

with **Testing** Program

STARTER

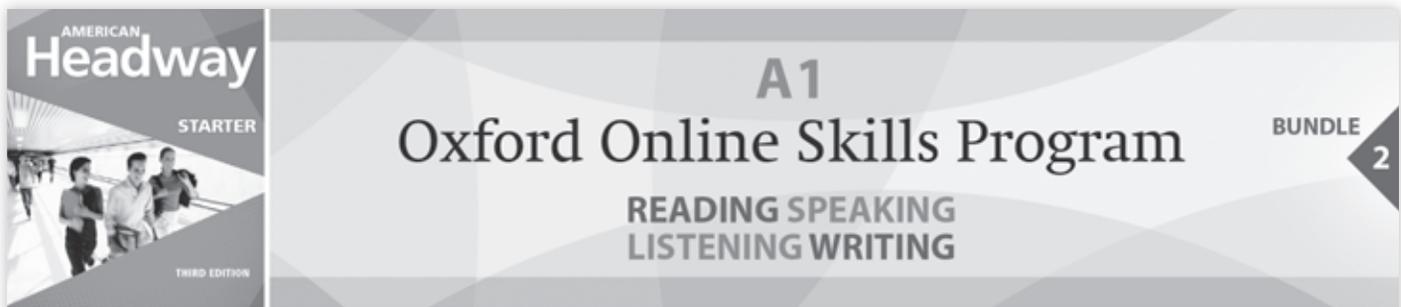
AMERICAN
Headway
Proven success beyond the classroom

THIRD EDITION

Teacher's Book

John and Liz Soars
Amanda Maris

OXFORD



How to access the Oxford Online Skills Program, Testing Program, and teacher resources:

- 1 Register or log in at www.oxfordlearn.com.
- 2 Click **Teacher tools** and apply for a teacher account.
- 3 With your new teacher account, set up your class and give your students the **student joining code** for that class.
- 4 Students log in at www.oxfordlearn.com and enter both their **Oxford Online Skills code** and the **student joining code**.

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Introduction

American Headway Starter

American Headway Starter, Third Edition is a foundation course for adult and young adult true beginning students. It is also suitable for students who have previously learned some English, but who don't yet feel confident enough to move on. They want to move back before they move forward.

New language is introduced gradually and methodically, in measured amounts and in a logical order. Listening material is provided across three class CDs. Vocabulary has been selected to avoid overloading. There are many controlled-practice activities, which aim to give the beginning students the confidence to proceed. There is also simple skills work, which incorporates manageable communicative activities appropriate for low-level students. In the *Everyday English* sections, we deal with social and functional language, and survival skills.

Student Book Organization

The organization of *American Headway Starter, Third Edition* is similar to other levels of *American Headway, Third Edition*. Each unit has the following:

- Starter
- Presentation of new language
- Practice
- Skills – always speaking, combined with reading and/or listening and/or writing.
- Vocabulary
- Everyday English

Starter

The Starter section is designed to be a warm-up to the lesson and has a direct link with the unit to come.

Presentation of new language

New language items are presented through texts, often as conversations, which students can read and listen to at the same time. This enables students to relate the spelling to the sounds of English, and helps with pronunciation, as well as form and use. Sometimes there are two presentation sections to break up what would otherwise be too large a 'chunk' of new language.

The main verb forms taught are:

- *to be*
- Simple present
- *there is/are*
- Simple Past
- *can/can't*
- *I'd like*
- Present Continuous for now and future, *going to*

There are *Grammar Spots* in the presentation sections. These aim to focus students' attention on the language of the unit.

There are questions to answer, charts to complete, and short exercises. The *Grammar Spot* is reinforced in the Grammar Reference section at the back of the book.

Practice

This section contains a variety of controlled and free-practice exercises. The primary skills used are speaking and listening, but there is also some reading and writing.

There are information gap exercises, questionnaires, information transfer listening exercises, pronunciation exercises, and a lot of personalized activities. There are exercises where the aim is overt analysis of the grammar, such as *Check it*.

Vocabulary

There is a strong lexical syllabus in *American Headway Starter, Third Edition*. The vocabulary is carefully graded and recycled throughout, so that students don't suffer from overloading. Lexical sets are selected according to two criteria: they complement the grammatical input, for example, daily activities with the Simple Present; or members of the family with apostrophe 's. However, they are mainly chosen for their usefulness. Low-level students need to know the words of everyday life – food, sports, numbers, dates, travel, time, jobs, describing people and places, shopping, sightseeing, saying how you feel. Students are also given exposure to a key feature of vocabulary in English – collocation. Students work on a range of patterns including adjective + noun, and words that go together to form high-frequency verbs, e.g. *have lunch, go shopping*, etc. This way of forming verbs is practiced across the course and students also focus on other patterns such as adjectives and their opposites, and verbs and their opposites.

Skills

Listening

Regular listening sections, in dialogue or monologue form, provide further practice of the language of the unit and help to develop students' ability to understand the main message of the text.

Reading

At the beginning of the course, the language in the readings is tightly controlled and graded, and only one or two words will be unknown to the students. As the course progresses, the readings become longer, with slightly more unfamiliar vocabulary in the texts. This gives students practice in dealing with new words and prepares them for the longer texts in Level 1.

Speaking

In the presentation sections, students have the opportunity to practice the pronunciation and intonation of new language. In the practice sections, less-controlled exercises lead to free-speaking practice.

There are many speaking exercises based around the listening and reading activities, including regular role plays. There are speaking opportunities before a text to launch the topic and create interest; and there are speaking activities after a text, often in the form of discussion.

Writing

Writing exercises are usually, but not always, small in scope. Students are invited to write about their best friend, a postcard, a short description of a town they know, and a description of a vacation.

Everyday English

This is an important part of the syllabus of *American Headway, Third Edition*. There is language input and practice of several kinds:

- survival skills, such as numbers, saying dates, the alphabet, saying prices, recognizing signs, and asking for directions
- social skills, such as social expressions and greetings
- functional areas, such as making requests, going shopping, and saying how you feel

There is sometimes an element of ‘phrasebook language’ in these sections. We are not asking students to analyze too deeply how a piece of language operates. For example, in Unit 7 we introduce *Can I ...?* in a variety of situations. We don’t want teachers or students to insist on the grammar of *can* as a modal verb. We want students to see how this phrase can be used to communicate in a polite manner.

Grammar Reference

This is at the back of the Student Book, and it is intended for use at home. It can be used for review or reference.

Review

Regular review of grammar and vocabulary is provided throughout the book. There is a photocopiable activity for each of the 14 units at the back of this Teacher’s Book. These photocopyables are also available on iTools, along with 14 additional photocopiable activities.

Workbook with iChecker

All the language input – grammatical, lexical, and functional – is revisited and practiced. iChecker Online Self-Assessment offers additional content for self-study in the form of progress checks. Students can download and play all the Workbook audio files when they access iChecker material.

Teacher’s Book

The Teacher’s Book offers the teacher full support both for lesson preparation and in the classroom. Each unit starts with a clear overview of the unit content from the Student Book, along with a brief introduction to the main themes of the unit and a summary of additional materials that can be used. Within each unit, the highlighted sections indicate opportunities for additional activities with *Suggestions* and *Extra activities*. This allows for further work on key language or skills when appropriate.

Testing Program

The *American Headway, Third Edition* Testing Program is available online for easy access. The testing materials include Unit tests, Stop and Check tests, Progress tests, Exit tests, and Skills tests with audio files. See instructions on the inside back cover for how to access the Testing Program.

Assessment tools to evaluate progress

Teachers can track students’ progress, analyze their results, and plan more personalized learning. Automatic grading frees teachers’ time to concentrate on teaching and helps teachers more easily report on progress.

iTools

In addition to the complete Student Book and Workbook content onscreen, teachers have access to audio and video files with optional scripts, as well as additional resources, such as customizable versions of 28 photocopiable activities, video worksheets, and PowerPoint™ presentations.

Video

New video clips with classroom worksheets are available on the new *American Headway Starter, Third Edition* iTools as well as online. There are 14 clips, one for each unit. The language and topic in each clip are linked to the relevant Student Book unit. The majority of the clips follow a documentary style and include native speaker interviews.

Finally!

The basic criterion for selection of every activity in *American Headway Starter, Third Edition* is its usefulness for the survival of a low-level student in an English-speaking environment. We are trying to lay the foundations for what we hope will be a successful and enjoyable language-learning future.

1

Hello!

am/are/is, my/your • This is... • Nice to meet you • Good morning!
What's this in English? • Numbers 1–10 • Plurals



If you are about to start Unit 1 of *American Headway Starter, Third Edition*, you are probably beginning a new course with a new group of students. This is an exciting time for both teacher and students alike, with a very important initial stage of getting to know each other. The title of Unit 1 is “Hello!” Its goal is to get students to know each other and you, and for you to get to know them, of course! A range of settings allows students to practice greetings and introductions in different contexts and shows them how they can communicate in English in a meaningful way with even very basic language.

LANGUAGE INPUT

GRAMMAR

am/is/are (SB p. 2)

my/your (SB p. 2)

- Using the verb *to be* in singular form (affirmative/questions)
- Using possessive adjectives

VOCABULARY

What's this in English? (SB p. 6)

Numbers 1–10 and plurals (SB p. 7)

- Practicing a set of key everyday words
- Practicing numbers 1–10 and noun plurals

EVERYDAY ENGLISH

Good morning! (SB p. 5)

- Understanding and practicing expressions in everyday situations

SKILLS DEVELOPMENT

SPEAKING

Introductions (SB pp. 2, 3)

How are you? (SB p. 4)

What's this in English? (SB p. 6)

- Exchanging personal information
- Asking how someone is
- Asking the names of objects in English

MORE MATERIALS

Photocopiables – What's this in English? (TB p. 133) **Tests** (Online) **Videos** (iTools and Online)

Notes on the unit

STARTER (SB p. 2)

CDI 2 Smile, greet the class, and say your own name, for example, *Hello, I'm (Liz)*. Point to yourself to make the meaning clear. Point to the speech bubbles and play the recording.

Invite students to say their own names, including the greeting *Hello*. If you have a very large group, you can ask a few students to say their names, and then ask students to continue in pairs. Keep this stage brief, as students will have the opportunity to introduce themselves and each other in the next section.

WHAT'S YOUR NAME? (SB p. 2)

am/are/is, my/your

1 **CDI 3** Focus students' attention on the photo of Sarah and Julie. Point to the conversation on SB p. 2, and ask students to read and listen. Use gestures to demonstrate the meaning of *my* and *your* if necessary. Play the recording through once.

Play the recording twice more, first pausing at the end of each line and having the students repeat as a class. Students then repeat lines individually before practicing the conversation in open pairs (i.e., students ask and answer the questions across the room with the rest of the class listening) and then in closed pairs (i.e., the whole class working in pairs). Encourage an accurate voice range—the amount by which pitch of the voice changes. (Many languages do not use such a wide voice range as English, so this needs to be actively encouraged.) Also make sure students can accurately reproduce the contracted forms *I'm* and *name's*. If necessary, model the sentences again yourself to help emphasize the pronunciation in a visual way.

