention to the meaning.

- Play the audio program again. Ss listen and repeat. Then they practice the conversation in pairs.
- ***Option:*** Ask one or two pairs to role-play the conversation for the class.

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

www.irLanguage.com

3 GRAMMAR FOCUS

Learning Objectives: *practice statements with the past of* be; *ask and answer questions with the past of* be

[CD 3, Track 38]

Statements with the past of be

- Write this on the board:
  I/He/She/It + was + complement.
  You/We/They + were + complement.
  If needed, explain that a *complement* goes after the verb at the end of a sentence.
- Elicit or explain that *was* and *were* are the past forms of *be*. We use *was* with the pronouns *I, he, she,* and *it*. We use *were* with the pronouns *you, we,* and *they*.
- Focus Ss' attention on the left column of the Grammar Focus box. Play the audio program. Ss listen and read silently.
- Point out that *wasn't* is the contraction for *was not* and *weren't* is the contraction for *were not*.

Yes/No questions with the past of be

- Focus Ss' attention on the right-hand column of the grammar chart. Point out that this column has yes/no questions.
- Elicit or explain the pattern for yes/no questions and short answers with the past of *be:*
  Was/Were + subject + complement?
  Yes, + subject + *was/were.*
  No, + subject + *wasn't/weren't.*
- Ask individual Ss the questions in the chart.

TIP To demonstrate contractions, use your hands. For example, say "This thumb is *was*. This finger is *not*. When you push them together, you get *wasn't*."

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

A

- Set the scene and explain the task. Then model the example sentence.
- Ss complete the task individually. Then they compare answers in pairs.
- To check answers, ask different Ss to read out the sentences.

Answers

My family and I **were** all born in South Korea – we **weren't** born in the U.S. I **was** born in the city of Incheon, and my brother **was** born there, too. My parents **weren't** born in Incheon. They **were** born in the capital, Seoul. In South Korea, my father **was** a businessman and my mother **was** a teacher.

B *Pair work*

- Direct Ss' attention to the picture. Have Ss identify the teacher. (Mrs. Carter) Ask what subject the students are studying. (math)
- Explain the task and model the first question with a student.
- Ss ask and answer the questions in pairs.

Answers

1. No, he wasn't. He was late.
2. No, it wasn't. It was math class.
3. No, it wasn't. It was raining.
4. No, it wasn't. It was 10:05.
5. Yes, she was.
6. No, they weren't.
7. No, they weren't. They were at their desks.
8. No, they weren't.

For more practice with the past tense of *be*, play ***Run For It!*** – download it from the website. Read out sentences with *was*, *were*, *wasn't*, and *weren't*.

www.irLanguage.com

3 GRAMMAR FOCUS

Past of be

I	**was**	born here.	I	**wasn't**	born in the U.K.	**Were** you in class yesterday?	
You	**were**	pretty young.	You	**weren't**	very old.	Yes, I **was**. / No, I **wasn't**.	
She	**was**	seventeen.	She	**wasn't**	in college.	**Was** your first teacher American?	
We	**were**	at the hair salon.	We	**weren't**	at the café.	Yes, she **was**. / No, she **wasn't**.	
They	**were**	born in Chile.	They	**weren't**	born in Peru.	**Were** your parents born in the U.S.?	
						Yes, they **were**. / No, they **weren't**.	

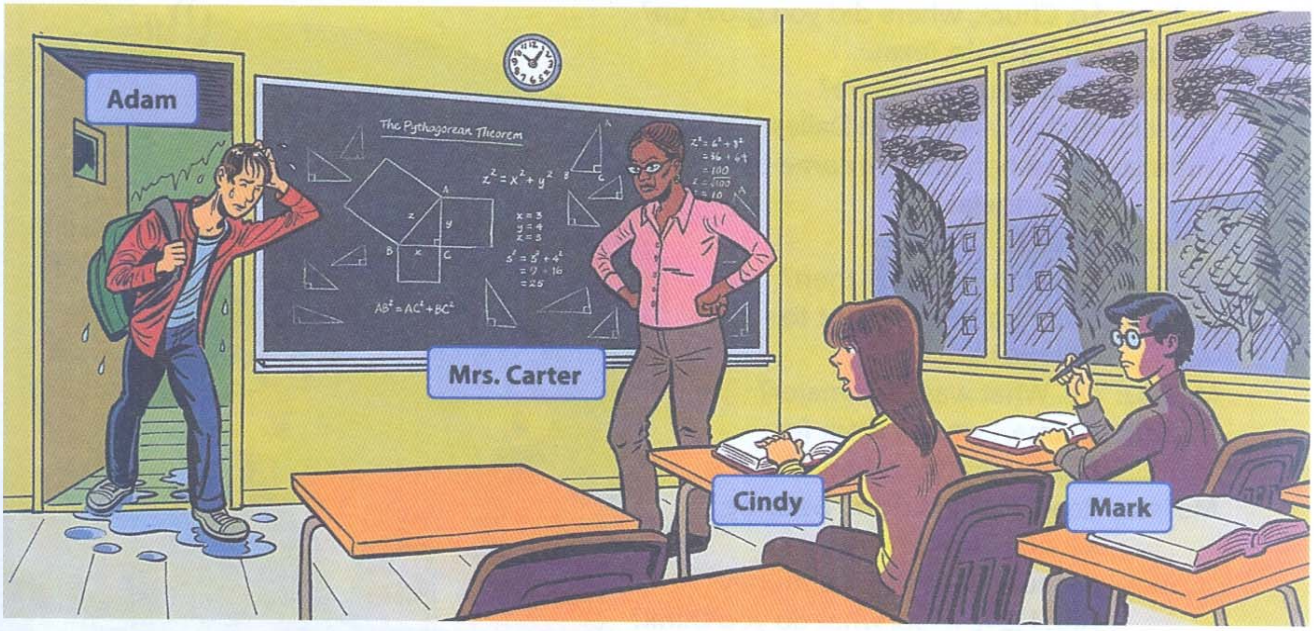
was**n't** = was not were**n't** = were not

A Melissa is talking about her family. Choose the correct verb forms. Then compare with a partner.

My family and I ..were.. (was / were) all born in South Korea – we ..... (wasn't / weren't) born in the U.S. I ..... (was / were) born in the city of Incheon, and my brother ..... (was / were) born there, too. My parents ..... (wasn't / weren't) born in Incheon. They ..... (was / were) born in the capital, Seoul. In South Korea, my father ..... (was / were) a businessman and my mother ..... (was / were) a teacher.

B **PAIR WORK** Look at the picture below. Ask and answer these questions.

1. Was Adam on time for class yesterday?
2. Was it English class?
3. Was it a sunny day?
4. Was it 10:00?
5. Was Mrs. Carter very angry?
6. Were Cindy and Mark late to class?
7. Were they at the board?
8. Were the windows open?



A: Was Adam on time for class yesterday?
B: No, he wasn't. He was late. Was it English class?

www.irLanguage.com

4 PRONUNCIATION *Negative contractions*

A Listen and practice.

one syllable		two syllables	
aren't	don't	isn't	doesn't
weren't	can't	wasn't	didn't



B Listen and practice.

He **didn't** eat dinner because he **wasn't** hungry.
I **don't** like coffee, and she **doesn't** like tea.
This **isn't** my swimsuit. I **can't** swim.
They **weren't** here yesterday, and they **aren't** here today.

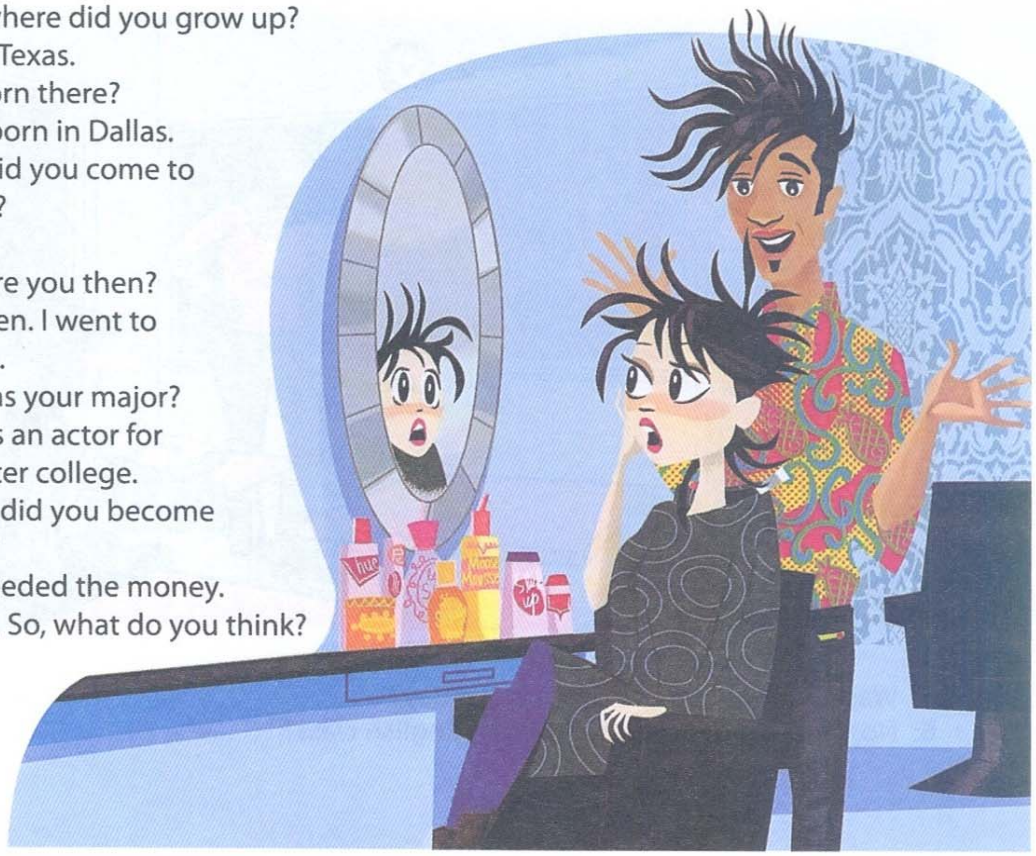
C Write four sentences with negative contractions. Then read them to a partner.

I didn't go because my friends weren't there.

5 CONVERSATION *I grew up in Texas.*

Listen and practice.

Melissa: So, Chuck, where did you grow up?
Chuck: I grew up in Texas.
Melissa: Were you born there?
Chuck: Yeah. I was born in Dallas.
Melissa: And when did you come to Los Angeles?
Chuck: In 2000.
Melissa: How old were you then?
Chuck: I was eighteen. I went to college here.
Melissa: Oh. What was your major?
Chuck: Drama. I was an actor for five years after college.
Melissa: Really? Why did you become a hairstylist?
Chuck: Because I needed the money. And I love it. So, what do you think?
Melissa: Well, uh . . .



www.irLanguage.com

4 PRONUNCIATION

Learning Objective: *learn to sound natural when using negative contractions*

A ***[CD 3, Track 39]***

- Focus Ss' attention on the chart. Point out that some contractions have one syllable and others have two syllables. Play the audio program. Ss listen and repeat.

B ***[CD 3, Track 40]***

- Play the audio program. Ss listen and read silently. Then play the audio program again. Ss listen and repeat.
- Ask different Ss to read the sentences aloud. Check their pronunciation of negative contractions.

! For a different way to teach this Pronunciation, try ***Stand Up, Sit Down*** – download it from the website.

TIP To hear if Ss are using correct pronunciation or intonation, ask them to repeat the word, sentence, or question individually.

Cycle 2, Exercises 5–11

5 CONVERSATION

Learning Objectives: *practice a conversation about a different person's personal history; see Wh-questions with* did, was, *and* were *in context*

[CD 3, Track 41]

- Text covered. Focus Ss' attention on the picture and set the scene. Remind Ss that Chuck and Melissa were in Exercise 2 on page 100; Chuck asked Melissa about her life. Explain that now Melissa is asking Chuck about his life.
- Write this on the board:

1. What was Chuck's major in college?
   a) hair design
   b) English
   c) drama
2. Why did he become a hairstylist?
   a) He needed the money.
   b) He liked hair design.
   c) He liked people.

Play the audio program. Ss listen for the answers. Then elicit the answers. (Answers: 1. c 2. a)

- Explain the task. Then model the example sentence. Ss listen and repeat.
- Ss write four sentences individually. Go around the class and give help as needed.
- Ss read their sentences in pairs. Go around the class and listen for correct pronunciation.
- ***Option:*** Ask different Ss to write their sentences on the board. Read each sentence aloud. Ss listen and repeat.

End of Cycle 1

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

- Text uncovered. Play the audio program again. Ss listen and read silently.
- Elicit or explain the meaning of any new vocabulary.

Vocabulary

grow up: what happens during the years between being a child and being an adult
college: university
major: main subject someone studies
drama: acting

- Play the audio program again. Ss listen and practice. Then they practice the conversation in pairs.
- ***Option:*** Ask one or two pairs to role-play the conversation for the class.
- ***Option:*** Ss underline all the Wh-questions. Then elicit the Wh-questions from the class. (Answers: Where did you grow up? When did you come to Los Angeles? What was your major? Why did you become a hairstylist? What do you think?)

www.irLanguage.com

6 GRAMMAR FOCUS

Learning Objective: *ask and answer Wh-questions with* did, was, *and* were

[CD 3, Track 42]

- Books closed. Write this on the board:
  1. Wh-word + *did* + subject + verb (+ complement)?
     When did you come to Los Angeles?
  2. Wh-word + *was/were* + subject (+ complement)?
     What was your major in college?

  Point out that the first pattern is for simple past Wh-questions. The second pattern is for Wh-questions with the past of *be*.
- Books open. Focus Ss' attention on the Grammar Focus box. Then play the audio program. Ss listen and read silently.
- ***Option:*** Play the audio program again. Ss listen and repeat.

A

- Explain the task. Then ask two Ss to model the first question and answer.
- Ss complete the task individually. Then they compare answers in pairs.
- Ask different pairs of Ss to read out the questions and matching answers. Then write the answers on the board.

Answers

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

B *Pair work*

- Explain the task. To model the task, ask the class to ask you a few questions in part A. Answer with your own information.
- Ss complete the task in pairs. They take turns asking and answering the questions. Go around the class and check Ss' use of grammar.
- ***Option:*** Each pair joins another pair. Ss take turns sharing information about their partners.

C *Group work*

- Focus Ss' attention on the *saying years* box. Say the years and have Ss repeat. Ask several Ss when they were born. Encourage them to answer with a complete sentence.
- Ss ask and answer the questions in small groups.
- ***Option:*** When Ss have finished, ask them what they remember about their classmates (e.g., *When was [student's name] mother born?*).

For more practice with Wh-questions and answers, play ***Concentration*** – download it from the website. Ss match Wh-questions with answers.

7 LISTENING

Learning Objective: *develop skills in listening for specific countries and years*

A ***[CD 3, Track 43]***

- Focus Ss' attention on the chart and explain the task. Ss listen and write the year of birth.

B ***[CD 3, Track 44]***

- Play the audio program again. Ss listen and write the place (country) where the people grew up in the chart. Then play the audio program again. Ss listen and check their answers for A and B.

AudioScript

1. Jill
My name is Jill, and I was born in 1984. I was born in Canada, but I grew up in the United States. I went to school there. I became a tour guide in 2004. I give tours to Canada.

2. Roger
I'm Roger. I grew up in the U.K. and I live there now, but I was born in South Africa. I was born there in 1993. I'm a student, and I'm going to be a doctor someday.

3. Bianca
My name is Bianca and I live in Spain, but I wasn't born there. I was born in Mexico, in 1965. I moved to Spain in 1967 and grew up there. I'm a reporter for a local Spanish-language TV station.

4. Ahmed
I'm Ahmed. I'm an architect. I was born in 1974, in Egypt. I grew up in Egypt and moved to France last year. But I'm planning to return to Egypt next year. I want to start my own business there.

- Copy the chart onto the board. Then elicit the answers and ask different Ss to write them in the chart.

Answers

	When born?	Where grow up?
1. Jill	1984	the United States
2. Roger	1993	the U.K.
3. Bianca	1965	Spain
4. Ahmed	1974	Egypt

www.irLanguage.com

6 GRAMMAR FOCUS

Wh-questions with did, was, and were

Where **did** you **grow up**?	I **grew up** in Texas.
What **did** your father **do** there?	He **worked** in a bank.
When **did** you **come** to Los Angeles?	I **came** to Los Angeles in 2000.
Why **did** you **become** a hairstylist?	Because I **needed** the money.
Where **were** you **born**?	I **was born** in Dallas.
When **were** you **born**?	I **was born** in 1982.
How old **were** you in 2000?	I **was** eighteen.
What **was** your major in college?	Drama. I **was** an actor for five years.

A Match the questions with the answers. Then compare with a partner.

1. Where were you born? ...e...
2. Where did you grow up? .....
3. How was your first day of school? .....
4. Who was your first friend in school? .....
5. What was he/she like? .....
6. Why did you take this class? .....

a. Her name was Yumiko.
b. She was really friendly.
c. I wanted to improve my English.
d. I grew up in Tokyo.
e. In Hiroshima, Japan.
f. It was a little scary.

B **PAIR WORK** Ask and answer the questions in part A. Use your own information.

C **GROUP WORK** Ask the questions. Use a year in your answers.

1. When were you born?
2. When was your father born?
3. When was your mother born?
4. When did you turn 13?
5. When did you start high school?
6. When did you begin to study English?

saying years

1906 = nineteen oh six
1986 = nineteen eighty-six
2000 = two thousand
2001 = two thousand (and) one
2010 = two thousand (and) ten
OR twenty-ten

7 LISTENING *When was she born?*

A Listen. When were these people born? Complete the first column of the chart.

	When were you born?	Where did you grow up?
1. Jill	.....	.....
2. Roger	.....	.....
3. Bianca	.....	.....
4. Ahmed	.....	.....

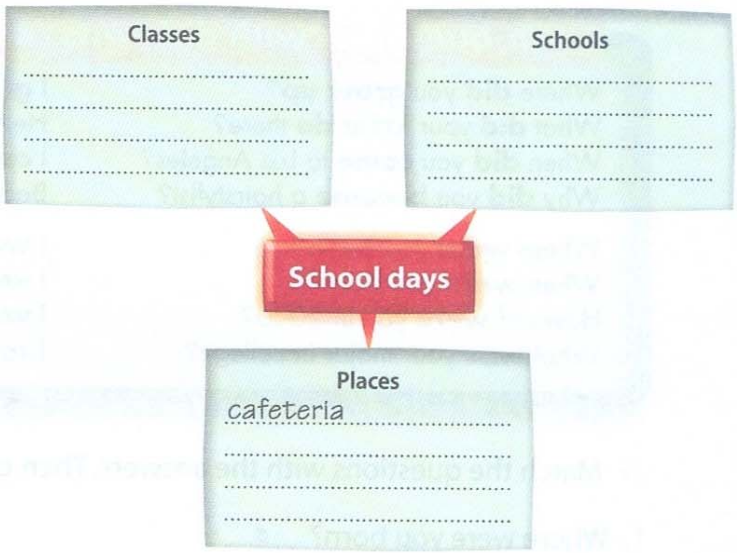
B Listen again. Where did these people grow up? Complete the second column of the chart.

www.irLanguage.com

8 WORD POWER

A Complete the word map with words from the list. Then listen and check.

✓ cafeteria
classroom
college
computer lab
elementary school
high school
history
junior high school
library
math
physical education
science



B PAIR WORK Find out about your partner's elementary, junior high, or high school days. Ask these questions. Then tell the class.

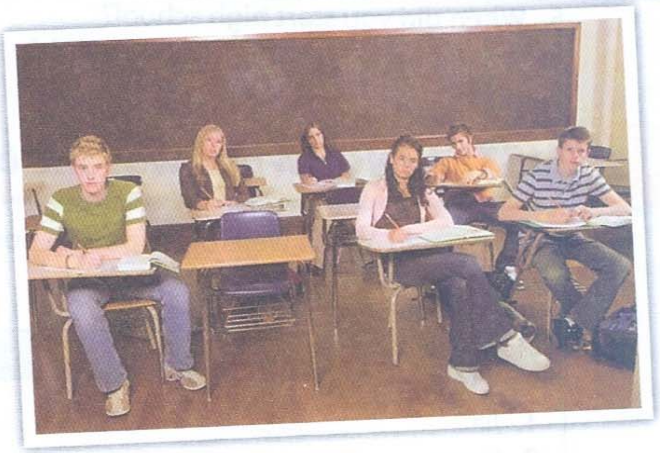
What classes did you take?
What was your favorite class? Why?
What classes didn't you like? Why not?
Who was your best friend?
Who was your favorite teacher? Why?
Where did you spend your free time? Why?
What was a typical day of school like?
What didn't you like about school?

"In elementary school, Dan spent his free time in the library because he liked to read. . . ."

9 WHAT DO YOU REMEMBER?

A GROUP WORK How often does this English class meet? What do you remember from your last class? Ask and answer these questions.

1. Who was in class? Who wasn't there?
2. Were you early, late, or on time?
3. Where did you sit?
4. What did you talk about?
5. What did you learn about your classmates?
6. What words did you learn?
7. Did you have any homework?
8. What did you do after class?



B CLASS ACTIVITY What does your group remember? Tell the class.

10 INTERCHANGE 15 *Life events*

Make a time line of your life. Go to Interchange 15 on page 130.

www.irLanguage.com

8 WORD POWER

Learning Objective: *learn vocabulary for discussing school*

A *[CD 3, Track 45]*

- Explain the task and focus Ss' attention on the word map. Read the categories and the words in the list.
- Ss complete the word map individually. Then they compare their answers in small groups.
- Play the audio program. Ss listen and check their answers.

Answers

Classes	Schools	Places
history	college	cafeteria
math	elementary	classroom
physical education	high	computer lab
science	junior high	library

- ***Option:*** Play the audio program. Ss listen and repeat.
- Elicit or explain any new vocabulary.

Vocabulary

elementary school: a school for children
high school: a school for teenagers; secondary school
history: the study of important past events in the world
junior high school: a school between elementary school and high school for young teenagers
cafeteria: a large room in a school or office where people eat
physical education: education in developing the body, especially through exercise and sports
science: the study of biology, chemistry, physics, etc.

- ***Option:*** Ss work in small groups. They add other words to the categories. Elicit new words from each group and write them on the board.
- ***Option:*** Because the names and grades of schools differ from place to place, you may want to discuss this with the class. For example, other names for *elementary school* include *primary school, grade school,* or *grammar school*. Other names for *junior high school* and *high school* include *middle school* and *secondary school*. In addition, some places don't have separate junior high schools.

B *Pair work*

- Explain the first part of the task and focus Ss' attention on the chart. Ask different Ss to read the questions aloud. Point out that Ss should take notes on their partner's answers.
- Ss complete the task in pairs. They take turns asking and answering the questions. Go around the class and give help as needed.
- Explain the second part of the task and ask a S to read the example sentence.
- Ss tell the class about their partner's school days.
- ***Option:*** For large classes, Ss share information in groups.

For more practice with words about school, play ***Vocabulary Tennis*** – download it from the website. Call out different categories, such as *subjects*, *schools*, and *places*.

9 WHAT DO YOU REMEMBER?

Learning Objective: *compare memories of the last class*

A *Group work*

- Explain the task and read out the questions. Elicit or explain any new vocabulary. Point out that one S in each group should take notes.
- Ss complete the activity in small groups.
- ***Option:*** Each group votes for the S with the best memory.

B *Class activity*

- Explain the task. Then one S in each group shares their information with the class.

10 INTERCHANGE 15

See page T-130 for teaching notes.

www.irLanguage.com

11 READING

Learning Objectives: *read and discuss an article about an inspirational person; develop skills in scanning, reading specific information, and sequencing events*

[CD 3, Track 46]

- Focus Ss' attention on the title and picture. Explain the meaning of *pain* (hurt) and *gain* (benefit).
- Read out the pre-reading task. Ask Ss to raise their hands when they find the reason that Mackenzie reads all the time. Tell them they can easily find the answer by scanning for the words *read* and *book*.

TIP To help Ss decide what reading strategy to use, focus their attention on the purpose of the task. For example, say: "We're looking for something about reading, so scan the article for words related to reading, such as *read* or *book*."

- Ss complete the task individually. Elicit the answer. (It helps her not think about the pain.)

A

- Explain the first part of the task. Ss read the article individually and underline any new words.
- Ss discuss the meaning of any new words in pairs or small groups. Then elicit or explain any remaining new vocabulary.

Vocabulary

disease: illness
injured: hurt
treatments: attempts to cure an illness or injury
goal: something you want to do in the future

- Explain the second part of the task and ask different Ss to read each answer. Then elicit the first question from the class.
- Ss complete the task individually. Then they compare their questions in small groups.
- Ask different Ss to write the questions on the board. If needed, correct the questions with the class.
- ***Option:*** Play the audio program. Ss listen and read silently.

Possible answers

1. When did Mackenzie hurt her knee?
2. How did she feel when she found out about RSD?
3. How did her doctors try to help her?
4. Why did Mackenzie read lots of books?
5. Who did Mackenzie ask to give books?
6. What was Mackenzie's goal?

B

- Explain the task. Ask different Ss to read each event.
- Ss complete the task individually. Then they compare their answers in pairs.
- To check answers, ask: "What was the first event? the second event?" Continue until Ss read out the seventh event.

Answers

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

C Group work

- Read the focus questions and explain the task.
- Ss discuss the questions in small groups. Then ask a few Ss to share their information with the class.

TIP To build Ss' confidence about talking to large groups, have them practice speaking in small groups first.

End of Cycle 2

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

www.irLanguage.com

11 READING

Turning Pain to Gain

Scan the article. Why does Mackenzie read all the time?

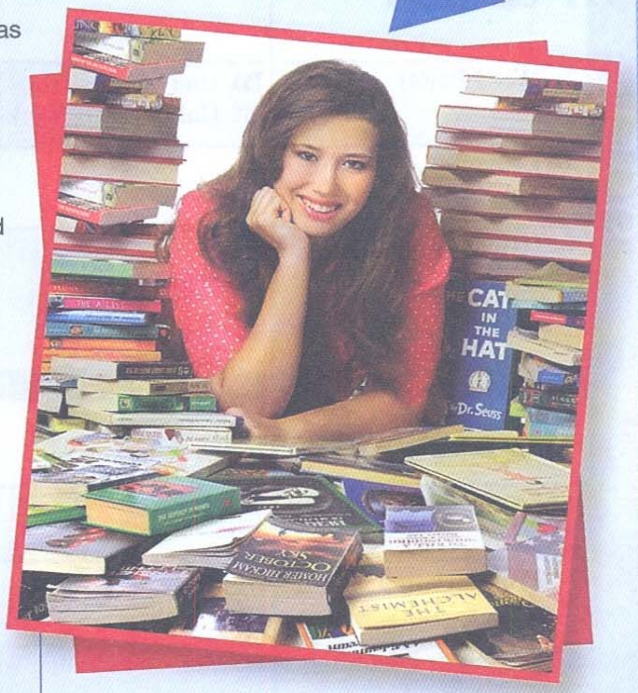
Seven years ago, Mackenzie Bearup hurt her knee. She was just ten years old. A week later, the pain was still there. The pain didn't stop. Then she found out about a disease called RSD. This disease tells the brain her knee is still injured, even though it isn't. There is no cure for the pain. Her knee feels terrible all the time.

Sometimes, Mackenzie felt so awful that she stayed in bed for months. It was very difficult to walk. Her doctors tried everything: medicine, exercise, and other treatments. Nothing worked . . . except books.

Mackenzie read lots of books. The books helped her stop thinking about the pain. And she decided to help other children forget their pain, too.

She found out about a treatment center for children nearby. The center had a new library, but no books. She asked all her friends and her parents' friends to give books. Then she put ads in newspapers and made a website.

Mackenzie's goal was to give 300 books to the library. But she soon had 3,000 books, and more were on the way! Today, that number is more than 40,000. She started an organization. Sheltering Books now helps children in many states in the U.S.



Mackenzie's knee still hurts all the time. But she feels better because she's helping other kids with their pain.

A Read the article. Then write a question for each answer.

1. When did Mackenzie hurt her knee ? Seven years ago.
2. ..... ? She felt terrible.
3. ..... ? Medicine, exercise, and other treatments.
4. ..... ? They helped her forget her pain.
5. ..... ? She asked her family and friends.
6. ..... ? To give 300 books.

B Number these events in Mackenzie's life from 1 (first) to 7 (last).

..... a. She made a website.
..... b. She found out about RSD.
1 c. She hurt her knee.
..... d. She started an organization.
..... e. She discovered books helped her pain.
..... f. She asked her friends for books.
..... g. She tried lots of different treatments.

C GROUP WORK Why do you think books help people with pain? Can you think of other things that could help? Tell your classmates.

www.irLanguage.com

Unit 16 Supplementary Resources Overview

	After the following SB exercises	You can use these materials in class	Your students can use these materials outside the classroom
CYCLE 1	1 Conversation		**SSD** Unit 16 Speaking 1
	2 Word Power	**TSS** Unit 16 Vocabulary Worksheet **TSS** Unit 16 Extra Worksheet	**SSD** Unit 16 Vocabulary 1 **ARC** Prepositional phrases
	3 Listening		
	4 Grammar Focus		**SB** Unit 16 Grammar Plus focus 1 **SSD** Unit 16 Grammar 1 **ARC** Subject and object pronouns **WB** Unit 16 exercises 1–5
CYCLE 2	5 Snapshot		**SSD** Unit 16 Vocabulary 2
	6 Conversation		**SSD** Unit 16 Speaking 2
	7 Pronunciation		
	8 Grammar Focus	**TSS** Unit 16 Listening Worksheet	**SB** Unit 16 Grammar Plus focus 2 **SSD** Unit 16 Grammar 2 **ARC** Invitations; verb + *to* **ARC** Verb + *to*
	9 Excuses, Excuses!	**TSS** Unit 16 Grammar Worksheet	
	10 Listening		
	11 Interchange 16		
	12 Reading	**TSS** Unit 16 Project Worksheet **VID** Unit 16 **VRB** Unit 16	**SSD** Unit 16 Reading 1–2 **SSD** Unit 16 Listening 1–3 **SSD** Unit 16 Video 1–3 **WB** Unit 16 exercises 6–9

With or instead of the following SB section	You can also use these materials for assessment
Units 15–16 Progress Check	**ASSESSMENT CD** Units 15–16 Oral Quiz **ASSESSMENT CD** Units 15–16 Written Quiz **ASSESSMENT CD** Units 9–16 Test

Key **ARC**: Arcade **SB**: Student's Book **SSD**: Self-study DVD-ROM **TSS**: Teacher Support Site
VID: Video DVD **VRB**: Video Resource Book **WB**: Workbook

www.irLanguage.com

My Plan for Unit 16

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

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

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

www.irLanguage.com

16 Can she call you later?

1 CONVERSATION *She's in a meeting.*

Listen and practice.

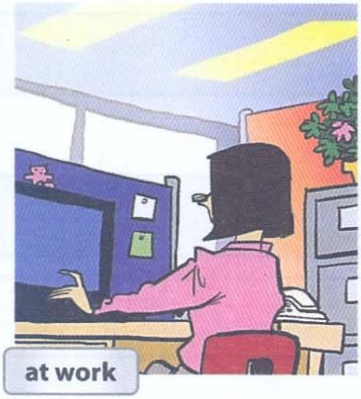


Receptionist: Good morning. Digital Media.
Tony: Hello. Can I speak to Kathy Wilson, please?
Receptionist: I'm sorry, but she's in a meeting right now.
Tony: Oh.
Receptionist: Can I take a message?
Tony: Yes, thanks. This is her friend Tony. Please ask her to call me at home.
Receptionist: Does she have your number?
Tony: Yes, she does.
Receptionist: OK. I'll give her your message.
Tony: Thank you so much.

2 WORD POWER *Prepositional phrases*

A Listen and practice.

at home	**at** the mall	**in** bed	**in** the shower	**on** vacation
at work	**at** the library	**in** class	**in** the hospital	**on** a trip
at school	**at** the beach	**in** Mexico	**in** a meeting	**on** his/her break



at work



in a meeting



on her break

B **PAIR WORK** Make a list of five friends and family members. Give it to your partner. Where are these people right now? Ask and answer questions.

A: Where's your brother right now?
B: He's on vacation. He's in Thailand.

www.irLanguage.com

Can she call you later?

Cycle 1, Exercises 1–4

In Unit 16, students make plans to do different activities together. In Cycle 1, they make phone calls and leave messages using subject and object pronouns. In Cycle 2, they make, accept, and decline invitations using Do you want to . . . ?, Would you like to . . . ?, *and verb* + to.

1 CONVERSATION

Learning Objectives: *calling a conversation about phone messages; see subject and object pronouns in context*

[CD 3, Track 47]

- Set the scene. Tony is calling Kathy at work, but she's in a meeting. Write these focus questions on the board:
  1. Who is Tony calling?
  2. Where is Kathy?
  3. Where is Tony?
- Play the audio program. Ss read and listen for the answers. Elicit the answers. (Answers: 1. Kathy Wilson 2. in a meeting 3. at home)
- Elicit or explain any new vocabulary. Use pictures where appropriate.

Vocabulary

meeting: a group of people that get together for a reason, e.g., work
message: information for a different person
take a message: write a message

- Play the audio program again. Ss listen and repeat.
- Ss take turns practicing the conversation in pairs.
- ***Option:*** Ask one or two pairs to role-play the conversation for the class.

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

2 WORD POWER

Learning Objective: *learn prepositions of place with* at, in, *and* on

A ***[CD 3, Track 48]***

- Books open. Focus Ss' attention on the chart. Play the audio program. Ss listen and read silently.
- Elicit or explain any new vocabulary.

Vocabulary

beach: the shore of an ocean or lake
trip: vacation
break: a short pause from work

- ***Option:*** Explain the rules for using these prepositions:
  1. Use *at* with *home*, *work*, and *school*.
  2. Use *at the* with places in cities or towns (e.g., *mall*, *library*, *beach*).
  3. Use *in* with *bed*, *class*, and *countries*, *cities*, or *towns* (e.g., *Mexico*, *Toronto*).
  4. Use *in the* with *hospital* and places in houses or apartments (e.g., *shower*, *yard*).
  5. Use *on* with *vacation*, *a trip*, and *his/her break*.
- Play the audio program again. Ss listen and repeat.

B ***Pair work***

- Explain the first part of the task. Elicit the names of different family members and write them on the board.
- Ss make lists of people they know individually.
- Explain the second part of the task and ask two Ss to model the example conversation.
- Ss exchange lists in pairs. Then they ask and answer *Where* questions about the people on the lists.

For more practice with prepositional phrases, play ***Run For It!*** – download it from the website.

www.irLanguage.com

3 LISTENING

Learning Objective: *develop skills in listening for specific information*

A [CD 3, Track 49]

- Explain the task. Point out that Ss should complete the sentences with prepositional phrases. Then play the audio program once or twice, pausing after each conversation. Ss listen and complete the task.

AudioScript

1.
Donna Hello?
Brian Hi, Donna. It's Brian.
Donna Oh, hi, Brian. Thanks for calling me back.
Brian Sure. Sorry I missed your call. I was in the shower.
Donna Well, I called you because I'm having a party on Saturday. It starts about 8:00. Can you come?
Brian Sure.

2.
Jun Hello?
Brian Hello, Jun? It's Brian.
Jun Hey, Brian.
Brian Sorry I missed your call. I was at the mall. I didn't hear my phone.
Jun That's OK. Listen. Can I see your notes from history class yesterday? I was sick, so I missed the class.
Brian No problem.

3.
Ruth Hello?
Brian Ruth?
Ruth Yes. Is this Brian?
Brian Yes. I'm returning your call. Sorry I missed you, but I was in class.
Ruth That's OK. Listen, can you work on Saturday night? I know you usually work on Sunday, but Sam can't come in on Saturday, and the coffee shop gets so busy then.
Brian I'm so sorry, Ruth, but I have plans on Saturday. Maybe Julia can do it?

- Ss compare their answers in pairs. Then elicit the answers from the class.

Answers

1. He was **in the shower**.
2. He was **at the mall**.
3. He was **in class**.

B [CD 3, Track 50]

- Explain the task. Replay the audio. Ss complete the task. Elicit the answers.

Answers

1. Can you ~~please call~~ *come*?
2. Can I see your notes from class ~~today~~ *yesterday*?
3. Can you ~~study~~ *work* on Saturday night?

4 GRAMMAR FOCUS

Learning Objective: *practice using subject and object pronouns*

[CD 3, Track 51]

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

A

- Ss complete the conversations individually. Elicit the answers. Then Ss practice the conversations in pairs.

1. A: Can **I** speak with Ms. Fee, please?
   B: **She**'s not here. But maybe **I** can help you.
   A: Please give **her** my new phone number. It's 555-2981.
2. A: Hi, this is David. Is Mr. Roberts there?
   B: **I**'m sorry, but **he**'s not here right now. Do you want to leave a message?
   A: Yes. Please tell **him** to call me at work.
3. A: Hello, this is Carol's Café. Are Kate and Joe in?
   B: No, **they**'re not. Can **I** help you?
   A: **I** found Kate and Joe's keys. **They** left **them** on the table.
   B: Just bring **me** the keys. I can give **them** to Kate and Joe.
   A: I'm sorry, but **I** can't. Can Kate and Joe call **me**?
   B: OK.

B Pair work

- Explain the task. Direct Ss' attention to number 1 in part A for reference. Ss practice the conversation in pairs.

C Pair work

- Explain the task. Ss practice the conversation in pairs.

End of Cycle 1

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

www.irLanguage.com

3 LISTENING *I was in the shower.*

A Listen to Brian return three phone calls. Where was he? Complete the sentences.

1. He was ..... in the shower ..... .
2. He was ..... .
3. He was ..... .

B Listen again. What did the callers ask? Correct the questions.

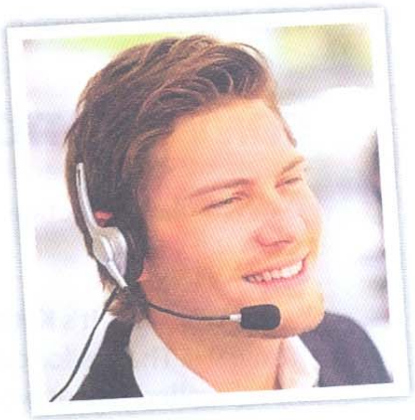
1. Donna: "Can you please call?"
2. Jun: "Can I see your notes from class today?"
3. Ruth: "Can you study on Saturday night?"

4 GRAMMAR FOCUS

Subject and object pronouns

Subjects		Objects
I		**me**
You		**you**
He		**him**
She got Tony's message.	Tony left	**her** a message.
We		**us**
They		**them**

A Complete the phone conversations with the correct pronouns. Then practice with a partner.



1. A: Can ..... I ..... speak with Ms. Fee, please?
   B: ..... 's not here. But maybe ..... can help you.
   A: Please give ..... my new phone number. It's 555-2981.

2. A: Hi, this is David. Is Mr. Roberts there?
   B: ..... 'm sorry, but ..... 's not here right now. Do you want to leave a message?
   A: Yes. Please tell ..... to call me at work.

3. A: Hello, this is Carol's Café. Are Kate and Joe in?
   B: No, ... 're not. Can ..... help you?
   A: ..... found Kate and Joe's keys. ..... left ..... on the table.
   B: Just bring ..... the keys. I can give ..... to Kate and Joe.
   A: I'm sorry, but ..... can't. Can Kate and Joe call ..... ?
   B: OK.

B **PAIR WORK** Roleplay this phone conversation.

Student A: "Call" your friend Calvin. He needs your new phone number.
Student B: Answer the phone. Calvin is not in. Take a message.

C **PAIR WORK** Change roles. This time give an email address.

www.irLanguage.com

5 SNAPSHOT

Listen and practice.



Source: The U.S. Census Bureau

Check (✓) the activities that are popular in your country.
What other activities are popular in your country?
What are your favorite activities? Why?

6 CONVERSATION *I'd love to!*

Listen and practice.

Tony: Hello?
Kathy: Hi, Tony. It's Kathy. I got your message.
Tony: Hi. Thanks for calling me back. Sorry I called you at work.
Kathy: Oh, that's OK. But I have to get back soon. What's up?
Tony: Well, do you want to see a movie with me tonight?
Kathy: Tonight? I'm sorry, but I can't. I have to work late tonight.
Tony: Oh, that's too bad. How about tomorrow night?
Kathy: Uh, . . . sure. I'd love to. What time do you want to meet?
Tony: How about around seven o'clock?
Kathy: Terrific!



www.irLanguage.com

5 SNAPSHOT

Learning Objective: *talk about popular activities in the U.S. and other countries*

[CD 3, Track 52]

- Books closed. Ask the class: "What activities do you do in your free time?" Elicit Ss' answers and write them on the board. Then ask: "What activities are popular in the U.S.?" Encourage Ss to make guesses.
- Books open. Ss look at the Snapshot and check their guesses.

TIP To generate interest in a topic, tell Ss to close their books and make predictions about it. Then have them open their books and check the answers.

- Play the audio program. Ss listen and read silently. Then play the audio program again. Ss listen and repeat.
- Elicit or explain the meaning of any new vocabulary.

Vocabulary

popular: liked or enjoyed by many people
concert: a music performance
amusement park: a fun park with rides, games, and other entertainment
art: paintings or sculptures
play: a live theatrical performance

- Read out the task and questions. Ss check (✓) the activities individually.
- Ss discuss the questions in small groups. If possible, put Ss from different countries in each group.
- Elicit answers from each group.

For a different way to practice this Snapshot, try ***Vocabulary Steps*** – download it from the website. Ss rank the activities using criteria such as most popular, most fun, most expensive, and most dangerous.

6 CONVERSATION

Learning Objectives: *practice a conversation between two people making a date; see invitations and verb + to in context*

[CD 3, Track 53]

- Books closed. Set the scene. Kathy is calling Tony. Remind Ss that Tony left a message for Kathy in Exercise 1.
- Write these focus questions on the board:
  1. What does Tony invite Kathy to do?
  2. What is Kathy going to do tonight?
  3. Does Kathy accept Tony's invitation?
- Play the audio program. Ss listen for the answers. Elicit the answers. (Answers: 1. He invites her to see a movie. 2. She's going to work. 3. Yes, she does.)
- Books open. Focus Ss' attention on the picture and conversation. Ss read the conversation silently.
- Elicit or explain any new vocabulary.

Vocabulary

What's up?: What's new?
have to: need to

- Play the audio program. Ss listen and read silently. Then play the audio program again. Ss listen and repeat.
- Ss practice the conversation in pairs.

TIP To encourage Ss to listen to each other, tell them to practice conversations from a distance. They can also sit back-to-back.

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

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

www.irLanguage.com

7 PRONUNCIATION

Learning Objectives: *notice and practice the reductions of* want to *and* have to*; learn to sound natural when making, accepting, and declining invitations*

A *[CD 3, Track 54]*

- Focus Ss' attention on the picture and set the scene. Speaker A is inviting Speaker B to a party.
- Play the audio program. Ss listen and read silently. Then play the audio program again. Ss listen and repeat.
- Elicit other things people invite each other to do and write them on the board. If needed, refer Ss to Exercise 5 on page 108.
- Ss practice the short conversation in pairs. Encourage them to substitute other activities. Go around the class and listen to Ss' pronunciation of *want to* and *have to*.

TIP To help Ss use reductions in a fun way, ask them to practice conversations faster and faster. This reduces anxiety and makes pronunciation sound more natural.

B *Pair work*

- Focus Ss' attention on the Conversation on page 108. Play the audio program. Ss pay attention to the pronunciation of *want to* and *have to*.
- Ss practice the conversation in pairs. Go around the class and help with pronunciation as needed.

8 GRAMMAR FOCUS

Learning Objectives: *make, accept, and decline invitations; practice using verb* + to

[CD 3, Track 55]

- Focus Ss' attention on the Grammar Focus box. Elicit or explain that that we use *Do you want to . . . ?* and *Would you like to . . . ?* to make invitations. Point out that *Would you like to . . . ?* is more formal than *Do you want to . . . ?*
- Ask: "What words have the pattern verb + *to*?" Elicit the answer. (Answer: want to, have to, need to, would like to, would love to) Point out that *I'd* is the contraction for *I would*. Also, point out that another verb usually follows this pattern (e.g., *I need to work.*).
- Play the audio program. Ss listen and read silently.

A

- Explain the first part of the task and model the example invitation.
- ***Option:*** For lower-level classes, point out that all answers are either *want to* or *like to*.
- Ss complete the invitations individually. Then they compare answers in pairs.
- Ask different Ss to read out the invitations. Encourage Ss to use reductions with the questions with *want to*.

Answers

1. Would you **like to** go to an amusement park this weekend?
2. Do you **want to** go to a basketball game tomorrow night?
3. Would you **like to** see a play tonight?
4. Do you **want to** go swimming on Saturday?
5. Do you **want to** play soccer after school today?
6. Would you **like to** go to a hip-hop concert on Saturday night?

- Explain the second part of the task. Ask a S to model the example invitation and a different S to read the response.
- Ss match the invitations with the responses in pairs.
- To check answers, ask different pairs to read each invitation and response.

Answers

1. d. I'd like to, but I can't. I'm going to go on a trip this weekend.
2. c. I don't really like basketball. Do you want to do something else?
3. f. Tonight? I can't. I need to help my parents.
4. a. I'd like to, but I don't have a swimsuit!
5. b. I'm sorry, but I have to talk to the teacher after school.
6. e. Yes, I'd love to. It's my favorite type of music.

- Ss practice the conversations in pairs. Go around the class and check Ss' pronunciation and intonation.

B *Pair work*

- Write these time expressions on the board:
  tomorrow night
  tonight
  on Saturday
  after school today
  this weekend
  on Sunday afternoon
  Tell Ss to copy the time expressions and write their plans next to each one.
- Explain the task and ask two Ss to model the example conversation.
- Ss complete the task in pairs. Go around the class and encourage Ss to use their own information.

www.irLanguage.com

7 PRONUNCIATION *Reduction of* want to *and* have to

A Listen and practice. Notice the reduction of **want to** and **have to**.

/wanə/
A: Do you **want to** go to a party with me tonight?
/hæftə/
B: I'm sorry, but I can't. I **have to** study for a test.

B **PAIR WORK** Practice the conversation in Exercise 6 again. Try to reduce **want to** and **have to**.


go to a party

8 GRAMMAR FOCUS

Invitations; verb + to

Do you want to see a movie with me tonight?
Sure. I'**d** really **like to** see a good comedy.
I'**d like to** (see a movie), but I **have to** work late.

Would you like to go to an art festival?
Yes, I'**d love to** (go to an art festival)!
I'**d like to** (go), but I **need to** study.

I'**d** = I would

A Complete the invitations. Then match them with the responses.

Invitations

1. Would you ..like to.. go to an amusement park this weekend? ..d..
2. Do you ..... go to a basketball game tomorrow night? .....
3. Would you ..... see a play tonight? .....
4. Do you ..... go swimming on Saturday? .....
5. Do you ..... play soccer after school today? .....
6. Would you ..... go to a hip-hop concert on Saturday night? .....

Responses

a. I'd like to, but I don't have a swimsuit!
b. I'm sorry, but I have to talk to the teacher after school.
c. I don't really like basketball. Do you want to do something else?
d. I'd like to, but I can't. I'm going to go on a trip this weekend.
e. Yes, I'd love to. It's my favorite type of music.
f. Tonight? I can't. I need to help my parents.

B **PAIR WORK** Practice the invitations from part A. Respond with your own information.

A: Would you like to go to an amusement park this weekend?
B: I'd like to, but I can't. I have to . . .

www.irLanguage.com

9 EXCUSES, EXCUSES!

A Do you ever use these excuses? Check (✓) Often, Sometimes, or Never. Compare with a partner.

	Often	Sometimes	Never
I have to babysit.	☐	☐	☐
I need to study for a test.	☐	☐	☐
I have to work late.	☐	☐	☐
I need to go to bed early.	☐	☐	☐
I want to visit my family.	☐	☐	☐
I have a class.	☐	☐	☐
I have a headache.	☐	☐	☐
I'm not feeling well.	☐	☐	☐
I need to do laundry.	☐	☐	☐
I already have plans.	☐	☐	☐



B Write down three things you want to do this weekend.

I want to go to the baseball game on Saturday.

C CLASS ACTIVITY Go around the class and invite your classmates to do the things from part B. Your classmates respond with excuses.

A: Would you like to go to the baseball game on Saturday?
B: I'm sorry, but I can't. I need to do laundry on Saturday.

10 LISTENING *I'd love to, but . . .*

A Tony invited some people to a party. Listen to his voice-mail messages. Who can come? Who can't come? Check (✓) the correct answers.

	Can come	Can't come	Excuse
1. Roy	☐	☐	.....
2. Angie	☐	☐	.....
3. Brad	☐	☐	.....
4. Teresa	☐	☐	.....
5. Aaron	☐	☐	.....



B Listen again. Why can't some people come? Write their excuses.

11 INTERCHANGE 16 *Let's make a date!*

Make a date with your classmates. Go to Interchange 16 on page 131.

www.irLanguage.com

9 EXCUSES, EXCUSES!

Learning Objective: *practice making invitations and giving excuses with* have to, need to, *and* want to

A

- Focus Ss' attention on the title. Elicit or explain that an *excuse* is a reason for not doing something. Point out that an excuse can be true or false.
- Explain the task and ask different Ss to read out the excuses. Elicit or explain any new vocabulary.

Vocabulary

babysit: take care of someone's baby or child
already: at this time

- Ss check (✓) *Often, Sometimes*, or *Never* individually. Then they compare answers in pairs.
- ***Option:*** Elicit other excuses and write them on the board.

B

- Explain the task and model the example sentence. Then Ss write three sentences individually. Go around the class and help with vocabulary, grammar, and spelling as needed.

C *Class activity*

- Explain the task. Then ask two Ss to model the example conversation. Point out that Student B should complete the response with an excuse (e.g., *I have to babysit.*).
- Ask two Ss to model the conversation using a different invitation and excuse. For example:
  S1: Do you want to go to a concert on Friday night?
  S2: I'm sorry, but I can't. I have to study.
- Ss go around the class, making invitations and responding with excuses.

10 LISTENING

Learning Objective: *develop skills in listening for main ideas and details*

A *[CD 3, Track 56]*

- Set the scene and explain the task. Then play the audio program. Ss listen and check (✓) *Can come* or *Can't come*. Then play the audio program again. Ss listen and check their answers.

AudioScript

1.
Roy Hello, Tony. This is Roy. Thanks so much for the invitation. I'd love to come. So . . . uh . . . well, see you next Sunday around seven o'clock.

2.
Angie Hello, Tony. This is Angie. Thanks for inviting me to your party. I'm going to be a little late, maybe about 7:45. I hope that's OK. Can I bring anything? Call me at 914-555-2714.

3.
Brad Hey, Tony. This is Brad. Thanks for the invitation. I'd love to come, but I have to go out to dinner with my parents. It's my mother's fiftieth birthday, so it's kind of important. Sorry. Talk to you soon.

4.
Teresa Hi, Tony. This is Teresa. I'm really sorry, but I can't come to your party on Sunday. I'm going to go to a concert with my friend Robert. Sorry I can't change my plans. He bought the tickets already. Again, I'm really sorry. Talk to you soon.

5.
Aaron Hi, Tony. This is Aaron. Thanks for inviting me to your party on Sunday. I'd love to come. I'm going to bring some potato chips and soda. I hope that's OK. If not, call me. You have my number! See you then!

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

Answers (for parts A and B)

	Can come	Can't come	Excuse
Roy	✓		
Angie	✓		
Brad		✓	having dinner with parents
Teresa		✓	going to a concert
Aaron	✓		

B *[CD 3, Track 57]*

- Play the audio program for Brad and Theresa's messages again. Ss listen and write their excuses. Play the audio program again if needed.
- Elicit the answers from the class.

TIP To help Ss focus on a complex listening task, have them listen two or three times. Each time they listen for a different thing.

11 INTERCHANGE 16

See page T-131 for teaching notes.

www.irLanguage.com

12 READING

Learning Objectives: *read and discuss a web page about city shows and events; develop skills in skimming and scanning*

[CD 3, Track 58]

- Focus Ss' attention on the web page. Point out that it gives information about things to do in and around Los Angeles over the weekend.
- Explain the pre-reading task. If needed, explain that *crafts* are handmade items, *a film festival* is an event where many movies are shown, and *an aquarium* is a place to view sea animals.
- Ss skim the web page and complete the task individually. Then they compare their answers in small groups.

A

- Explain the first part of the task. Ss read the web page individually and underline any new words.
- Ss complete the task individually. Then they discuss the meaning of any new words in small groups. Elicit or explain any remaining new vocabulary.

Vocabulary

turn: change
work of art: something created by an artist, such as a painting
features: focuses on
decorate: make something more attractive by adding things to it
terrific: very good
whale: large sea mammal

- ***Option:*** Play the audio program. Ss listen and read silently.
- Explain the second part of the task. If needed, point out that a *live performance* is a performance you see while it is happening.
- Point out that Ss can find the places quickly by scanning the web page for words related to each phrase.
- Ss complete the task individually. Then they compare the answers in small groups. While Ss work, copy the chart onto the board.
- Elicit answers from the class. Ask different Ss to write their answers on the board.

Answers

1. *buy crafts or jewelry:* Fiesta Hermosa Arts and Crafts Fair
2. *buy food:* Bella Via Street Painting Festival; Concert at Hollywood Bowl; Fiesta Hermosa Arts and Crafts Fair
3. *sit indoors:* Los Angeles Film Festival; Aquarium of the Pacific
4. *be outdoors:* Bella Via Street Painting Festival; Concert at Hollywood Bowl; Fiesta Hermosa Arts and Crafts Fair; Aquarium of the Pacific
5. *see a live performance:* Bella Via Street Painting Festival; Concert at Hollywood Bowl; Fiesta Hermosa Arts and Crafts Fair

B Group work

- Read the questions and explain the task. Then Ss discuss the questions in small groups. Go around the class and encourage Ss to ask follow-up questions.
- ***Option:*** Ss work in small groups. They conduct Internet research about things in their city or town (or in a different city or town). Then they design a web page with things to do in the city or town.

TIP To motivate younger Ss, have them work together on projects (e.g., websites, posters) related to the unit theme.

! For a new way to teach this reading, try ***Reading Race*** – download it from the website.

End of Cycle 2

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

www.irLanguage.com

12 READING

Around Los Angeles *this weekend*

search

Look at the events. Which would you like to go to? Number the pictures from 1 (very interesting) to 5 (not interesting).

HOME | EVENTS | RESTAURANTS | SHOPPING | HOTELS | CELEBRITIES | DEALS

Friday Saturday Sunday



Festivals:

Bella Via Street Painting Festival

Santa Clarita

All day

Bella Via is Italian for "beautiful street." Watch as artists turn the streets into works of art. This event features food, live music, a 5-kilometer race, and children's activities.



Music:

Concert at Hollywood Bowl

7:00 P.M. to midnight

Come hear some great music under the stars! Six terrific bands are going to get your feet moving. Sandwiches, pizza, and drinks for sale.



Movies:

Los Angeles Film Festival

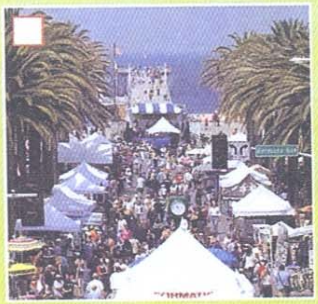
Various Theaters in Westwood

Check listings for times.

Do you want to see the best North American films of the year? More than 200 films. Seats sell out fast, so get tickets now.

Art:

Fiesta Hermosa Arts and Crafts Fair



Hermosa Beach

Starts at 11:00 A.M.

Do you need to decorate your home? Visit this colorful art fair. Find paintings, crafts, and photographs. Jewelry, too! Food and live music.

Attractions:

Aquarium of the Pacific



Whale Tour

11:30 A.M. and 3:00 P.M.

Do you want to see the largest animal on the planet? Go on a boat tour and learn about the amazing blue whale. Then visit the aquarium to see thousands of beautiful fish and sea birds.

A Read the web page. Where can you do these things? Write two places.

1. buy clothes or jewelry ....
2. buy food ....
3. sit indoors ....
4. be outdoors ....
5. see a live performance ....

B GROUP WORK Where do you like to go in your city or town? What events do you like? Tell your classmates.

www.irLanguage.com

Units 15–16 Progress check

SELF-ASSESSMENT

How well can you do these things? Check (✓) the boxes.

I can	Very well	OK	A little
Talk about my past (Ex. 1)	☐	☐	☐
Ask about famous people using simple past yes/no questions (Ex. 2)	☐	☐	☐
Ask and answer questions about someone's past (Ex. 2)	☐	☐	☐
Understand phone calls and leave or pass on messages (Ex. 3)	☐	☐	☐
Ask and answer questions about things I want, need, and have to do (Ex. 4)	☐	☐	☐
Make and respond to invitations (Ex. 5)	☐	☐	☐

1 INTERVIEW

A PAIR WORK Choose three years in your partner's life. Then ask your partner the questions and complete the chart.

	19___	20___	20___
How old were you in . . . ?	.....	.....	.....
Where were your friends in . . . ?	.....	.....	.....
What were you like in . . . ?	.....	.....	.....

B CLASS ACTIVITY Tell the class about your partner's life.

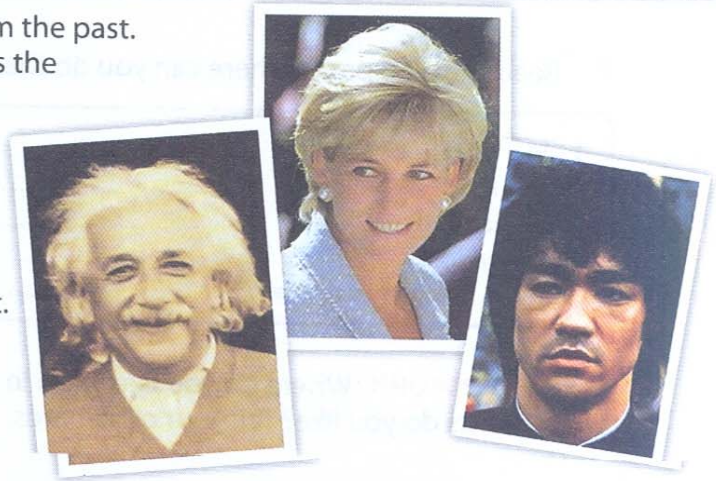
"In 1999, Raul was four. He . . ."

2 WHO WAS HE?

GROUP WORK Think of a famous person from the past. Your classmates ask yes/no questions to guess the person.

Was he/she born in . . . ?
Was he/she a singer? an actor?
Was he/she tall? heavy? good-looking?

A: I'm thinking of a famous man from the past.
B: Was he born in the U.S.?
A: No, he wasn't.
C: Was he . . . ?



www.irLanguage.com

Units 15–16 Progress check

SELF-ASSESSMENT

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

- Ask: "What did you learn in Units 15 and 16?" Elicit Ss' answers.
- Ss complete the Self-assessment. Encourage them to be honest, and point out they will not get a bad grade if they check (✓) *a little*.
- Ss move on to the Progress check exercises. You can have Ss complete them in class or for homework, using one of these techniques:
  1. Ask Ss to complete all the exercises.
  2. Ask Ss: "What do you need to practice?" Then assign exercises based on their answers.
  3. Ask Ss to choose and complete exercises based on their Self-assessment.

1 HOW OLD WERE YOU IN . . . ?

Learning Objective: *assess one's ability to talk about one's past*

A Pair work

- Explain the task and focus Ss' attention on the chart. Point out that Ss should complete the chart with information about their partners.
- To model the class, choose a year. Then tell different Ss to ask you each question about the year. Answer the questions with information about your life.
- Ss work in pairs. They choose three years and write them down. Then they take turns asking and answering questions to complete the chart.

B Class activity

- Explain the task and ask a S to model the example sentence.
- Elicit information from different Ss in the class.
- ***Option:*** For large classes, Ss can tell about just one year. Alternatively, Ss can share information in groups.

2 WHO WAS HE?

Learning Objective: *assess one's ability to ask and answer questions about someone's past*

Group work

- Focus Ss attention on the pictures. Ask: "Who were these people?" (Albert Einstein, Princess Diana, Bruce Lee) "What do you know about them?"
- Explain the first part of the task. Point out that they should not choose people who are still alive today.
- Model the example questions. Elicit other possible questions and write them on the board. Then ask three Ss to model the example conversation.
- To model the task, think of a famous person from the past, someone no longer living. The class asks simple past yes/no questions to guess the person.
- Ss play the game in small groups. The S who guesses the person correctly thinks of the next person.
- ***Option:*** Tell Ss they can ask only ten questions to guess the person.
- ***Option:*** Ss research information about famous people from the past before class.

www.irLanguage.com

3 LISTENING

Learning Objective: *assess one's ability to understand phone calls and leave or pass on messages*

[CD 3, Track 59]

- Explain the task. Ss listen to statements and questions from six phone conversations. They choose the best response to each statement or question.
- Ss read the answer choices silently. Then play the audio program once or twice. Ss listen and complete the task.

AudioScript

1. Can I give her a message?
2. Can you ask him to call me?
3. Do you have my number?
4. We had a great barbecue on Sunday. Why didn't you come?
5. There's an interesting new movie at Cinema City. Do you want to go tonight?
6. Hi. This is Sandra. Is David there, please?

- Elicit the answers from the class.

Answers

1. Yes. Please tell her to call me.
2. Sure. Does he have your number?
3. No, I don't.
4. I had a terrible headache.
5. I'd love to, but I can't.
6. I'm sorry. He's not here right now.

4 FIND SOMEONE WHO . . .

Learning Objective: *assess one's ability to ask and answer questions about things one wants, needs, and has to do*

A Class activity

- Explain the task and focus Ss' attention on the chart. Then elicit yes/no questions for each phrase from the class.
- Ask two Ss to model the example conversation. Point out that when Student B answers "Yes, I do," Student A should write Student B's name in the chart.
- Ss go around the class and complete the chart. Go around the class and encourage Ss to change partners often and try to write different names on each line.

B Pair work

- Explain the task and write this model conversation on the board:

  A: *Megumi needs to do laundry this weekend.*

  B: *Ivan needs to do laundry, too.*

  Ss use the model conversation to compare their answers in pairs.
- Elicit answers from the class. Ask: "Who needs to do laundry this weekend? Who wants to go home early?" Continue with the remaining questions.

5 INVITATIONS

Learning Objective: *assess one's ability to make, accept, and refuse invitations*

A

- Elicit summer activities from the class (e.g., *go to the beach, have a picnic*). Write them on the board.
- Explain the task. Then Ss complete the task individually. Go around the class and give help as needed.

B Class activity

- Explain the task. Ask two different pairs of Ss to model the example conversations.
- Ss go around the class and complete the task.

WHAT'S NEXT?

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

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

www.irLanguage.com

3 LISTENING *On the phone*

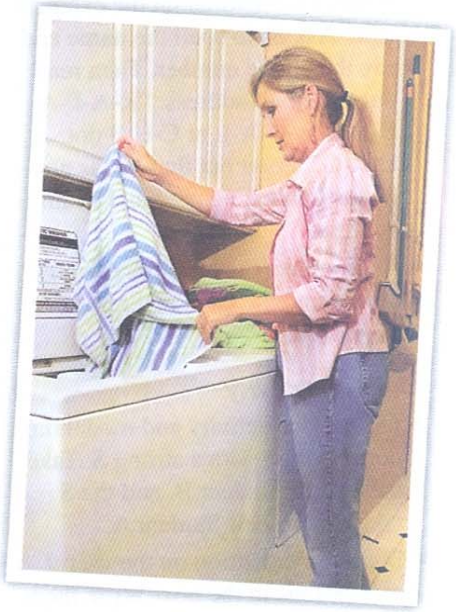
Listen and check (✓) the best response.

1. ☐ Yes. Please tell her to call me.
   ☐ Yes. Please tell him to call me.
2. ☐ Sure. Does he have your number?
   ☐ No, sorry. He's not here right now.
3. ☐ Yes, you do.
   ☐ No, I don't.
4. ☐ I'm going to visit my parents.
   ☐ I had a terrible headache.
5. ☐ I'd love to, but I can't.
   ☐ No, I didn't go. I was at work.
6. ☐ I'm sorry. He's not here right now.
   ☐ No, Sandra is at work right now.

4 FIND SOMEONE WHO . . .

A CLASS ACTIVITY Go around the class. Ask questions to complete the chart. Try to write a different name on each line.

Find someone who . . .	Name
needs to do laundry this weekend	.....
wants to go home early	.....
has to babysit this week	.....
wants to go shopping this weekend	.....
wants to see a movie tonight	.....
has to go to the doctor this week	.....
needs to work this weekend	.....
doesn't want to do homework tonight	.....



A: Megumi, do you need to do laundry this weekend?
B: Yes, I do.

B PAIR WORK Share your answers with a partner.

5 INVITATIONS

A Make a list of five things you want to do this weekend.

B CLASS ACTIVITY Go around the class. Invite your classmates to do the things from part A. Your classmates accept or refuse the invitations.

A: Would you like to go to a museum this weekend?
B: I'm sorry, but I can't. I have to . . .

C: Do you want to go to a soccer match on Sunday?
D: Sure, I'd love to! When would you like to . . . ?

WHAT'S NEXT?