GRAMMAR SPOT

Focus students' attention on the contractions. Ask students to circle the contracted forms in exercise 1. Demonstrate this by writing the conversation on the board and putting a circle around the first contraction *I'm*.

2 This is a mingle activity. Demonstrate the conversation with one student to the rest of the class. Then ask another two students to repeat the conversation in open pairs. Demonstrate the meaning of "stand up," and ask the students to move around the class practicing the conversation. You may want to encourage them to shake hands as they introduce

themselves, particularly if they don't know each other. Monitor and check for correct pronunciation.

INTRODUCTIONS (SB p. 3)

This is ...

1 **CDI 4** This section has students practice introducing each other, still using just first names. Focus students' attention on the photo of Lia, Yuka, and Ben on SB p. 3. Point to the conversation and ask students to read and listen. Play the recording through once. Play the recording again, and have students point to the correct characters as they are referred to in the conversation.

Play the recording twice more, first pausing at the end of each line and having the students repeat as a class. Students then repeat lines individually before practicing the conversation in open and then in closed pairs.

Encourage accurate pronunciation of the short sound /ɪ/ and of the linking:

/ɪ//ɪ/

this is Ben

2 Point to the conversation. Choose two confident students to demonstrate the conversation with you for the rest of the class. Introduce the students to each other, and encourage them to shake hands when they say *Hello*. Choose two more groups of three to practice the conversation in front of the class.

Divide the class into groups of three, and have each student take turns introducing the other two. Monitor and check for accurate pronunciation and intonation. Depending on the class, when the activity is over, you may want to ask one or two groups to say the conversation again while the whole class listens.

ADDITIONAL MATERIAL

Workbook Unit 1

Exercises 1–2 Introductions

Nice to meet you

3 This section focuses on introducing people in a slightly more formal context, giving last names as well as first names. It also practices the phrase *Nice to meet you*. Give your first name again: *I'm (Liz)*. Write it on the board: *(Liz) is my first name*. Then say your last name, and write it on the board: *My last name is (Brown)*. Repeat *I'm (Liz Brown)*—*(Liz) is my first name, (Brown) is my last name*. Then ask a student whose first name you know: *Mayumi*—*Mayumi is your first name, what's your last name?* Elicit last names from other students.

CD1 5 Focus students' attention on the photo of Judy Carson and Greg Smith on SB p. 3. Point to the conversation, and ask students to read and listen. Play the recording through once. Play the recording again, and have students point to the correct characters as they are referred to in the conversation.

Play the recording twice more, first pausing at the end of each line and having the students repeat as a class. Students then repeat lines individually before practicing the conversation in open and then in closed pairs. Encourage accurate stress in the key expressions:

Nice to **meet** you.

Nice to meet **you**, too.

- 4 Point to the conversation. Choose a confident student to demonstrate the conversation with you for the rest of the class. Choose two more pairs to practice the conversation in front of the class. Remind students to smile and shake hands when they say *Nice to meet you*.
- 5 **CD1 6** This activity gives students further practice using other English names. Check that students understand the male and female symbols in the boxes by pointing to male and female students and then to the correct symbol. Play the recording through once, and let students just listen. Play the recording again, and have students repeat each name chorally and individually. Focus students' attention on the conversation with James Bond. Choose a name for yourself and demonstrate the mingle activity with two or three confident students. Have the students stand up and move around the class to practice the exchanges, using the new names. Monitor and check for accurate pronunciation. If students sound flat when greeting each other, model the conversation in exercise 4 again, emphasizing the voice range needed and the correct stress.

SUGGESTION

If appropriate, you can play a memory game based on the students' names. Ask one student to walk around the class saying everyone's name while the other students help if necessary. Encourage students in a multilingual group to pronounce everyone's name as accurately as possible. (You might want to do the memory game yourself, too, to make sure you have remembered all the students' names!)

ADDITIONAL MATERIAL

Workbook Unit 1

Exercises 3–4 Nice to meet you

HOW ARE YOU? (SB p. 4)

- 1 **CD1 7** Focus students' attention on the photo of Alex and Shawn in conversation 1 on SB p. 4. Check that students can pronounce the names of the characters by asking *Who's this?* Point to conversation 1, and ask students to read and listen. Play the recording through once.

Focus students' attention on the photo of Shawn and Emi in conversation 2 on SB p. 4. Check that students can pronounce the names of the characters. Follow the same procedure as for conversation 1. If students ask about the difference between *Fine, thanks* and *I'm OK, thanks*, explain that they are both possible answers to *How are you?*

Play the recording twice more, first pausing at the end of each line and having the students repeat as a class. Students then repeat the lines individually before practicing the conversations in open and then in closed pairs. Encourage accurate stress and intonation on the questions:

How are you?

And you?

- 2 Ask individual students *How are you?* to elicit the answer *Fine, thanks./I'm OK, thanks. And you?* Reply to each student in turn. Make sure students realize that *And you?* requires an answer *Fine./Good, thanks*.

Have students ask and answer you and each other in open pairs across the class. It may be helpful to gesture to your partner when you say *And you?* to aid comprehension.

The exercise now develops into a mingle activity. (You may want to develop a gesture which means "mingle.") Focus students' attention on the speech bubbles. If necessary, check comprehension of *OK, fine, good* with simple board drawings of faces—a straight face for *OK* 😐, a half smile for *fine* 😊, and a full smile for *good* 😄. Have students move around the class, practicing the conversation. Monitor and check for accurate pronunciation and intonation.

GRAMMAR SPOT

Focus students' attention on the sentences. Elicit the word to complete the first sentence with the whole class as an example (*'m*). Then ask students to complete the other sentences.

Answers

I'm Susan.

How **are** you?

This **is** John.

Read Grammar Reference 1.1–1.3 on SB p. 119 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it, in L1 if appropriate.

- 3 Focus students' attention on the photos and conversations. Point to your students and say *You are students in a language school*. Point to the characters in the photos and say *They are students in a language school*.

Give students 30 seconds to read the conversations. Hold up the book so the class can see the photos. Read the first line of the first conversation aloud, and point to the female character in the photo. Ask *Ana or Victor?* (Ana). Point to the male and ask *Who's this?* (Victor). Elicit the identities of Carla and Max and Mary and David in the other photos.

It is a good idea to write the first fill-in-the-blank conversation on the board, and do it with the whole class as students may not be familiar with this kind of exercise. Write students' suggestions (right or wrong) in the blanks. Give students time to complete the second and third conversations. You can put them in pairs to try to do the task together. Go around and monitor, but don't correct any mistakes yet.

CD1 8 Play the conversations for students to listen and check. See if they can hear and correct any mistakes themselves before you offer correction. Then check the answers with the whole class.

Answers and audio script

- A** Hello, **My** name's Victor. **What's** your name?
B **My** name's Ana.
- A** Max, **this** is Carla.
B Hi, Carla.
C Hello, Max. **Nice** to meet you.
- A** Hi, David. **How** are you?
B Fine, thanks, Mary. And **you?**
A **Good**, thanks.

Have students practice the conversations first in open pairs and then in closed pairs. Monitor and check for accurate pronunciation. If necessary, model the conversations again, either yourself or from the recording, and have students practice again. Let students refer to the photos, but discourage them from reading the conversations word for word, as they will lose the correct intonation and not make eye contact with the other students. (If appropriate, have them stand up, as this often encourages a more dynamic performance!) If you think more practice is needed at this stage, have students repeat the conversation using their own names.

ADDITIONAL MATERIAL

Workbook Unit 1

Exercise 5 How are you?

EVERYDAY ENGLISH (SB p. 5)

Good morning!

This section focuses on the appropriate greetings to use at different times of day, along with other simple phrases used in different everyday situations.

- 1 Focus students' attention on the photos and the conversations. Use the photos, mime, and simple clocks on the board to explain that the situations show different times of day. Have two students read conversation 1 aloud, including the example. Demonstrate on the board, and have students cross out *Good morning!* from the expressions in the box. Students work in pairs to continue completing the conversations and using the photos to help. Monitor and help, using the photos to help answer any questions students may have about vocabulary.

CD1 9 Play the recording, and have students check their answers. Students then practice the conversations in open and then in closed pairs. Encourage a wide voice range in expressions like *What a nice day!* and *See you later!*

Answers and audio script

- A** **Good morning!**
B Good morning! What a nice day!
- A** **Good afternoon!**
B Hello. A cup of tea, please.
- A** **Goodbye!**
B Bye! See you later!
- A** **Good night!**
B Good night! Sleep well!

- 2 This exercise reinforces the everyday expressions in this section in a word order exercise. Copy the first example onto the board with the words in the wrong order. Ask a student to read aloud the correct order, and write the answer on the board, crossing out the words in the boxes as you go.

Students complete the conversations, using the words given. Give students time to check their answers in pairs before checking the answers with the whole class.

CD1 10 Play the recording, pausing at the end of each conversation to allow students to check their answers. Students then practice the conversations in open and then in closed pairs. Again, encourage a wide voice range in expressions like *Have a nice day*. If necessary, play the recording again, and have the students repeat to get the correct stress and intonation.

Answers and audio script

- A** Good morning! **How are you today?**
B Fine, thanks.
- A** Good afternoon!
B Good afternoon! **A cup of coffee, please.**
- A** Goodbye! **Have a nice day.**
B Thank you. You too. **See you later.**
- A** Good night! **Sleep well.**
B Thank you. **You too.**

SUGGESTION

Encourage students to use the expressions in the *Everyday English* section as often as possible. Always have them greet you and each other at the beginning of each class in English. This is real communication in a real situation, and it also provides a useful marker that it is time for English. You can also adapt and extend the expressions to cover other time references such as *Have a nice weekend.* or *See you next week.*

ADDITIONAL MATERIAL

Workbook Unit 1

Exercises 11–12 Good morning!

VOCABULARY AND SPEAKING (SB p. 6)

What's this in English?

- 1 Many of the words in the lexical set may be known to the students as they are international words or may be similar in their own language. Focus students' attention on the example, and then have students work individually or in pairs or groups of three to match the rest of the words to the photos. Monitor and check for correct spelling.

Check the answers with the whole class.

Answers

- | | |
|-----------------|---------------|
| 1. a book | 7. a tablet |
| 2. a computer | 8. a sandwich |
| 3. a television | 9. a camera |
| 4. a phone | 10. a photo |
| 5. a bus | 11. a bag |
| 6. a car | 12. a house |

- 2 **CD1 11** Play the recording, and have students listen and repeat the words. Check for accurate word stress, modeling the pronunciation yourself, if necessary:

computer

tablet

camera

photo

television

sandwich

- 3 **CD1 12** Focus students' attention on the speech bubbles. Demonstrate the conversation by pointing to the photograph and asking *What's this in English?* Elicit the reply *It's a book*. Play the recording, and have students repeat. Point to different pictures on SB p. 6, and have students ask and answer in open pairs. Make sure students answer with full sentences, not just one word. Also check for accurate pronunciation of *It's a*. If students produce **Is a*, repeat the drill.
- 4 Students continue working in closed pairs, asking and answering about the objects in exercise 1.