Look at your Self-assessment again. Do you need to review anything?

www.irLanguage.com

Interchange activities

Interchange 1

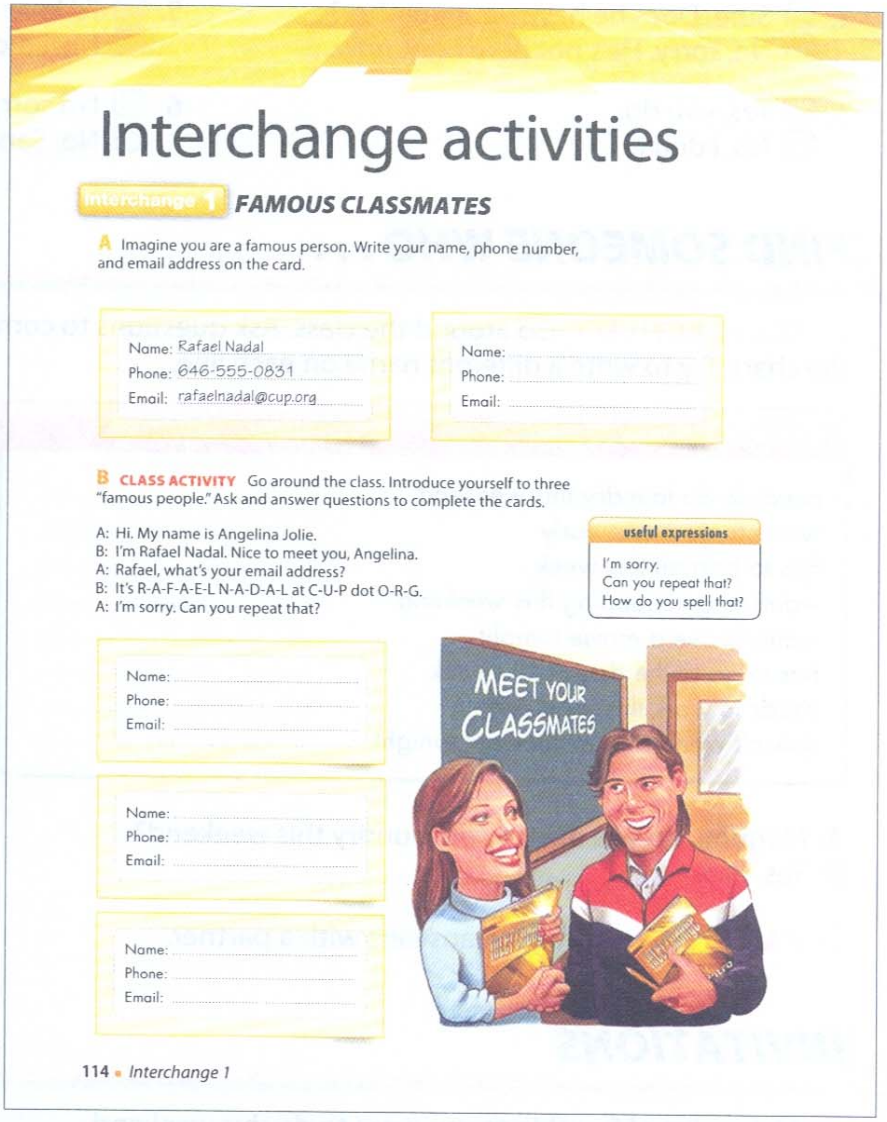
Learning Objective: *develop fluency exchanging names, phone numbers, and email addresses*

A

- Explain the task. If needed, explain that *a famous person* is a person many people know. Elicit examples of famous people.
- Focus Ss' attention on the example card. Ask Ss to spell the name and say the phone number. Then read out the email address: "R-A-F-A-E-L-N-A-D-A-L at C-U-P dot O-R-G." Point out that this is not his real phone number and email address.
- Ss complete the task individually. Go around the class and give help as needed.

B *Class activity*

- Explain the activity and model the conversation with a strong S. Take the role of Student B, and the S takes the role of Student A.
- Focus Ss' attention on the useful expressions in the box. Write them on the board and read them aloud. Ss repeat.
- Ss practice the conversation in pairs. Then they change roles.
- Ss complete the activity. They take their books, go around the class, introduce themselves to three "famous people," and complete the cards.



Interchange activities

Interchange 1 **FAMOUS CLASSMATES**

A Imagine you are a famous person. Write your name, phone number, and email address on the card.

Name: Rafael Nadal
Phone: 646-555-0831
Email: rafaelnadal@cup.org

Name:
Phone:
Email:

B CLASS ACTIVITY Go around the class. Introduce yourself to three "famous people." Ask and answer questions to complete the cards.

A: Hi. My name is Angelina Jolie.
B: I'm Rafael Nadal. Nice to meet you, Angelina.
A: Rafael, what's your email address?
B: It's R-A-F-A-E-L N-A-D-A-L at C-U-P dot O-R-G.
A: I'm sorry. Can you repeat that?

useful expressions
I'm sorry.
Can you repeat that?
How do you spell that?

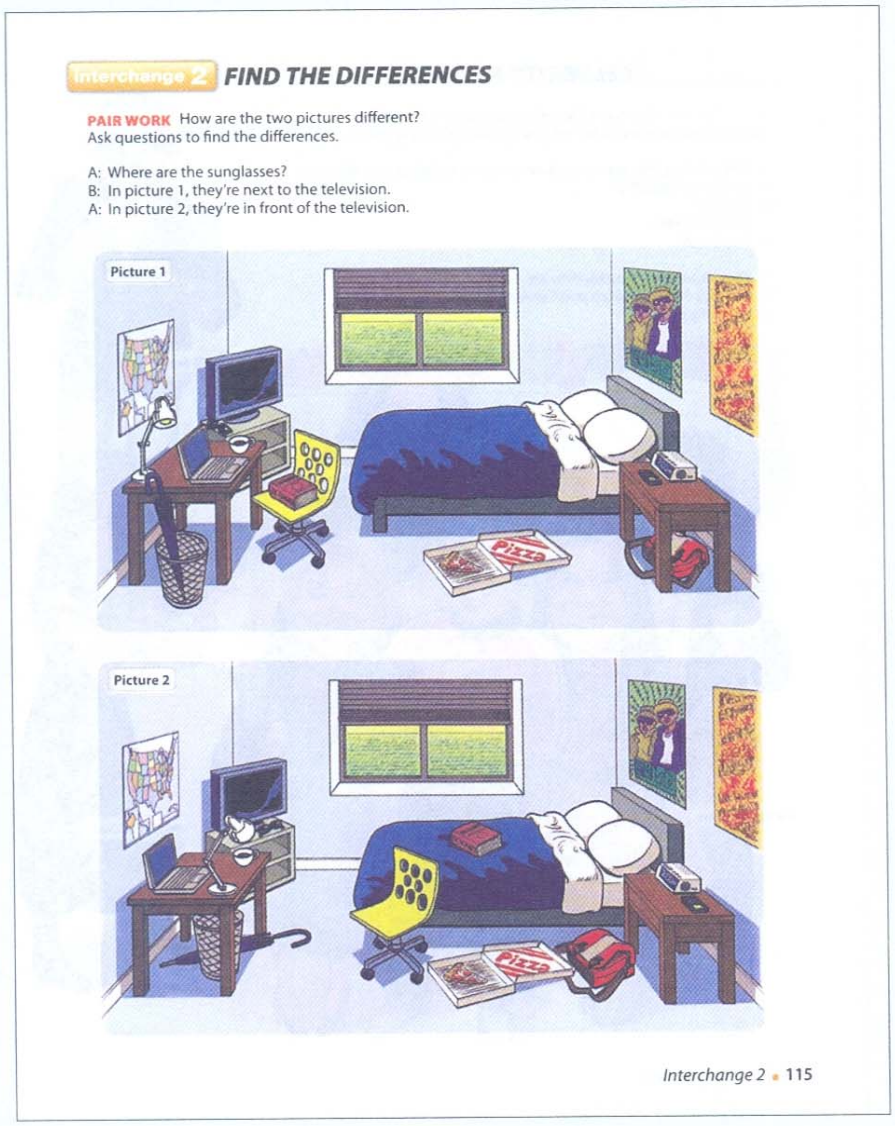
Name:
Phone:
Email:

Name:
Phone:
Email:

Name:
Phone:
Email:

114 • *Interchange 1*

www.irLanguage.com



Interchange 2 FIND THE DIFFERENCES

PAIR WORK How are the two pictures different? Ask questions to find the differences.

A: Where are the sunglasses?
B: In picture 1, they're next to the television.
A: In picture 2, they're in front of the television.

Picture 1

Picture 2

Interchange 2 ▪ 115

Interchange 2

Learning Objective: *compare the locations of things in a room*

A Pair work

- Focus Ss' attention on the pictures. Elicit the names of the things in the pictures and write them on the board (e.g., *bag, bed, chair, clock, cup, desk, dictionary, lamp, laptop, cell phone, pizza box, slice of pizza, sunglasses, table, television, umbrella, wastebasket*).
- Explain that there are 9 differences between the pictures. All of the things on the board are in both pictures, but some are in different locations.
- Explain the activity and model the conversation with a S. Then Ss complete the activity in pairs.
- When students have finished, review answers as a class. Write the headings Picture 1 and Picture 2 on the board. Ask a S to read the model sentences and write the items and locations under the headings:

	Picture 1	Picture 2
sunglasses	next to the TV	in front of the TV

- Elicit other differences from the class. Encourage Ss to use complete sentences, and correct them if needed. Ask different Ss to go to the board and write the locations under each heading.

Possible answers

	Picture 1	Picture 2
chair:	in front of the desk	next to the bed
wastebasket:	next to the desk	under the desk
umbrella:	in the wastebasket	behind the wastebasket
bag:	under the table	in front of the table
cell phone:	in front of the clock	next to the clock
sunglasses:	next to the TV	in front of the TV
laptop:	in front of the lamp	behind the lamp
dictionary:	on the chair	on the bed
lamp:	in front of the laptop	behind the laptop

www.irLanguage.com

Interchange 4

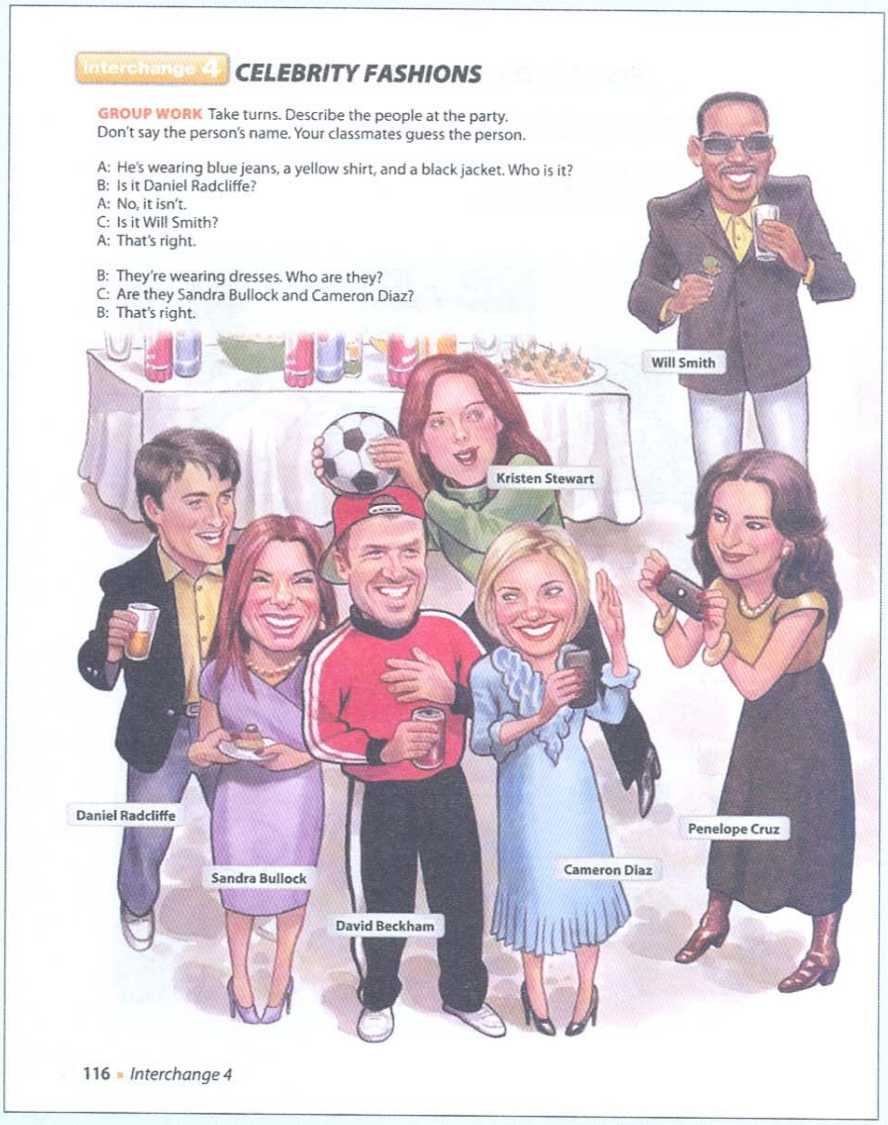
Learning Objective: *discuss famous people, colors, and clothing*

Group work

- Focus Ss' attention on the picture. Ask: "Who are the people? Where are they?" Elicit answers from the class. (Answers: celebrities, a party) Point out that a *celebrity* is a famous person.
- Read the names of the celebrities aloud. Ss listen and repeat.
- ***Option:*** Ask Ss to share information about the celebrities.
- Explain the task. Ask three Ss to model the example conversations.
- Point out that the conversations use present continuous yes/no questions and short answers. Explain that we usually ask "Is it . . .?" in guessing games about people.
- Ss complete the activity in small groups.
- ***Option:*** To make the game more challenging, Ss give very little information. The other Ss ask more questions about the clothes. Write this example conversation on the board:

  A: He's wearing a jacket.
  B: Is he wearing a tie?
  A: No, he isn't.
  C: Is the jacket black?
  A: Yes, it is.
  C: Is it Daniel Radcliffe?
  A: Yes, it is.

TIP To increase Ss' talking time, introduce challenging rules. For example, Ss must ask at least two questions about a person's clothes before they guess the person's identity.



Interchange 4 **CELEBRITY FASHIONS**

GROUP WORK Take turns. Describe the people at the party. Don't say the person's name. Your classmates guess the person.

A: He's wearing blue jeans, a yellow shirt, and a black jacket. Who is it?
B: Is it Daniel Radcliffe?
A: No, it isn't.
C: Is it Will Smith?
A: That's right.

B: They're wearing dresses. Who are they?
C: Are they Sandra Bullock and Cameron Diaz?
B: That's right.

116 ▪ *Interchange 4*

www.irLanguage.com



www.irLanguage.com

Interchange 3

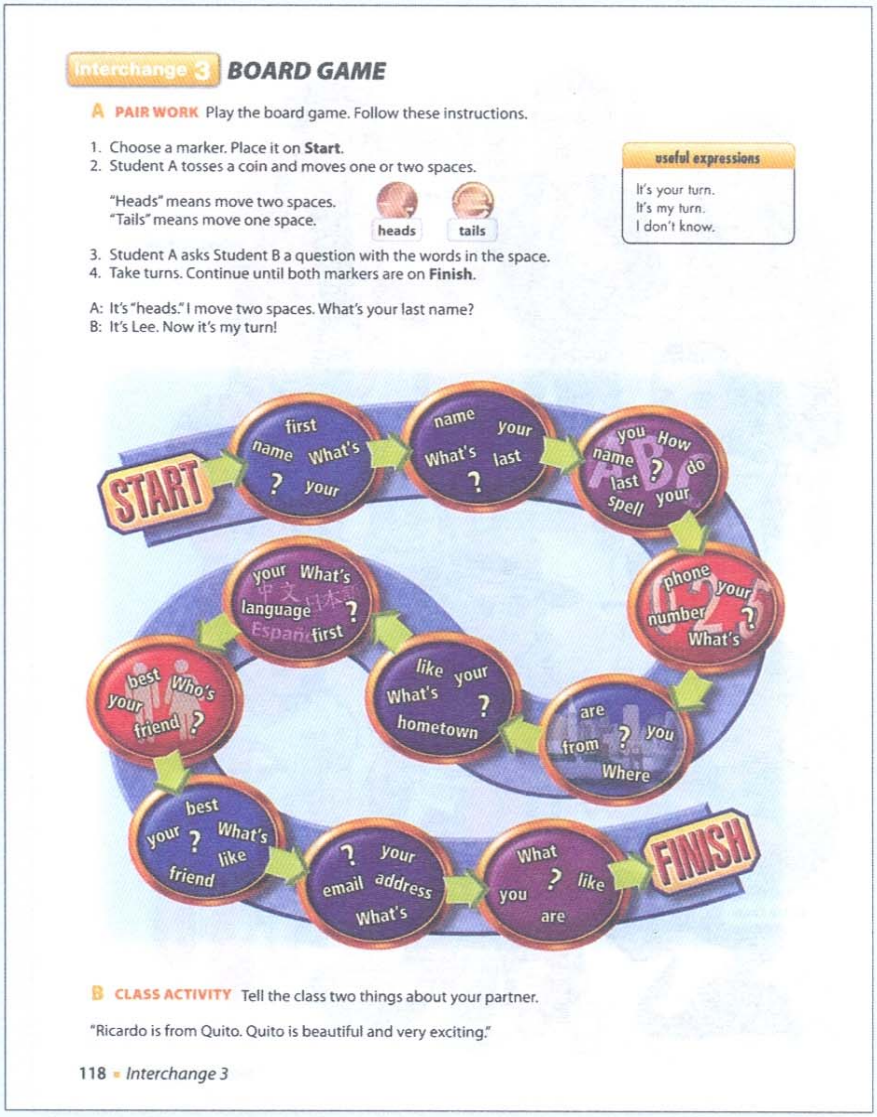
Learning Objective: *ask and answer personal questions using a board game*

A Pair work

- Explain and model the steps in the game. Explain that Ss can use erasers, paper clips, or other small objects as markers.
- Elicit or point out the *Start* and *Finish* squares. Model how to toss a coin. Elicit or point out the *heads* and *tails* sides. Then model how to move coins one or two spaces.

TIP In lower-level classes, it's more effective to model a new game or activity with several steps than to explain it.

- Write this on the board:
  ? first What's name your
  Say: "Make a question with these words." Then elicit the correct question. (Answer: What's your first name?)
- ***Option:*** With lower-level Ss, elicit the question for each square before Ss play the game.
- Read the useful expressions in the box aloud. Ss repeat.
- Model the example conversation with a S.
- Ss play the game in pairs. Go around the class and give help as needed.
- ***Option:*** If Ss finish early, they can play again with new partners.
- ***Option:*** While Ss play the game, write down any errors you hear. After they finish, write the errors on the board. Ss correct them as a class.



Interchange 3 **BOARD GAME**

A PAIR WORK Play the board game. Follow these instructions.

1. Choose a marker. Place it on **Start**.
2. Student A tosses a coin and moves one or two spaces.

"Heads" means move two spaces.
"Tails" means move one space.

heads tails

3. Student A asks Student B a question with the words in the space.
4. Take turns. Continue until both markers are on **Finish**.

A: It's "heads." I move two spaces. What's your last name?
B: It's Lee. Now it's my turn!

useful expressions

It's your turn.
It's my turn.
I don't know.

START
first name What's ? your
name your What's ? last
you How name ? do last spell your
phone your number What's ?
your What's language ? first
best Who's your friend ?
like your What's ? hometown
are from ? you Where
best your ? What's like friend
? your email address What's
What you ? like are
FINISH

B CLASS ACTIVITY Tell the class two things about your partner.

"Ricardo is from Quito. Quito is beautiful and very exciting."

118 ▪ *Interchange 3*

B Class activity

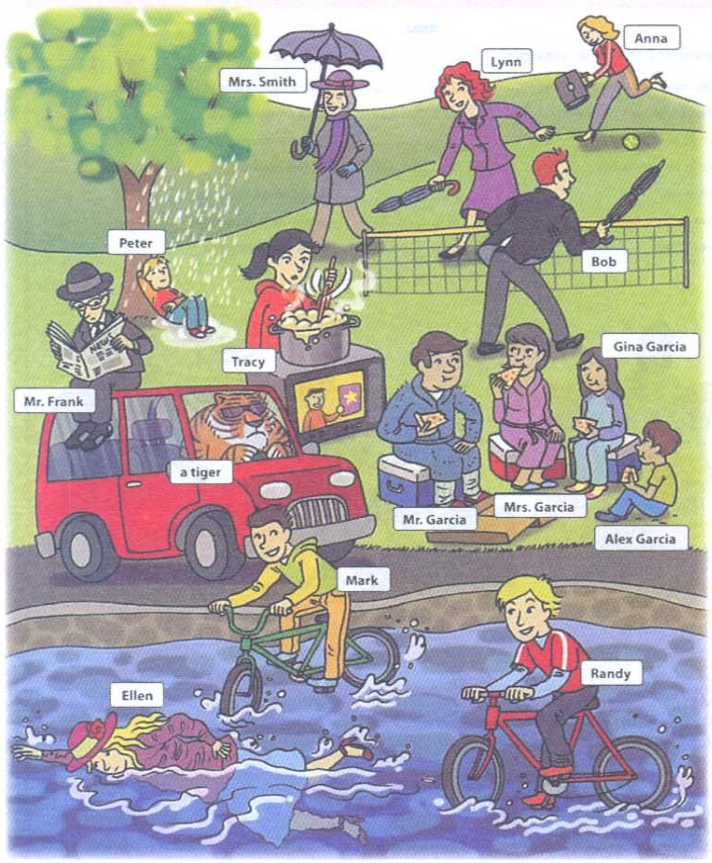
- Explain the task. Ask a S to read the example aloud.
- Ss tell the class two things about their partners.
- ***Option:*** For very large classes, Ss can share information in large groups.

www.irLanguage.com

Interchange 5 WHAT'S WRONG WITH THIS PICTURE?

GROUP WORK What's wrong with this picture? Tell your classmates.

"Ellen is swimming, but she's wearing high heels and a hat!"



interchange 5

Learning Objective: *talk about people's actions in a funny picture*

Group work

- Focus Ss' attention on the picture. Elicit or explain any new vocabulary (e.g., *park, tree, lake, tiger, carry*).
- Explain the task and read the model statement.
- Set a ten-minute time limit. Ss complete the task in small groups.

TIP To challenge Ss to work more quickly, set a time limit. Write the time limit on the board. Every few minutes, revise the number and tell the class how much time they have left.

- Elicit answers from different groups.

Possible answers

Ellen is swimming, but she's wearing high heels and a hat.
Mark and Randy are riding their bikes, but they're in a lake.
It's a hot day, but Mrs. Smith is wearing a coat, a hat, a scarf, and gloves. She's carrying an umbrella.
A tiger is driving a car, and it's wearing sunglasses.
Mr. Frank is reading a newspaper, but he's sitting on a car.
Mr. Garcia, Mrs. Garcia, Gina Garcia, and Alex Garcia are eating pizza, but Mr. Garcia is wearing a robe, pajamas, and slippers. Mrs. Garcia is wearing a robe and slippers. Gina and Alex are wearing pajamas and socks.
Bob and Lynn are playing tennis, but they're using umbrellas. They're wearing suits.
Tracy is cooking on a television.
Peter is sleeping in the rain./It's sunny in the park, but it's raining on Peter.
Anna is running, but she's wearing high heels. She's carrying a briefcase.

- ***Option:*** Ss write sentences about the picture for five minutes. Encourage them to use the conjunctions *and* and *but*. The group with the most grammatically correct sentences wins.

www.irLanguage.com

Interchange 6

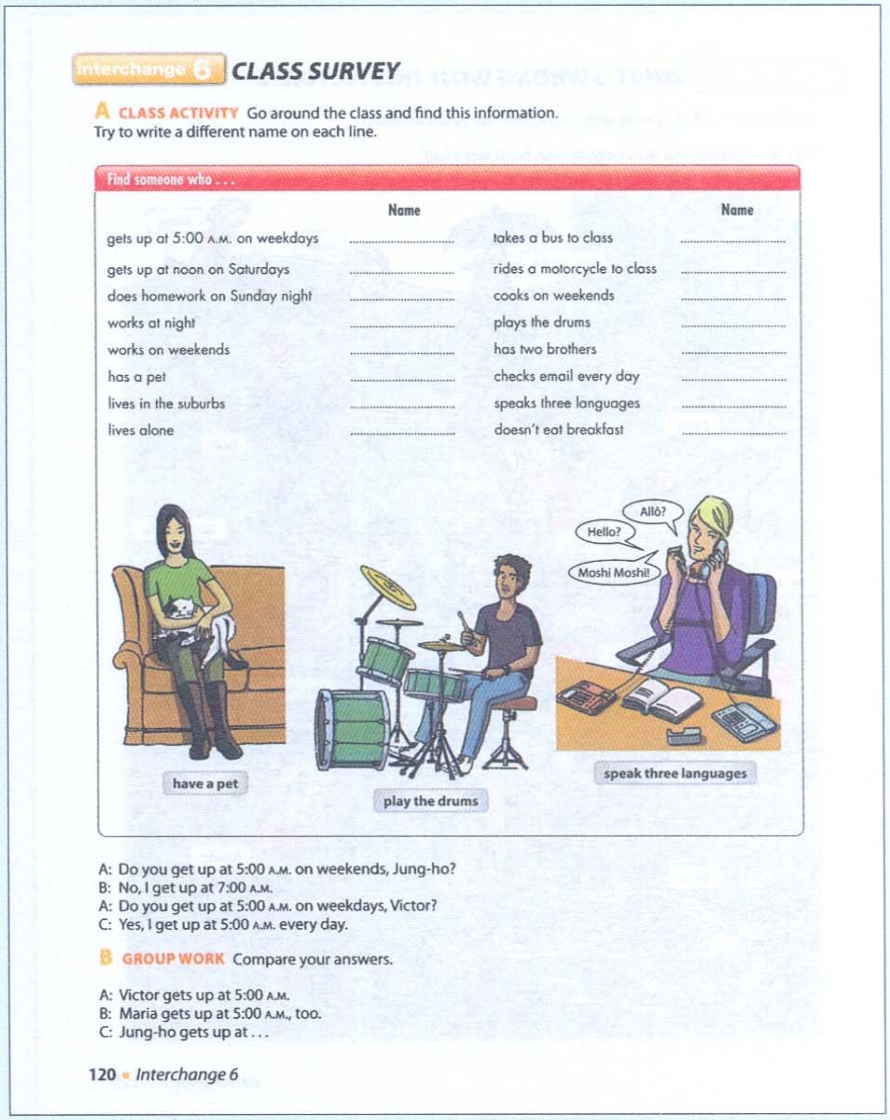
Learning Objective: *find out more about classmates' daily and weekly routines in a survey*

Class activity

- Explain the task and focus Ss' attention on the chart. Ask different Ss to read the phrases. Use the illustrations to explain new vocabulary. Then ask three Ss to model the example conversation.
- Point out that Ss must change the phrases to yes/no questions. For example, they change *Find someone who . . . gets up at 5:00 A.M.* to *Do you get up at 5:00 A.M. on weekdays?*
- If needed, elicit how to change two or three more phrases in the chart to yes/no questions. Point out that Ss must use positive questions for phrases with *doesn't*. For example, *Find someone who . . . doesn't have a cell phone* changes to *Do you have a cell phone?*
- ***Option:*** For lower-level classes, tell the Ss to write Wh-questions for all the phrases first.
- Ss go around the class and complete the chart. Go around the class and encourage them to look at each other, change partners often, and write different names on each line.

TIP To control large classes during *Find someone who . . .* activities, divide the class in half. Ask each half to stay on one side of the classroom.

- Continue until most Ss complete the chart.



Interchange 6 **CLASS SURVEY**

A CLASS ACTIVITY Go around the class and find this information. Try to write a different name on each line.

Find someone who . . .	Name		Name
gets up at 5:00 A.M. on weekdays	.....	takes a bus to class	.....
gets up at noon on Saturdays	.....	rides a motorcycle to class	.....
does homework on Sunday night	.....	cooks on weekends	.....
works at night	.....	plays the drums	.....
works on weekends	.....	has two brothers	.....
has a pet	.....	checks email every day	.....
lives in the suburbs	.....	speaks three languages	.....
lives alone	.....	doesn't eat breakfast	.....

A: Do you get up at 5:00 A.M. on weekends, Jung-ho?
B: No, I get up at 7:00 A.M.
A: Do you get up at 5:00 A.M. on weekdays, Victor?
C: Yes, I get up at 5:00 A.M. every day.

B GROUP WORK Compare your answers.

A: Victor gets up at 5:00 A.M.
B: Maria gets up at 5:00 A.M., too.
C: Jung-ho gets up at . . .

120 ▪ *Interchange 6*

B Group work

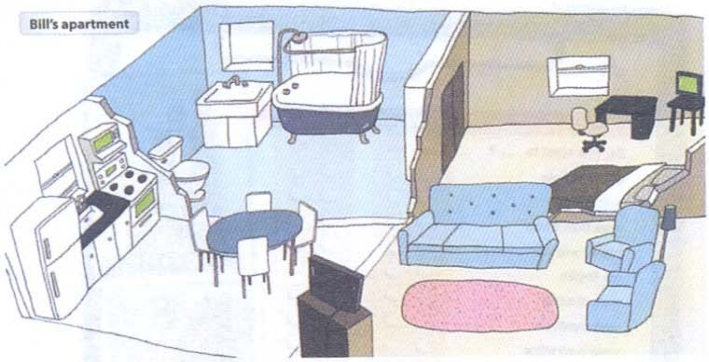
- Explain the task. Then ask three Ss to model the example conversation. Point out that they can also ask *Who* questions to compare information (e.g., *Who gets up at 5:00 A.M. on weekdays?*).
- Ss complete the task in small groups. Go around the class and encourage Ss to use complete sentences.
- ***Option:*** Ss take notes on the answers. Then ask *Who* questions to elicit the answers for each phrase.

www.irLanguage.com

Interchange 7 **FIND THE DIFFERENCES**

A PAIR WORK Find the differences between Bill's apartment and Rachel's apartment.

Bill's apartment



Rachel's apartment



A: There are four chairs in Bill's kitchen, but there are three chairs in Rachel's kitchen.
B: There's a sofa in Bill's living room, but there's no sofa in Rachel's living room.

B GROUP WORK Compare your answers.

Interchange 7

Learning Objective: *compare rooms and furniture*

A Pair work

- Focus Ss' attention on the pictures. Explain the task and ask two Ss to model the example conversation. Then Ss complete the task in pairs.

B Group work

- Each pair joins another pair and compares their answers.

Possible answers

Kitchen

1. There are four chairs in Bill's kitchen, but there are three chairs in Rachel's kitchen.
2. There are some curtains in Rachel's kitchen, but there aren't any curtains in Bill's kitchen.
3. There's a microwave in Bill's kitchen, but there's no microwave in Rachel's kitchen.
4. There's a clock in Rachel's kitchen, but there's no clock in Bill's kitchen.

Bathroom

5. There are some curtains in Rachel's bathroom, but there are no curtains in Bill's bathroom.
6. There's a rug in Rachel's bathroom, but there's no rug in Bill's bathroom.

Bedroom

7. There's a dresser in Rachel's bedroom, but there's no dresser in Bill's bedroom.
8. There's a mirror in Rachel's bedroom, but there isn't a mirror in Bill's bedroom.
9. There's a TV in Bill's bedroom, but there isn't a TV in Rachel's bedroom.
10. There's a desk in Bill's bedroom, but there isn't a desk in Rachel's bedroom.
11. There's a chair in Bill's bedroom, but there isn't a chair in Rachel's bedroom.
12. There are some curtains in Rachel's bedroom, but there aren't any curtains in Bill's bedroom.
13. There are some pictures in Rachel's bedroom, but there are no pictures in Bill's bedroom.

Living room

14. There's a sofa in Bill's living room, but there's no sofa in Rachel's living room.
15. There are two blue chairs in Bill's living room, but there are two orange chairs in Rachel's living room.
16. There's one lamp in Bill's living room, but there are two lamps in Rachel's living room.
17. There's a coffee table in Rachel's living room, but there isn't a coffee table in Bill's living room.
18. There's a bookcase in Rachel's living room, but there's no bookcase in Bill's living room.
19. There's a TV in Bill's living room, but there isn't a TV in Rachel's living room.
20. There's a rug in Bill's living room, but there's no rug in Rachel's living room.
21. There's a cat in Rachel's living room, but there's no cat in Bill's living room.

www.irLanguage.com

interchange 8

Learning Objective: *speak more fluently about job preferences in a survey*

A Pair work

- Explain the first part of the task.
- If needed, explain the patterns for simple present statements and yes/no questions with *want to*: Subject + *want to* + verb. *Do/Does* + subject + *want to* + verb?
- Ask different Ss to read the survey questions aloud. Elicit or explain any new vocabulary. Use the pictures as needed.

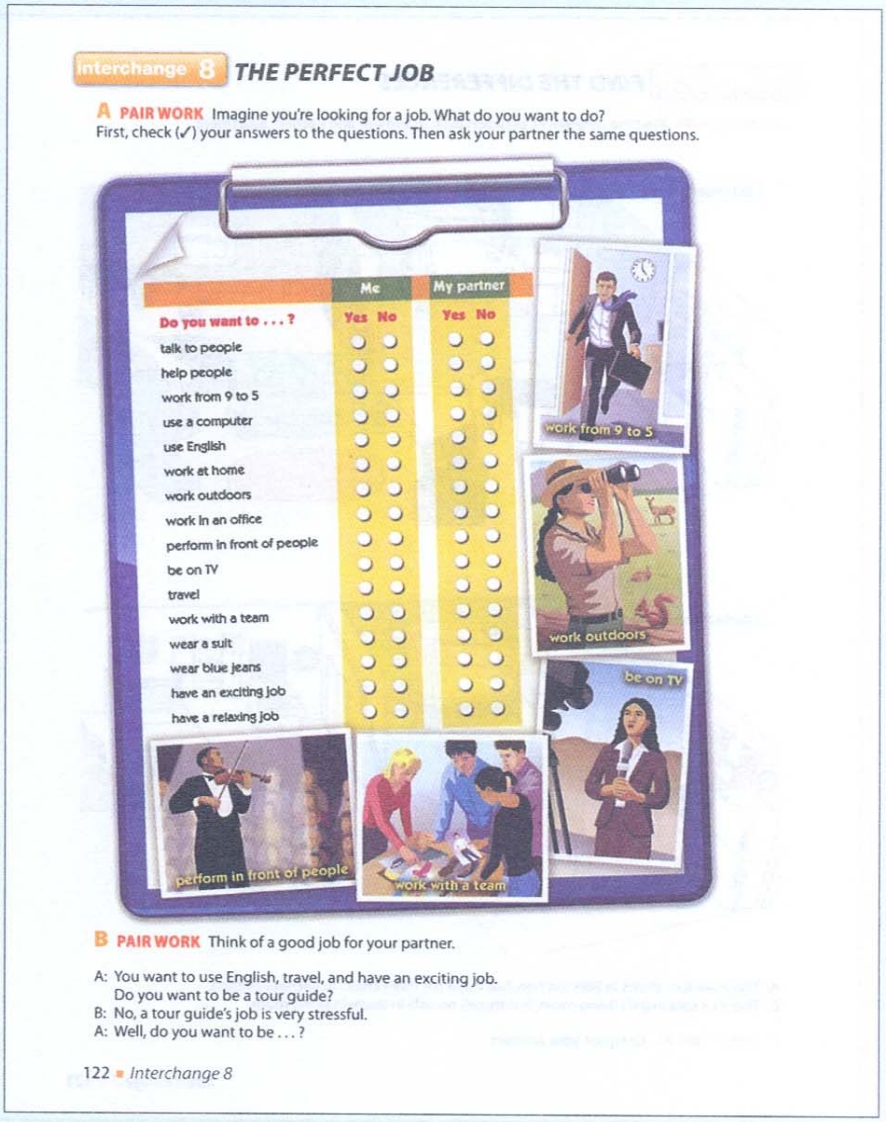
Vocabulary

perform: act, sing, or dance in front of people
outdoors: outside a building

- Ss check *Yes* or *No* in the *Me* column individually.
- Explain the second part of the task. Ss take turns asking a partner the questions and check *Yes* or *No* in the *My partner* column. Model the task with a S.
- Ss complete the task in pairs.
- ***Option:*** Ask: "Do you want to talk to people? Who says yes? Who says no?" Elicit responses from the class and write the number of *yes* and *no* answers on the board. Continue with the remaining questions.

B Pair work

- Explain the task. Then ask two Ss to model the example conversation.
- Ss complete the task in pairs. Then they share the information with the class.
- ***Option:*** Ss write about a good job for themselves or their partners.



interchange 8 **THE PERFECT JOB**

A PAIR WORK Imagine you're looking for a job. What do you want to do? First, check (✓) your answers to the questions. Then ask your partner the same questions.

Do you want to . . . ?	Me Yes	Me No	My partner Yes	My partner No
talk to people				
help people				
work from 9 to 5				
use a computer				
use English				
work at home				
work outdoors				
work in an office				
perform in front of people				
be on TV				
travel				
work with a team				
wear a suit				
wear blue jeans				
have an exciting job				
have a relaxing job				

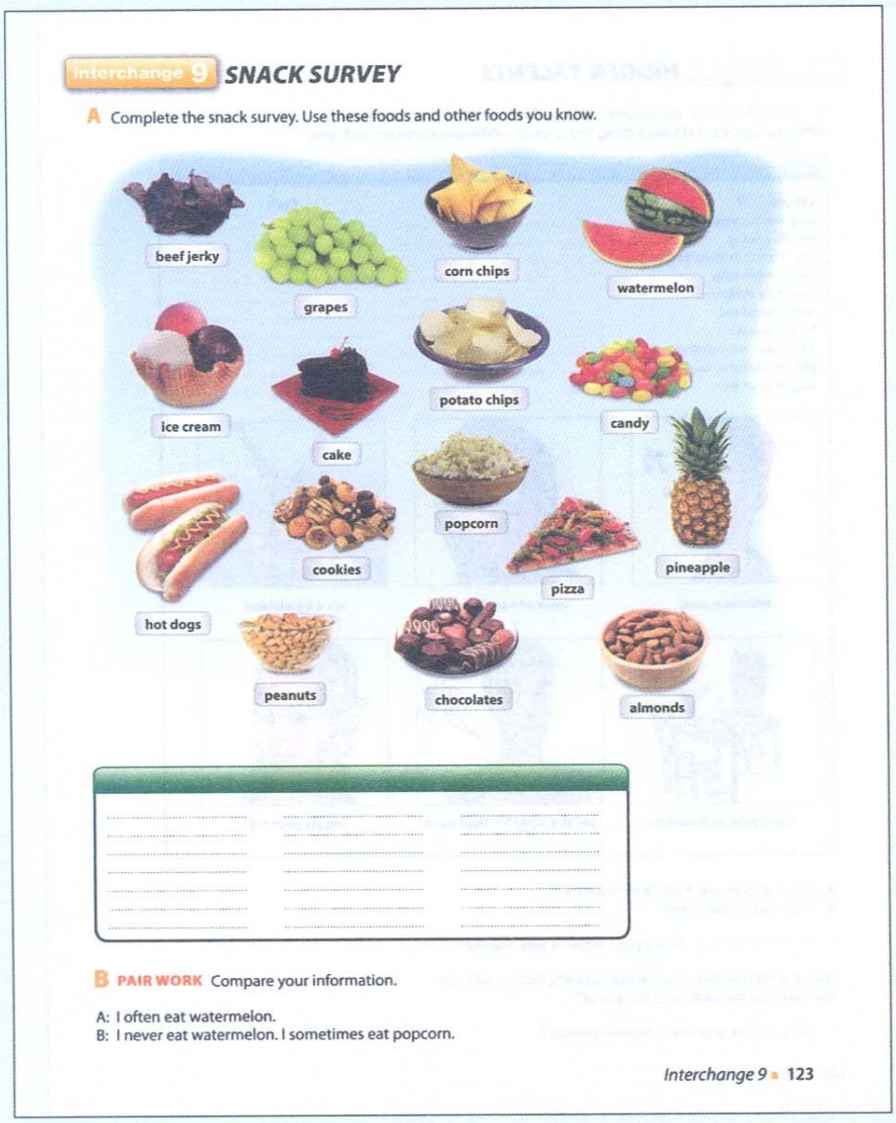
work from 9 to 5
work outdoors
be on TV
perform in front of people
work with a team

B PAIR WORK Think of a good job for your partner.

A: You want to use English, travel, and have an exciting job. Do you want to be a tour guide?
B: No, a tour guide's job is very stressful.
A: Well, do you want to be . . . ?

122 ■ *Interchange 8*

www.irLanguage.com



interchange 9 **SNACK SURVEY**

A Complete the snack survey. Use these foods and other foods you know.

beef jerky
grapes
corn chips
watermelon
ice cream
cake
potato chips
candy
popcorn
cookies
pizza
pineapple
hot dogs
peanuts
chocolates
almonds

B **PAIR WORK** Compare your information.

A: I often eat watermelon.
B: I never eat watermelon. I sometimes eat popcorn.

Interchange 9 ■ 123

interchange 9

Learning Objective: *discuss food and eating habits*

A

- Focus Ss' attention on the picture. Read the name of each food aloud. Ss repeat.
- Explain the task and focus Ss' attention on the survey.
- If needed, elicit or explain that a *snack* is food you eat between meals. Snacks include foods like apples and potato chips.
- Ss complete the chart individually. Go around the class and give help as needed.

B *Pair work*

- Explain the task and ask two Ss to model the example conversation.
- Point out that Ss should talk about each type of food.
- Ss compare their answers in small groups. Go around the class and give help as needed.
- ***Option:*** Copy these headings onto the board:
  Often Sometimes Never
- Ask Ss to share the snacks they wrote in their charts. Elicit answers from the class and write them on the board.

www.irLanguage.com

Interchange 10

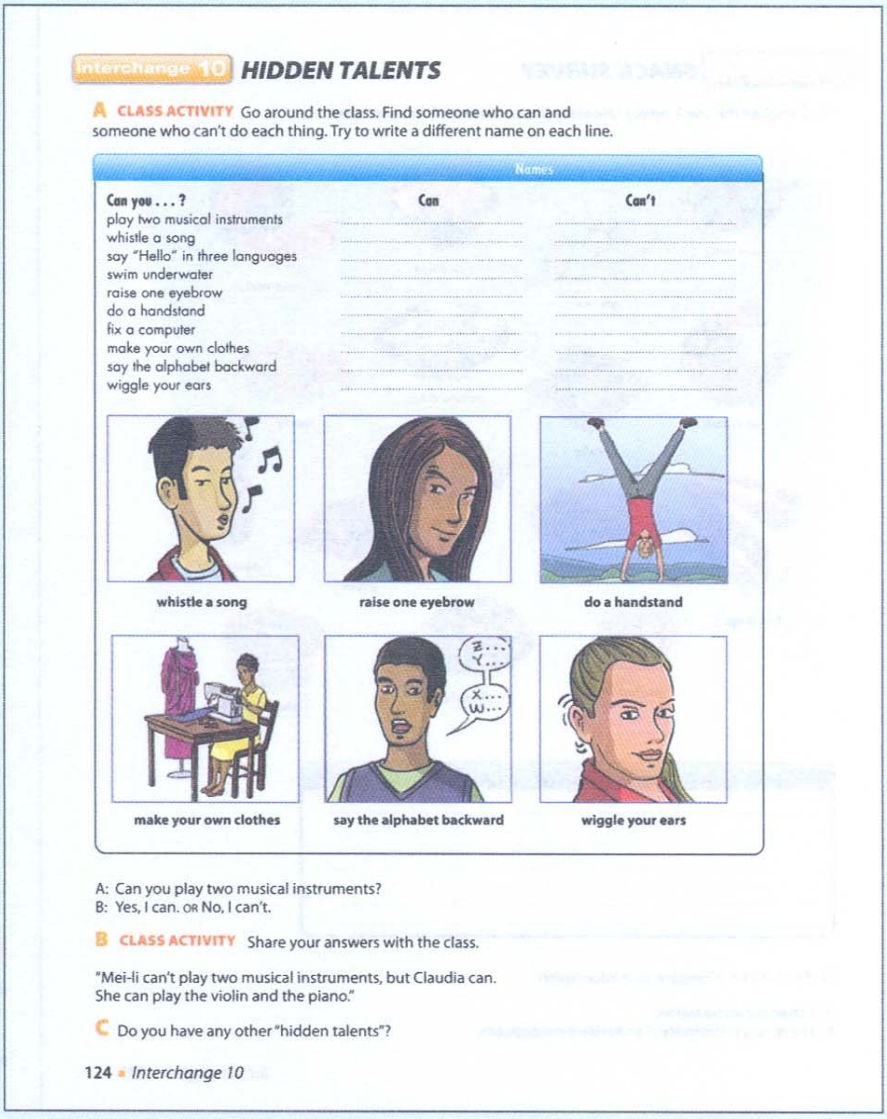
Learning Objective: *learn more about classmates' hidden abilities and talents*

A *Class activity*

- Focus Ss' attention on the chart. Ask different Ss to read the questions. Use the pictures to explain new vocabulary.
- Explain the task. Ask two Ss to model the example conversation. Elicit possible follow-up questions for each answer. For example, to follow the first question:
  B: Yes, I can.
  A: What instruments can you play?
  OR
  B: No, I can't.
  A: Can you play any musical instruments?
- Point out that Ss should write the names of classmates who answer yes in the *Can* column. They should write the names of classmates who answer no in the *Can't* column.
- Ss complete the activity. Go around the class and encourage Ss to change partners often and ask follow-up questions.
- Continue until most Ss complete their charts.

B *Class activity*

- Explain the task and ask a S to model the example sentences. Point out that Ss should change the pronoun *your* in *make your own clothes* to *his* or *her*.
- Ask different Ss to share answers about their classmates.
- ***Option:*** In large classes, Ss can share their answers in groups.



Interchange 10 **HIDDEN TALENTS**

A CLASS ACTIVITY Go around the class. Find someone who can and someone who can't do each thing. Try to write a different name on each line.

Can you . . . ?	Names: Can	Can't
play two musical instruments		
whistle a song		
say "Hello" in three languages		
swim underwater		
raise one eyebrow		
do a handstand		
fix a computer		
make your own clothes		
say the alphabet backward		
wiggle your ears		

whistle a song | raise one eyebrow | do a handstand

make your own clothes | say the alphabet backward | wiggle your ears

A: Can you play two musical instruments?
B: Yes, I can. OR No, I can't.

B CLASS ACTIVITY Share your answers with the class.

"Mei-li can't play two musical instruments, but Claudia can. She can play the violin and the piano."

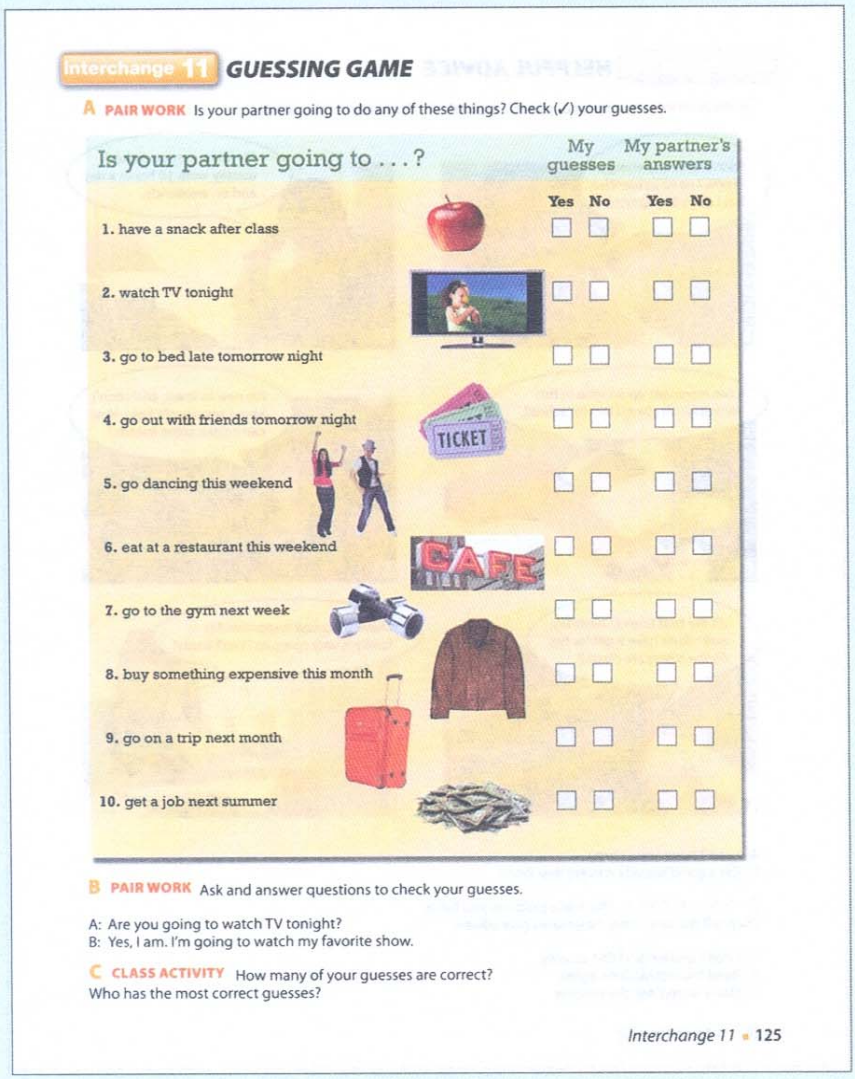
C Do you have any other "hidden talents"?

124 ▪ *Interchange 10*

C

- Ask: "Do you have any other hidden talents?" Ss raise their hands.
- Ask different Ss to share their answers.

www.irLanguage.com



Interchange 11 GUESSING GAME

A PAIR WORK Is your partner going to do any of these things? Check (✓) your guesses.

Is your partner going to . . . ?	My guesses		My partner's answers	
	Yes	No	Yes	No
1. have a snack after class	☐	☐	☐	☐
2. watch TV tonight	☐	☐	☐	☐
3. go to bed late tomorrow night	☐	☐	☐	☐
4. go out with friends tomorrow night	☐	☐	☐	☐
5. go dancing this weekend	☐	☐	☐	☐
6. eat at a restaurant this weekend	☐	☐	☐	☐
7. go to the gym next week	☐	☐	☐	☐
8. buy something expensive this month	☐	☐	☐	☐
9. go on a trip next month	☐	☐	☐	☐
10. get a job next summer	☐	☐	☐	☐

B PAIR WORK Ask and answer questions to check your guesses.

A: Are you going to watch TV tonight?
B: Yes, I am. I'm going to watch my favorite show.

C CLASS ACTIVITY How many of your guesses are correct? Who has the most correct guesses?

Interchange 11

Learning Objective: *find out about classmates' plans in a guessing game*

A Pair work

- Explain the task and focus Ss' attention on the chart. Ask different Ss to read the activities aloud. Point out that Ss should check (✓) the answers in the *My guesses* column.
- Ss complete the task in pairs. Go around the class and make sure Ss complete the task without asking their partners questions.

TIP To check Ss' understanding of your instructions, ask questions regularly. For example: "So who are you working with? In what column do you check (✓) the answers?"

B Pair work

- Explain the task and ask two Ss to model the example conversation. Point out that Ss should check the answers in the *My partner's answers* column.
- ***Option:*** For lower-level Ss, elicit how to change the remaining activities into yes/no questions.
- Ss complete the task in pairs.

C Class activity

- Explain the task. Ss count the number of guesses in each column that match.
- Ask: "Who has ten correct guesses? How about nine? eight?" Ss raise their hands.

www.irLanguage.com

interchange 12

Learning Objective: *give advice for different problems in a discussion*

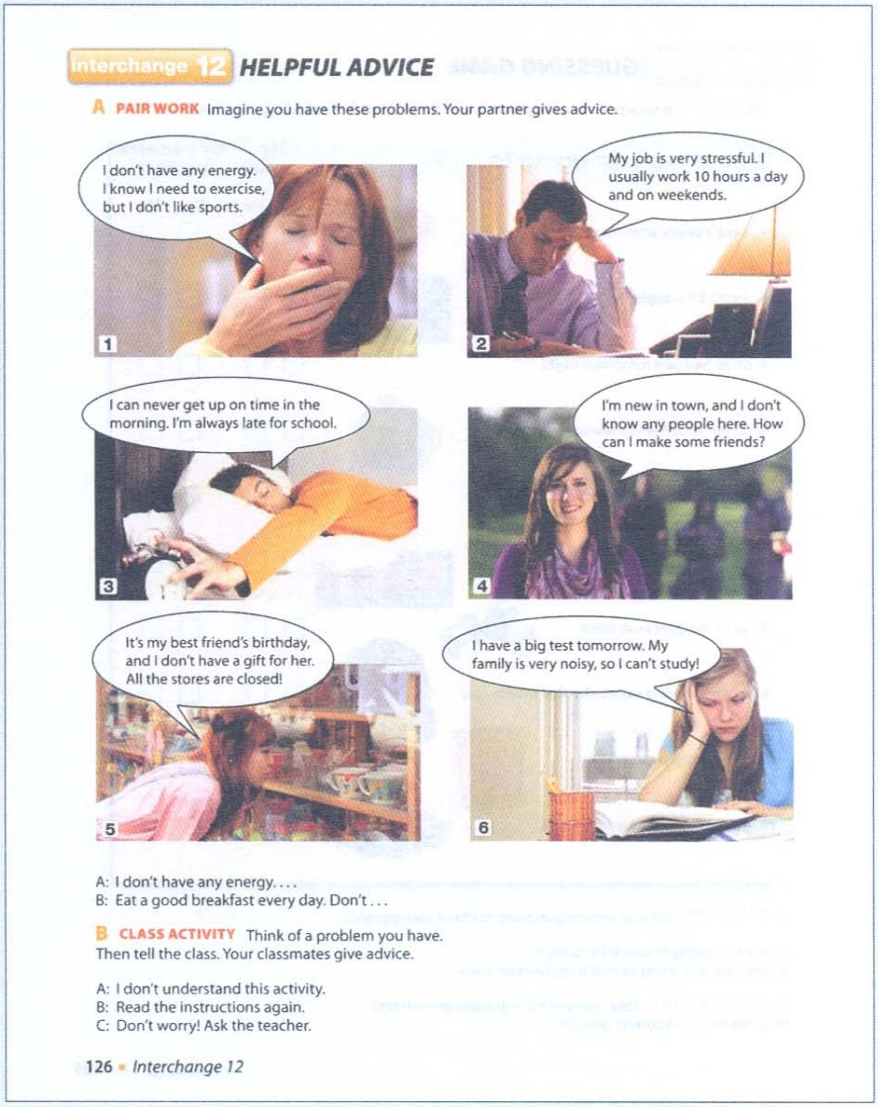
A *Pair work*

- Explain the task and ask different Ss to read the problems.
- Ask two Ss to model the example conversation. Elicit other advice from the class.
- Ss complete the activity in pairs. Go around the class and give help as needed. Then elicit possible advice from the class.

Possible answers

1. Eat a good breakfast every day.
   Get plenty of rest.
   Go for a walk.
   Take a yoga class.
2. Get a new job.
   Don't work on weekends.
   Get more exercise.
   Take breaks often.
3. Get a louder alarm clock.
   Go to bed early.
   Don't exercise late at night.
   Don't drink tea or coffee at night.
4. Talk to people at work or at school.
   Join a club.
   Meet people in your neighborhood.
   Get a pet.
5. Make her a present.
   Give her a picture of a present. Then get her the present later.
   Take her to dinner or a movie.
   Give her money as a present.
6. Study at a friend's house.
   Ask your family to be quiet.
   Use an MP3 player with headphones, so you don't hear the noise.
   Go to bed early. Then get up early in the morning to study.

- ***Option:*** Write the advice for each problem on the board. Then Ss vote for the best advice.



interchange 12 **HELPFUL ADVICE**

A PAIR WORK Imagine you have these problems. Your partner gives advice.

1. I don't have any energy. I know I need to exercise, but I don't like sports.
2. My job is very stressful. I usually work 10 hours a day and on weekends.
3. I can never get up on time in the morning. I'm always late for school.
4. I'm new in town, and I don't know any people here. How can I make some friends?
5. It's my best friend's birthday, and I don't have a gift for her. All the stores are closed!
6. I have a big test tomorrow. My family is very noisy, so I can't study!

A: I don't have any energy. . . .
B: Eat a good breakfast every day. Don't . . .

B CLASS ACTIVITY Think of a problem you have. Then tell the class. Your classmates give advice.

A: I don't understand this activity.
B: Read the instructions again.
C: Don't worry! Ask the teacher.

126 ▪ *Interchange 12*

B *Class activity*

- Explain the first part of the task. Point out that the problem can be real or imaginary.
- Ss write down a problem individually. Go around the class and help with vocabulary. If Ss have trouble thinking of ideas, elicit ideas from the class.
- Explain the second part of the task and ask two Ss to model the example conversation.
- Elicit problems from different Ss. The class gives advice.
- ***Option:*** Ss sit in a circle, write a problem at the top of a piece of paper, and pass it to the left. Then they write advice for the problem on their new paper and pass it to the left. Ss continue the activity for ten minutes, and then find the papers with their original problems. Elicit problems and advice from the class.

www.irLanguage.com



interchange 14 **PAST AND PRESENT**

A PAIR WORK Ask your partner questions about his or her past and present. Check (✓) the answers.

A: Did you argue with your friends as a child?
B: Yes, I did. OR No, I didn't.

A: Do you argue with your friends now?
B: Yes, I do. OR No, I don't.

Did you ... as a child? Do you ... now?

	As a child Yes	As a child No	Now Yes	Now No
argue with your friends	☐	☐	☐	☐
clean your room	☐	☐	☐	☐
make your bed	☐	☐	☐	☐
get up early	☐	☐	☐	☐
sleep late on Saturdays	☐	☐	☐	☐
have a computer	☐	☐	☐	☐
listen to rock music	☐	☐	☐	☐
play a musical instrument	☐	☐	☐	☐
play a sport	☐	☐	☐	☐
ride a bicycle	☐	☐	☐	☐
wear glasses	☐	☐	☐	☐
wear braces	☐	☐	☐	☐

play a musical instrument

make your bed

wear braces

argue with your friends

B GROUP WORK Join another pair. Tell them about changes in your partner's life.

"Hee-jin argued with her friends as a child, but she doesn't argue with her friends now."

Interchange 14 ▪ 129

interchange 14

Learning Objective: *learn more about your classmates' childhoods and current lives*

A *Pair work*

- Explain the task and ask two Ss to model the example conversations.

  Focus Ss' attention on the chart. Ask different Ss to read the simple past and simple present forms of each question. For example:

  S1: Did you argue with your friends as a child? Do you argue with your friends now?

  S2: Did you clean your room as a child? Do you clean your room now?
- Elicit or explain the meaning of any new vocabulary. Use the pictures or mime where appropriate.
- Ss complete the task in pairs. Go around the class and make sure both Ss check (✓) the answers in their charts.

B *Group work*

- Explain the task and ask a S to model the example sentence.
- Each pair joins another pair. Ss complete the activity in groups of four.
- ***Option:*** Each group of four joins another group of four. They share information as a group.

TIP To help Ss develop fluency during a speaking activity, don't interrupt them to correct errors. Instead, take notes of any errors you hear and go over them later.

www.irLanguage.com

Interchange 13A/B

Learning Objective: *practice using maps in an information gap activity*

A Pair work

- Ss work in pairs. Student A in each pair looks at Interchange 13A. Student B in each pair looks at Interchange 13B. Point out that Ss should not look at each other's pages.

TIP For information gap activities, tell Ss to sit across from each other and place a large upright book between them. That way, they can hear each other but not see each other's pages.

- Set the scene and explain the task. Student A asks Student B for directions to the garage, the supermarket, and the flower shop. Student B gives directions and Student A labels the correct buildings.
- Ask two Ss to model the example conversation. Then go over the meaning and pronunciation of any new words.
- Ss complete the activity in pairs.

B Pair work

- Explain the task. Student B asks Student A for directions to the coffee shop, the shoe store, and the bookstore. Student A gives directions and Student B labels the correct buildings.
- Ss complete the activity in pairs.
- To check answers, each pair compares maps and labels.

TIP To check answers at the end of an information gap activity, ask each pair to compare information. It's not necessary to go over the answers as a class.

Interchange 13A **GIVING DIRECTIONS**

Student A

A PAIR WORK Look at the map. You are on Third Avenue between Maple and Oak Streets. Ask your partner for directions to these places. (There are no signs for these places on your map.) Then label the buildings.

garage supermarket flower shop

A: Excuse me. How do I get to the garage?
B: Walk down Third Avenue to . . .



B PAIR WORK Your partner asks you for directions to three places. (There are signs for these places on your map.) Use the expressions in the box to give directions.

Go up/Go down . . .	It's on the corner of . . . Street	It's next to . . .
Walk up/Walk down . . .	and . . . Avenue.	It's behind . . .
Turn right/Turn left . . .	It's between . . . and . . .	It's in front of . . .
		It's across from . . .

Interchange 13A ▪ 127

www.irLanguage.com

Interchange 13B GIVING DIRECTIONS

Student B

A PAIR WORK Look at the map. You are on Third Avenue between Maple and Oak Streets. Your partner asks you for directions to three places. (There are signs for these places on your map.) Use the expressions in the box to give directions.

A: Excuse me. How do I get to the garage?
B: Walk down Third Avenue to . . .

Go up/Go down . . .	It's on the corner of . . . Street and . . . Avenue.	It's next to . . .
Walk up/Walk down . . .	It's between . . . and . . .	It's behind . . .
Turn right/Turn left . . .		It's in front of . . .
		It's across from . . .



B PAIR WORK Ask your partner for directions to these places. (There are no signs for these places on your map.) Then label the buildings.

coffee shop shoe store bookstore

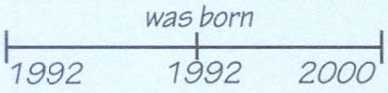
www.irLanguage.com

interchange 15

Learning Objective: *talk about important life events*

A

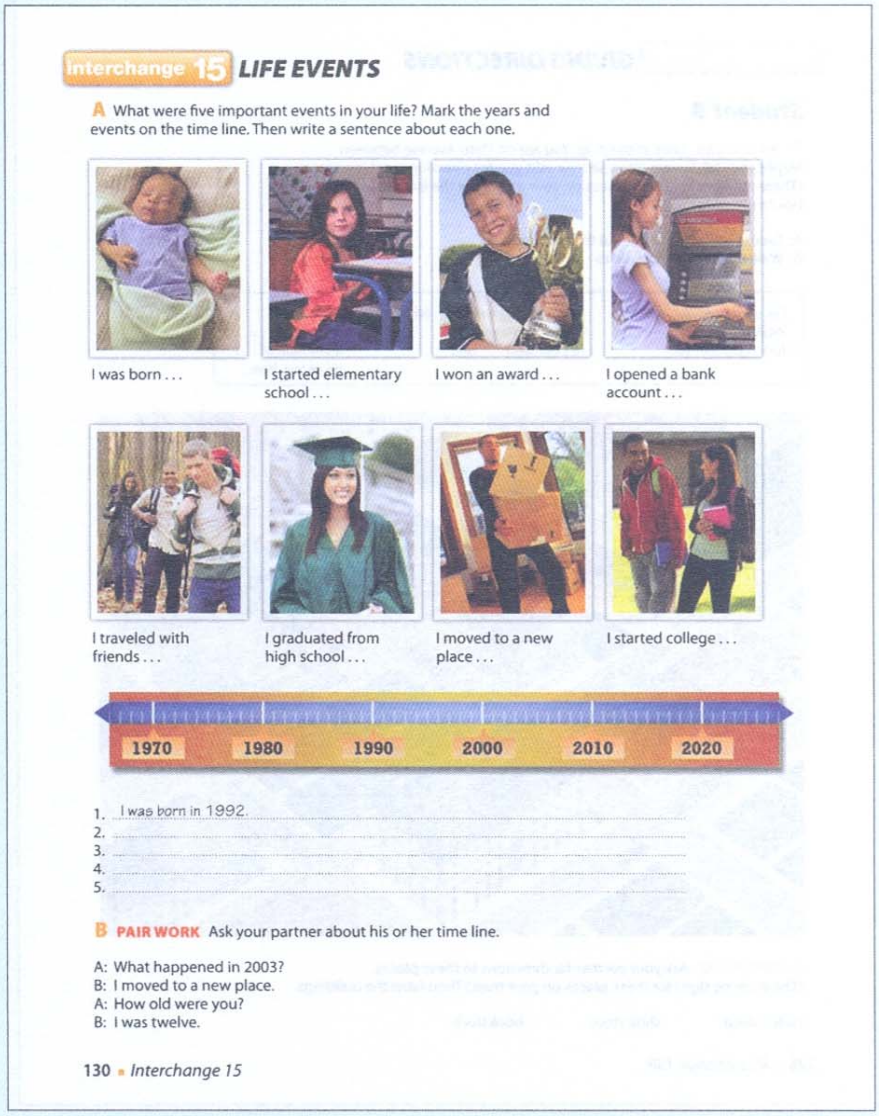
- Focus Ss' attention on the pictures. Ask different Ss to read the phrases.
- Focus Ss' attention on the time line and explain the first part of the task. Then draw a time line on the board and show Ss how to mark down years and events. For example:



- Elicit other important life events from the class and write them on the board (e.g., *started a job, visited Australia*).
- Ss complete the task individually. Go around the class and give help as needed.
- Explain the second part of the task. Ss write sentences about each year and event on their time lines. Ask a S to model the example sentence.
- Ss complete the task individually. Go around the class and give help as needed.

B *Pair work*

- Explain the task and ask two Ss to model the example conversation.
- Point out that Ss should ask follow-up questions and take notes on their partner's answers. Elicit possible follow-up questions for each picture in part A and write them on the board (e.g., *How old were you? Where was your elementary school? What kind of award did you get?*).



interchange 15 **LIFE EVENTS**

A What were five important events in your life? Mark the years and events on the time line. Then write a sentence about each one.

I was born . . .

I started elementary school . . .

I won an award . . .

I opened a bank account . . .

I traveled with friends . . .

I graduated from high school . . .

I moved to a new place . . .

I started college . . .

1970 1980 1990 2000 2010 2020

1. I was born in 1992.
2. .....
3. .....
4. .....
5. .....

B **PAIR WORK** Ask your partner about his or her time line.

A: What happened in 2003?
B: I moved to a new place.
A: How old were you?
B: I was twelve.

130 ▪ *Interchange 15*

- Ss complete the task in pairs. Go around the class and encourage Ss to ask follow-up questions.
- Ask different Ss to share information about one or two important events in their partner's life.
- ***Option:*** In large classes, Ss can share information about their partner's life in small groups.

www.irLanguage.com

Interchange 16 **LET'S MAKE A DATE!**

A Imagine this is next month's calendar. Write 10 plans on the calendar. Use these expressions and your own ideas.

go to (the movies/a party)	play (basketball/video games)
go (dancing/shopping)	meet (my friend/teacher)
go (on a trip/on vacation)	have dinner with (my brother/parents)
study for (a test/an exam)	visit (my parents/grandparents)
go out with (my girlfriend/boyfriend)	see (the dentist/doctor)

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

B **GROUP WORK** Look at your calendars. Agree on a date to do something together.

A: Do you want to do something on March third?
B: I'd like to, but I can't. I'm going to play volleyball then. How about March fourth?
C: That works for me. What time?