GRAMMAR SPOT

Focus students' attention on the contracted form. Ask students to circle the same form in the conversation in exercise 3.

- 5 Pick up a book and ask *What's this in English?* Elicit the reply *It's a book*. Pick up another object that students don't know how to say in English, and elicit the question *What's this in English?* Give the answer,

e.g., *It's a (dictionary)*. Students then continue picking up or going to objects in the classroom and asking questions. Answer their questions, and write the words on the board, highlighting the word stress if necessary. (Try to avoid words beginning with a vowel and the need for students to use *an*. Also, try to limit students' questions to vocabulary that will be useful to them at this stage in their learning, such as *pen, dictionary*. In addition, try not to let the activity go on too long!)

PHOTOCOPIABLE ACTIVITY

UNIT 1 What's this in English? T p. 133

Materials: one copy of the worksheet cut up per group of 15 students

Procedure: Pre-teach/check students' understanding of *table, chair, and window* by pointing to the relevant object in the classroom and asking *What's this in English?* Elicit *It's a (chair)*.

Make sure students use the contracted form *It's* and the article *a*.

- Give each student a picture card.
- Students mingle, showing their cards and asking each other *What's this in English?* After each exchange, students swap cards and move on to the next student. Go around the classroom listening, making sure students are asking and answering the question correctly.
- Encourage students to help each other if they can't remember the name of the item. If neither student can remember, they should ask you *What's this in English?*

ADDITIONAL MATERIAL

Workbook Unit 1

Exercise 6 What's this in English?

Numbers 1–10 and plurals

SUGGESTION

Students need a lot of practice with numbers, so from now on, use numbers as much as possible when referring to pages and exercises. Continue to do quick number reviews in future classes, especially as more numbers are introduced. This can include number dictations, either with you dictating or with the students working in pairs:

Teacher dictation: Say numbers at random, writing them down yourself so that you have a means of checking. Students write the figures, not the words, as you say them. Have one student read their list of numbers aloud to check.

Pair dictation: Students prepare a list of random figures to dictate to their partner. They take turns dictating their lists. The student who is writing down the dictated numbers writes the figures, not the words, and then reads the list back to their partner to check the answers.

Make sure you limit the range of numbers to those covered at any stage in the course, e.g., Unit 1: numbers 1–10.

- 1 **CD1 13** Play the recording once, and have students read and listen to the numbers. Write *two* and *eight* on the board. Draw a line through the *w* and the *gh* to show that they are silent. Play the recording again, and have students repeat.
- 2 Have students say the numbers around the class, starting again at *one* once they reach *ten*. You can also have students say the numbers in reverse order if appropriate. If students need more practice, write figures in random order on the board, and have students say the numbers as you write.

ADDITIONAL MATERIAL

Workbook Unit 1

Exercises 7–8 Numbers 1–10.

- 3 This exercise presents and practices formation of plurals with *-s/-es*. It also reviews the vocabulary from this unit and numbers 1–10. Focus students' attention on the pictures and on the example. Count the books in the example. Then have students read the example aloud. Have students complete the rest of the exercise, referring back to the list of numerals and words on the left side of the page. Monitor and check for correct spelling.

CD1 14 Play the recording, and have students check their answers. Have students write the words on the board as a final check.

Answers and audio script

- a. five books
- b. three cars
- c. eight houses
- d. seven bags
- e. nine photos
- f. two sandwiches
- g. four computers
- h. six buses
- i. ten students

- 4 Focus students' attention on the speech bubbles. Model the pronunciation of the question and answer, and have students repeat. Students practice in open and then closed pairs. Monitor and check for accurate pronunciation. Drill the numbers and words again if necessary. If students need more practice, ask them to work with a new partner and repeat the activity. Have students cover exercise 1 to make it more challenging. Demonstrate the meaning of *cover* by holding up your book and covering exercise 1 with a piece of paper.

GRAMMAR SPOT

Focus students' attention on the singular nouns and the plural noun endings. Ask students to underline the plural endings in exercise 3.

Refer students to Grammar Reference 1.4 on SB p. 119.

- 5 **CD1 15** Play the recording through once, and have students just listen. Play the recording again, and have students repeat chorally and individually. If students have problems distinguishing between /s/ and /z/, have them put their hands on their throats to feel the vibrations that occur when /z/ is pronounced because the sound is voiced. (Don't introduce the terms *voiced* and *voiceless* at this early stage, but just get students used to the idea that the pronunciation is different.)

ADDITIONAL MATERIAL

Workbook Unit 1

Exercises 9–10 Plurals

Don't forget!

Workbook Unit 1

Exercises 13–17 Grammar and vocabulary review

Word list

Ask the students to turn to SB p. 126, and look at the word list for Unit 1. Explain that this contains important words from the unit. Go over the words in class, and then ask students to learn them for homework. Test students on a few of the words in the following class.

Tests (Online)

Unit 1 Test

Video (iTools and Online)

Additional photocopyables and PPT™ presentations (iTools)



2 Your world

he/she/they • his/her • Countries • Adjectives • Numbers 11–30



Where are you from?

The title of Unit 2 is “Your world.” It focuses on countries and cities and on talking about where people are from. The characters introduced in Unit 1 are shown again in a different context. The syllabus of *wh-* question words is reviewed and extended, students continue with numbers 11–30, and there is an introduction to the adjectives *amazing*, *great*, *awful*, and *beautiful*. In terms of skills, students encounter their first unseen listening task and also a short reading text. These are important first steps in developing listening and reading skills. They also help to prepare students for handling progressively longer listening and reading texts across the course.

LANGUAGE INPUT

GRAMMAR

he/she/they (SB pp. 8, 12)

his/her (SB p. 8)

- Using the verb *to be* in singular form (affirmative/questions)
- Using possessive adjectives

VOCABULARY

Countries (SB p. 8)

Adjectives (SB p. 12)

- Practicing a set of common countries and cities
- Practicing a set of key descriptive words

EVERYDAY ENGLISH

Numbers 11–30 (SB p. 13)

- Practicing numbers 11–30 and noun plurals.

SKILLS DEVELOPMENT

SPEAKING

wh- questions (SB pp. 9, 10, 12)

- Exchanging questions and answers

READING

Where are they from? (SB p. 12)

- Reading about a married couple on vacation in New York City

MORE MATERIALS

Photocopiables – Where’s he from? (TB p. 134) **Tests** (Online) **Video** (iTools and Online)

Notes on the unit

SUGGESTION

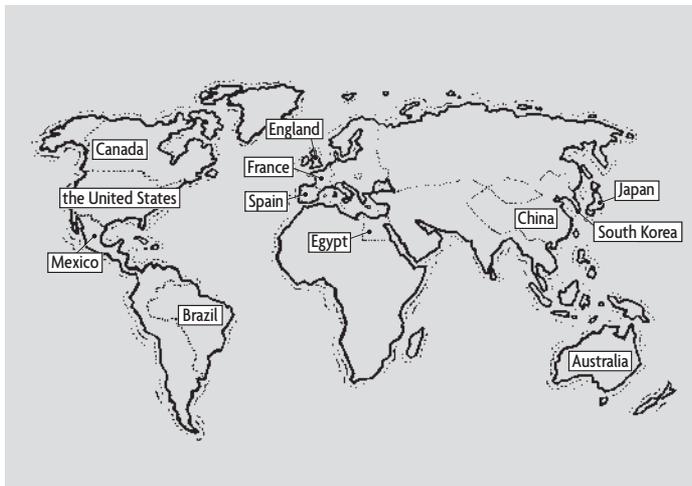
Take the opportunity to review the greetings covered in Unit 1 at the beginning of each class. Greet each student as he or she arrives to class and ask how he or she is. Encourage students to greet each other in English so that they get into the habit of using the language they have learned in a meaningful way.

STARTER (SB p. 8)

- 1 Focus students' attention on the map on SB p. 9 to introduce the context of talking about where you are from. Point to the country that you are from on the map, and invite students to do the same. Remind them of the question *What's ... in English?* from Unit 1 so that they can ask you for the name of their country, e.g., *What's (Belgique) in English?* (If you do not recognize the name of the country in the students' mother tongue, then ask them to point it out on the map.) Write the names of the countries on the board, and drill the pronunciation as necessary. Have students write their own country on the map.

Focus students' attention on the countries in the box. Demonstrate the activity by asking students to locate Australia on the map. Students continue working in pairs and locating the countries in exercise 1 on the map. If there is any disagreement, check the answers with the whole class.

Answers



- 2 **CD1 16** Play the recording, and have students repeat chorally and individually. Pay particular attention to stress. If you have a lot of students from other countries, have them say the name of their country.

SHE'S FROM JAPAN (SB p. 8)

! POSSIBLE PROBLEMS

- Beginners often make mistakes with *he/she* and *his/her* (especially if subject pronouns are not used and/or if the possessives are expressed differently in their own language). The course provides a lot of practice on this possible area of confusion, but be prepared to monitor and check the use of *he/she* and *his/her*, and go over these points whenever problems occur. Further confusion is possible with the contracted form *he's*. It's worth taking the time to drill the pronunciation of *his /hɪz/* and *he's /hɪz/* to help students perceive and produce the difference.

he/she, his/her

- 1 **CD1 17** This conversation introduces the second person question form. Focus students' attention on the photos of the characters. Elicit the names Kimi and Maria from the class. Point to the conversation, and ask students to read and listen. Play the recording through once. Play the recording again, and then ask *Where's Brazil?* *Where's Japan?* Ask students to point to the correct part of the map.

Play the recording again, pausing at the end of each line and having students repeat as a class. Students then repeat lines individually before practicing the conversation in open and then in closed pairs. Encourage accurate reproduction of the contrastive stress in the questions and of the falling intonation:

Where are you *from*?

Where are you *from*?

- 2 This is another mingle activity. If you have a multilingual class, make sure that all the students' countries are written on the board and practiced beforehand. If you have a monolingual class, you might want to teach them *I'm from (town/city) in (country)* to vary the answers. Demonstrate the conversation with one student for the rest of the class. Then ask another two students to repeat the conversation in open pairs. Have students move around the class practicing the conversation. Monitor and check for accurate pronunciation.
- 3 **CD1 18** Focus students' attention on the photos of Daniel and Jenny. Point to the sentences, and ask students to read and listen. Play the recording through once. Play the recording again, and have students repeat. Encourage students to reproduce the long and short sounds in *his* and *he's*:

/ɪ/ /i/
His name's Daniel. He's from Mexico.

Write the sentences about Daniel on the board. Circle *his* and *he*. Repeat **His name's Daniel. He's from Mexico.** Then model the sentence on another male class member: **His name's Erdi. He's from Turkey.** Now contrast with a female student: **But her name's Ali. She's from Indonesia.** Write the sentences about Jenny on the board, and circle *Her* and *She*. Elicit more examples from the class to consolidate the use of *he/she* and *his/her*.

GRAMMAR SPOT

Focus students' attention on the contractions. Ask students to circle the contracted forms in exercise 3.