C **GROUP WORK** Now decide what to do together. Then share your plans with the class.

A: We can all do something on March fourth. Would you like to play video games?
B: No, I don't like to play video games very much. Do you want to go to a museum?
C: Well, I really don't like museums. . . .

Interchange 16 131

interchange 16

Learning Objective: *make a date with your classmates in a group discussion*

A

- Set the scene and explain the task. Read out the expressions in the box. If needed, explain that an *exam* is usually longer and more formal than a *test*.
- Ss complete the task individually. Go around the class and give help as needed. If Ss have difficulty thinking of ideas, suggest different activities they can write down.

B *Group work*

- Explain the task. Ask three Ss to model the conversation. Point out that Student C should answer with a plan from his or her own calendar.
- Tell Ss to talk about their plans for the remaining days if they finish early.

TIP To help Ss complete a task at about the same time, assign another task for students who finish early. Then go around the class and help slower Ss.

- Ss complete the task in small groups. Go around the class and make sure groups choose a date only.

C *Group work*

- Explain the task. Ask three Ss to model the example conversation. Point out that Ss should work in their groups from part B.
- Ss complete the task in small groups. If some groups finish early, have them agree on another date and plan a different activity.
- Elicit dates and plans from each group.

www.irLanguage.com

Grammar plus

Unit 1

1 *My, your, his, her* (page 3)

▶ Use *his* with males and *her* with females: **His** name is David. (NOT: ~~Her name is David~~.) **Her** name is Maria. (NOT: ~~His name is Maria~~.)

Complete the conversations with *my, your, his,* or *her*.

1. A: Hello. .....My..... name is Carlos.
   B: Hi, Carlos. What's ..... last name?
   A: It's Gonzales.
   B: How do you spell ..... last name? Is it G-O-N-Z-A-L-E-Z?
   A: No, it's G-O-N-Z-A-L-E-S. And what's ..... name?
   B: ..... name is Bill Powers. Nice to meet you.
2. A: What's Ms. Robinson's first name?
   B: ..... first name is Katherine. ..... nickname is Katie.
   A: I'm sorry. What's ..... first name again?
   B: It's Katherine. And what's Mr. Weber's first name?
   A: ..... first name is Peter.
   B: That's right. And ..... nickname is Pete.

2 The verb *be* (page 5)

▶ In questions, the *be* verb comes before the noun or pronoun: **Is he** your teacher?

▶ Don't use contractions in short answers with *Yes*: Are you in my class? Yes, **I am**. (NOT: ~~Yes, I'm~~.)

Complete the conversations. Use the words in the box.

am	I'm	it's	she's	
✓ are	I am	I'm not	you	you're

1. A: Excuse me. .....Are..... you Patty Wilson?
   B: No, ... over there.
   A: OK. Thanks.
2. A: Hi. Are ..... Patty Wilson?
   C: Yes, ...
   A: Oh, good. ..... Sergio Baez. ..... in my English class.
   C: Yes, I .... nice to meet you, Sergio.

www.irLanguage.com

Unit 2

1 *This/these; it/they;* plurals (page 10)

- Don't use a contraction with *What* + *are*: **What are** these? (NOT: ~~What're these?~~)
- Use *this* with singular nouns: **This** is a book. Use *these* with plural nouns: **These** are earrings.

Circle the correct words.

1. A: **What's** / **What are** these?
   B: **It's** / **They're** my **earring** / **earrings**.
2. A: **What's** / **What are** this?
   B: **It's** / **They're a** / **an** cell phone.
3. A: What's **this** / **these**?
   B: **It's** / **They're a** / **an** address book.

2 Yes/No and *where* questions with *be* (page 11)

- In questions with *where*, the verb comes after *Where*: **Where are** my sunglasses? (NOT: ~~Where my sunglasses are?~~)

A Match the questions with the answers.

1. Is that your wallet? ...c...
2. Are these your glasses? .....
3. Where are my keys? .....
4. Is this your pen? .....
5. Where's your watch? .....

a. They're in your purse.
b. No, it's not.
c. Oh, yes, it is!
d. It's in my pocket.
e. No, they're not.

B Complete the conversation. Use the words in the box.

are they	it is	they are	where
it	it's	this	✓ where's

A: ...Where's... my pen?
B: I don't know. Is ..... in your book bag?
A: No, ... not.
B: Is ..... your pen?
A: Yes, ... Thanks! Now, ... are my keys?
B: ..... on your desk?
A: Yes, ... Thank you!

www.irLanguage.com

Unit 3

1 Negative statements and yes/no questions with *be* (page 17)

- Use *be* + *not* to form negative statements: Ana **isn't** a student. (NOT: ~~Ana is no a student~~.)
- *You* is a singular and a plural pronoun: Are **you** from Rio? Yes, **I** am./Yes, **we** are.

A Unscramble the words to write negative statements.

1. in California / not / New York City / is
   New York City is not in California.
2. London / not / from / we're
   .....
3. not / you and Tim / in my class / are
   .....
4. is / my first language / Spanish / not
   .....
5. from / my mother / not / is / Seoul
   .....
6. my keys / not / are / they
   .....

B Complete the conversations.

1. A: Are you and your family from Mexico?
   B: No, ... not. ..... from Guatemala.
2. A: ..... your first language English?
   B: Yes, it ..... . My parents ..... from Australia.
3. A: ..... Kenji and his friend Japanese?
   B: Yes, ... are. But ..... in the U.S. now.
4. A: ..... my mother and I late?
   B: No, ... not. ..... early!

2 Wh-questions with *be* (page 20)

- Use *what* to ask about things. Use *where* to ask about places. Use *Who* to ask about people. Use *What . . . like?* to ask for a description.
- Use *how* to ask for a description: **How are** you today? Use *How old* to ask about age: **How old** is he?
- In answers about age, you can use only the number or the number + *years old*: He's **18**. OR He's **18 years old**.

Complete the questions with *how, what, where,* or *who*. Then match the questions with the answers.

1. Who is that? d
2. ..... is her name? .....
3. ..... is she like? .....
4. ..... old is she? .....
5. ..... is your family from? .....
6. ..... is Bangkok like? .....

a. We're from Thailand – from Bangkok.
b. She's 16.
c. Her name is Nittaya.
d. She's my sister.
e. It's really beautiful.
f. She's a little shy.

www.irLanguage.com

Unit 4

1 Possessives (page 24)

- The noun comes after a possessive adjective: This is **my** T-shirt.
- Don't include the noun after a possessive pronoun: This T-shirt is **mine**.
- *Whose* can be used with singular and plural nouns: **Whose** bag is this? **Whose** keys are these?

Complete the conversations. Use the words in the boxes. There are two extra words in each box.

his	mine	my	your	yours	✓ whose

1. A: Whose jacket is this? Is it ..... , Phil?
   B: No, it's not ..... . Ask Nick. I think it's ..... .

her	our	ours	your	yours

2. A: These aren't ..... books. Are they ..... ?
   B: No, they're not ..... . Maybe they're Young-min's.

her	hers	their	theirs	whose

3. A: ..... sweaters are these? Are they Julie's?
   B: No, they're not ..... sweaters. But these shorts are ..... .

2 Present continuous statements; conjunctions (page 26)

- The present continuous is the present of *be* + verb + *-ing*: It**'s raining**. She**'s wearing** shoes.
- The two negative contractions mean the same: **He's not/He isn't** wearing a coat. **We're not/We aren't** wearing gloves.

Change the affirmative sentences to negative sentences. Change the negative sentences to affirmative sentences.

1. Mr. and Mrs. Lee are wearing hats. Mr. and Mrs. Lee aren't wearing hats.
2. It isn't raining. .....
3. I'm wearing sunglasses. .....
4. You're wearing a new suit. .....
5. Michiko isn't wearing gloves. .....

3 Present continuous yes/no questions; adjective + noun (page 27)

- In questions, the present continuous is *be* + subject + verb + *-ing*: **Is** it **raining**? **Are** you **wearing** brown shoes?
- Adjectives can come before nouns or after the verb *be*: He's wearing a **blue hat**. His hat **is blue**.
- Adjectives don't have a plural form: a **green hat**; two **green hats**

Write questions using the words in parentheses. Then complete the responses.

1. A: Is he wearing a gray suit? (wear, gray suit)
   B: No, he .....
2. A: ..... (wear, brown boots)
   B: No, we .....
3. A: ..... (wear, sunglasses)
   B: Yes, I .....
4. A: ..... (rain)
   B: Yes, it .....

www.irLanguage.com

Unit 5

1 What time is it? / Is it A.M. or P.M.? (page 31)

▶ Remember: you can say times different ways: 1:15 = *one-fifteen* OR *a quarter after one.*

Write each sentence in a different way.

1. It's a quarter to four. It's three forty-five .
2. It's 12:00 P.M. It's noon.
3. It's six-fifteen. .....
4. It's ten o'clock at night. .....
5. It's three-oh-five. .....
6. It's twenty-five to eleven. .....
7. It's one o'clock in the morning. .....
8. It's midnight. .....

2 Present continuous Wh-questions (page 33)

▶ Use the present continuous to talk about actions that are happening right now: What **are** you **doing**? I'**m talking** to you!
▶ In questions, the *be* verb comes before the subject: What **are you** doing?
▶ To form the continuous of verbs ending in *–e*, drop the *e* and add *–ing*: have → having.
▶ For verbs ending in vowel + consonant, double the consonant and add *–ing*: get → getting.

What are the people doing? Write conversations. Use the words in parentheses.

1. A: What's Steve doing? (Steve)
   B: He's watching TV. (watch TV)
2. A: ..... (Jon and Megan)
   B: ..... (take a walk)
3. A: ..... (you)
   B: ..... (write conversations)
4. A: ..... (Chris)
   B: ..... (call Ashley)
5. A: ..... (you and Taylor)
   B: ..... (shop)
6. A: ..... (Sara)
   B: ..... (have dinner)
7. A: ..... (Victor and Sam)
   B: ..... (run in the park)
8. A: ..... (you and Paulo)
   B: ..... (chat online)

www.irLanguage.com

Unit 6

1 Simple present statements (page 37) and Simple present statements with irregular verbs (page 38)

- In affirmative statements, verbs with he/she/it end in *–s*: He/She **walks** to school. BUT I/You/We/They **walk** to school.
- In negative statements, use *doesn't* with he/she/it and *don't* with all the others: He/She/It **doesn't** live here. I/You/We/They **don't** live here.
- Don't add *–s* to the verb: She **doesn't live** here. (NOT: ~~She doesn't lives here.~~)

Elena is talking about her family. Complete the sentences with the correct form of the verbs in parentheses.

My family and I live (live) in the city. We ..... (have) an apartment on First Avenue. My sister ..... (go) to school near our apartment, so she ..... (walk) to school. My father ..... (work) in the suburbs, so he ..... (drive) to his job. My mother ..... (use) public transportation – she ..... (take) the bus to her office downtown. She ..... (have) a new job, but she ..... (not like) it very much. And me? Well, I ..... (not work) far from our apartment, so I ..... (not need) a car or public transportation. I ..... (ride) my bike to work!

2 Simple present questions (page 39)

- In questions, use *does* with he/she/it and *do* with all the others: **Does** he/she/it get up early? **Do** I/you/we/they get up early?
- Don't add *–s* to the verb: Does she **live** alone? (NOT: ~~Does she lives alone?~~)

A Write questions to complete the conversations.

1. A: Do you use public transportation?
   B: Yes, I use public transportation.
2. A: .....
   B: No, my family doesn't eat dinner at 5:00.
3. A: .....
   B: No, my brother doesn't take the bus to work.
4. A: .....
   B: No, I don't get up late on weekends.

- Use *in* with *the morning/afternoon/evening*. Use *at* with *night*: I go to school **in** the afternoon and work **at** night.
- Use *at* with clock times: She gets up **at** 8:00
- Use *on* with days: He sleeps late **on** weekends. She has class **on** Mondays.

B Complete the conversation with *at, in,* or *on*.

A: Does your family have breakfast together in the morning?
B: Well, we eat together ..... weekends, but ..... weekdays we're all busy. My parents go to work early – ..... 6:30. But we eat dinner together ..... the evening, and we have a big lunch together ..... Sundays. We eat ..... noon. Then ..... the afternoon, we play tennis or go to the movies.

www.irLanguage.com

Unit 7

1 Simple present short answers (page 45)

▶ Remember: I/You/We/They **do/don't**. He/She/It **does/doesn't**.

Circle the correct words.

A: **Do / Does** your family **live / lives** in an apartment?
B: No, we **don't / doesn't**. We **have / has** a house.
A: That's nice. **Do / Does** your house have two floors?
B: Yes, it **do / does**. It **have / has** four rooms on the first floor. And we **have / has** three bedrooms and a bathroom on the second floor.
A: And **do / does** you and your family **have / has** a yard?
B: Yes, we **do / does**. And how about you, Tim? **Do / Does** you **live / lives** in a house, too?
A: No, I **don't / doesn't**. My wife and I **have / has** a small apartment in the city.
B: Oh. **Do / Does** you **like / likes** the city?
A: Yes, I **do / does**. But my wife **don't / doesn't**.

2 *There is, there are* (page 47)

▶ Use *there is* with singular nouns: **There's** a bed. Use *there are* with plural nouns: **There are** two chairs.
▶ Use *some* in affirmative statements: There are **some** chairs in the kitchen. Use *any* in negative statements: There aren't **any** chairs in the bedroom.

Read the information about the Diaz family's new house. Write sentences with the phrases in the box.

there's a	there are some
there's no	there are no
there isn't a	there aren't any

1. A living room? Yes
2. A dining room? No
3. A dishwasher in the kitchen? No
4. A table in the kitchen? Yes
5. Curtains on the windows? Yes
6. Rugs on the floors? No
7. Closets in the bedrooms? Yes
8. Bookcases in the bedrooms? No

1. There's a living room.
2. .....
3. .....
4. .....
5. .....
6. .....
7. .....
8. .....

www.irLanguage.com

Unit 8

1 Simple present Wh-questions (page 52)

▶ Use *What* to ask about things: **What do** you do? Use *Where* to ask about places: **Where do** you work? Use *How do/does . . . like . . . ?* to ask for an opinion: **How does** he **like** his job?

Complete the conversations.

1. A: What *does your husband do* ?
   B: My husband? Oh, he's a nurse.
   A: Really? Where ..... ?
   B: He works at Mercy Hospital.
2. A: Where ..... ?
   B: I work in a restaurant.
   A: Nice! What ..... ?
   B: I'm a cook.
3. A: How ..... ?
   B: My job? I don't really like it very much.
   A: That's too bad. What ..... ?
   B: I'm a manager. I work at a clothing store.
4. A: What ..... ?
   B: My brother is a doctor, and my sister is a lawyer.
   A: How ..... ?
   B: They work very hard, but they love their jobs.

2 Placement of adjectives (page 54)

▶ Adjectives come after the verb *be*: A doctor's job **is stressful**. Adjectives come before nouns: A police officer has a **dangerous job**. (NOT: ~~A police officer has a job dangerous~~.)

▶ Adjectives have the same form with singular or plural nouns: Firefighters and police officers have stressful jobs. (NOT . . . have ~~stressfuls~~ jobs.)

Use the information to write two sentences.

1. accountant / job / boring
   An accountant's job is boring.
   An accountant has a boring job.
2. salesperson / job / stressful
   .....
   .....
3. security guard / job / dangerous
   .....
   .....
4. nurse / job / exciting
   .....
   .....
5. taxi driver / job / interesting
   .....
   .....
6. electrician / job / difficult
   .....
   .....

www.irLanguage.com

Unit 9

1 Count and noncount nouns; *some* and *any* (page 59)

- Count nouns name things you can count: *vegetables, eggs, cookies*. Count nouns have a singular and plural form: *1* ***book***, *2* ***books***. Noncount nouns name things you can't count: *water, spinach, cheese*.
- Use *some* in affirmative sentences: We have **some** chicken. Use *any* in negative sentences and questions: We don't have **any** bread. Do we have **any** cheese?

Complete the conversations with *some* or *any*.

1. A: What do you want for lunch?
   B: Let's make ...some... sandwiches.
   A: Good idea! Do we have ..... bread?
   B: I think there's ..... in the refrigerator. Let me see. . . . No, I don't see ..... .
   A: Well, let's go to the store. We need ..... milk, too. And do we have ..... cheese?
   B: Yes, we do. There's ..... cheese here, and there are ..... tomatoes, too.
   A: Do we have ..... mayonnaise? I love ..... mayonnaise on my sandwiches.
   B: Me, too. But there isn't ..... here. Let's buy ..... .
2. A: Let's make a big breakfast tomorrow morning.
   B: OK. What do we need? Are there ..... eggs?
   A: There are ..... , but I think we need to buy ..... more.
   B: OK. And let's get ..... yogurt, too. We don't have ..... , and I love yogurt for breakfast.
   A: Me, too. Do you see ..... bread in the refrigerator?
   B: Yes, there's ..... in the refrigerator.
   A: Great! So we don't need to buy ..... at the store.
   B: That's right. Just eggs and yogurt!

2 Adverbs of frequency (page 61)

- Adverbs of frequency usually go before the main verb: *always, almost always, usually, often, sometimes, hardly ever, almost never, never*: She **never plays** tennis. I **almost always eat** breakfast. *Sometimes* can begin a sentence: **Sometimes** I **eat** breakfast.

Rewrite the conversation. Add the adverbs in the correct places.

A: Where do you have lunch? (usually)	A: Where do you usually have lunch?
B: I go to a restaurant near work. (often)	B: .....
A: Do you eat at your desk? (ever)	A: .....
B: No, I stay in for lunch. (hardly ever)	B: .....
A: And what do you have? (usually)	A: .....
B: I have soup and a sandwich. (always)	B: .....
A: Me, too. I have a big lunch. (never)	A: .....

www.irLanguage.com

Unit 10

1 Simple present Wh-questions (page 65)

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

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

1. What sports do you like?
2. ..... you go to games with?
3. ..... often ..... your team play?
4. ..... they play?
5. ..... they play?
6. ..... time ..... the games start?

a. My father and my brother.
b. Usually at three o'clock.
c. Baseball. I love to watch my team.
d. Once a week.
e. On Saturday afternoons.
f. At Lincoln Park.

2 *Can* for ability (page 67)

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

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

1. Sally: ride a bike ✓ drive a car ✗
   Sally can ride a bike, but she can't drive a car.
2. John: play the piano ✓ play the violin ✓
   .....
3. Brad and George: act ✓ sing ✗
   .....
4. Maria: snowboard ✓ ice-skate ✗
   .....
5. Justin: upload photos ✗ download a video ✗
   .....
6. Lisa: write poems ✗ tell good jokes ✓
   .....

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

1. Can Brad and George sing? No, they can't.
2. Who can tell good jokes? .....
3. Can Sally drive a car? .....
4. Can John play the piano? .....
5. Who can snowboard? .....
6. What can George do? .....

www.irLanguage.com

Unit 11

1 The future with *be going to* (page 73)

- Use *am/is/are* + *going to* + base form for the future: We**'re going to stay** home tonight.
- In questions with *be going to*, the *be* verb comes before the noun or pronoun: **Is he going to bake** me a cake?

A Complete Robert's story. Use the correct form of *be going to* and the verbs in parentheses.

Tomorrow *is going to be* (be) a very exciting day. It's my birthday, and my friends and I ..... (celebrate). In the morning, Scott and I ..... (drive) to the beach. Our friend Sara ..... (meet) us there. We ..... (stay) at the beach for a few hours. Then we ..... (have) lunch at my favorite restaurant. After lunch, Scott ..... (go) to work, and Sara and I ..... (see) a movie. After the movie, we ..... (go) to our friend Charlie's house. He ..... (cook) dinner for Sara and me.

B Write questions. Then look at part A and answer the questions.

1. Robert / celebrate / with his family?
   Q: *Is Robert going to celebrate with his family?*
   A: *No, he's going to celebrate with his friends.*
2. Scott and Robert / take the bus / to the beach?
   Q: .....
   A: .....
3. the friends / have lunch / at a restaurant?
   Q: .....
   A: .....
4. Sara and Robert / go to a museum?
   Q: .....
   A: .....
5. Sara and Robert / have dinner / at a restaurant?
   Q: .....
   A: .....

2 Wh-questions with *be going to* (page 75)

- Use *is* in questions with *Who* as the subject: **Who's** going to be there? (NOT: ~~Who are going to be there?~~)

Complete the conversation with the correct form of *be going to*.

A: What *are* you *going to do* (do) this weekend?
B: I ..... (have) a very busy weekend. My friend Ali ..... (visit) me, and we ..... (spend) the weekend in the city.
A: That's nice. ..... you ..... (stay) in a hotel?
B: No, we ..... (stay) with our friend Donna. And Donna ..... (have) a big party on Saturday night.
A: Really? And who ..... (be) at the party? Do you know any of Donna's friends?
B: No, I don't. But Ali and I ..... (meet) everyone on Saturday night.

www.irLanguage.com

Unit 12

1 *Have* + noun; *feel* + adjective (page 79)

▶ For most health problems, use *a/an*: I have **a** cold. I have **an** earache. With *flu*, use *the*: I have **the** flu. (NOT: ~~I have a flu~~.)

Complete the conversation. Use the sentences in the box.

I think I have a fever.
Thanks.
I feel awful, actually.
Yes. I'm going to call my doctor in a few minutes.
Yes, I do. And I have a stomachache, too.
✓Hi, Chris. How are you?

A: Hi, Chris. How are you?
B: I'm terrific, thanks. How about you?
A: .....
B: Oh, no! What's the matter?
A: .....
B: That's too bad. Do you have a headache?
A: .....
B: Are you going to see a doctor?
A: .....
B: Well, feel better soon.
A: .....

2 Imperatives (page 82)

▶ Use the base form of the verb in affirmative imperatives: **Go** home and **rest**, Pat.
▶ Use *don't* + base form of the verb in negative imperatives. The form doesn't change: **Don't go** to school today, Pat.

Read the situations. Give the people advice. Use the phrases in the box.

✓drink coffee in the afternoon
eat any cold food
exercise today or tomorrow
take an antacid
take two aspirins
work too hard

1. Dan can't sleep at night. Don't drink coffee in the afternoon.
2. Casey has a headache. .....
3. Kristina works 12 hours a day. .....
4. Michael has sore muscles. .....
5. Min-ho has a toothache. .....
6. Laila has an awful stomachache. .....

www.irLanguage.com

Unit 13

1 Prepositions of place (page 88)

- Use *on* with the names of streets and avenues: The bookstore is **on** Center Street. The theater is **on** Park Avenue.
- *Across from* is another way of saying *opposite*: The library is **across from** the theater. = The library is **opposite** the theater.

Circle the correct words.

A: Excuse me. Is there a gas station around here?
B: Yes, there is. It's **in** / **on** Third Avenue.
A: Where on Third Avenue?
B: It's **in** / **on** the corner of Center Street and Third Avenue.
A: Across **from** / **to** Stacy's Department Store?
B: Yes, that's right. It's next **to** / **from** the park.
A: Thanks. Oh, and where is the post office?
B: It's on Center Street – **between** / **next to** the hospital and the bank.
A: Great. Thanks very much.
B: You're welcome.

2 Directions (page 90)

- *Walk up/Go up* mean the same. *Walk down/Go* down also mean the same.

Bob doesn't know the city at all. Correct Bob's directions. Write the opposite of what he says.

1. Dan: How do I get to the library?
   Bob: Walk up Park Avenue.
   You: No, don't walk up Park Avenue. Walk down Park Avenue.
2. Dan: How can I get to the park?
   Bob: Turn right on Main Street.
   You: .....
3. Dan: How do I get to the post office?
   Bob: Go down First Avenue.
   You: .....
   Bob: It's on the left.
   You: .....

www.irLanguage.com

Unit 14

1 Simple past statements: regular verbs and irregular verbs (pages 93–94)

- Use simple past verbs to talk about the past. Regular verbs end in *–ed*: I **watched** TV last night. For verbs ending in *–e*, add *–d*: *live* → *lived*. For verbs ending in vowel + consonant, double the consonant and add *–ed*: shop → shopped.
- Use *didn't* + base form in negative statements. The form doesn't change: He **didn't shop** for groceries yesterday. (NOT: ~~He didn't shopped for groceries yesterday~~.)

Daniela wrote an email to a friend. Complete the sentences with the simple past form of the verbs in parentheses.

Hi!

I didn't do (not do) anything special this weekend, but I ..... (have) a lot of fun. I ..... (not go) out on Friday night. I ..... (stay) home. I ..... (clean) my room and ..... (do) laundry. I ..... (help) my sister with her homework, and then we ..... (watch) TV. On Saturday, my friend Taylor ..... (come) over. She ..... (need) some new shoes, so we ..... (take) the bus downtown to Harry's Shoe Store. We ..... (shop) for a long time, but Taylor ..... (not like) any of the shoes at Harry's. She ..... (buy) some purple socks, but she ..... (not buy) any shoes. On our way back to my house, we ..... (stop) at the gym and ..... (exercise). We ..... (not exercise) very hard. I ..... (invite) Taylor for dinner, and my dad ..... (cook) hamburgers in the yard. After dinner, Taylor and I ..... (talk) and ..... (play) video games. She ..... (not stay) very late – Mom ..... (drive) her home at around ten. On Sunday, my whole family ..... (visit) my mother's best friend and her family. They have a swimming pool, so my sister and I ..... (go) swimming all afternoon.

Tell me about your weekend!

2 Simple past yes/no questions (page 95)

- Use *did* + base form in questions. The form doesn't change: **Did** you **have** fun yesterday? (NOT: ~~Did you had fun yesterday?~~)

Complete the conversation. Use the simple past form of the verbs in parentheses.

A: Did you enjoy (enjoy) your vacation?
B: Yes, I ..... . My brother and I ..... (have) a great time.
A: ..... you ..... (take) a lot of pictures?
B: No, we ..... . But we ..... (buy) a lot of postcards.
A: That's good. ..... you ..... (see) a lot of interesting things?
B: Yes, we ..... . And we ..... (eat) a lot of new foods.
A: How about you? ..... you ..... (have) a good summer?
B: Well, I ..... (not go) anywhere, but I ..... (read) a lot of good books and ..... (see) some great movies.

www.irLanguage.com

Unit 15

1 Past of *be* (page 101)

▶ Present → Past
am/is → **was**
are → **were**

Complete the conversations with *was, wasn't, were,* or *weren't.*

1. A: Were you here yesterday?
   B: No, I ..... . I ..... home in bed.
   A: Oh, ... you sick?
   B: No. I ..... just really tired.
2. A: Where ..... you born?
   B: I ..... born here in New York.
   A: Really? What about your parents? ..... they born here, too?
   B: No, they ..... . They ..... born in Brazil – in Salvador.
3. A: Where ..... Yusef last week? ..... he on vacation?
   B: Yes, he ..... . He and his best friend ..... in Spain. They ..... in Barcelona.
   A: ..... it a good trip?
   B: Yes, it was. Yusef said it ..... a terrific trip!

2 Wh-questions with *did, was,* and *were* (page 103)

▶ Don't use *did* with the past of *be*: Where **were** you last Tuesday? (NOT: ~~Where did you were last Tuesday?~~) Use *did* in simple past questions with other verbs: Where **did** you **go** last Tuesday?
▶ *Because* answers the question *Why?*

Complete the questions. Use the words in the box.

✓ how	what	where	why
how old	when	who	

1. A: How was your childhood?
   B: I had a fantastic childhood!
2. A: ..... did you grow up?
   B: I grew up in Dallas, Texas.
3. A: ..... were you when you started school?
   B: I think I was five.
4. A: ..... did you leave home?
   B: In 2008.
5. A: ..... was your best friend in high school?
   B: My best friend was a girl named Alice.
6. A: ..... was your first job?
   B: I worked as a server in a restaurant.
7. A: ..... did you leave Dallas?
   B: Because I wanted to live in a small city.

www.irLanguage.com

Unit 16

1 Subject and object pronouns (page 107)

▶ Subject pronouns usually come before verbs, and object pronouns go after verbs: **I** saw **him**, but **he** didn't see **me**.

A Complete the conversations.

1. A: Hello. Is Mr. Chin there?
   B: No, he's not here right now. Can ..... take a message?
   A: Yes. Please tell ..... to call Rob Taylor.
   B: Does ..... have your number?
   A: No, but please give it to ..... . It's 555-0987.
2. A: Hi. This is Eliza. Is Maria home?
   B: No, ... at the mall with her brother. Their dad drove ..... there this morning.
   A: Oh. Well, can I leave ..... a message?
   B: Sure.
   A: Sonia and I are going to see a movie tomorrow. Maybe Maria can go with ..... .
   B: I can ask ..... . And she can call ..... tonight.

2 Invitations; verb + *to* (page 109)

▶ You can use both *Do you want to . . . ?* and *Would you like to . . . ?* to invite a person to do something.
▶ Don't confuse *would like to* with *like to*. *Would like to* means the same as *want to*.
▶ *I'd (really) like to* and *I'd love to* both mean the same as *I want to*.

Rewrite the conversations. Write the sentences in a different way.

1. A: Do you want to see a movie tonight? — A: Would you like to see a movie tonight?
   B: Oh, I can't. I need to work. — B: .....
2. A: Do you want to play tennis on Saturday? — A: .....
   B: I'd love to, but I have to help my parents. — B: .....
3. A: I want a job at Mike's store. — A: .....
   B: You need to speak to him. — B: .....
4. A: Would you like to go to a party with me? — A: .....
   B: I want to, but I can't. I have to study. — B: .....

www.irLanguage.com

Unit 1 Language summary

Vocabulary

Nouns

The alphabet
See Exercise 4 on page 3.

(0–10)
See Exercise 11 on page 6.

Titles
Miss
Mr.
Mrs.
Ms.

Other
book
class
classmate
email address
female
home phone (number)
male
math
name
phone number
teacher
work phone (number)

Pronouns

Subjects
I
you
he
she
it

Other
this
what

Adjectives

Possessives
my
your
his
her
our

Other
famous
first
last
married
popular
single

Article
the

Verbs
am
are
is

Adverbs

Responses
no
yes

Other
not
(over) there
too (= also)

Preposition
in (my class)

Conjunctions
and
or

Expressions

Saying hello
Hello.
Hi.
Good morning.
Good afternoon.
Good evening.
How are you?
How's it going?
How are you doing?
  Great. How about you?
  I'm (just) fine.
  I'm OK.
  Pretty good.

Saying good-bye
Bye.
Bye-bye.
Good-bye.
See you later.
See you tomorrow.
Have a great weekend.
Have a good evening.
  Thank you. You, too.
Good night.

Introducing yourself and others
Hi. My name is . . .
  I'm . . .
It's nice to meet you.
  Nice to meet you, too.
This is . . .

Checking and confirming information
What's your (last) name (again)?
  It's . . .
Is that . . . ?
  Yes, that's right.
  No, it's . . .
Are you . . . ?
  Yes, I am.
  No, I'm not.
How do you spell . . . ?
Can you repeat that?

Getting someone's attention
Excuse me.

Thanking someone
Thank you. / Thanks.

Expressing surprise
Oh!

Apologizing
I'm sorry.

Giving an opinion
I think . . .

Interchange Intro Teacher's Edition © Cambridge University Press 2013 Photocopiable

www.irLanguage.com

Unit 2 Language summary

Vocabulary

Nouns

Classroom objects

board
(English) book
book bag
chair
clock
desk
dictionary
door
eraser
map
marker
notebook
pen
pencil
pencil case
table
wall
wastebasket
window

Personal items

bag
briefcase
camera
cell phone
chopsticks
credit card
earring(s)
glasses
hairbrush
ID
keys
laptop
newspaper
phone
purse
scarf
stamp
sunglasses
television
ticket
umbrella
wallet
watch

Other

box
café
car
exercise
pocket
sentence

Pronouns

it
this
that
these
they

Adjectives

interesting
nice

Articles

a
an

Verb

open

Adverbs

maybe
now
very (+ adjective)
where

Prepositions

behind
in
in front of
next to
on
under

Expressions

Identifying things

What's this (called in English)?
I don't know.
It's a . . .
What are these (called in English)?
They're . . .

Identifying the owner of something

Is this your . . . ?
Yes, it is.
No, it's not.
Are these your . . . ?
Yes, they are.
No, they're not.

Thanking someone

Thank you!
You're welcome.

Expressing pleasure

Wow!
Oh, cool!
They're great!

Expressing disappointment

Oh, no!

Thinking before responding

Let me see.
Uh, . . .
Hmm . . .

Agreeing

OK.
You're right.

Realizing something

Wait (a minute)!

www.irLanguage.com

Unit 3 Language summary

Vocabulary

Nouns

Countries, nationalities, and languages

See the appendix on page T-164.

People

baby
brother
family
(best) friend
mother
parent(s)
partner
sister
student

Places

city (*plural*: cities)
country (*plural*: countries)
world

Other

game

Pronouns

Subjects

they
we

Other

that
who

Determiner

a little

Adjectives

Appearance

beautiful
cute
good-looking
handsome
heavy
pretty
short
tall
thin

Personality

friendly
funny
nice
quiet
serious
shy
smart
talkative

Numbers and ages

(11–30; 40, 50, etc.)

See Exercise 7 on page 19.

Other

early
false
large (largest)
late
new
old
true

Adverbs

only (+ age)
originally
really (+ adjective)
this week

Prepositions

from (South Korea)
in (Mexico)
of (the family)

Conjunctions

but
so

Expressions

Asking about countries, nationalities, and languages

Where are you from?
  I'm from South Korea.
What's Rio like?
  It's . . .
Are you Japanese?
  Yes, I am.
  No, I'm not.
Is your first language Korean?
  Yes, it is.
  No, it's not.

Asking about people

Who's that?
  He's . . .
What's his name?
  His name is . . .
How old is he?
  He's (21) years old.
What's he like?
  He's . . .
Is he nice?
  Yes, he is.
  No, he's not.

Getting someone's attention

Look!

Introducing a different topic

By the way, . . .

Introducing an explanation or idea

Well, . . .

Expressing surprise

Really?
Wow!

Playing a game

heads
tails
It's your turn.
It's my turn.
I don't know.

Interchange Intro Teacher's Edition © Cambridge University Press 2013 Photocopiable

www.irLanguage.com

Unit 4 Language summary

Vocabulary

Nouns

Clothes
belt
blouse
boot(s)
cap
coat
dress
glove(s)
hat
(high) heels
jacket
jeans
pajamas
pants
raincoat
scarf
shirt
shoe(s)
shorts
skirt
sneakers
socks
suit
sweater
swimsuit(s)
tie
T-shirt

Seasons
spring
summer
fall
winter

Other
celebrity
disaster
home
leisure
problem
taxi
work

Adjectives

Colors
beige
black
(dark/light) blue
(dark/light) brown
(dark/light) gray
(dark/light) green
orange
pink
purple
red
white
yellow

Weather
cloudy
cold
cool
hot
humid
sunny
warm
windy

Possessives
my
your
his
her
our
their

Other
all
dry
favorite
new

Pronouns

Possessives
mine
yours
his
hers
ours
theirs
whose

Verbs
ask
rain
snow
wear

Adverb
today

Prepositions
around (the world)
at (home)

Conjunction
and

Expressions

Talking about preferences
What are your favorite colors?
My favorite colors are . . .

Asking about and describing clothing
What color is/are . . . ?
It's/They're . . .
Are you wearing . . . ?
Yes, I am.
No, I'm not. I'm wearing . . .

Talking about the weather
It's snowing/raining/ . . .
It's cloudy/cold/hot/sunny/ . . .

Making a contrast
. . . , but . . .

Getting someone's attention
Hey!

Asking about a problem
What's the matter?

Expressing distress
Oh, no!

Making a suggestion
Let's . . .

Agreeing with a suggestion
Good idea!

www.irLanguage.com

Unit 5 Language summary

Vocabulary

Nouns

Meals
breakfast
lunch
dinner

Form of address
Mom

Other
baseball
bike
cheese
conference
essay
movie
mushroom
pizza
soccer
tennis
time zone

Adjectives
awake
hungry
same

Verbs
call
chat (online)
check (email)
cook
dance
do
drive
eat
get (hungry)
get up
go (to work)
have (breakfast/lunch/coffee)
make
play (soccer/tennis)
read
remember
ride (a bike)
ring
run
shop
sleep
study
swim
take (a walk)
text
watch (television/a movie)
work
write (an essay)

Adverbs

Times
at night
in the afternoon
in the evening
in the morning

Clock times
6:00 A.M./6:00 P.M.
midnight
noon
a quarter after (six)
a quarter to (six)

Other
almost
(right) now
there
why

Conjunction
so

Expressions

Talking about the time
What time is it?
It's . . . o'clock (in the morning/ . . .).
It's . . . after . . .
It's a quarter after . . .
It's . . . -thirty.
It's a quarter to . . .
It's . . . to . . .

Talking about current activities
What are you doing?
I'm . . .
Are you . . . -ing?
Sure.
Yes, I am.
No, I'm not. I'm . . . -ing.

Talking on the phone
Hello?
Hi, ... This is . . .

Checking information
Right?
Yes.
(Oh,) right.

Apologizing
I'm really sorry.
That's OK.

Giving a reason
. . . , so . . .

Expressing a positive opinion
That's my favorite!

Asking about type
What kind?

Interchange Intro Teacher's Edition © Cambridge University Press 2013 Photocopiable

www.irLanguage.com

Unit 6 Language summary

Vocabulary

Nouns

Transportation
bike
bus
car
motorcycle
subway
train
taxi/cab

Family
brother
child (*plural*: children)
daughter
father/dad
husband
kid(s)
mother/mom
sister
son
wife

Places
apartment
coffee shop
house
park
restaurant
school
suburbs

Days of the week
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday
weekday
weekend

Other
drums
homework
job
pet
routine
schedule
survey

Pronouns

Object pronouns
me
us

Determiner
a lot of

Adjectives
alone
busy
public
retired

Verbs
end
exercise
live
meet
need
see (family/friends)
serve
start
stop
take (a taxi/cab; the train/subway)
use
walk

Adverbs

Times
all day
at night
early
every day
late
weekly

Places
downtown
far (from here)
here
near (our house)

Other
also
sometimes
then
together
when

Prepositions
at (9:00/noon/midnight/night)
by (bus/car)
in (the morning/the afternoon/the evening)
on (Sundays/weekdays/weekends)
with (our parents)

Expressions

Talking about routines
What time do you . . . ?
At . . .
When does he . . . ?
He . . . at . . .
Does he . . . ?
Yes, he . . . every morning.
How do you get to . . . ?
I . . .

Idioms
early bird
night owl

Responses
Sure.
Yeah.

Asking for more information
What else . . . ?

www.irLanguage.com

Unit 7 Language summary

Vocabulary

Nouns

Parts of houses and apartment buildings

bathroom
bedroom
closet
dining room
elevator
(first/second) floor
garage
hall
kitchen
laundry room
living room
lobby
room
stairs
window
yard

Kinds of homes

cabin
beach house
loft
villa

Furniture

armchair(s)
bed
bookcase
chair(s)
coffee table
cupboard(s)
curtain(s)
dresser
lamp
mirror
picture(s)
rug
sofa

Appliances

microwave oven
refrigerator
stove

Other

difference
forest
outside
ship
store
TV
view

Determiners

any
lots of
no
some

Adjectives

another
big
colorful
dream (home)
expensive
lucky
recycled
small
unusual
upstairs
wood-burning

Verbs

build
love
think

Adverbs

inside
just (one room)
next (weekend)

Expressions

Asking about and describing a home

What's the house/apartment like?
  It's (really) nice.
  It has . . .
Does it have . . . ?
  Yes, it does.
  No, it doesn't.
There's a/an . . .
There's no . . .
There isn't a/an . . .
There are some . . .
There aren't any . . .
There are no . . .

Expressing approval

Nice!
That's great.
This . . . is great.
That sounds nice.

Giving surprising information

Guess what!

Interchange Intro Teacher's Edition © Cambridge University Press 2013 Photocopiable

www.irLanguage.com

Unit 8 Language summary

Vocabulary

Nouns

Jobs

accountant
baker
bellhop
cashier
doctor
dog groomer
electrician
firefighter
flight attendant
florist
front desk clerk
manager
nurse
office manager
painter
plumber
police officer
receptionist
salesperson
security guard
server
social worker
taxi driver
vendor
video game designer
wedding planner
window washer

Workplaces

high school
hospital
hotel
office
store

Other

band(s)
computer
money
neighborhood
people (*singular*: person)
salary
uniform

Adjectives

boring
dangerous
difficult
easy
exciting
furry
interesting
perfect
professional
relaxing
stressful
sweet
terrific

Verbs

agree
disagree
guess
handle
perform
sit
stand
talk
teach
travel

Adverbs

after (work)
exactly
hard
outdoors
pretty (+ adjective)

Expressions

Exchanging information about work

Where do you work?
  I work in a/an . . .
What do you do?
  I'm a/an . . .
What time/When do you start/finish work?
  I start/finish work at . . .
What do you do after work?
  I . . .
Where does your brother work?
  He works . . .
What does he do?
  He . . .

Talking about likes and dislikes

She loves it.
How do you like it?
  I really like it.
  It's OK.
  They hate it.
  I like it/them a lot.
  It's great.

Exchanging personal information

How are things (with you)?
  Not bad.
I hear . . .

Giving more information

. . . , you know.

Giving surprising information

Actually, . . .

Expressing interest

That's funny.
That's interesting.

Expressing uncertainty

I guess . . .

Expressing concern

Please be careful!

www.irLanguage.com

Unit 9 Language summary

Vocabulary

Nouns

Meals
breakfast
lunch
dinner
snack

Dairy (foods)
cheese
milk
yogurt

Desserts
cake
candy
chocolate(s)
cookies
ice cream

Drinks
coffee
(orange) juice
(green) tea

Fats and oils
butter
cream
mayonnaise
oil

Grains
bread
cereal
cracker(s)
noodles
pasta
rice
toast
tortilla(s)

Fruit
apple(s)
banana(s)
blueberries (*singular*: blueberry)
grape(s)
kiwi(s)
lemon(s)
orange(s)
pineapple
pomegranate(s)
tangerine(s)
watermelon

Meat and other proteins
almond(s)
bean(s)
beef (jerky)
chicken
egg(s)
fish
hamburger(s)
hot dog(s)
nuts
peanuts

Vegetables
black-eyed pea(s)
broccoli
carrot(s)
celery
collard greens
lettuce
onion(s)
potato(es)
tomato(es)

Other foods
corn chips
jam
pickle(s)
popcorn
potato chips
(potato) salad
pizza
rice pudding
sandwich(es)
soup

Other
coin
habit
health
luck
picnic
strength
wealth

Adjectives
awful
bad
good
mealtime
other
sweet

Verbs
buy
come
drink
put
try
want

Adverbs

Adverbs of frequency
always
hardly ever
never
often
sometimes
usually

Other
(Japanese-) style

Prepositions
at (my desk)
for (breakfast/the picnic)

Expressions

Talking about likes and dislikes
I like . . .
I don't like . . .
I don't want . . .
I hate . . .
That sounds awful!

Talking about things you need
Do we have any . . . ?
  No, we don't. We need some.
  Yes, we do.
Do we need any . . . ?
  Yes, we need some . . .
  No, we don't need any . . .

Making a suggestion
How about . . . ?

Agreeing to do something
All right.
OK.

Interchange Intro Teacher's Edition © Cambridge University Press 2013 Photocopiable

www.irLanguage.com

Unit 10 Language summary

Vocabulary

Nouns

Sports

baseball
basketball
bike riding
football
golf
hiking
hockey
ice-skating
snowboarding
soccer
swimming
volleyball

Other

ability
beach
blankets
coach
chess
contest
corn on the cob
free time
good-luck charm
gym
gymnast
handstand
horse
joke
kebabs
piano
poem
sneak peek
song
talent
team
TV
video
violin

Determiner

all

Adjectives

artistic
athletic
hidden
mechanical
musical
technical

Verbs

act
bake
dance
do yoga
download
draw
enter
fix
make (clothes)
paint
play (chess/piano/the violin)
practice
raise
ride
sing
take (photos)
tell
train
upload
whistle
wiggle

Adverbs

about
backward

Time expressions

once/twice a week
tomorrow

Expressions

Talking about sports

What sports do you like/play/watch?
I love/play/watch (soccer).
I don't like/play (golf).
I (really) love (tennis).
Who do you play/watch soccer with?
With some friends from work.
When does your team practice?
We practice on Sundays.
What time do you start practice?
We start practice at noon.
Where do you play?
We play at the park/at the beach/in our yard.

Expressing an opinion

I think . . .

Talking about abilities and talents

What can I do?
Can you sing?
Yes, I can.
No, I can't.
Can they sing?
Yes, they can sing very well.
No, they can't sing at all.

Giving a compliment

You can . . . really well.
You're a really good . . . !
Thanks.

Asking for clarification

What do you mean?

Introducing a topic

So, . . .

Expressing interest

Really?
Oh, yeah?

Agreeing to do something

Sure. Why not?

www.irLanguage.com

Unit 11 Language summary

Vocabulary

Nouns

Months
January
February
March
April
May
June
July
August
September
October
November
December

Holidays, festivals, and special occasions
birthday
Christmas
Halloween
Independence Day
New Year's Day/Eve
Thanksgiving
Valentine's Day
wedding

Other
boyfriend
custom
dance
envelopes
hat
fireworks
gift
girlfriend
parade
party
present
vest

Pronoun
anything

Adjectives

Dates
(1st–31st)
See Exercise 1 on page 72.

Other
fancy
special
traditional

Verbs
ask
celebrate
decorate
give
go on a picnic
go on a trip
invite
order
pull
stay home
stop by
take (me) out

Adverbs

Time expressions
next month
next summer
next week
next year
this weekend
tomorrow
tomorrow afternoon
tomorrow night
tonight

Expressions

Talking about future plans
Are you going to do anything exciting this weekend?
  Yes, I am. I'm going to . . .
  No, I'm not. I'm going to . . .
What are your plans?
What are you going to do?
  I'm going to . . .
Where are you going to go?
  I'm going to go to . . .
How are you going to get there?
  We're going to . . .
Who's going to be there?
  . . . is/are going to be there.
When/What time are you going to . . . ?
  We're going to . . . at . . .

Talking about dates
When is your birthday?
  It's August ninth.

Wishing someone a good holiday
Happy birthday!
  Thanks.
Have a good Valentine's Day!
  Thanks. You, too.

Exchanging information
How about you?

Expressing approval
(That) sounds like fun.
Nice!

Expressing uncertainty
I'm not sure.

Interchange Intro Teacher's Edition © Cambridge University Press 2013 Photocopiable

www.irLanguage.com

Unit 12 Language summary

Vocabulary

Nouns

Parts of the body

ankle
arm
back
chest
chin
ear
elbow
eye
eyebrow
finger(s)
foot (*plural*: feet)
gums
hair
hand
head
heel
hip
knee
leg
mouth
muscle(s)
neck
nose
shoulder
stomach
throat
thumb
toe(s)
tooth (*plural*: teeth)
wrist

Health problems

backache
cold
cough
dry eyes
earache
fever
the flu
headache
sore throat
stomachache
toothache

Medications

antacid
aspirin
(cold) pills
cough drops
cough syrup
eyedrops
muscle cream
nasal spray

Other

calcium
crossword puzzle
dentist
energy
hour
moisturizer
part
patient
rest
seat belt
soda
sunscreen

Adjectives

Positive feelings

better
fantastic
fine
great
terrific

Negative feelings

awful
exhausted
horrible
miserable
sick
sore
terrible
tired

Other

common
noisy
wrong

Verbs

challenge
floss
hurt
stay up
stretch
take a look

Adverbs

much
so (= very)
well

Expressions

Talking about health problems

How are you?
How do you feel (today)?
  I feel better.
  Not so good/well.
What's the matter?
What's wrong?
  I feel sick/terrible.
  I don't feel well.

Expressing sympathy

That's too bad.
I'm sorry to hear that.
That's good.
I'm glad to hear that.

Refusing something politely

Do you want . . . ?
  No, but thanks anyway.

Asking for permission

Is that OK?

Giving a suggestion

I have an idea.
  Take/Don't take . . .
  Eat/Don't eat . . .

Agreeing with a suggestion

Good idea.

Asking for more information

Anything else?

www.irLanguage.com

Unit 13 Language summary

Vocabulary

Nouns

Places
avenue
bank
bookstore
capital
castle
cathedral
center
coffee shop
department store
drugstore
flower shop
garage
gas station
movie theater
museum
parking lot
post office
restaurant
restroom
shoe store
square
street
supermarket

Form of address
ma'am

Other
attraction
block
doll
gasoline
magazine
map
package
stamps
tourist
toy
traveler's checks

Verbs
climb
go down/up
turn around
turn left/right
walk down/up

Adverb
right

Prepositions
across from
behind
between
next to
on
on the corner of
on the left/right

Expressions

Asking for and giving locations
Is there a . . . around here?
  Yes, there is. It's next to/across from/ . . .
  (No.) I don't think so.
Where is the . . . ? Is it far from here?
  It's right behind you.

Asking for and giving directions
How do/can I get to . . . ?
  Walk/Go up . . .
  Walk/Go down . . .
  Turn left/right on . . .
  It's on the left/right.
  You can't miss it.

Getting someone's attention
Excuse me.

Asking for help
Can you help me?

Expressing urgency
It's an emergency!

Expressing distress
Oh, dear.

Interchange Intro Teacher's Edition © Cambridge University Press 2013 Photocopiable

www.irLanguage.com

Unit 14 Language summary

Vocabulary

Nouns
braces
concert
lesson
library
mail
mall
meeting
music
paint
play
roommate
test
vacation
white-water rafting

Adjective
different

Verbs
argue
break down
build a fire
clean
come home
do laundry
get married
go camping
go fishing
go out
have fun
invite (someone) over
listen
make (your) bed
open
see (a movie)
speak
stay out
take (classes/lessons)
travel
visit

Adverbs

Time expressions
last month
last night
last summer
last week
last weekend
last year
yesterday

Other
anywhere
in line

Expressions

Talking about past activities
Did you . . . this weekend?
  Yes, I did. I . . .
  No, I didn't. I . . .
What did you do?
  I . . .
  I didn't . . .
Did you do anything else?

Giving opinions about past experiences
Did you like . . . ?
  Yes, I did. I liked it a lot.
Did you have a good summer?
  Yes, I did. I had a great summer.
  No, I didn't. I had an awful time.

www.irLanguage.com

Unit 15 Language summary

Vocabulary

Nouns

Classes at school
drama
history
math
physical education
science

Places at school
cafeteria
classroom
computer lab
library

Schools
elementary school
junior high school
high school
college

Jobs
actor
actress
artist
hairstylist
singer
TV host

Other
award
brain
capital
cure
disease
gain
goal
major
organization
pain
time line
treatment
website

Adjectives
angry
injured
on time
scary
young

Verbs
be born
discover
forget
grow up
open a bank account
spend (time)
turn (13)
win

Adverbs
on time
right away

Preposition
for (. . . years)

Conjunction
because

Expressions

Exchanging personal information
When were you born?
  I was born in 1988.
Where were you born?
  I was born in South Korea.
Were you born in the U.S.?
  Yes, I was.
  No, I wasn't. I was born in . . .
Where did you grow up?
  I grew up in Texas.
How old were you in . . . ?
  I was . . .
What was your favorite . . . ?
  It was . . .

Asking about someone
Who was . . . ?
  He was . . .
What city was he born in?
  He was born in . . .
What nationality was he?
  He was . . .
What was he like?
  He was . . .
  He wasn't . . .

Asking for an opinion
What do you think?

Affirming someone's statement
I hope so!

Interchange Intro Teacher's Edition © Cambridge University Press 2013 Photocopiable

www.irLanguage.com

Unit 16 Language summary

Vocabulary

Nouns
amusement park
aquarium
art
comedy
concert
crafts
date
event
excuse
fair
(art/film) festival
invitation
jewelry
message
show
shower
trip

Verbs
babysit
call (you) back
get back
go out with (my girlfriend/boyfriend)
have to
help
need to
want to
would like to

Adjectives
amazing
various

Adverbs
already
around (seven o'clock)

Prepositions
at (home/school/work)
at the (beach/library/mall)
in (bed/class/Mexico)
in a (meeting)
in the (hospital/shower)
on (her break/a trip/vacation)

Expressions

Making a phone call
Hello. Is . . . there/in?
Hi. Can I speak to/with . . . ?
I'm sorry, but she's in a meeting right now.
Sorry I called you at work.

Taking a phone message
Can she call you later?
Do you want to leave a message?
Can I take a message?
Sure. Please give her my number.
Yes. Please ask/tell her to call me.
I'll give her your message.

Making and accepting an invitation
Do you want to . . . (with me)?
Would you like to . . . (with me)?
Sure. I'd really like to . . . (with you).
Yes, I'd love to.

Declining an invitation and making an excuse
I'm sorry, but I can't. I have to . . ./ I need to . . .
I'd like to, but . . .

Suggesting a different activity
I don't really like basketball.
Do you want to do something else?

Asking what is happening
What's up?

Asking for a favor
Can you . . . ?
Please . . .

Offering to help
Can I help you?

Expressing happy surprise
Terrific!

www.irLanguage.com

Appendix

Countries and nationalities

This is a partial list of countries, many of which are presented in this book.

Countries	Nationalities
Argentina	Argentine
Australia	Australian
Austria	Austrian
Bolivia	Bolivian
Brazil	Brazilian
Cambodia	Cambodian
Canada	Canadian
Chile	Chilean
China	Chinese
Colombia	Colombian
Costa Rica	Costa Rican
Cuba	Cuban
the Dominican Republic	Dominican
Ecuador	Ecuadorian
Egypt	Egyptian
El Salvador	El Salvadoran
England	English
France	French
Germany	German
Ghana	Ghanian
Greece	Greek
Guatemala	Guatemalan
Haiti	Haitian
Honduras	Honduran
India	Indian
Indonesia	Indonesian
Ireland	Irish
Israel	Israeli
Italy	Italian
Japan	Japanese
Jordan	Jordanian
Laos	Laotian
Lebanon	Lebanese
Malaysia	Malaysian
Mexico	Mexican
Morocco	Moroccan
Nepal	Nepalese
the Netherlands	Dutch
New Zealand	New Zealander
Nicaragua	Nicaraguan
Nigeria	Nigerian
Panama	Panamanian
Paraguay	Paraguayan
Peru	Peruvian
the Philippines	Filipino
Poland	Polish
Portugal	Portuguese
Puerto Rico	Puerto Rican
Russia	Russian
Saudi Arabia	Saudi Arabian
Singapore	Singaporean
Somalia	Somalian
South Africa	South African
South Korea	Korean
Spain	Spanish
Sudan	Sudanese
Sweden	Swedish
Switzerland	Swiss
Tanzania	Tanzanian
Thailand	Thai
Turkey	Turkish
the United Kingdom (the U.K.)	British
the United States (the U.S.)	American
Uruguay	Uruguayan
Venezuela	Venezuelan
Vietnam	Vietnamese

Languages

Afrikaans	English	Hebrew	Japanese	Portuguese	Swedish
Arabic	French	Hindi	Korean	Russian	Thai
Chinese	German	Indonesian	Malay	Spanish	Turkish
Dutch	Greek	Italian	Polish	Swahili	Vietnamese

Irregular verbs

Present	Past	Present	Past	Present	Past
(be) am/is, are	was, were	have	had	sing	sang
become	became	know	knew	sit	sat
buy	bought	leave	left	sleep	slept
come	came	make	made	speak	spoke
do	did	meet	met	swim	swam
drink	drank	pay	paid	take	took
drive	drove	read	read /rɛd/	teach	taught
eat	ate	ride	rode	think	thought
feel	felt	run	ran	wear	wore
get	got	say	said /sɛd/	write	wrote
give	gave	see	saw		
go	went	sell	sold		

Interchange Intro Teacher's Edition © Cambridge University Press 2013 Photocopiable

www.irLanguage.com

Workbook answer key

1 *It's nice to meet you.*

Exercise 1

Hi, Sandy.
Hello, Mr. Valencia.
It's nice to meet you, Ms. Landon.
Nice to meet you, too, John.

Exercise 2

1. A: Hi. What's your name?
   B: My name is Carla.
   And what's your name?
   A: My name is David.
2. A: What's his name?
   B: His name is Michael.
   A: And what's her name?
   B: Her name is Sarah.

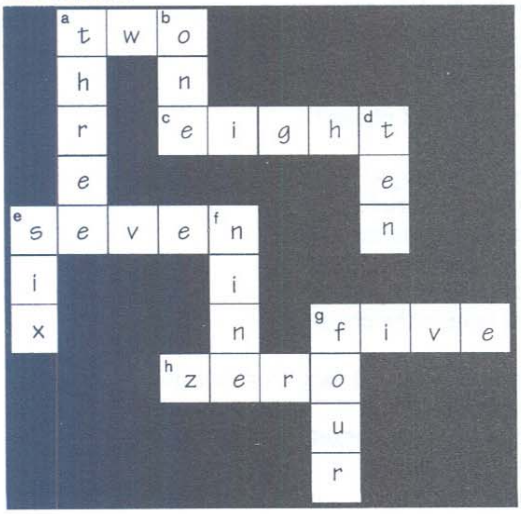
Exercise 3

1. A: Hello, Mr. Jones.
   B: Good morning, Susan.
   How are you?
   A: I'm OK, thank you.
2. A: Hi. How are you, Mrs. Stein?
   B: I'm just fine, thank you.
   How about you, Mr. Smith?
   A: Pretty good, thanks.
3. A: How's it going, Tim?
   B: Great. How are you doing?
   A: Pretty good.

Exercise 4

1. Hello.
2. I'm Jake Williams.
3. Fine, thanks.
4. R-O-G-E-R-S.
5. It's nice to meet you.

Exercise 5



Exercise 6

1. 212-555-6115
2. 845-555-9304
3. 604-555-4731
4. 949-555-3802
5. 305-555-5686
6. 773-555-1779
7. 914-555-2003
8. 541-555-8183

Exercise 7

1. A: What's your name?
   B: I'm Tomiko Mita.
   A: It's nice to meet you, Tomiko.
2. A: Hello, I'm Josh Evans.
   I'm in your English class.
   B: Yes, and you're in my math class, too.
3. A: What's his name?
   B: It's Steven Hill.
   A: He's in our English class.
   B: You're right!

Exercise 8

1. DEBRA: Excuse me. Are you James Lawson?
   KEVIN: No, I'm not. He's over there.
   DEBRA: Oh, I'm sorry.
2. DEBRA: Excuse me. Are you James Lawson?
   JAMES: Yes, I am.
   DEBRA: Hi, James. My name is Debra Marks.
   JAMES: Oh, you're in my English class.
   DEBRA: That's right. It's nice to meet you.
   JAMES: Nice to meet you, too.

Exercise 9

A: Hi. Are you Ashley Nevins?
B: No, I'm not.
A: Oh, I'm sorry. What's your name?
B: Kerry Moore.
A: How do you spell your first name?
B: K-E-R-R-Y.
A: And how do you spell your last name?
B: M-O-O-R-E.
A: What's your phone number?
B: It's 618-555-7120.
A: And what's your email address?
B: It's kmoore19@cup.org.

Exercise 10

A

1. Hi.
2. Good-bye.
3. Excuse me.
4. Good evening.

B

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

www.irLanguage.com

2 What's this?

Exercise 1

A

1. a bag
2. an umbrella
3. a laptop
4. a cell phone
5. a book
6. a briefcase
7. a hairbrush
8. a wastebasket

B

1. This is a bag.
2. This is an umbrella.
3. This is a laptop.
4. This is a cell phone.
5. This is a book.
6. This is a briefcase.
7. This is a hairbrush.
8. This is a wastebasket.

Exercise 2

/z/	/s/	/ɪz/
bags	books	boxes
cameras	clocks	briefcases
keys	desks	hairbrushes
markers	stamps	watches

Exercise 3

1. A: What's this?
   B: It's a camera.
2. A: What's this?
   B: It's a clock.
3. A: What are these?
   B: They're earrings.
4. A: What are these?
   B: They're markers.
5. A: What are these?
   B: They're sunglasses.
6. A: What's this?
   B: It's an ID.

Exercise 4

DANA: Wow! What's this?
CHRIS: It's a purse.
DANA: Oh, cool. Thank you, Chris.
CHRIS: You're welcome.
EVA: Now open this box.
DANA: OK. What's this?
EVA: It's a scarf.
DANA: Oh, thank you, Eva. And what are these?
EVA: They're earrings.
DANA: Thanks! They're great!
AMY: Open this, too!
DANA: Oh, it's an umbrella. Thanks, Amy!

Exercise 5

1. No, they're not.
2. Yes, it is.
3. No, it's not.
4. It's
5. They're
6. Yes, I am.
7. Yes, they are.
8. No, I'm not.

Exercise 6

1. A: Where is my English dictionary?
   B: Is it in your book bag?
   A: No, it's not.
   B: Wait a minute. Is it on the desk?
   A: Yes, it is. Thank you!
2. A: Is this my newspaper?
   B: No, it's not. It's *my* newspaper.
   A: Sorry. Where is my newspaper?
   B: Is it under your chair?
   A: Oh, yes, it is. Thanks.
3. A: Where are my glasses?
   B: Are they in your purse?
   A: No, they're not.
   B: Are they on your desk?
   A: Hmm. Yes, they are. Thanks.
4. A: Are my pens on your desk?
   B: No, they're not. Sorry.
   A: Hmm. Where are my pens?
   B: Are they in your pocket?
   A: Let me see. Yes, they are. Thank you!

Exercise 7

Answers will vary. Possible answers:

1. No, I'm not. I'm a student.
2. No, it's not. My name is . . . *or* It's . . .
3. Yes, it is. *or* Yes, my workbook is on my desk. *or* No, it is not on my desk. *or* No, it's not.
4. No, it's not. My phone number is . . . *or* It's . . .
5. No, I'm not. I'm in an English class.

Exercise 8

1. The wallet is in the purse.
2. The chair is behind the desk.
3. The glasses are on the chair.
4. The cell phone is under the table.
5. The map is in front of the briefcase.
6. The keys are next to the umbrella.

Exercise 9

A

Answers will vary. Possible answers:

1. A: Where is the briefcase?
   B: It's next to the television.
2. A: Where are the books?
   B: They're under the table.
3. A: Where is the cell phone?
   B: It's in the purse.
4. A: Where are the keys?
   B: They're on the briefcase.
5. A: Where is the camera?
   B: It's in front of the television.
6. A: Where are the sunglasses?
   B: They're behind the chair.

B

Questions and answers will vary. Possible questions and answers:

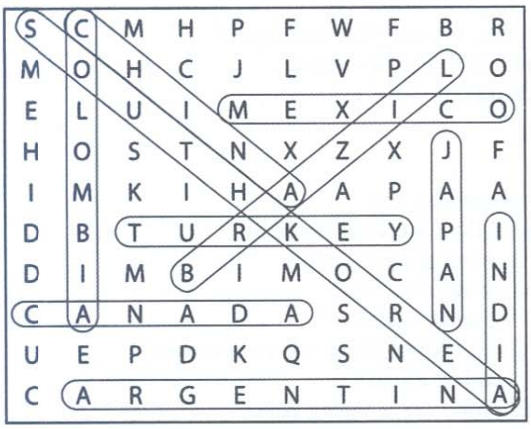
1. A: Where is the wastebasket?
   B: It's next to the door.
2. A: Where are the pens?
   B: They're on the table.

www.irLanguage.com

3 Where are you from?

Exercise 1

A



S	C	M	H	P	F	W	F	B	R
M	O	H	C	J	L	V	P	L	O
E	L	U	I	M	E	X	I	C	O
H	O	S	T	N	X	Z	X	J	F
I	M	K	I	H	A	A	P	A	A
D	B	T	U	R	K	E	Y	P	I
D	I	M	B	I	M	O	C	A	N
C	A	N	A	D	A	S	R	N	D
U	E	P	D	K	Q	S	N	E	I
C	A	R	G	E	N	T	I	N	A

B

1. Delhi and Mumbai are in India.
2. Shanghai is in China.
3. Tokyo is in Japan.
4. São Paulo and Rio are in Brazil.
5. Seoul and Daejeon are in South Korea.
6. Buenos Aires is in Argentina.
7. Vancouver and Ottawa are in Canada.
8. Istanbul is in Turkey.

Exercise 2

1. A: Are you and your family from South Korea?
   B: No, we're/are not.
   We're/are from China.
   A: Oh, so you're/are from China.
   B: Yes, I am. I'm/am from Shanghai.
2. A: Is Brazil in Central America, Dad?
   B: No, it's/is not. It's/is in South America.
   A: Oh. Are we from Brazil, Dad?
   B: Yes, we are. We're/are from Brazil originally, but we're/are here in the U.S. now.
3. A: Is this your wallet?
   B: Yes, it is. Thanks.
   A: And are these your pictures?
   B: Yes, they are.
   A: Well, they're/are very nice pictures.
   B: Thank you!
4. A: Is your English teacher from the U.S.?
   B: No, she's/is not. She's/is from Canada. Montreal, Canada.
   A: Is English her first language?
   B: No, it's/is not. Her first language is French.

Exercise 3

1. No, he's not. He's from Ireland.
2. Yes, they are. They're/They are from Delhi.
3. No, she's not. She's/She is from the U.S./the United States.
4. No, she's not. She's/She is in Japan.
5. No, they're not. They're/They are in New York.
6. Yes, they are. They're/They are from Perth.

Exercise 4

1. eleven
2. fifteen
3. fifty
4. one hundred (and) one
5. twenty-four
6. thirteen
7. seventy
8. thirty
9. nineteen
10. ninety

Exercise 5

1. She's from the U.S., and he's from the U.K.
2. No, it's Japanese.
3. They're very nice.
4. He's the new math teacher.
5. They're in the U.S. now.
6. He's twenty-eight.
7. It's very interesting.

Exercise 6

A

Answers will vary. Possible answers:

1. Donna is shy. Margo is friendly.
2. Ike is handsome. Barb is pretty.
3. Oscar is heavy. Felix is thin.
4. Jackie is talkative. Cindy is quiet.
5. Roy is funny. Will is serious.
6. Jeff is tall. Matt is short.
7. Peggy is smart. Teddy is cute.

B

1. Yes, he is.
2. Yes, she is.
3. No, he's not.
4. No, she's not.
5. Yes, they are.
6. No, they're not.
7. Yes, I am. *or* No, I'm not.
8. Yes, I am. *or* No, I'm not.