Read Grammar Reference 2.1 and 2.2 on SB p. 119 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it.

ADDITIONAL MATERIAL

Workbook Unit 2

Exercises 1–2 Countries

Exercises 3–4 *his/her*

QUESTIONS (SB p. 9)

Where's he from?

- 1 Focus students' attention on the photos on SB p. 9. Read the sentences in number 1 with the whole class. Students work individually to complete the sentences. Give students time to check their answers in pairs.

CDI 19 Play the recording through once, and have students check their answers. Play the recording again, and have students repeat chorally and individually.

Answers and audio script

His name's Tom. He's **from the United States.**

Her name's Olivia. She's **from Canada.**

His name's Henry. He's **from England.**

Her name's Jihae. She's **from South Korea.**

His name's Gabriel. He's **from Mexico.**

Her name's Mariana. She's **from Brazil.**

His name's Jie. He's **from China.**

Her name's Sophia. She's **from Australia.**

- 2 **CDI 20** This exercise introduces third person question forms. Play the recording, and have students repeat chorally and individually. Check that students can reproduce the falling intonation of the *wh-* questions.

GRAMMAR SPOT

Focus students' attention on the contraction *where's*. Ask students to circle the contraction *where's* in exercise 2. Check that students recognize *What's* in exercise 2 as the contraction of *What is*.

Focus students' attention on the sentences. Complete the first sentence with the whole class as an example (*is*). Then ask students to complete the other sentences.

Answers

Where **is** she from?

Where **is** he from?

Where **are** you from?

Refer students to Grammar Reference 2.3 on SB p. 119.

- 3 Go through the photos on SB p. 9 yourself, first asking *What's his/her name?* and *Where's he/she from?* and eliciting the answers from the students. Then have students do the same in pairs. Monitor and check for correct use of *he/she* and *his/her*. Drill the forms again if necessary, referring to different male and female students to make the difference clear.

PHOTOCOPIABLE ACTIVITY

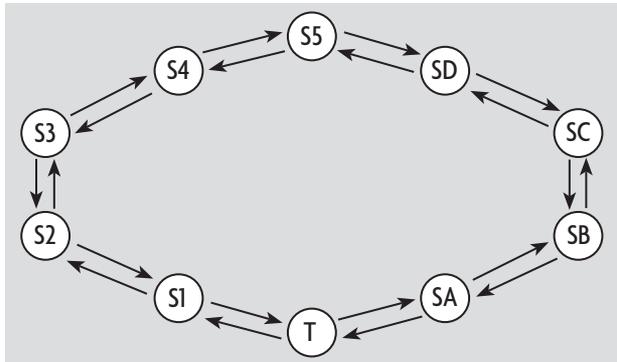
UNIT 2 Where's he from? TB p. 134

Materials: one copy of the worksheet cut up per group of 12 students

Procedure: This activity provides further practice of *I/you, my/your, he/she, and his/her* by giving students a new name and country. The cards provide a male and a female name from each of the countries in the Student's Book.

- Review the exchanges *What's your name? My name's (Robert). Where are you from? I'm from (the United States),* writing them on the board if necessary. Also review when to use *he/she*.
- Give the role cards out to the students, telling them this is their new name and country. Ask students to stand up and go around the class asking and answering the questions. Tell them they must try to remember everyone's new name and country.
- When students have finished, point to various students and ask the class *What's his/her name?* and *Where's he/she from?* If students are comfortable with the activity, you can also check with the student in question whether the class has remembered correctly, asking *Is that right?*, and having them answer *Yes* or *No*.

- Alternatively, or in addition to the above suggestion, you can bring in pictures of famous people for further practice. You can use them for open pairwork, or you can try a question and answer chain as follows:



- Stand in a circle with the students, with the pictures in your hand.
- Turn to S1 on your left, show the first card and ask *What's his/her name?* and *Where's he/she from?* S1 answers, and receives the picture from you.
- S1 then turns to S2 and asks the same question. S2 answers, and receives the picture.
- While S1 is asking S2, turn to SA on your right, show the second picture, and ask the questions *What's his/her name?* and *Where's he/she from?* SA answers, receives the picture, and turns and asks SB.
- While SA is asking SB, turn back to S1 again with the third picture, and ask the question.
- Continue the process until all the pictures are in circulation and the students are asking and answering. There will probably be a bottleneck when the student opposite you starts getting questions from both sides at once, but that's part of the fun. Eventually the pictures should all come back to you.

ADDITIONAL MATERIAL

Workbook Unit 2

Exercises 5–6 *he's/she's, his/her*

Exercise 7 *Where are they from?*

PRACTICE (SB p. 10)

Cities and countries

- Focus students' attention on the names of the cities on SB p. 10, and drill the pronunciation chorally and individually. Model the conversation, and have students repeat chorally. Students repeat the conversation with a different city, e.g., *Montreal*, in open pairs. Students continue working in closed pairs.

CD1 21 Play the recording, and have students check their answers.

Answers and audio script

Where's Chicago?	It's in the United States.
Where's Seoul?	It's in South Korea.
Where's Mexico City?	It's in Mexico.
Where's Los Angeles?	It's in the United States.
Where's Rio de Janeiro?	It's in Brazil.
Where's Sydney?	It's in Australia.
Where's Tokyo?	It's in Japan.
Where's Vancouver?	It's in Canada.
Where's London?	It's in England.

- This is the first information-gap exercise that students have encountered in the book, and it therefore needs to be carefully set up. Make sure students understand that they shouldn't look at each other's pages until the end of the activity. Each student has the name plus the country/city of four of the eight people in the photos. The goal is for each student to find out about the other four by asking their partner the questions in the speech bubbles. If necessary, explain this using the students' own language and demonstrate several question-and-answer exchanges with a confident student first. Remind students of the forms they will need to talk about the men and women in the photos (*What's his/her name?* and *Where's he/she from?*). Drill all four questions again if necessary.

Divide the class into pairs, and make sure students know whether they are Student A or B. Student A should look at SB p. 10 in the unit and Student B at p. 132 in the back of the book. Students can refer to each photo by saying the number. They should write their answers in the spaces provided.

While the students are asking and answering questions about the people in the photos, go around monitoring and helping. If the names cause problems, have students write them on a separate piece of paper and show it to their partner. When they have finished, you can check answers by asking individual students to tell you about one of the people in the photos. Say *Tell me about number one*, etc.

Answers

Tell students to look at each other's pages.

Talking about you

- Point to a few students, and ask the class *What's his/her name?* and *Where's he/she from?* Focus students' attention on the speech bubbles, and have students practice the questions and answers in open pairs across the class. Then have students replace the examples in exercise 3 with students' names and countries and

include the name of a city/town if appropriate. Students continue working in closed pairs.

Questions and answers

- 4 **CD1 22** Focus students' attention on the photo of Mariana and Bruno on SB p. 11. Ask students *What's her name?* about Mariana and elicit the answer. Ask *What's his name?* about Bruno, and use the opportunity to elicit/teach *I don't know*.

Play the conversation through once, and have students fill in as many blanks as possible. (With a weaker group, you may want to have them listen to the recording once before they fill in the blanks.) Play the conversation again, and have students complete their answers. Check the answers with the whole class.

Answers and audio script

M = Mariana, B = Bruno

M Hello, I'm Mariana. What's **your** name?

B **My** name's Bruno.

M Hello, Bruno. Where are you **from**?

B **I'm** from Brazil. Where are you from?

M Oh, I'm from Brazil, too. **I'm** from São Paulo.

B Really? I'm from São Paulo, too!

M Oh, nice to meet you, Bruno.

Play the recording again, pausing at the end of each line and having the students repeat as a class. Ask several pairs of students to practice the conversation in open pairs. Then have the class continue in closed pairs.

SUGGESTION

If you have pictures of famous people of different nationalities, you can use these for further practice. If not, you can write the names of some famous people whose nationalities students will know on the board for further question and answer practice.

- 5 **CD1 23** This exercise consists of three short conversations with people from different countries, and it is the students' first unseen listening. They should be well prepared for the language by now, but some students tend to panic without the support of the written word. Explain that they only have to listen for two countries in conversations 1 and 2, and one country in conversation 3. Tell them not to worry if they don't understand every word!

Play the first conversation, and elicit where Akemi is from (Japan). Play the rest of the recording, and have students fill in the rest of the answers. Play the recording again as many times as is necessary for students to complete their answers. Have students

compare their answers in pairs before checking answers with the whole class.

Answers

1. **L**: Mexico
Akemi: Japan
2. **C**: England
Mike: the United States
3. Loretta and Jason: Australia

CD1 23

1. **L** Hello, I'm Luis. I'm from Mexico.
A Hello, Luis. I'm Akemi from Japan.
2. **C** Hello. My name's Charles. What's your name?
M Hi, Charles. I'm Mike. I'm from the United States. Where are you from?
C I'm from London, in England.
M Oh, yeah? I'm from Chicago.
3. **L** Hi! I'm Loretta. I'm from Sydney, Australia.
J Hi, Loretta. I'm Jason. I'm from Australia, too.
L Oh, wow! Are you from Sydney?
J No, I'm from Melbourne.

SUGGESTION

Allowing students to tell you other details that they understood from a listening can help build their confidence, so you can ask extra questions within the students' language range, e.g., *What's his/her name? Where in (England)?*

- 6 Look at the example with the whole class. Elicit the match for question 2 (*Her name's Jihae*), and then have students continue working individually before checking their answers in pairs.

CD1 24 Play the recording. Have students listen and check their answers.

Answers and audio script

1. Where are you from? I'm from Brazil.
2. What's her name? Her name's Jihae.
3. What's his name? His name's Bruno.
4. Where's he from? He's from São Paulo.
5. What's this in English? It's a computer.
6. How are you? Fine, thanks.
7. Where's Montreal? It's in Canada.

This is an extension to the matching activity to reinforce the question-and-answer forms. Ask a confident student to cover the answers in his/her book. Ask one or two of the questions, and elicit the answers from the student. Students continue in their pairs. Students then change roles, and cover the questions before practicing the exchanges again.

Check it

- 7 Focus students' attention on the first pair of sentences as an example. Make sure that students understand the convention of putting a check mark (✓) to indicate that something is correct. Students continue working individually to choose the correct sentence.

Have students check their answers in pairs before checking the answers with the whole class.

Answers

1. My name's Kimi.
2. What's his name?
3. "What's his name?" "Seth."
4. He's from Brazil.
5. Where's she from?
6. What's her name?

ADDITIONAL MATERIAL

Workbook Unit 2

Exercise 8 Extra listening: At a party

Exercise 9 Questions

READING AND SPEAKING (SB p. 12)

Where are they from?

- 1 This is the first reading text that the students have encountered in the book. It presents the subject pronoun *they*. Focus students' attention on the photo, and have students guess where Frank and Emily are in the photo (New York City). Ask students to read the text through quickly and check where they are from (*Emily – Canada, Frank – Seattle*). Check comprehension by having students locate these countries on the map on SB p. 9.

CD1 25 Play the recording, and ask students to read and listen. Then explain any new words. Words and phrases not previously introduced are *married, teacher, school, in the center of, doctor, and hospital*. *Married* can be explained by referring to a famous married couple. To explain *doctor*, you can turn to SB p. 14 (the beginning of Unit 3), where there is a picture of a doctor. Ask students *Where?* about the doctor to elicit/explain *hospital*. *Teacher* and *school* should be easy to explain in the context of the classroom. *In the center of* can be illustrated on the board.

- 2 Students work in pairs to complete the sentences about the text. Make sure they understand there is more than one possible answer to number 4. Go over the answers by asking individual students to read their completed sentences aloud.

Answers

1. Emily is from **Toronto**, in Canada.
2. She's a **teacher**.
3. Her **school** is in the center of Toronto.
4. Frank is from **the US** (or **Seattle**).
5. He's a **doctor**.
6. His hospital is in the **center** of Toronto.
7. They **are** in New York.
8. They are **married**.

- 3 Focus students' attention on the question prompts in exercise 3. Elicit complete examples to practice *is* and *are*, e.g., *What's his name? Where are they from?* Highlight the use of the contraction 's. Have students ask and answer in open pairs. Students then work individually to write questions about Frank and Emily, using the prompts. Then have students write other questions using *What ... ?* and *Where ... ?* Monitor and help as necessary. Students ask and answer in closed pairs. Monitor and check for correct use of *he/she* and *his/her*, and for falling intonation on the *wh-* questions.

GRAMMAR SPOT

Focus students' attention on the sentences. Complete the first sentence with the whole class as an example (*is*). Then ask students to complete the other sentences.

Answers

- She **is** a teacher.
He **is** a doctor.
They **are** from Canada.

If necessary, highlight the use of *he/she/they* by pointing to a male student and saying *he*, a female student and saying *she*, a pair of students and a group of students and saying *they*.

Refer students to Grammar Reference 2.4 on SB p. 119.

- 4 This listening activity has Frank and Emily talking about different aspects of their trip to New York. It introduces basic adjectives and words related to visiting cities, e.g., *building, weather*. Focus attention on the words in the boxes, and use the smiley symbols and the photos to pre-teach/check students' understanding of the vocabulary.

CD1 26 Play the recording through once, and have students complete the conversations. Play it again so that students can check their answers. If necessary, play it a third time and have students listen and repeat. Encourage accurate pronunciation and a wide voice range on the sentences with the adjectives. Students

practice the conversations in pairs. If possible, have students stand up and role-play the characters, as this often helps with pronunciation and overall delivery.

Answers and audio script

F = Frank, E = Emily

- F** What's this **building**?
E It's the Empire State Building! It's **amazing**!
- F** Oh, no! Look at the **weather**!
E Ugh! It's **awful**!
- E** Wow! Look at my **hamburger**! It's great!
F My hamburger is **really good**, too!
- F** Wow! **Look** at Central Park!
E It's **beautiful**!

SUGGESTION

You can review the language from SB p. 12 exercise 4 and increase speaking practice by asking students to imagine they are on a trip to a different city. Have them substitute key words from the conversations with their own examples. They then role-play the conversations. Have the rest of the class guess where they are.

ADDITIONAL MATERIAL

Workbook Unit 2

Exercise 10 Adjectives

Exercises 11–12 Extra reading: Where are they?

Exercises 13–14 Extra listening

EVERYDAY ENGLISH (SB p. 13)

POSSIBLE PROBLEMS

- Students often have problems distinguishing “teen” numbers (13–19) from “ten” numbers (30, 40, 50, etc.). Highlight the different word stress:

thirteen *thirty* *fourteen* *forty*

Numbers 11–30

- Ask students to say numbers 1–10 around the class, repeating as many times as necessary until students can say them without hesitation.
- CD1 27** Focus students' attention on numbers 11–20. Play the recording, and have students listen, read, and repeat chorally. Play the recording again, and have students repeat individually. If necessary, remind students that the *gh* in *eighteen* is silent by writing the word on the board and crossing out the letters.

Ask students to say numbers 1–20 around the class. Again, have them repeat as many times as necessary until they can say the numbers without hesitation.

- Give students a number dictation. (See Unit 1 Suggestion TB p. 7.) Then write a random selection of numbers 1–20 (as figures) on the board, and have students say the numbers first chorally and then individually.

- Focus students' attention on the example. Then have students continue matching in pairs.

CD1 28 Play the recording through once, and have students check their answers. Play the recording again, and have them repeat, first chorally and then individually. Check that students can distinguish the word stress on *thirteen* and *thirty*:

thirteen *thirty*

Ask students to say numbers 1–30 around the class. Have them repeat as many times as necessary until they can say the numbers without hesitation.

- CD1 29** Focus students' attention on the rows of numbers in exercise 5. Play the first number as an example, and focus on the answer (12). Play the recording through once, and have students circle the numbers. Have students check their answers in pairs, and then play the recording again if necessary. Check the answers with the whole class.

Answers and audio script

- 12
- 16
- 9
- 17
- 23

- Ask students to do a number dictation in pairs using numbers 1–30 (See Unit 1 Suggestion TB p. 7). Student A should say the numbers, and Student B should write them. Then have students change roles. Monitor and check for accurate pronunciation and comprehension of the numbers. Write down any common errors, and drill and practice the numbers again in the next class.
- This activity allows students to reinforce numbers through a guessing game based on people's age. Say *I'm* (+ your age), and then ask *How old is he/she?* about famous people to establish the concept of age. Focus students' attention on the first photo, and drill the examples in the speech bubbles. Pre-teach *Yes, I agree* to give students an alternative answer. Elicit students' ideas of the girl's age in the first photo.

Students continue talking about the age of the people in the photos, working in pairs or groups of three. (Don't insist that students use the question *How old is he/she?* as the focus is on the numbers at this stage. Students will go on to practice more personal information questions in Unit 3.)

Elicit a range of answers from the class in a short discussion.

ADDITIONAL MATERIAL

Workbook Unit 2

Exercises 15–17 Numbers 11–30

Don't forget!

Workbook Unit 2

Exercises 18–21 Grammar and vocabulary review

Exercise 22 Pronunciation

Word list

Ask the students to turn to SB p. 126 and go through the words with them. Ask them to learn the words for homework, and test them on a few in the following class.

Tests (Online)

Unit 2 Test

Video (iTools and Online)

Additional photocopyables and PPT™ presentations (iTools)



3 All about you

am/are/is • Negatives and short answers • Jobs • Personal information
• Social Expressions (I)

 VIDEO A British Family

The title of Unit 3 is “All about you,” and the main goal of the unit is to allow students to exchange more information about themselves. This includes job, age, address, phone number, and whether they are married or not. The grammar of the verb *to be* is recycled and extended to include the *we* form, negatives, *wh-* and *Yes/No* questions and short answers. In terms of skills, students get practice in reading and listening, and role-playing an interview. The lexical set of jobs is presented, and the *Everyday English* syllabus is extended to include social expressions.

LANGUAGE INPUT

GRAMMAR

am/are/is (SB pp. 14, 16)

Negatives and short answers (SB pp. 14, 16)

- Using the verb *to be* in singular and plural forms
- Using negatives and short answers

VOCABULARY

Jobs (SB p. 14)

Personal information (SB p. 15)

- Practicing a set of common jobs
- Practicing common vocabulary to give personal information

EVERYDAY ENGLISH

Social Expressions (I) (SB p. 19)

- Understanding and practicing expressions in everyday situations.

SKILLS DEVELOPMENT

READING

We're climbing Mount Lincoln! (SB p. 18)

- Reading about a climbing club

LISTENING

We're Climbing Mount Lincoln! (SB p. 18)

- Listening to an interview with a climbing club **CD1 39** (SB p. 109)

MORE MATERIALS

Photocopiables – Is she a salesperson? (TB p. 135) **Tests** (Online) **Video** (iTools and Online)

Notes on the unit

STARTER (SB p. 14)

NOTE

In this section, students are asked to say what their own job is. If you have a multilingual group or you don't speak the students' own language, ask them to look up the name of their job in a dictionary before the class. Briefly go over the pronunciation of the jobs so that they are prepared for *Starter exercise 3*.

- 1 This section introduces some job vocabulary and practices the question *What's his/her/your job?* Students will already be familiar with *doctor* and *teacher* from the Reading in Unit 2, so use these as examples to demonstrate the activity.

If you think students might know some of the jobs, put them in pairs and ask them to match any jobs they know and guess the others. Then check answers with the class. If you think students won't know any of the vocabulary or won't want to guess the answers, then do the matching activity as a whole-class exercise.

Answers and audio script

1. a teacher
2. a doctor
3. a bus driver
4. a police officer
5. a server
6. a salesperson
7. a nurse
8. a student
9. a businessperson

CD1 30 Play the recording, and have students listen and repeat the words, first chorally and then individually. Concentrate on accurate pronunciation and word stress. Make sure students don't get confused by the spelling of *nurse*, *bus driver*, and *businessperson*, and that they pronounce the vowel sounds correctly:

nurse /nɜːs/

bus driver /'bʌs 'draɪvə/

businessperson /'bɪznəspɜːsn/

- 2 **CD1 31** Briefly review *his* and *her* by pointing to a man and a woman in the *Starter* pictures and eliciting *What's his job?* and *What's her job?* Read the questions and answers with the class. Play the recording, pausing at the end of each line and having the students repeat chorally and individually. Make sure students include the article *a* each time. Students practice talking about

the people in the pictures in open and then in closed pairs. Monitor and check for correct intonation and for the use of *his/her* and *a*.

- 3 Focus students' attention on the questions and answers in the speech bubbles. Write the sentences on the board and circle the *a* in each answer to emphasize that we use an article before jobs. Drill the question and answers chorally and individually. Quickly check if students have jobs that are different from those in the Student Book. If students want to use a job beginning with a vowel, e.g., *engineer*, point out they will have to use *an*—*I'm an engineer*.

SUGGESTION

If you think students need more practice, you can use flashcards of the same jobs that appear in the Student Book. Have students ask and answer *What's his/her job?* in pairs, exchanging the flashcards as they finish with them.

HE ISN'T A STUDENT (SB p. 14)

Negative—*he isn't*

- 1 This is the first time students encounter the negative form, and using the illustrations in this exercise will help to make the concept clear. Point to the first image and ask *Where are they?* Elicit *In a school*. Point to the teacher, and say *He isn't a student. He's a teacher*. If appropriate, shake your head as you say the negative sentence to reinforce the meaning. Point to the second image and ask *Where are they?* Elicit *In a hospital*. Point to the doctor, and say *She isn't a nurse. She's a doctor*. Again, shake your head as you say the negative sentence if appropriate.

CD1 32 Play the recording, pausing at the end of each line and having the students repeat chorally and individually. Make sure students can reproduce the negative form correctly and that they include the article *a* each time. Also check that they deliver the sentences fluently. If necessary, highlight the linking after the negative form:

She isn't a student.