Exercise 7

1. A: Connie, what's your boyfriend like?
   B: He's very nice. His name is Tommy Ho. I call him Tom.
   A: Where is he from? Is he from China?
   B: No, he's not. He's from Singapore.
2. A: Marco, are you and Rita from Puerto Rico?
   B: Yes, we are. We're from San Juan.
   A: What's your first language?
   B: My first language is Spanish, but Rita's first language is English. Her parents are from New York originally.

Exercise 8

Answers will vary. Possible answers:

1. I'm from . . .
2. My first language is . . .
   or . . . is my first language.
3. I'm . . .
4. My teacher is from . . .
   or He's/She's from . . .
   or He/She is from . . .
5. My teacher is . . .
   or He's/She's . . .
   or He/She is . . .
6. I'm . . .

www.irLanguage.com

4 Whose jeans are these?

Exercise 1

1. scarf
2. jacket
3. belt
4. high heels
5. blouse
6. skirt
7. swimsuit
8. shorts
9. cap
10. T-shirt
11. socks
12. sneakers

Exercise 2

Check these items:
For work: shorts, swimsuit
For leisure: suit, high heels
For cold weather: shorts, T-shirt
For warm weather: boots, sweater

Exercise 3

Answers will vary.

Exercise 4

A

1. A: Whose hat is this?
   B: It's Daniel's.
2. A: Whose skirt is this?
   B: It's Tiffany's.
3. A: Whose boots are these?
   B: They're Jade's.
4. A: Whose sneakers are these?
   B: They're Daniel's.
5. A: Whose (high) heels are these?
   B: They're Tiffany's.
6. A: Whose T-shirt is this?
   B: It's Jade's.

B

1. A: Whose T-shirt is this? Is it Lisa's?
   B: No, it's not hers. It's mine.
2. A: Are these your jeans?
   B: No, they aren't my jeans. Let's ask Keith. I think they're his.
3. A: Are these Annie's and Jennifer's socks?
   B: No, they aren't theirs. They're yours.
   A: I don't think so. These socks are white, and mine are blue.

Exercise 5

Answers will vary. Possible answers:

1. It's winter. It's very cold.
2. It's spring. It's raining.
   or It's cool/warm.
3. It's summer. It's warm and sunny.
   or It's hot and sunny.
4. It's fall. It's windy and cool.
5. It's summer. It's very hot and humid.
6. It's winter. It's cold and windy.
   or It's cloudy.

Exercise 6

A

1. Hugo is wearing a tie.
2. Todd and Alicia are wearing boots.
3. Chul-woo is wearing a T-shirt.
4. Maggie is wearing a skirt.
5. Maya is wearing a dress.
6. Chul-woo and Maggie are wearing sneakers.
7. Todd is wearing a scarf.
8. Todd and Hugo are wearing hats.

B

Answers will vary. Possible answers:

1. No, he isn't/he's not. He's wearing shorts.
2. No, they aren't/they're not. They're wearing jackets/suits.
3. No, she isn't/she's not. She's wearing jeans.
4. No, she isn't/she's not. She's wearing a dress.
5. No, they aren't/they're not. They're wearing blouses.
6. No, they aren't/they're not. They're wearing pants.

Exercise 7

1. My name's Jane. I'm wearing a T-shirt and shorts. I'm wearing sneakers, too. It's raining, but I'm not wearing a raincoat.
2. It's snowing, but Amy isn't wearing/'s not wearing boots – she's wearing high heels. She isn't wearing/'s not wearing gloves, and she isn't wearing/'s not wearing a hat.
3. It's very hot. Tom and Sue aren't wearing sweaters today. They're wearing pants. It's sunny, so Sue is wearing a hat, and Tom is wearing sunglasses.
4. Roger's/is wearing a suit. He isn't/'s not wearing a belt, but he's wearing a tie. He's wearing socks and shoes. It's very windy.

Exercise 8

1. He's wearing jeans and sneakers, and he's wearing a T-shirt.
2. It's very cold outside, but I'm not wearing a coat.
3. Her skirt is blue, and her blouse is blue, too.
4. It's raining, so I need an umbrella.
5. He's wearing an expensive suit, but he's wearing sneakers.
6. It's summer and it's very sunny, so it's hot.

www.irLanguage.com

5 What are you doing?

Exercise 1

1. It's twelve o'clock at night.
2. It's four o'clock in the afternoon.
3. It's nine-fifteen in the morning./It's a quarter after nine.
4. It's eight o'clock at night.
5. It's ten forty-five at night./It's a quarter to eleven.
6. It's three-thirty in the afternoon.
7. It's six o'clock in the evening.
8. It's noon.

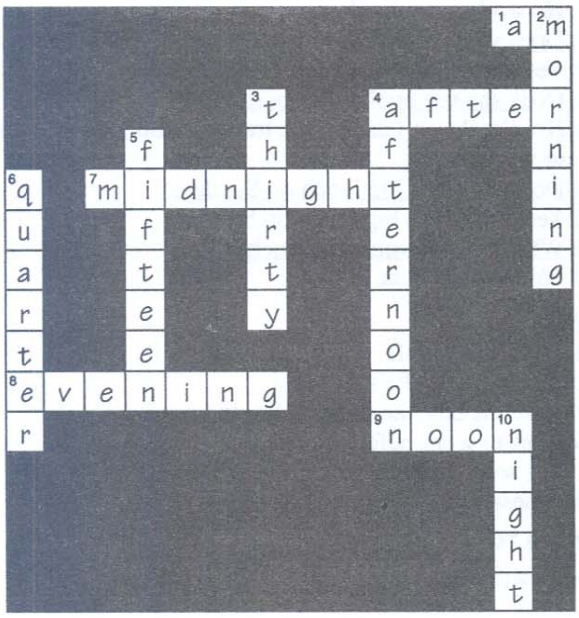
Exercise 2

1. It's 10:00 a.m. in Los Angeles.
   It's ten o'clock in the morning.
2. It's 11:00 a.m. in Denver.
   It's eleven o'clock in the morning.
3. It's 12:00 p.m. in Mexico City.
   It's noon.
4. It's 1:00 p.m. in Lima.
   It's one o'clock in the afternoon.
5. It's 2:00 p.m. in Santiago.
   It's two o'clock in the afternoon.
6. It's 3:00 p.m. in Rio.
   It's three o'clock in the afternoon.

Exercise 3

1. It's twenty after nine.
2. It's ten to eight.
3. It's a quarter after one.
4. It's five-oh-five.
5. It's a quarter to three.
6. It's eight after six.

Exercise 4



Exercise 5

1. She's sleeping.
2. He's swimming.
3. They're playing a video game.
4. She's riding a bike.
5. They're shopping.
6. He's taking a walk.
7. He's driving.
8. She's reading a book.
9. They're dancing.

Exercise 6

1. No, she's not. She's sleeping.
2. No, they're not. They're shopping.
3. No, they're not/they aren't. They're dancing.
4. No, she's not/she isn't. She's riding a bike.
5. No, he's not/he isn't. He's running.
6. No, she's not/she isn't. She's watching television.
7. No, she's not/she isn't. She's reading.
8. No, I'm not. I'm studying/reading/writing.

Exercise 7

1. A: Is Terry wearing shorts?
   B: No, he's not. He's wearing jeans.
2. A: Is Tai-lin wearing a raincoat?
   B: Yes, he is.
3. A: Is Maria talking on the phone?
   B: No, she's not/she isn't. She's sleeping.
4. A: Are Terry and Helen eating?
   B: No, they're not/they aren't. They're dancing.
5. A: Are Pedro and Sonia watching television?
   B: No, they're not/they aren't. They're talking.
6. A: Are Tai-lin and Brandon eating pizza?
   B: Yes, they are.
7. A: Is Carlos chatting online?
   B: No, he's not/he isn't. He's reading (a book).
8. A: Is Maria wearing boots?
   B: No, she's not/she isn't. She's wearing (high) heels.

Exercise 8

1. A: What are you and Ricky doing?
   B: We're eating pizza.
2. A: What's Michael doing?
   B: He's cooking dinner.
3. A: What are Ron and Lucy doing?
   B: They're taking a walk.
4. A: What's Julie doing?
   B: She's getting up.
5. A: What's Mary doing?
   B: She's shopping.
6. A: What are Belle and Hank doing?
   B: They're watching a movie.
7. A: What's Steven doing?
   B: He's studying math.
8. A: What are you doing?
   B: I'm studying English.
9. A: What are you and Emma doing?
   B: We're having lunch.
10. A: What am I doing?
    B: You're finishing this exercise.

Exercise 9

Answers will vary.

www.irLanguage.com

6 My sister works downtown.

Exercise 1

A

1. Helen and Jack are my parents. Helen is my mother, and Jack is my father.
2. Pedro is my husband. I'm his wife.
3. Kate, Joan, and Brad are our children. Kate and Joan are our daughters, and Brad is our son. Kate is Joan's sister, and Brad is her brother.

B

Answers will vary.

Exercise 2

MARTA: So, do you live downtown, David?

DAVID: Yes, I live with my brother. He has an apartment near here.

MARTA: Oh, so you walk to work.

DAVID: Actually, I don't walk to work in the morning. I take the bus to work, and then I walk home at night. What about you?

MARTA: Well, my husband and I have a house in the suburbs now, so I drive to work. My husband doesn't work downtown. He works in the suburbs near our house, so he goes to work by bus.

Exercise 3

A

1. dances
2. does
3. goes
4. has
5. lives
6. rides
7. sleeps
8. studies
9. takes
10. uses
11. walks
12. watches

B

s = /s/	s = /z/	(e)s = /ɪz/	irregular
sleeps	lives	dances	does
takes	rides	uses	goes
walks	studies	watches	has

Exercise 4

A

Answers will vary.

B

Answers will vary.

Exercise 5

1. He gets up at 8:00 every day.
2. He goes to work at 9:00 every day.
3. He has lunch at noon every day.
4. He drinks coffee at 3:00 every day.
5. He finishes work at 5:00 every day.
6. He goes to school at 6:00 on Mondays and Wednesdays.
7. He plays tennis at 6:00 on Tuesdays and Thursdays.
8. He has dinner with friends at 6:00 on Fridays.

Exercise 6

Answers will vary.

Exercise 7

1. A: Do you go to bed Ø late on weekends?
   B: Yes, I do. I go to bed at 1:00 A.M. But I go to bed Ø early on weekdays.
2. A: Do you study in the afternoon?
   B: No, I study in the morning on weekends, and I study in the evening on Mondays and Wednesdays.
3. A: What time do you get up in the morning on weekdays?
   B: I get up at 8:00 Ø every day.
4. A: Do you have English class in the morning?
   B: No, I have English at 1:30 in the afternoon on Tuesdays and Thursdays. On Mondays, Wednesdays, and Fridays, our class is at 3:00.

Exercise 8

1. A: Do you live alone?
   B: No, I don't live alone. I live with my family.
2. A: Do you and your family watch television in the evening?
   B: Yes, my family and I watch television in the evening.
3. A: Do you get up late on Sundays?
   B: Yes, I get up late on Sundays.
   A: What time do you get up?
   B: I get up at 11:00.
4. A: Does your sister drive to work?
   B: No, my sister doesn't drive to work.
   A: Does she take the subway?
   B: No, she doesn't take the subway. She takes the bus.
5. A: Does your father work on weekends?
   B: No, my father doesn't work on weekends.
   A: When does he work?
   B: He works on weekdays.
6. A: Does your mother have a job?
   B: Yes, my mother has a job. She's a teacher.
   A: Does she use public transportation?
   B: No, she doesn't use public transportation. She drives to work.
7. A: Do you have a big lunch on Sundays?
   B: Yes, we have a big lunch on Sundays.
   A: What time do you have lunch?
   B: We have lunch at 1:00.

Exercise 9

1. Sarah is Sam's wife.
2. We don't live in the suburbs.
3. We take the bus, the train, or the subway.
4. He goes to work before noon.
5. I don't work far from here.
6. She doesn't get up early on Sundays.

Exercise 10

Answers will vary.

www.irLanguage.com

7 Does it have a view?

Exercise 1

1. bedroom
2. bathroom
3. kitchen
4. dining room
5. living room
6. yard
7. closet
8. garage

Exercise 2

SIMON: Do you live in a house, James?
JAMES: No, I live in an apartment.
SIMON: Well, is it very big?
JAMES: No, it only has two rooms.
SIMON: Does it have a view?
JAMES: Yes, it has a great view of the city.
SIMON: Oh, that's great! And do you live alone?
JAMES: Yes, I do. I love it!

Exercise 3

BETSY: Do you live near here, Lauren?
LAUREN: Yes, I do. My husband and I live on Main Street.
BETSY: Oh, do you live in an apartment?
LAUREN: No, we don't. We have a house.
BETSY: Oh, great! Do you have children?
LAUREN: No, we don't. But my brother lives with us.
BETSY: Really? Does he do a lot of work at home?
LAUREN: Yes, he does. In fact, he cooks dinner every night!
BETSY: You're lucky! I live alone, and I cook my own dinner.

Exercise 4

Answers will vary. Possible answers:

1. Yes, I do./No, I don't.
2. Yes, I do./No, I don't.
3. Yes, I do./No, I don't.
4. Yes, it does./No, it doesn't.
5. Yes, (s)he does./No, (s)he doesn't.
6. Yes, we do./No, we don't.
7. Yes, we do./No, we don't.
8. Yes, it does./No, it doesn't.
9. Yes, it does./No, it doesn't.
10. Yes, it does./No, it doesn't.

Exercise 5

A

1. Yes, she does.
2. No, she doesn't.
3. Yes, she does.
4. No, she doesn't.
5. Yes, she does.
6. No, she doesn't.
7. Yes, they do.
8. Yes, they do.
9. No, they don't.
10. No, they don't.
11. No, they don't.
12. Yes, they do.

B

Answers will vary.

Exercise 6

In Roger's house, there's a big living room. There are two bedrooms and two bathrooms. There's no yard, but there's a balcony. He has a lot of books, so there are bookcases in the living room and bedrooms. There aren't any chairs in the kitchen, but there's a big table with chairs in the dining room. There's no stove in the kitchen, but there's a small microwave oven. There are two televisions in Roger's house – there's one television in the living room, and there's one television in the bedroom.

Exercise 7

Answers will vary. Possible answers:

1. Yes, there's a dishwasher in my kitchen.
   or No, there isn't a dishwasher in my kitchen./No, there's no dishwasher in my kitchen.
2. Yes, there's a clock in my kitchen.
   or No, there isn't a clock in my kitchen./No, there's no clock in my kitchen.
3. Yes, there's a television in my living room.
   or No, there's no television in my living room./No, there isn't a television in my living room.
4. Yes, there are bookcases in my living room.
   or Yes, there's a bookcase in my living room.
   or No, there are no bookcases in my living room.
5. Yes, there's a mirror in the bathroom.
   or No, there isn't a mirror in the bathroom./No, there's no mirror in the bathroom.
6. Yes, there are some pictures in my bedroom.
   or No, there aren't any pictures in my bedroom./No, there are no pictures in my bedroom.
7. Yes, there's a closet in my bedroom.
   or No, there's no closet in my bedroom./No, there isn't a closet in my bedroom.

Exercise 8

A

1. There's no stove in the kitchen./There isn't a stove in the kitchen.
2. There are no chairs in the dining room./There aren't any chairs in the dining room.
3. There's a stove in the living room.
4. There's a refrigerator in the bedroom.
5. There's no bed in the bedroom./There isn't a bed in the bedroom.
6. There are some armchairs in the bathroom.
7. There's a clock in the kitchen.
8. There are no bookcases in the living room./There aren't any bookcases in the living room.

B

Answers will vary. Possible answers:

1. There's a bed in the kitchen.
2. There's no refrigerator in the kitchen./There isn't a refrigerator in the kitchen.
3. There's no closet in the bedroom./There isn't a closet in the bedroom.
4. There's a clock in the kitchen.

Exercise 9

1. You're lucky.
2. Yes, I do. I need a bed and a lamp.
3. So let's go shopping on Saturday.
4. Yes, I do. I have four chairs.

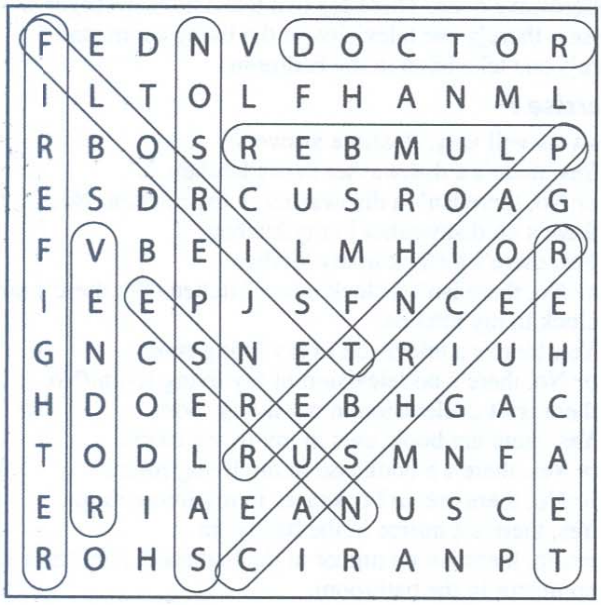
Exercise 10

Answers will vary.

www.irLanguage.com

8 What do you do?

Exercise 1



Exercise 2

Answers will vary. Possible answers:

1. She's a nurse. She helps people. She works in a hospital.
2. He's a bellhop. He stands all day/night. He works hard.
3. He's a vendor. He works outside. He handles money.
4. She's a police officer. She wears a uniform. She writes tickets.
5. He's a receptionist. He helps people. He talks on the phone.
6. She's a cashier. She handles money. She works inside.

Exercise 3

1. A: Where does your brother work?
   B: My brother? He works in a department store.
   A: What does he do?
   B: He works in the shoe department. He's a salesperson.
2. A: What do Kelly and Pam do?
   B: Kelly and Pam are nurses. And they work together, too.
   A: Where do they work?
   B: At Springfield Hospital.
3. A: Where does your daughter work?
   B: My daughter works in an office.
   A: What does she do?
   B: She's an accountant.
4. A: What do you and Joe do?
   B: Joe and I? We fix computers.
   A: How do you like it?
   B: We like it a lot!

Exercise 4

1. A: Do you have a job?
   B: Yes, I do.
   A: Oh, what do you do?
   B: I'm/am a server.
   A: Where do you work?
   B: I work at Paul's Coffee Shop.
   A: How do you like your job?
   B: I really like it. It's a great job!
   A: What time do you start work?
   B: I start work at 8:00 A.M., and I finish at 3:00 P.M.
2. A: My brother has a new job.
   B: Really? Where does he work?
   A: He works at the new clothing store downtown.
   B: What does he do there?
   A: He's/is a security guard.
   B: How does he like his job?
   A: Oh, I guess he likes it.
   B: What time does he start work?
   A: He starts work at 10:00 A.M., and he finishes at 6:00 P.M.

Exercise 5

A

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

B

Answers will vary. Possible answers:

1. A flight attendant has an exciting job.
   A flight attendant doesn't have a boring job.
2. A security guard's job is boring.
   A security guard doesn't have an exciting job.
   A security guard's job isn't exciting.
3. Steven has a dangerous job.
   Steven doesn't have a safe job.
4. A front desk clerk has a stressful job.
   A front desk clerk doesn't have a relaxing job.
5. Linda's apartment is small.
   Linda doesn't have a big apartment.
   Linda's apartment isn't big.
6. Martha has a big house.
   Martha doesn't have a small house.
7. Sarah's sister is talkative.
   Sarah's sister isn't quiet.
8. I don't have a difficult job.
   I have an easy job.
   My job isn't difficult.

Exercise 6

Answers will vary. Possible answers:

1. A reporter has/doesn't have a(n) . . . job./
   A reporter's job is/isn't . . .
2. A pilot has/doesn't have a(n) . . . job./
   A pilot's job is/isn't . . .
3. A carpenter has/doesn't have a(n) . . . job./
   A carpenter's job is/isn't . . .
4. An athlete has/doesn't have a(n) . . . job./
   An athlete's job is/isn't . . .
5. A miner has/doesn't have a(n) . . . job./
   A miner's job is/isn't . . .
6. A model has/doesn't have a(n) . . . job./
   A model's job is/isn't . . .

Exercise 7

Answers will vary.

www.irLanguage.com

9 Do we need any eggs?

Exercise 1

1. lemons
2. oranges
3. apples
4. bananas
5. lettuce
6. broccoli
7. potatoes
8. carrots
9. rice
10. cereal
11. bread
12. crackers
13. butter
14. oil
15. milk
16. cheese
17. chicken
18. beans
19. nuts
20. fish

Exercise 2

1. This is a banana.
2. This is Ø pasta.
3. This is an egg.
4. This is an apple.
5. This is Ø ice cream.
6. This is a kiwi.

Exercise 3

Answers will vary.

Exercise 4

1. A: What do you want for dinner?
   B: Let's make some pasta with tomato sauce.
   A: Good idea. Do we have any meat?
   B: Well, we have some beef, but I don't want any meat in the sauce. Let's get some tomatoes and onions.
   A: OK. Do we need any green peppers for the sauce?
   B: Yes, let's get some peppers. Oh, and some garlic, too.
   A: Great. We have some spaghetti, so we don't need any pasta.
   B: Yeah, but let's get some bread. And some cheese, too.
2. A: What do you eat for breakfast?
   B: Well, first, I have fruit – some grapes or strawberries.
   A: That sounds good. Do you have any eggs or meat?
   B: No, I don't eat any eggs or meat in the morning.
   A: Really? Do you have anything else?
   B: Well, I usually have some bread, but I don't put any butter on it.
   A: Do you drink anything in the morning?
   B: I always have some juice and coffee. I don't put any sugar in my coffee, but I like some milk in it.

Exercise 5

Answers will vary. Possible answers:

1. You need some butter, milk, eggs, and cheese. You don't need any lemons.
2. You need some bread, chicken, lettuce, and mayonnaise. You don't need any cheese.
3. You need some chicken, pasta, carrots, and onions. You don't need any fish.
4. You need some lettuce, broccoli, tomatoes, peppers, and carrots. You don't need any cereal.
5. You need some apples, bananas, oranges, and blueberries. You don't need any potatoes.
6. Answer will vary.

Exercise 6

A

1. Brazilians often make drinks with fruit.
2. Some people in Mexico never eat pasta.
3. In China, people hardly ever put sugar in their tea.
4. In England, people usually put milk in their tea.
5. In Japan, people sometimes have fish for breakfast. *or* In Japan, sometimes people have fish for breakfast.
6. Americans often put cream in their coffee.
7. In Canada, people hardly ever have salad for breakfast.
8. Some people in South Korea always eat pickled vegetables for breakfast.

B

Answers will vary.

Exercise 7

Answers will vary.

Exercise 8

Answers will vary. Possible answers:

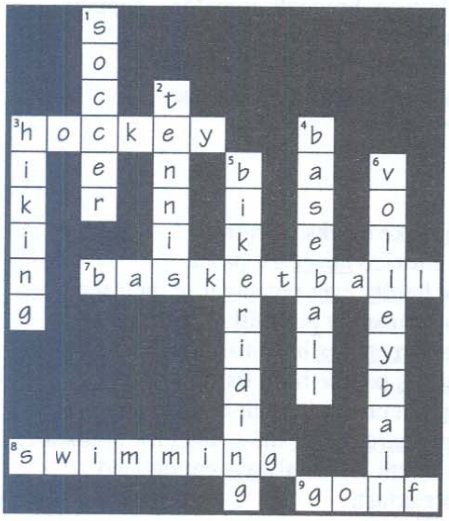
1. My favorite kind of food is . . .
   or . . . is my favorite kind of food.
2. My favorite restaurant is . . .
   or . . . is my favorite restaurant.
3. I usually have . . .
4. Yes, I . . . /No, I . . .
5. My favorite snack is . . .
   or . . . is/are my favorite snack.

www.irLanguage.com

10 What sports do you play?

Exercise 1

A



B

go: bike riding, hiking, swimming
play: baseball, basketball, golf, hockey, soccer, tennis, volleyball

Exercise 2

JOE: Do you like sports?
LIZ: Yes, I do. I like them a lot.
JOE: Really? What sports do you like?
LIZ: Well, I love volleyball.
JOE: When do you usually practice?
LIZ: On weekends. I'm too busy on weekdays.
JOE: Who do you practice with?
LIZ: I usually practice with my friends from school.
JOE: Does your sister play volleyball, too?
LIZ: No, she doesn't like sports. She thinks they're boring.

Exercise 3

Answers to questions will vary.
1. Do you like baseball?
2. What sports do you watch?
3. What sports do you play?
4. How often do you go snowboarding?
5. Who do you play sports with?

Exercise 4

1. Can Andrew fix a car? No, he can't.
2. Can Chris and Nick swim? Yes, they can.
3. Can Kenji do yoga? Yes, he can.
4. Can Juliet cook? No, she can't.
5. Can Erica play the violin? No, she can't.
6. Can Natasha ride a horse? Yes, she can.

Exercise 5

1. She can play the guitar, but she can't play the piano.
2. He can sing, but he can't dance.
3. She can play soccer, but she can't play golf.
4. He can ride a bike, but he can't drive a car.

Exercise 6

1. No, I don't.
2. My sister.
3. I can.
4. In the mountains.

Exercise 7

A

Answers will vary.

B

Answers will vary.

Exercise 8

1. He can play sports well.
2. I hardly ever go hiking.
3. She has many talents.
4. I love it.
5. He can't sing at all.
6. She tells good jokes.

Exercise 9

Answers will vary. Possible answers:
1. Yes, I can./No, I can't.
2. Yes, I can./No, I can't.
3. Yes, I can./No, I can't.
4. Yes, I do./No, I don't.
5. Yes, I am./No, I'm not.
6. Yes, I do./No, I don't.
7. Yes, I can./No, I can't.
8. Yes, I do./No, I don't.
9. Yes, I do./No, I don't.
10. Yes, I can./No, I can't.

Exercise 10

Answers will vary.

www.irLanguage.com

11 What are you going to do?

Exercise 1

A

1. January
2. February
3. March
4. April
5. May
6. June
7. July
8. August
9. September
10. October
11. November
12. December

B

Answers will vary.

C

1. March twelfth
2. April eleventh
3. January sixteenth
4. February ninth
5. October first
6. May twenty-second
7. July third
8. August thirtieth

Exercise 2

1. Alex is going to be seventy-seven on March fifteenth.
2. Anita is going to be twenty-six on July twenty-seventh.
3. Peggy and Patty are going to be nineteen on September sixth.
4. I'm going to be . . . on . . . .

Exercise 3

1. On June second, she's going to play golf after work.
2. On June third, she's going to have lunch with Tony.
3. On June seventh, she's going to go shopping with Julie.
4. On June eighth, she's going to meet John for dinner.
5. On June eleventh, she's going to work late.
6. On June thirteenth, she's going to go to Sam's party.
7. On June sixteenth, she's going to see a movie with Tony.
8. On June twenty-first, she's going to have a family picnic.
9. On June twenty-fourth, she's going to buy Paula's birthday present.
10. On June twenty-fifth, she's going to go to Paula's birthday dinner.

Exercise 4

1. This is going to be a very busy weekend.
2. On Friday, my friend Ben and I are going to see a movie. After the movie, we're/are going to eat dinner at our favorite Thai restaurant.
3. On Saturday morning, my parents are going to visit. They're/are going to drive into the city, and we're/are going to go to the art museum. I think my mother's/is going to love it, but my father's not/is not/isn't going to like it. Later, we're/are going to watch a football game on TV. My parents are going to go home after dinner.
4. On Sunday, I'm/am going to sleep late. Then I'm/am going to read the newspaper. On Sunday afternoon, I'm/am going to take a walk. In the evening, my friend Jill and I are going to study together.

Exercise 5

1. ERIC: What are you going to do this weekend?
   SARAH: This weekend? I'm going to go to the country with my brother.
   ERIC: That's nice. Where are you going to stay?
   SARAH: We're going to stay at our friend Marjorie's house. She lives there.
   ERIC: Really? What are you going to do?
   SARAH: I think we're going to go mountain climbing.
   ERIC: Is Marjorie going to go with you?
   SARAH: No, Marjorie isn't going to go with us. She's going to go bike riding.
2. SCOTT: I'm going to have a birthday party for Tara next Saturday. Can you come?
   EMILY: Sure. Where is it going to be?
   SCOTT: It's going to be at my house. Do you have the address?
   EMILY: Yes, I do. And when is it going to start?
   SCOTT: It's going to start at seven o'clock.
   EMILY: Is Bob going to be there?
   SCOTT: No, Bob isn't going to be there.
   EMILY: That's too bad. Are you going to bake a cake?
   SCOTT: No, I'm not going to bake a cake. I can't bake! I'm going to buy one.
   EMILY: OK. Sounds good. See you on Saturday.

Exercise 6

A

1. They're going to go to the gym.
2. He's going to cook.
3. She's going to read./She's going to study.
4. They're going to play tennis.
5. They're going to go shopping.
6. She's going to paint.
7. They're going to fix a car.
8. They're going to play volleyball.
9. They're going to play chess.

B

Answers will vary.

Exercise 7

Answers will vary.

www.irLanguage.com

12 What's the matter?

Exercise 1

1. hair
2. mouth
3. neck
4. stomach
5. fingers
6. leg
7. toes
8. eye
9. ear
10. nose
11. teeth
12. shoulder
13. elbow
14. arm
15. hand
16. foot

Exercise 2

1. He has an earache.
2. She has a sore throat.
3. She has a stomachache.
4. She has a headache.
5. He has a toothache.
6. She has a cold.

Exercise 3

1. JASON: Hi, Lisa. How are you?
   LISA: I'm fine, thanks. How about you?
   JASON: Not so good. Actually, I feel really awful.
   LISA: What's wrong?
   JASON: I think I have the flu.
   LISA: That's too bad. Are you going to see a doctor?
   JASON: No, I'm going to go home now.
   LISA: OK. Get some rest.
   JASON: OK. Thanks.
2. LISA: How do you feel tonight?
   JASON: I feel much better.
   LISA: I'm glad to hear that.
   JASON: Thanks.
   LISA: So, are you going to go to school tomorrow?
   JASON: Yes, I am.
   LISA: Great. See you tomorrow.

Exercise 4

1. eyedrops
2. cough drops
   cough syrup
3. aspirin
4. muscle cream
5. antacid
6. cold pills

Exercise 5

1. What's wrong?
2. I'm not happy.
3. I'm sorry to hear that.
4. I have a stomachache.
5. I have a sore throat.
6. My head feels terrible.
7. I'm glad to hear that.
8. I'm very tired.

Exercise 6

1. Don't work too hard.
2. Don't go outside.
3. Have a hot drink.
4. Don't lift heavy things.
5. Go home early.
6. Don't stay up late.
7. Go to the grocery store.
8. Drink some water.

Exercise 7

Answers will vary.

Exercise 8

A

Answers will vary.

B

Answers will vary.

www.irLanguage.com

13 You can't miss it.

Exercise 1

A

1. gas station
2. bank
3. bookstore
4. post office
5. supermarket
6. hotel
7. drugstore
8. restaurant

B



Exercise 2

1. on
2. behind
3. on the corner of
4. between
5. next to
6. across from

Exercise 3

A

Answers will vary. Possible answers:

1. The bookstore is on the corner of Catherine Street and Fifth Avenue. It's next to the English school.
2. The supermarket is on Diane Street. It's between Fourth and Fifth Avenues.
3. The department store is on Beatrice Street. It's between Fourth and Fifth Avenues. It's next to the drugstore.
4. The gas station is on Fourth Avenue. It's behind the Mexican restaurant.
5. The Chinese restaurant is on Catherine Street. It's between Sixth and Seventh Avenues.
6. The hotel is on Catherine Street. It's between Fifth and Sixth Avenues. It's across from the park.
7. The post office is on Diane Street. It's between Sixth and Seventh Avenues. It's next to the café.
8. The drugstore is on Beatrice Street. It's between Fourth and Fifth Avenues. It's between the Mexican restaurant and the department store.

B

Answers will vary.

Exercise 4

RACHEL: Excuse me. Can you help me?
MAN: Sure.
RACHEL: Is there a post office around here?
MAN: Yes, there is. It's on Diane Street.
RACHEL: Where on Diane Street?
MAN: It's on the corner of Diane Street and Seventh Avenue.
RACHEL: Next to the café?
MAN: Yes, that's right. It's right next to the café.
RACHEL: Thanks a lot.
MAN: You're welcome.

Exercise 5

1. left 2. behind 3. up 4. right 5. near

Exercise 6

Answers will vary. Possible answers:

1. Go up Fifth Avenue. Turn left on Beatrice Street. Walk to Fourth Avenue. It's on the right.
2. Walk down Catherine Street. Turn right on Sixth Avenue. Turn left on Diane Street. Walk to Seventh Avenue. It's on the left.
3. Go down Seventh Avenue. Turn right on Diane Street. Walk to Fourth Avenue. It's on the right.
4. Go up Ann Street. Turn right on Sixth Avenue. Walk down Sixth Avenue. Turn left on Barbara Street. It's on the left.

Exercise 7

Maps and directions will vary.

www.irLanguage.com

14 *Did you have fun?*

Exercise 1

A

1. She paid bills.
2. He vacuumed.
3. She washed clothes.
4. He exercised.
5. He dusted.
6. He worked in the yard.
7. She shopped for groceries.
8. He cooked dinner.

B

Answers will vary.