- 2 Write the following cues on the board to demonstrate the activity:

number 3 He / salesperson ✗ / bus driver ✓

number 4 She / teacher ✗ / police officer ✓

Have students say the above sentences in full (*He isn't a salesperson. He's a bus driver. and She isn't a teacher. She's a police officer.*). Students then continue talking

about the pictures in closed pairs. Monitor and check for accurate pronunciation of *isn't*, linking and fluent delivery, and the use of *a*.

GRAMMAR SPOT

Focus students' attention on the negative sentence and what the contracted form is in full. Make sure students understand that the sentence is negative. Ask students to circle the negative forms in exercises 1 and 2.

SUGGESTION

If you think students need more practice with *is/isn't*, you can have them produce sentences with information about each other. You can talk about their jobs and also review the language from Unit 2, e.g.,
Ana isn't a student. She's a teacher.
Juan isn't a teacher. He's a doctor.
Yoshi isn't from Tokyo. He's from Osaka.
Her name isn't Helen. It's Elena.

ADDITIONAL MATERIAL

Workbook Unit 3

Exercise 1 Jobs

Exercise 2 *isn't*

PERSONAL INFORMATION (SB p. 15)

Questions and answers

1 This section covers the personal information that students may need to exchange in a range of everyday situations. The information about the character Alana Brooks is presented as a personal profile that might appear on a social networking site like Facebook or MySpace.

Focus students' attention on the photo of Alana and the information in her profile. Read through the information with the class. Check comprehension of *address*, *phone number*, and *age*, and drill the pronunciation of these words. Remind students of *married* from the Reading in Unit 2.

2 Focus students' attention on the example in number 1. Put students into pairs to complete the questions and answers. Note that students will have to generate the question *Where's she from?* for the *Country* category in the profile. This question should not be a problem for them as they have already practiced it several times. Students encountered the question *How old is he/she?* in Unit 2, but mainly for recognition. Make sure they understand that this is the question to ask about age. It is given in full in sentence 6 of the exercise so that

students can familiarize themselves with it before they practice it. The short answer *No, she isn't* is included in the exercise. Again, students will be able to generate the question (*Is she married?*) for this answer, and *Yes/No* questions and short answers are covered in the following exercise. (With a weaker group, you can complete the questions and answers with the whole class first and use the "Listen and check" phase for repetition.)

CDI 33 Play the recording, pausing after each question and answer, and have students check their answers.

Answers and audio script

1. What's her **last name**? Brooks.
2. What's her **first name**? Alana.
3. Where's she **from**? the US.
4. What's her **address**? 55 Union Street, Bell, California.
5. What's her **phone number**? It's 213-555-2085.
6. How old is she? She's **twenty**.
7. What's her job? She's a **student**.
8. Is she **married**? No, she isn't.

Play the recording again, and have students repeat all the questions and answers. Do this chorally and individually. Point out that in English we usually give our phone numbers using single figures 0–9, and that 0 is pronounced "oh." Have students ask and answer about Alana, working in open and then closed pairs.

SUGGESTION

For further practice, cut out a picture of a man from a magazine (or draw one on the board) and provide similar ID information about him. Students then practice asking and answering the questions with *he/him*.

3 *Yes/No* questions and short answers, which appeared in exercise 2, are covered in full here.

CDI 34 Focus students' attention on the questions and answers. Ask students to read and listen. Play the recording through once. Play the recording again, pausing at the end of each line and having the students repeat as a class. Check for accurate reproduction of the rising intonation on the question and falling intonation on the answer:

Is Alana from England? No, she isn't.

- 4 Focus students' attention on the question cues in number 1, and demonstrate the first question-and-answer exchange with a confident student—*Is she from Belmont? No, she isn't.* Students continue to ask and answer about the other cities in question 1, working in open pairs. Students continue asking and answering the other questions in closed pairs. Monitor and check for correct intonation and correct use of short answers.

Answers

- | | |
|----------------------------|----------------|
| 1. Is she from Belmont? | No, she isn't. |
| Is she from Beverly Hills? | No, she isn't. |
| Is she from Bell? | Yes, she is. |
| 2. Is she 16? | No, she isn't. |
| Is she 18? | No, she isn't. |
| Is she 20? | Yes, she is. |
| 3. Is she a teacher? | No, she isn't. |
| Is she a nurse? | No, she isn't. |
| Is she a student? | Yes, she is. |
| 4. Is she married? | No, she isn't. |

- 5 This exercise practices affirmative and negative forms in statements. Focus students' attention on the two examples in number 1. Students complete the sentences with the information about Alana. Have students check their answers in pairs before checking the answers with the class. Be prepared to review and drill numbers 1–9 if students have problems saying the phone numbers.

Answers

- Alana isn't from Canada. She's from the US.
- Her phone number **isn't** 213-552-2085. It's 213-555-2085.
- She **isn't** 18. She's 20.
- She **isn't** married.

ADDITIONAL MATERIAL

Workbook Unit 3

Exercises 3–6 Personal information

CLIMB COLORADO CLUB (SB p. 16)

Negative—I'm not, they aren't

- 1 The negative forms *I'm not* and *they aren't* are presented along with *Yes/No* questions *Are you ...?*, *Are they ...?*, and *Is this ...?* and the short answers.

Focus students' attention on the picture. Ask *Where are the people?* Elicit *On a mountain.* Use the information in the picture to pre-teach/check students' understanding of *climb*, *club*, *leader*. Draw a simple family tree on the board to pre-teach *brother*. Refer students back to the map on SB p. 9 to make sure they remember Canada. Also, point out the states of Washington and Colorado on a map of the United States.

- 2 **CDI 35** Play the recording through once, and ask students just to listen. Play the recording again, and have students complete as many questions and answers as they can. Ask them to compare their answers in pairs and help each other to complete the interview.

Play the recording again, and have students check their answers and/or complete any they missed. Check the answers with the whole class.

Answers and audio script

I = Interviewer, P = Peter, S = Sam,

- I** Hi! **Is this** your club, Climb Colorado?
P Yes, it is.
I Great! And **are you** Sam Williams?
P No, I'm not. I'm Peter Williams. This is Sam. He's my brother.
I Ah, yes, sorry. Hi, Sam. You're a student from Canada, right?
S Well, yes, I am a student, but I'm not from Canada.
I Oh, where **are you** from?
P&S We're from Seattle, Washington, in the US.
I **Are** the other guys from Seattle, too?
S No, they aren't. They're all from different countries.
I Oh! Interesting! And **are they** all students?
S No, they aren't. Peter's a bus driver and ...
P Yeah, I'm a bus driver and Nate's a nurse and Bae and Jay are teachers.
I Interesting! And Sam, **are you** the leader of the club?
S Yes, I am. But we're all good climbers!
I Well, nice to meet you. Good luck to you all!
P&S Thank you very much.

- 3 This exercise asks basic comprehension questions about the club. Ask *What's the club's name?* as an example and elicit *Climb Colorado*. Put students in pairs to ask and answer the rest of the questions. Monitor and check for accurate pronunciation and formation of the short answers.

- CDI 36** Play the recording through once, and have students check their answers. If necessary, play it again and have students listen and repeat. Then put them in new pairs to practice the questions and answers again.

Answers and audio script

- What's the club's name? **Climb Colorado.**
- Are Peter and Sam brothers? **Yes, they are.**
- Are they from Canada? **No, they aren't.**
- Are the other guys from Seattle, Washington? **No, they aren't.**
- Are they all students? **No, they aren't.**
- Are they all great climbers? **Yes, they are.**

GRAMMAR SPOT

- 1 Focus students' attention on the negative sentences and what the contracted forms are in full. Make sure students understand that the sentences are negative. Ask students to circle the negative forms in the interview in exercise 2.
- 2 Focus students' attention on the short answers. Make sure students understand that we use the full form in the third-person affirmative—*Yes, it is*, not **it's*, and that we cannot say *I *amn't* for the first-person negative. Ask students to circle the short answers in the interview in exercise 2.

Read Grammar Reference 3.1 on SB p. 119 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it.

- 4 This gives students the opportunity to practice a longer conversation than they did in earlier units. Put students in groups of three to practice the interview. With a confident class, you can have them begin immediately, but with weaker classes, it would be helpful to play the recording again line by line, drilling any difficult sections to help build students' confidence. Encourage the appropriate intonation on the questions and voice range on replies like *Interesting, Oh, right*, etc.

Talking about you

- 5 In this exercise, students get the opportunity to personalize the *Yes/No* questions. Focus students' attention on the first question in the speech bubbles. Have students ask and answer in open pairs. Students work in small groups to continue the task. Alternatively, students can stand up and do the activity as a mingle. Monitor and check for correct intonation and use of short answers.

ADDITIONAL MATERIAL

Workbook Unit 3

Exercises 7–9 *I'm not—we/you/they aren't*

PRACTICE (SB p. 17)

Is he a businessman?

- 1 Focus students' attention on the photos of Pedro and Lesley. Ask *Where are they?* Elicit that Pedro is standing by his taxi. Lesley is in a store.
- 2 Have students read through the information in the chart so that they know what they have to listen for. Explain that they are going to hear two conversations, one with Pedro and one with Lesley. These are a little longer than in previous units, but reassure students

that they only need to complete the information in the chart, and they don't have to understand every word.

CDI 37 Ask students to listen for the city or town Pedro is from. Play the first 7 sentences of conversation 1 and then pause. Check the answer (Mexico City). Play the recording again from the beginning, and have students complete the information about Pedro. Pause before moving on to conversation 2.

Play conversation 2 through once, and have students complete the information about Lesley. Have students compare their answers in pairs. Play the conversations again, pausing after conversation 1. Have students complete/check their answers.

Check the answers with the whole class.

Answers

First name	Pedro	Lesley
Last name	Hernandez	Taylor
Country	Mexico	the United States
City/Town	Mexico City	New York
Phone number	5546-247312	212-555-9475
Age	42	33
Job	taxi driver	salesperson
Married?	No	Yes

CDI 37

I = Interviewer, P = Pedro

1. I Good morning.
P Hello.
I What's your name, please?
P My name's Pedro Hernandez.
I Thank you. And where are you from, Pedro?
P I'm from Mexico, from Mexico City.
I Thank you. And your telephone number, please?
P 5546-247312.
I How old are you, Pedro?
P I'm forty-two.
I And ... what's your job?
P I'm a taxi driver.
I And ... are you married?
P No, I'm not.
I Thank you very much.

I = Interviewer, L = Lesley

2. I Good afternoon.
L Good afternoon.
I What's your name, please?
L Lesley, Lesley Taylor.
I And where are you from?
L From New York.
I Ah! So you're from the United States.
L Yes, I am.
I What's your phone number?
L 212-555-9475.

- I Thank you. How old are you?
- L I'm 37.
- I What's your job, Ms. Taylor?
- L I'm a salesperson at a clothing store.
- I And are you married?
- L Yes, I am.
- I Great. Thank you very much.

- 3 Demonstrate the activity by asking a confident student the first question. Students continue asking and answering in closed pairs. Monitor and help as needed. If students have problems with intonation or with the short answers, drill the questions and answers across the class, and have students repeat.

Check the answers with the whole class.

Answers

- Is Pedro from Mexico City? Yes, he is.
- Is he a businessman? No, he isn't.
- Is he 42? Yes, he is.
- Is he married? No, he isn't.
- Is Lesley from the United States? Yes, she is.
- Is she a student? No, she isn't.
- Is she 37? Yes, she is.
- Is she married? Yes, she is.

SUGGESTION

- If students need further practice, have them ask and answer more *Yes/No* questions with the information about Pedro and Lesley, e.g.,
- Is Pedro from Italy?
 - Is Lesley from Chicago?
 - Is he a teacher?
 - Is he 23?
 - Is her phone number 212-555-9145?
 - Is she a salesperson?

- 4 This activity gives students the opportunity to practice *he/she* forms of *to be* in statements. Focus students' attention on the examples in the speech bubbles and elicit complete sentences. Students continue talking about Pedro and Lesley in closed pairs. Monitor and check for accurate use of the *he/she* forms.

Talking about you

- 5 Focus students' attention on the example. Tell students they need a question word, e.g., *Where*, *What*, in all the questions except numbers 5 and 7. Have students complete the questions in pairs. Check the answers with the whole class.

Answers

1. **What's your** first name?
2. **What's your** last name?
3. **Where are** you from?
4. **What's your** phone number?
5. How old **are you**?
6. **What's your** job?
7. **Are you** married?

Check for accurate pronunciation of the questions. Make sure students know to use falling intonation on the *wh-* questions and rising intonation on the *Yes/No* question (number 7). Divide the class into groups of three, and have students interview each other using the questions. Ask students to write down information about one student to use in exercise 6.

Writing

- 6 This is the first writing task in the course. It provides a useful way of consolidating the key language of personal information and the *he/she* forms of *to be*. Ask students to use the information they found out in exercise 5 to write a short description. This can be done during class time or for homework. As an extension, you can use the descriptions in a describe-and-guess game by not giving the student's name each time.

Check it

- 7 Focus students' attention on the first pair of sentences as an example. Remind students of the convention of putting a check mark (✓) to indicate that something is correct. Students continue working individually to choose the correct sentences.

Have students check their answers in pairs before checking the answers with the whole class.

Answers

1. Her name's Anna.
2. She's a teacher.
3. His phone number is 555-6542.
4. I'm not a doctor.
5. They aren't from Taiwan.
6. She isn't married.

Photocopiable Activity

UNIT 3 Is she a salesperson? TB p. 135

Materials: there are four cards for female students and four for male students, so photocopy and cut up the appropriate number of cards for the gender balance in your class.

Procedure: Give out the role cards to the students, telling them this is their new identity. If necessary, review the questions students will need before they start the pairwork.

- Divide the class into pairs and have them ask and answer the questions and write down the answers..
- Pair students with a different partner and have students describe their first partner in order to review *he/she, his/her*.
- If you want students to have more written practice, have them use the information to write a description as in exercise 6 above.

READING AND LISTENING (SB p. 18)

We're climbing Mount Lincoln!

1 This skills section continues on from SB p. 16, where students first meet the members of Climb Colorado. It gives an update on the club's progress with a magazine article and a recorded interview. The text also introduces the subject pronoun *we* and broadens students' exposure to new lexical items. Focus students' attention on the photo, and make sure students understand it shows the same club as on SB p. 16. Ask *What's the club's name?* Elicit any other information the students can remember. Point to the different club members in the photo, and introduce the question word *Who?* Ask *Who's this?* about each person. Other new vocabulary in the text includes *nervous, beautiful, happy, excited,* and *good luck*. Encourage students to try to understand these from context, but be prepared to explain these words if necessary.

Ask students to read the text through fairly quickly. Go over any vocabulary problems. Elicit the names of any other outdoor activities clubs that students know about.

Then briefly go over the *Grammar Spot*.

GRAMMAR SPOT

Check that students understand *we* by gesturing to yourself and another student. Focus students' attention on the affirmative sentence and the contracted form *we're*. Make sure students understand what the contracted form is in full. Ask students to circle the examples of *we're* in the reading text.

Focus students' attention on the negative sentence and the contracted form *aren't*. Make sure students understand what the contracted form is in full and that the sentence is negative. Ask students to circle the example of *aren't* in the reading text.

Refer students to Grammar Reference 3.2 on SB p. 120.

- 2 Elicit the answer to number 1 (*No, they aren't*). Students work individually to answer the other questions before checking their answers in pairs. Then check the answers with the whole class.

Answers

1. No, they aren't.
2. No, they aren't.
3. They're in Colorado, in the United States.
4. Yes, they are.

- 3 This task reinforces affirmative and negative forms of *to be* in a correction exercise. Focus students' attention on the example answer. Point to the first sentence in the example and say: *affirmative or negative? (negative)*, then point to the second sentence in the example and say: *affirmative or negative? (affirmative)*. Students work individually to complete the task.

CD1 38 Play the recording, pausing at the end of each sentence to give students time to check their answers. Ask a few students to read their answers aloud. Make sure that they can reproduce the contrastive stress in the pairs of sentences, e.g.,

They aren't in Brazil. They're in the United States.

Drill the pronunciation if necessary, and have students practice the sentences again.

Answers and audio script

1. The guys are in Brazil.
They aren't in Brazil. They're in the United States.
2. They're in New York.
They aren't in New York. They're in Colorado.
3. Bae's from Australia.
He isn't from Australia. He's from South Korea.
4. Jay's from Canada.
He isn't from Canada. He's from Brazil.
5. They're very nervous.
They aren't very nervous. They're happy and excited to be here.

Interview with the club

- 4 **CD1 39** Ask students to read all the questions before they listen. If necessary, review numbers 11–30 to help students listen for the ages of the characters.

Play the first 8 lines of the conversation, and elicit the answer to question 1 (*Nate is 24*). Play the rest of the conversation, and have students listen for the answers to 2–4. If necessary, refer them back to the text so that they can remember the names of the characters.

Play the recording through again, and have students check/complete their answers.

Check the answers with the whole class.

Answers and audio script

1. Nate is 24.
2. Peter is 22 and Sam is 19.
3. Bae and Jay are 21.
4. Nate is married. Peter, Sam, Bae, and Jay aren't married.

CD1 39

I = Interviewer, N = Nate, B = Bae, J = Jay,

S&P = Sam & Peter, All = Climb Colorado Club

I Hi!

All Hi!

I Now, this is your first time climbing Mount Lincoln, yes?

All Yeah. That's right. It's amazing here! It's great!

I Good! Now, one by one. Nate, you're from Australia.

N Yes, I am.

I And how old are you, Nate?

N I'm 24.

I OK. And Bae, you're from Brazil and Jay's from South Korea ...

B No, no. I'm not from Brazil, Jay's from Brazil. I'm from South Korea.

I Sorry, guys. So, Bae and Jay, how old are you?

J We're both 21.

B Yeah, that's right.

I OK. Now, Sam and Peter. You're brothers.

S&P Yeah, we are.

I And you're from Canada?

S&P No, no. We aren't from Canada. We're from Seattle, Washington.

I Seattle. Oh, yes. Sorry. How old are you both?

P I'm 22.

S And I'm 19.

I Thanks. Now, who's married in Climb Colorado?

B, J, S&P We aren't married!

N I am!

I Ah, Nate. You're married.

N Yeah, my wife's name's Lisa. She isn't here. She's in Australia.

I Aah! Well, thank you, Climb Colorado. Be safe on your climb today!

All Thank you! We can't wait to get started!

Give students time to invent their imaginary identities and write down the details. Demonstrate the questions and answers with a confident group. For the answer to *What are your names?* encourage students to use *I'm ...* and *This is ...* to avoid the need for *our*, which is presented in Unit 4.

If appropriate, set up the role play to feel more authentic by moving desks and/or letting students sit in small groups in different parts of the room. Then have the groups ask and answer questions about their clubs. Monitor and help as needed. Write down any common errors and highlight them after the role play or in a subsequent class. As an extension, ask one or two groups to describe themselves to the rest of the class.

ADDITIONAL MATERIAL

Workbook Unit 3

Exercises 10–11 Extra listening

Exercise 12 Vocabulary

EVERYDAY ENGLISH (SB p. 19)

Social expressions (I)

NOTE

This section contains examples of the Simple Present (*I don't know* and *I don't understand*). At this stage, it's best to treat these as useful expressions rather than explain the grammar behind the use of the Simple Present. The grammar of the Simple Present will be covered in Units 5 and 6.

Review the expressions in this section regularly so that they become part of the students' productive vocabulary as early as possible. Highlight situations in the classroom in which students can use the expressions in a meaningful way.

Role play

5 This is the first role play in the course. It is intended to be very controlled, but also to give students important speaking practice at this early stage in their learning. As in all freer speaking tasks, it's important to have students focus on communicating and not to highlight their errors during the task.

Tell students they are going to invent a club. Focus students' attention on the questions. Make sure that students understand *Where are you now?* by asking the same question about the classroom situation. Divide the class into groups of four. Try to get a mixture of males and females in each group. In addition, put weaker students with stronger ones to help create balance in the task.

1 This is the first focus on expressions used in everyday situations. Ask students to look at the pictures and ask *Where are they?* about each one (1 in a school, 2 in a cafe, 3 in a city, 4 in a car, 5 outside a school, 6 in a city).

CD1 40 Play the recording, and have students look at the picture and conversation for each situation.

2 Focus students' attention on conversation 1, and elicit B's answer (*That's OK.*) Students continue completing the conversations in pairs, using the words in the boxes and the pictures to help them.

CD1 40 Play the recording again, and have students check their answers.

Answers and audio script

1. A I'm sorry.
B That's **OK**.
2. A A coffee, **please**.
B That's \$2.25.
A **Thank you** very much.
3. A **Excuse** me! Where's the station?
B It's **over there**.
A Thanks **a lot**.
4. A Thank you **very much**. You're very **kind**.
B That's **OK**.
5. A *¿Que hora es?*
B I'm **sorry**. I **don't understand**.
6. A **Excuse** me! Where's the center of town?
B I'm sorry. I **don't know**.

- 3 If necessary, play the recording again, and have the students repeat, drilling the intonation chorally and individually. Put students in new pairs to practice the conversations. Have them stand up to do this, as it often helps their pronunciation and acting skills! As with the role play, rearrange the room, if possible, to make the situations feel more authentic. You can also bring in some basic props.

ADDITIONAL MATERIAL

Workbook Unit 3

Exercise 13 Social expressions

Don't forget!

Workbook Unit 3

Exercises 14–18 Grammar and vocabulary review

Word list

Ask the students to turn to SB p. 126, and go through the words with them. Ask them to learn the words for homework, and test them on a few in the following class.

Tests (Online)

Unit 3 Test

Stop and check 1 (Units 1–3)

Video (iTools and Online)

Additional photocopyables and PPT™ presentations (iTools)

4 Family and friends

our/their • Possessive 's • The family • The alphabet • On the phone



An American Family

The title of this unit is “Family and friends,” and its goal is to extend the range of personal information students can give. The unit introduces the possessive *'s* with family vocabulary, *has/have*, and some irregular plurals such as *children*. Students get practice in all four skills with listening and speaking tasks, reading texts on family and friends, and a guided writing task. The lexical set of family is presented, and another important communicative tool—the alphabet—is introduced in *Everyday English*. This section also covers phone language and how to read email addresses.