Exercise 2

Friday, April 7

Fun with friends: What a great day! This afternoon, I invited some friends over after school. We stopped at the video arcade, but we didn't stay long. We played basketball and listened to music. Mom cooked some hamburgers for dinner. After dinner, we watched TV.

Saturday, April 8

Party time: This morning, Kelly called. She invited me to her sister's birthday party. I needed a present for the party, so I walked to the mall. The party started at 7:00 and ended at 10:00. Kelly and I danced and talked all evening. She's really cool.

Sunday, April 9

Helping at home: I studied this morning. In the afternoon, Mom, Dad, and I shopped for some clothes for me. Then I helped Mom with dinner. After dinner, I cleaned my room. In the evening, I called Kelly, but we didn't talk very long. Time for bed!

Exercise 3

Answers will vary. Possible answers:

1. Carol studied. Max didn't study.
2. Carol cleaned the kitchen. Max didn't clean the kitchen.
3. Carol didn't play golf. Max played golf.
4. Carol and Max cooked.
5. Carol listened to music. Max didn't listen to music.
6. Carol didn't walk in the park. Max walked in the park.
7. Carol didn't watch TV. Max watched TV.

Exercise 4

Present	*Past*	*Present*	*Past*
buy	bought	go	went
come	came	have	had
do	did	read	read
eat	ate	ride	rode
feel	felt	see	saw
get up	got up	sit	sat

Exercise 5

KEVIN: So, Megan, did you have a good summer?

MEGAN: Well, I had an interesting summer. My sister and her family visited for two weeks.

KEVIN: That's nice.

MEGAN: Yes and no. My sister didn't feel well, so she sat on the sofa and watched TV. She hardly ever got up.

KEVIN: Oh, well. Did her husband and kids have a good time?

MEGAN: I think so. They played volleyball and rode their bikes every day.

KEVIN: Did you go out to any restaurants?

MEGAN: No, I cooked breakfast, lunch, and dinner every day. They ate a lot of food, but they didn't wash any dishes.

KEVIN: That's too bad. Did you relax at all last summer?

MEGAN: Yes. My sister and her family finally went home, and then I relaxed. I just read some books and saw some movies.

Exercise 6

Answers will vary. Possible answers:

1. A: Did you go anywhere interesting?
   B: Yes, I did. I went to Hawaii./
   No, I didn't. I just stayed home.
2. A: Did you take any pictures?
   B: Yes, I did./No, I didn't. I . . .
3. A: Did you buy anything interesting?
   B: Yes, I did./No, I didn't. I . . .
4. A: Did you eat any new foods?
   B: Yes, I did./No, I didn't. I . . .
5. A: Did you play any games?
   B: Yes, I did./No, I didn't. I . . .
6. A: Did you play any sports?
   B: Yes, I did./No, I didn't. I . . .
7. A: Did you meet any interesting people?
   B: Yes, I did./No, I didn't. I . . .
8. A: Did you read any good books?
   B: Yes, I did./No, I didn't. I . . .
9. A: Did you see any good movies?
   B: Yes, I did./No, I didn't. I . . .

Exercise 7

A

Answers will vary. Possible answers:

1. Greg got up early every day.
2. Greg played tennis.
3. Greg went hiking.
4. Greg rode a horse.
5. Grant got up late every day.
6. Grant read books.
7. Grant ate pizza.
8. Grant saw a movie.

B

Answers will vary.

www.irLanguage.com

15 Where did you grow up?

Exercise 1

MELISSA: Were you born here in the U.S., Luis?
LUIS: No, I wasn't. I was born in the Caribbean.
MELISSA: Oh, were you born in Cuba?
LUIS: No, I'm from the Dominican Republic.
MELISSA: Really? What city were you born in?
LUIS: I was born in Santo Domingo.
MELISSA: Were your parents born in Santo Domingo, too?
LUIS: Yes, they were. We were all born there.
MELISSA: And why did you come to the U.S.?
LUIS: I came here to study English.
MELISSA: So when did you move here?
LUIS: I moved here in 2007.
MELISSA: Really? How old were you then?
LUIS: I was sixteen.
MELISSA: Was it scary?
LUIS: No, it wasn't. I loved it.

Exercise 2

1. PETER: I called you on Saturday, but you weren't home.
   DAVID: No, I wasn't. I was in the mountains all weekend.
   PETER: That's nice. How was the weather there?
   DAVID: It was beautiful.
   PETER: Were your parents there?
   DAVID: No, they weren't. I was alone. It was great!
2. SUE: Were you born in the U.S., Pat?
   PAT: Yes, I was. My brother and I were born here in New York.
   SUE: I was born here, too. What about your parents? Were they born here?
   PAT: Well, my father wasn't. He was born in China, but my mother was born in the U.S. – in Chicago.
   SUE: Chicago? Really? My parents were born in Chicago, too!
3. NANCY: Were you in college last year, Chuck?
   CHUCK: No, I wasn't. I graduated from college two years ago.
   NANCY: So where were you last year?
   CHUCK: I was in France.
   NANCY: Oh! Were you in Paris?
   CHUCK: No, I wasn't. I was in Nice. I had a job there.
   NANCY: What was the job?
   CHUCK: I was a front desk clerk at a hotel.

Exercise 3

1. Frida Kahlo was a painter. She was born in 1907 in Mexico. She married painter Diego Rivera in 1929. She died in 1954.
2. Jackie Robinson was a baseball player. He was born in 1919 in the U.S. He was the first African American to play modern major league baseball in 1947. He died in 1972.
3. Audrey Hepburn was an actress. She was born in 1929 in Belgium. She was in the movie *Breakfast at Tiffany's* in 1961. She died in 1993.
4. Bruce Lee was an actor. He was born in 1940 in the U.S. He was in the movie *Enter the Dragon* in 1973. He died in 1973.
5. Coco Chanel was a fashion designer. She was born in 1883 in France. She opened her first shop in Paris in 1909. She died in 1971.
6. Mark Twain was a writer. He was born in 1835 in the U.S. He wrote *The Adventures of Huckleberry Finn* in 1885. He died in 1910.

Exercise 4

Answers will vary.

Exercise 5

1. What	3. When	5. Why	7. How old
2. Who	4. Where	6. How	

Exercise 6

Answers will vary.

1. A: How was your first day of school?
   B: It was . . .
2. A: Who was your favorite teacher?
   B: My favorite teacher was . . .
   or . . . was my favorite teacher.
3. A: What was your favorite class?
   B: My favorite class was . . .
   or . . . was my favorite class.
4. A: Who were your best friends?
   B: My best friends were . . .
   or . . . were my best friends.
5. A: Where did you spend your free time?
   B: I spent my free time in (the) . . ./at (the) . . .
6. A: When did you finish elementary school?
   B: I finished elementary school in . . .

Exercise 7

A

Answers will vary. Possible answers:

1. A: Were you born here?
   B: Yes, I was./No, I wasn't.
2. A: Did you grow up in a big city?
   B: Yes, I did./No, I didn't.
3. A: Did you live in an apartment?
   B: Yes, I did./No, I didn't.
4. A: Was your home near your school?
   B: Yes, it was./No, it wasn't.
5. A: Did you walk to school?
   B: Yes, I did./No, I didn't.
6. A: Were you a good student?
   B: Yes, I was./No, I wasn't.
7. A: Were your teachers nice?
   B: Yes, they were./No, they weren't.
8. A: Did you have a lot of friends?
   B: Yes, I did./No, I didn't.
9. A: Did your best friend live near you?
   B: Yes, (s)he did./No, (s)he didn't.
10. A: Did both your parents work?
    B: Yes, they did./No, they didn't.

B

Answers will vary.

www.irLanguage.com

16 Can she call you later?

Exercise 1

RECEPTIONIST: Good morning. Lane Retail Group.
MS. PEREZ: Good morning. Is Mr. Adams there?
RECEPTIONIST: I'm sorry, but Mr. Adams is in a meeting.
MS. PEREZ: Oh.
RECEPTIONIST: Can I take a message?
MS. PEREZ: Yes. This is Ina Perez. Please ask him to call me.
RECEPTIONIST: Does Mr. Adams have your number?
MS. PEREZ: I don't think so. It's 604-555-0662.
RECEPTIONIST: 604-555-0662. I'll give him your message.
MS. PEREZ: Thank you very much.
RECEPTIONIST: You're welcome. Good-bye.
MS. PEREZ: Good-bye.

Exercise 2

1. at work
2. in class
3. on vacation
4. in the hospital
5. at the mall
6. in the shower

Exercise 3

A

Subjects	*Objects*
I	me
you	you
he	him
she	her
we	us
they	them

B

1. Please give it to him.
2. She isn't here right now.
3. Can I help you?
4. Please leave us a message.
5. They are in the library.

Exercise 4

Bob's message: Hi, Jim. This is Bob. My sister Olivia is visiting me. Do you remember her? Well, we're going to have lunch at Carol's Café tomorrow. Can you meet us there? Please call me today.
Allie's message: Hey, Jim. It's Allie. I'm sorry I missed your call this morning. Listen, my friends and I are going to go out to a great pizza restaurant after work. Would you like to join us? Give me a call!
Derek's message: Hi, Jim. It's Derek. I'm in your math class with Mr. Stevens. Did he give a homework assignment today? I missed the class. Can you call me? My number is 608-555-9914. Thanks!

Exercise 5

SAM: Hello?
RAY: Hello. Can I speak to Monica, please?
SAM: I'm sorry, but she's in a meeting. Can I give her a message?
RAY: Yes. This is Ray Santos. Please ask her to call me. I'm at work.
SAM: Does she have your number?
RAY: Yes, she does.

Exercise 6

Answers will vary.

Exercise 7

Answers will vary.

Exercise 8

1. Hi, this is Amy.
2. Is Barbara there?
3. Do you want to see a movie?
4. I'd like to go to the movies.
5. I'm busy.
6. Can I take a message?

Exercise 9

Answers will vary. Possible answers:
1. I often like to . . .
2. I want to visit . . .
3. I want to meet . . .
4. I need to . . . this week.
5. I like to go to . . . on weekends.
6. I like to . . . after class.
7. I want to . . . in my next class.

www.irLanguage.com

Credits

Illustrations

Andrezzinho: 4, 7, 50, 119; **Ilias Arahovitis**: 14, 15 (*top*), 31 (*top*), 60 (*top*), 88 (*bottom*); **Ralph Butler**: 11, 13, 87; **Mark Collins**: v, 52; **Paul Daviz**; 19 , 38, 59, 66, 67, 72, 79 (*top*), 106, 108, 110; **Carlos Diaz**: 42, 82, 120, 124; **Tim Foley**: 12; **Travis Foster**: 41 (*bottom*); *Chuck Gonzales*: 9, 27, 75, 92 (*bottom*), 100, 102; **Jeff Grunewald**: 56; **Jim Haynes**: 21, 32, 36 (*bottom*), 37, 44 (*bottom*), 45, 47, 53 (*bottom*), 81, 95; **Dan Hubig**: 31 (*center*); **Randy Jones**: 22, 29, 61; **Trevor Keen**: 33, 74; **Joanna Kerr**: 24, 68; **KJA-artists**: 122; **Bruce MacPherson**: 51;

Monika Melynchuk: 121; **Karen Minot**: 40, 60 (*bottom*), 64 (*top*), 90, 91; **Wally Neibart**: 88 (*top*); **Ortelius Design**: 30 (*top*); **Rob Schuster**: 25 (*top*), 35, 44 (*top*), 69, 97, 118, 127, 128; **Daniel Vasconcellos**: 30 (*bottom*), 85, 94; **Brad Walker**: 2, 3, 5, 6; **Sam Whitehead**: 16 (*bottom*), 23, 25 (*bottom*), 64 (*bottom*), 89 (*bottom*), 114, 116-117; **James Yamasaki**: 15 (*bottom*), 26, 79 (*bottom*), 101, 115: **Rose Zgodzinski**: 41(*top*), 43, 55, 77, 111, 131; **Carol Zuber-Mallison**: 49, 63, 105, 125

Photos

2 (*left*) © Andrew H. Walker/Staff/Getty Images; (*right*) © Michael Buckner/Staff/Getty Images **8** (*all, top*) © Ken Karp Photography; (*bottom, clockwise*) © Deb Lindsey/The Washington Post/Getty Images; © Joseelias/Veer; © Hemera/Thinkstock; © Gunnar3000/Veer; © iStockphoto/Thinkstock **9** (*middle, left to right*) © iStockphoto/Thinkstock; © Helene Rogers/Art Directors & TRIP/Alamy; © Slobo/iStockphoto; © Comstock/Thinkstock; © Clubfoto/iStockphoto; (*bottom, left to right*) © Handout/MCT/Newscom; © Tiridifilm/iStockphoto; © iStockphoto/Thinkstock; © Alloy Photography/Veer **10** (*all, top*) © Erin Garvey/Getty Images; © Ljupco Smokovski/Fotolia; (*clockwise, middle*) © Valkh/Fotolia; © Antenna Audio, Inc./Getty Images; © Pedro/Veer; © Hemera/Thinkstock; © Hemera/Thinkstock; © Igor Groshev/Fotolia; (*bottom, left to right*) © iStockphoto/Thinkstock; © Ibphoto/Veer **12** (*middle, clockwise*) © Hemera/Thinkstock; © Sergej/Veer; © Sergey Zvyagintsev/Fotolia; © Huimin/Fotolia; © WestLight/iStockphoto; © Stockbyte/Thinkstock; © Hemera/Thinkstock; © Witthaya/iStockphoto; © Kondor83/Fotolia; © PhotoObjects.net/Thinkstock **17** (*top to bottom*) © Steve Vidler/SuperStock; © Imagebroker.net/SuperStock **18** (*left to right*) © Eamonn McCormack/WireImage/Getty Images; © Jon Furniss/WireImage/Getty Images; © Harry How/Getty Images; © AP Photo/Jennifer Graylock; © Matthew Peters/Man Utd./Getty Images **20** (*top to bottom*) © Blue Jean Images/Alamy; © Ty Allison/Photographer's Choice/Getty Images; © Cultura/PunchStock **22** © Ken Karp Photography **25** (*top, clockwise*) © Chad Ehlers/Alamy; © Philip Game/Alamy; © Image Source/Corbis; © Liba Taylor/Robert Harding Travel/Photolibrary **29** © PhotoObjects.net/Thinkstock **32** © Stephen Coburn/Shutterstock **34** (*top, left to right*) © Robin Nelson/PhotoEdit; © Valueline/Thinkstock; © Kyle Sparks/Getty Images; © Moodboard/Corbis; (*middle, left to right*) © Asia Images Group Pte Ltd/Alamy; © John Lund/Annabelle B/age fotostock; © Blend Images/SuperStock; © Fuse/Getty Images; (*bottom, left to right*) © Image Source; © Alamy; © Fancy Photography/Veer; © JGI/Jamie Grill/Blend Images/Getty Images **36** (*top, left to right*) © Blend Images/PunchStock; © Jeff Greenberg/age fotostock; © AP Photo/Mike Grol; © Mark Leibowitz/Masterfile; (*middle, left to right*) © John Pickelle/Stockbyte/Getty Images; © Yellow Dog Productions/The Image Bank/Getty Images; © Ocean/Corbis; © G. Baden/Keepsake/Corbis **39** © Diego Cervo/Veer **40** © Canopy/Corbis **41** (*left to right*) © Blend Images/SuperStock; © Fancy Photography/Veer; © Pholdar Nine/A.Collection/Getty Images **45** (*left to right*) © Walter Bibikow/Photolibrary/Getty Images; © Mixa/PunchStock; © Erika Stone; © Donna Day/Alloy/Corbis **46** (*from top left*) (*arm chairs*) © Michaela Stejskalova/Alamy; (*stove*) © C Squared Studios/Photodisc/Getty Images; (*curtains*) © Flirt/SuperStock; (*pictures*) © Simon Brown/Alamy; (*bed*) © Tiler84/Fotolia; (*table*) © Lawrence Manning/Spirit/Corbis; (*coffee table*) © Mehmetcanturkei/Fotolia; (*microwave oven*) © Elnur Amikishiyev/Veer; (*refrigerator*) © Simple stock shots/PunchStock; (*lamps*) © Skip ODonnell/iStockphoto; © Todd Bates/istockphoto; (*sofa*) © Xmasbaby/Fotolia; (*desk*) © Discpicture/Shutterstock; (*bookcase*) © iNNOCENt/Fotolia; (*dresser*) © D. Hurst/Alamy; (*chairs*) © Ustyujanin/Shutterstock; (*mirror*) © George Diebold/Getty Images; (*rug*) © Selahattin BAYRAM/iStockphoto; (*TV*) © Supertrooper/Veer; (*cupboards*) © Yarik/Shutterstock **48** (*top to bottom*) ©Alan Smith/Stone/Getty Images; © Daniel Dempster Photography/Alamy; © Marc Gerritsen/Sheltered Images/age fotostock; © Skyhobo/iStockphoto **49** (*top to bottom*) © CB2/ZOB WENN Photos/Newscom; © Michael Stravato/The New York Times/Redux Pictures **51** (*left to right*) © Corbis Photography/Veer; © Blend Images/Alamy; © Fuse/PunchStock; © View Stock RF/age fotostock **53** (*left to right*) © Stewart Cohen/Blend Images/Getty Images; © RubberBall/Alamy; © John Birdsall/The Image Works; © Moodboard/Alamy **54** (*middle*) © J.W.Alker/Imagebroker/Alamy; (*bottom*) © Steven Ogilvy **55** (*top, left to right*) © AP Photo/Peter Kramer; © Stewart Cohen/Blend Boost/age fotostock; (*middle left to right*) © Akg-images/PictureContact/The Image Works; © Yoshikazu Tsuno/AFP/Getty Images **57** (*bottom row*) © Bill Sykes/Cultura/Corbis; © Spencer Grant/PhotoEdit; © Fancy Photography/Veer; © Fuse/Getty Images **58** (*all*) (*broccoli, lettuce, noodles, nuts*) © Hemera/Thinkstock; (*onions*) © Texturis/Shutterstock; (*carrots*) © Pedro Nogueira/Shutterstock; (*apples, cream, rice, fish*) © Ericlefrancais/Shutterstock; (*bananas, pasta, crackers, eggs*) © Travellinglight/iStockphoto; (*oranges, lemons, tomatoes, beef*) © iStockphoto/Thinkstock; (*kiwis*) © Dinostock/Fotolia; (*blueberries*) © Morgan Lane Photography/Shutterstock; (*potatoes*) © Schankz/Shutterstock; (*bread*) © Andrew Dernie/iStockphoto; (*cereal*) © Studiomode/Alamy; (*oil*) © Ivan Bajic/iStockphoto; (*Butter*) © Sir Eagle/ Fotolia; (*milk*) © Ts/Veer; (*yogurt*) © Ingram Publishing/age fotostock; (*cheese*) © Gregory Gerber/Shutterstock; (*chicken*) © Photonic 5/Alamy; (*beans*) © Frans Rombout/iStockphoto **59** © Steven Ogilvy **60** (*left to right*) © Eising/StockFood; © Steven Ogilvy; © George Kerrigan **61** © Palladium/age fotostock **62** © Asia Images Group/Getty Images **63** (*clockwise from top left*) © Gapys Krzysztof/Alamy; © Nidz/Fotolia; © Antonio Muñoz Palomares/iStockphoto; © TongRo Image Stock/Alamy; © Lisa Charles Watson/FoodPix/Getty Images **64** (*golf ball*) © Stockbyte/Thinkstock; (*soccer ball, basketball, baseball and bat*) © iStockphoto/Thinkstock ; (*volleyball, football*) ©Hemera/Thinkstock; (*swimming goggles and swimming cap, bicycle, snowboard*) © Comstock/Thinkstock; (*hiking boots*) © Melinda Fawver/Shutterstock; (*hockey puck*) © Shutterstock; (*skating*) © Aksenova Natalya/Shutterstock **65** (*middle*) © iStockphoto/Thinkstock; (*bottom*) © Konrad Wothe/Look/age fotostock **66** © Harry Choi/TongRo Image Stock/Alamy **69** (*left*) © Chris Polk/FilmMagic/Getty Images; (*right*) © AP Photo/Sipa **71** (*left to right*) © Goodshoot/Thinkstock; © Sudheer Sakthan/Shutterstock; © Gina Sanders/Veer; © Ron Levine/Taxi/Getty Images **73** (*clockwise from top to left*) © John Lund/Annabelle Breakey/Blend Images/Getty Images; © Nicho Sodling/Johner Images/Getty Images; © Michael Kevin Daly/Workbook Stock/Getty Images; © Masterfile; © Moodboard/Cultura/Getty Images; © Laoshi/The Agency Collection/Getty Images; © Ryan McVay/Photodisc/Thinkstock; © Blend Images/Hill Street Studios/the Agency Collection/Getty Images **74** (*bottom row*) © RubberBall Productions/The Agency Collection/Getty Images; © DAJ/Amana Images/Getty Images; © Jeff Hunter/Photoghaper's Choice/Getty Images; © Corbis Bridge/Alamy; © Image Source/Alamy; © Vstock LLC/Getty Images **76** (*top, left to right*) © InsideOutPix/age fotostock; © Mixa/Alamy; © iStockphoto; © Kimtaegyeong/Leaf Stock/age fotostock; (*middle,left to right*) © Bertrand Gardel/Terra/Corbis; © Craig Lovell/Corbis; © Radius Images/Alamy; © Harry Choi/TongRo Image Stock/Alamy; (*bottom, left to right*) © Joe Raedle/Getty Images; © Toshiyuki Aizawa/Reuters/Corbis **77** (*clockwise from left*) © Mimi Haddon/Digital Vision/Getty Images; © Glow Asia/Alamy; © Cultura/Twinpix/Getty Images; © Peace/Amana images/Corbis **78** (*sea*) © Nik Wheeler/Alamy; (*man*) © Ken Karp Photography **80** (*top, left to right*) © Glowimages/age fotostock; © Tetra Images/Getty Images; © Image Source/Getty Images; © Creatas/Thinkstock; (*all, bottom*) (*Antacid*) © Jesus Jauregui/iStockphoto; (*muscle cream*) © Olinchuk/Shutterstock; (*cough syrup, spray*) © iStockphoto/Thinkstock; (*cool*) © Studioshots/Alamy; (*cold pills*) © Helen Sessions/Alamy; (*Aspirin*) © Creatas/Thinkstock; (*eyedrops*) © Hemera/Thinkstock **83** (*middle, left to right*) © Tanya Constantine/Digital Vision/Getty Images; © Image Source/Alamy; © Jose Luis Pelaez Inc/Blend Images/Alamy; © Tetra Images/Alamy; (*bottom left*) © Harry Choi/TongRo Image Stock/Corbis; (*bottom right*) © Susanna Blavarg/Johner Images/age fotostock **86** (*top, left to right*) © Gerald Martineau/The Washington Post/Getty Images; © Corbis; (*middle, left to right*) © DreamPictures/Blend Images/age fotostock; © Richard Levine/Alamy; © Stockbyte/Getty Images; (*bottom, left to right*) © Yellow Dog Productions/Digital Vision/Getty Images; © Image Source/Alamy; © Katrina Wittkamp/Lifesize/Getty Images **89** (*clockwise from left*) © Jeremy Woodhouse/Digital Vision/Getty Images; © Peter Adams/The Image Bank/Getty Images; © Richard Nowitz/National Geographic Society/Corbis; © Caspar Benson/Getty Images; © Kord.com/age fotostock; © JLImages/Alamy **91** (*top, left to right*) © John McKenna/Alamy; © Gmsphotography/Flickr/Getty Images; © Richard Alexander/Spoon Cafe Bistro; (*middle, left to right*) © Karl Blackwell/Lonely Planet; © The City of Edinburgh Council; © Lonely Planet/SuperStock **92** (*top left to right*) © Yellow Dog Productions/Getty Images; © allesalltag/Alamy; © Daly and Newton/The Image Bank/Getty Images; © Eric Audras/PhotoAlto Agency RF Collections/Getty Images; (*middle left to right*) © Kevin Wheal Surrey/Alamy; © DTP/Stone/Getty Images; © John Lund/Marc Romanelli/Blend Images/Getty Images; © Martin Lee/Mediablitzimages (*UK*) Limited/Alamy **93** © John Lund/Marc Romanelli/Blend Images/Getty Images **95** © PT Images/Getty Images **96** © Dave and Les Jacobs/Blend Images/Getty Images **97** (*top to bottom*) © Glow Images Inc./Getty Images; © Howard Kingsnorth/Cultura/Getty Images; © Jupiterimages/Comstock Images/Getty Images; © Cavan Images/Photodisc/Getty Images **99** (*top*) © Chris Cooper-Smith/Alamy; (*middle*) © iStockphoto; (*bottom*) © Yagi Studio/Photodisc/Getty Images **100** (*left to right*) © Pierre Verdy/AFP/Getty Images; © Alexander Tamargo/Getty Images; © Jason Merritt/Getty Images; © Ferdaus Shamim/WireImage/Getty Images; © Gustavo Caballero/Getty Images **102** © Denkou Images/Alamy **104** © Elke Van de Velde/Photodisc/Getty Images **105** © Mackenzie Bearup/Sheltering Books Inc. **107** © Shoosh/Form Advertising/Alamy **108** (*top, left to right*) © John Eder/Stone/Getty Images; © Drx/Fotolia; © Ataboy/Stone/Getty Images; (*middle, left to right*) © Tom & Dee Ann McCarthy/Corbis; © Jeff Greenberg/PhotoEdit; © Geraint Lewis/Alamy **109** © Catchlight Visual Services/Alamy **110** © KL Services/Masterfile **111** (*top, left to right*) © Eyal Nahmias/Alamy; © David Livingston/Getty Images; © Mario Anzuoni/Reuters/Corbis; (*middle, left to right*) © David Fairchild/Hermosa Beach Chamber of Commerce; © Minden Pictures/SuperStock **112** (*bottom, left to right*) © Maria Picard/Deborah Betz Collection/Corbis; © Tim Graham/Getty Images; © Fotos International/Moviepix /Getty Images **113** © Comstock/Thinkstock **123** (*beef*) © BW Folsom/Shutterstock; (*grapes*) © Jerryhat/iStockphoto; (*corn chips*) © Iain McGillivray/iStockphoto; (*watermelon*) © Frans Rombout//iStockphoto; (*ice cream, shelled peanuts*) © iStockphoto/Thinkstock; (*cake*) © Christy Thompson/Shutterstock; (*potato chips*) © Photodisc/Thinkstock; (*candy*) © Norman Chan/Veer; (*hot dogs*) © Sawayasu Tsuji/iStockphoto; (*cookies*) © Elena Schweitzer/Shutterstock; (*popcorn*) © Nikola Bilic/iStockphoto; (*pizza*) © Viktor1/Shutterstock; (*pineapple*)© Jiri Miklo/iStockphoto; (*chocolates*) © Mikie11/Shutterstock; (*almonds*) © Roman Antonov/iStockphoto **125** (*top to bottom*) © Dean Turner/iStockphoto; © Phase4Photography/Shutterstock; © AlexStar/iStockphoto; © iStockphoto/Thinkstock; © Thomas Northcut/Photodisc/Thinkstock; © Jonya/iStockphoto; © iStockphoto/Thinkstock; © Skip ODonnell/iStockphoto; © Eltopo/iStockphoto; © Magdalena Jankowska/iStockphoto; © Sarah Lee/iStockphoto **126** (*top, left to right*) © BananaStock/Thinkstock; © Blend Images/PunchStock; (*middle, left to right*) © Fancy Photography/Veer; © Aldo Murillo/iStockphoto; (*bottom, left to right*) © Beijing Eastphoto stockimages Co.,Ltd/Alamy; © StockbrokerXtra/Webstockpro **129** (*clockwise, from top right*) © Pixland/Thinkstock; © Myrleen Ferguson Cate/PhotoEdit; © Westend61/PunchStock; © Juanmonino/iStockphoto **130** (*top, left to right*) © Mel Curtis/Photodisc/Getty Images; © Couperfield/Shutterstock; © Barry Austin Photography/Lifesize/Thinkstock; (*middle, left to right*) © BananaStock/Thinkstock; © Image Source/PunchStock; © Quavondo/iStockphoto; © Hemera Technologies/Photos.com/Thinkstock; © Michael DeLeon/iStockphoto

www.irLanguage.com

www.irLanguage.com

www.irLanguage.com

www.irLanguage.com

www.irLanguage.com

www.irLanguage.com

www.irLanguage.com

www.irLanguage.com

What is on the Audio CD/CD-ROM?

- Introduction to *Interchange Fourth Edition Assessment Audio CD/ CD-ROM*
- Folders with tests, written quizzes, oral quiz question bank and scoring sheet, audio scripts, answer keys, instructions for administering tests, written quizzes, and oral quizzes, and MP3s with the audio for the listening activities
- Audio CD portion with the recordings for the listening activities

Audio CD tracks:

Track 01 Copyright
Track 02 Written Quiz: Units 01-02
Track 03 Written Quiz: Units 03-04
Track 04 Written Quiz: Units 05-06
Track 05 Written Quiz: Units 07-08
Track 06 Written Quiz: Units 09-10
Track 07 Written Quiz: Units 11-12
Track 08 Written Quiz: Units 13-14
Track 09 Written Quiz: Units 15-16
Track 10 Unit Test: Units 01-08, A
Track 11 Unit Test: Units 01-08, B
Track 12 Unit Test: Units 09-16, A
Track 13 Unit Test: Units 09-16, B

To access the quizzes and tests materials:

Windows XP, Vista, 7

- Insert the disc into a CD-ROM drive on your computer.
- If Autorun is enabled, click the option to view the files in the pop-up window.
- If Autorun is disabled, open My Computer. Right-click the CD-ROM icon and then select "Open" or "Explore."

Mac OS X

- Insert the disc into a CD-ROM drive on your computer.
- Double-click the CD-ROM icon on the desktop.

To play the audio:

The audio on this CD-ROM should be playable in a conventional CD player.

To play the audio portion on a computer:

Windows XP, Vista, 7

- Insert the disc into a CD-ROM drive on your computer.
- If Autorun is enabled, click the option to play the audio files in the pop-up window.
- If Autorun is disabled, open your computer's media player and then click the CD icon in the left navigation menu.

Mac OS X

- Insert the disc into a CD-ROM drive on your computer.
- If iTunes does not open automatically, double-click the Audio CD icon on the desktop. Click the CD icon in the left navigation menu of iTunes.

System requirements:

- Sound card. Speakers or head-phones.
- Media player.
- PDF reader. Word processor.

Windows XP, Vista, 7

- 400 MHz processor speed
- 128 MB RAM

Mac OS X

- 300 MHz processor speed
- 64 MB RAM

Support:

If you experience difficulties with this Audio CD / CD-ROM, please visit: www.cambridge.org/esl/support

www.irLanguage.com

interchange
FOURTH EDITION

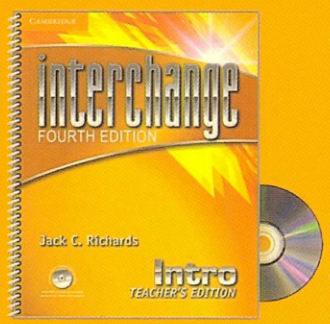
Tried and tested. Better than ever.

Millions of students around the world have learned English with *Interchange*, the world's most successful English series for adult and young adult learners.

Interchange Fourth Edition offers the same **trusted methodology** and **proven approach** as previous editions.

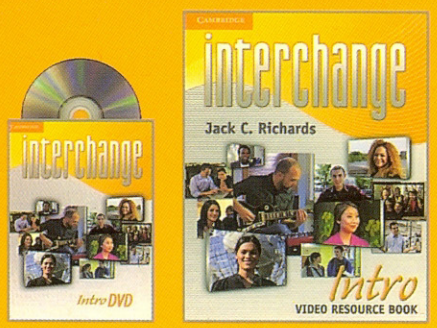
Fresh **new** **look**, **revised content**, **and new digital components** ensure that your students remain engaged, motivated, and successful in class and beyond.

New for Teachers



Teacher's Edition

- *New* Assessment Audio CD/CD-ROM with PDF and customizable versions of tests and quizzes
- *New* Photocopiable and customizable classroom extras available online



Interchange Video Program

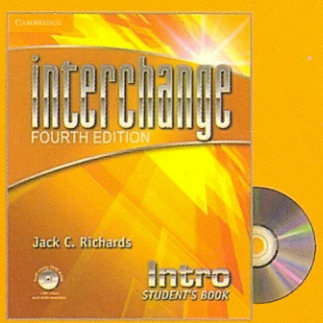
- *New* Class videos on DVD
- *New* Video Resource Book



Classroom Presentation Software

- *New* Presentation software with audio, video, and answers

New for Students



Student's Book

- *New* Grammar plus section with grammar tips and additional practice
- *New* Self-study DVD-ROM with video and skills practice



Interchange Arcade

- *New* Free and fun online practice
- *New* Complete Class Audio downloadable as MP3



Online Workbook

- *New* Workbook in interactive format
- *New* Extra listening practice

CEFR	
A1	Intro
A2	Level 1
	Level 2
B1	Level 3
B2	Passages 1
C1	Passages 2

Cambridge Dictionaries Online
dictionary.cambridge.org
Look it up!

www.irLanguage.com
Language
مرجع آموزش زبان ایرانیان

www.cambridge.org/interchange
More information | Additional Resources

CAMBRIDGE UNIVERSITY PRESS
www.cambridge.org
ISBN 978-1-107-64011-5

www.irLanguage.com