LANGUAGE INPUT

GRAMMAR

our/their (SB pp. 20, 21)

Possessive *'s* (SB pp. 20, 21)

has/have (SB p. 23)

- Using possessive adjectives
- Using possessives
- Using *has/have* to show possession

VOCABULARY

The family (SB p. 21)

On the phone (SB p. 27)

- Practicing a set of common family terms
- Practicing common phone exchanges

EVERYDAY ENGLISH

The alphabet (SB p. 26)

- Practicing the letters of the English alphabet

SKILLS DEVELOPMENT

READING

My best friend (SB p. 24)

- Reading about a young woman's family and interests

WRITING

My best friend (SB pp. 24, 25)

- Writing about a good friend

MORE MATERIALS

Photocopiables – My name's Magda (TB p. 136) **Tests** (Online) **Video** (iTools and Online)

Notes on the unit

STARTER (SB p. 20)

- 1 This section reviews all the possessive adjectives students have seen in Units 1–3 and also presents *our* and *their*. Focus students' attention on the row of subject pronouns and briefly review them by pointing to yourself and students and eliciting the correct pronouns. Focus students' attention on the examples in the chart. Ask students to continue completing the chart, working in pairs. Then check the answers and students' pronunciation. Make sure they can distinguish *you/your*, *they/their*, and that they can pronounce *our* correctly.

Answers

I	you	he	she	we	they
my	your	his	her	our	their

- 2 Focus students' attention on the examples in the speech bubbles. Say the sentences, pointing to relevant objects and having students repeat. Elicit more examples by pointing to objects that belong to the students and objects in the classroom. Make sure students use just the possessive adjectives, rather than students' names, as this would require 's, which is covered in the next section.

MY FAMILY (SB p. 20)

Possessive 's

- 1 **CDI 41** Focus students' attention on the photographs and the heading *Sarah's family*. Play the recording, and ask students to follow the text in their books. Check students' understanding of *husband*, *bank manager*, *children*, and *university*.

Point to one member of the family and ask *Who's this?* to elicit the person's name. Take the opportunity to further practice *How old is ... ?* and *(I think) She's ...* by asking *How old is (Sarah)?*, etc., to elicit possible ages.

GRAMMAR SPOT

- 1 Focus students' attention on the examples. Make sure that students understand that 's is the contracted form of *is*.
- 2 Review the use of *her*, and then focus students' attention on the use of possessive 's. Make sure that students understand that we use this form to express possession.

- 3 Review the use of *his*, and then focus students' attention on the other examples with possessive 's. Ask students to circle the examples of possessive 's in the text about *Sarah's* family. Make sure students don't confuse the contracted form of *is* with possessive 's.

Read Grammar Reference 4.1 and 4.2 on SB p. 120 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it.

Grammar Reference 4.3 on SB p. 120 focuses on irregular plurals. Read it together in class, and/or ask students to read it at home. Ask students to find an irregular plural in the text about Sarah on SB p. 20 (*children*).

- 2 Elicit the answers to questions 1 and 2 (*Yes, she is.* and *It's in San Francisco.*). If necessary, briefly review the use of *it* to talk about things. Ask students to continue answering the questions in pairs.

CDI 42 Play the recording, and have students check their answers. Put students in new pairs to practice the questions and answers.

Answers and audio script

1. Is Sarah married?
Yes, she is.
2. Where's their house?
It's in San Francisco.
3. What's Sarah's job?
She's a doctor.
4. Where's her hospital?
It's in downtown San Francisco.
5. What's Brett's job?
He's a bank manager.
6. Are their children both in high school?
No. Ava's in high school. Andrew is in college.

Who are they?

- 3 **CDI 43** Focus students' attention on the words in the chart. Play the recording, and have students repeat as a class. Check that students can reproduce the correct word stress.
- 4 **CDI 44** Focus students' attention on the family tree. Ask *Who's Sarah?* and have students point to the correct person in the photo on SB p. 20. Now focus students' attention on the example and play sentence 1 on the recording. Continue playing the sentences, pausing at the end of each one and having students write the correct words. Play the recording again, and have students check their answers.

Answers and audio script

1. Sarah is Brett's **wife**.
2. Brett is Sarah's **husband**.
3. Ava is Sarah and Brett's **daughter**.
4. Andrew is Sarah and Brett's **son**.
5. Sarah is Andrew's **mother**.
6. Brett is Ava's **father**.
7. Ava is Andrew's **sister**.
8. Andrew is Ava's **brother**.
9. Sarah and Brett are Ava and Andrew's **parents**.
10. Ava and Andrew are Brett and Sarah's **children**.

Play the recording through again, pausing after each sentence and having students repeat chorally and individually. Make sure they reproduce the possessive 's accurately.

SUGGESTION

With a weaker group, use the family tree in a teacher-led presentation, e.g., point to Sarah and then to Brett and say *wife*. *Sarah is Brett's wife*. Have students repeat the word in isolation first, and then the whole sentence chorally and individually. Make sure that they pronounce the possessive 's. Students can then listen to the recording and write the words down as reinforcement.

- 5 Write the following on the board to reinforce the use of possessive 's.

Who's Andrew? 's = is
He's Ava's brother. 's = possessive, not is

Drill the question and answers in open pairs. Then drill a plural example, e.g., *Who are Brett and Sarah? They're Andrew's parents*. Have students continue asking and answering about Sarah's family in open pairs. Make sure that they give all possible answers about the different relationships and that they include plural examples, too. Students continue asking and answering in pairs. Monitor and check for correct use of possessive 's and *is/are*.

SUGGESTION

You can give students further practice on families and possessive 's by referring to famous people. Draw the family tree of a famous family, e.g., a movie star's family or a prominent political leader's family, and have students ask and answer questions with *Who?* Alternatively, you can prepare true/false statements about the family relationships.

You can also try a quiz based on famous people. Prepare questions based on relationships that your

students will know. You can include movie stars, pop stars, politicians, and sportspeople, e.g., *Who's Victoria Beckham? (She's David Beckham's wife.)* *Who's Ivanka Trump? (She's Donald Trump's daughter.)*

Be prepared to modify the questions to suit the age and experience of individual groups.

- 6 **CD1 45** This listening task focuses on short expressions used by members of Sarah's family in different situations. Tell students that they don't need to understand every word to do the task, and they should use the context to help them. Play number 1 and focus students' attention on the example. Play the rest of the recording, and have students write the correct family members. Have students check their answers in pairs before checking the answers with the whole class.

Answers

1. Sarah
2. Ava
3. Brett
4. Andrew
5. Sarah

CD1 45

1. Come on, Ava! Time for school!
2. Mom! Where are my school books?
3. Bye, everybody! I'm off to work! Have a good day!
4. Bye, Dad! See you tonight.
5. Good morning, Mrs. Clark. How are you today?

PRACTICE (SB p. 22)

An American family

- 1 Read the directions for exercise 1, and focus students' attention on the photos of Camila's family and on the names. Ask some general questions about the family: *Where are they from? What are their names?* Focus students' attention on the chart, and make sure students understand what information they have to listen for by eliciting *possible* answers for each category, e.g., name—*Ricardo*, age—*14*, job—*student*.

CD1 46 Tell students they are going to hear Camila talking about her family. The script is relatively short, and students have encountered all the vocabulary in it, but remind them to listen for just the information they need. Play the first part of the recording as far as *He's in middle school*. Elicit the answers about Camila's brother (*Ricardo, 14 student*). Play the rest of the recording, and have students complete the chart.

Check the answers with the whole class.

Answers

	Name	Age	Job
Camila's brother	Ricardo	14	student
Camila's mother	Ana Sofia	45	Spanish teacher
Camila's father	Antonio	51	businessman

CDI 46

Hi! My name's Camila Torres, and I'm from the United States. This is a photo of my family. Our house is in Miami. This is my brother. His name is Ricardo, and he's 14. He's in middle school. This is my mother. Her name's Ana Sofia. She's 45, and she's a Spanish teacher. And this is my father, Antonio. He's 51, and he's a businessman.

As a follow-up, point to each of Camila's family members and have students give a brief description, e.g., *This is Ricardo. He's Camila's brother. He's 14, and he's a student.*

- 2 Focus students' attention on the example, and then have students complete the sentences in pairs.

Check the answers with the whole class, making sure students have included possessive 's where necessary.

Answers

2. Her **mother's** name is Ana Sofia.
3. "What's **Antonio's** job?" "He's a businessman."
4. "Where's **their** house?" "It's in Miami."

- 3 Demonstrate the activity by writing the names of your own family on the board and talking about them. Give the information relatively slowly but naturally, and then ask a few questions to check understanding, e.g., *Who's this?*, *What's her job?*, etc.

SUGGESTION

If possible, it's a nice idea to base family descriptions on real photos. Bring in photos of your family and ask students to do the same. If you have a small enough class, sit them around you and talk about the pictures slowly but naturally, and pass them around. Encourage students to ask questions, following the models in exercise 3 on SB p. 22.

Have students draw their own family tree (and have their family photos ready if relevant). Divide the class into pairs, and have students ask about each other's family. Monitor and check for correct use of *he/she*, *his/her*, and *a + job*.

Ask a few students to choose someone in a family tree or in a photo and give a brief description of him/her. The person can be from their own or their partner's family.

my/our/your . . .

- 4 This section reinforces the possessive adjectives covered in the *Starter* section. Focus students' attention on the example, and then have students complete the sentences.

CDI 47 Play the recording, and have students check their answers.

Answers and audio script

1. "What's **your** name?" "My name's Sarah."
2. "What are **your** names?" "Our names are Ava and Andrew."
3. Jae and Soon-mi are students. **Their** school is in Seoul.
4. "My sister's married." "What's **her** husband's name?"
5. "My brother's office is in New York." "What's **his** job?"
6. We're in **our** English class.
7. "Mom and Dad are in Tokyo." "What's the name of **their** hotel?"

ADDITIONAL MATERIAL

Workbook Unit 4

Exercise 1 Possessive 's

Exercise 2 *my/our/your/his/her/their*

Exercise 3 The family

SARAH'S BROTHER (SB p. 23)

has/have

- 1 This section recycles the family vocabulary, possessive 's, and possessive adjectives, and also presents *has/have*. Point to the picture of Sarah on SB p. 20 and ask *Who's this?* Elicit the answer *It's Sarah Mullen*. Tell students they are going to read about Sarah's brother. Students should be able to recognize/figure out the new vocabulary items (*small*, *restaurant*, *coast*, and *big*), but be prepared to explain if necessary with simple board drawings.

CDI 48 Focus students' attention on the photograph of Jack and his family, and read the caption aloud. Play the first line of the recording as an introduction and, if possible, indicate where Rockland, Maine is on a map. Play the rest of the recording through to the end. Ask students *Where is Jack's restaurant? (Rockland, Maine)* *Who is Cammie? (Jack's wife)* *Who are Josh, Ian, and Christopher? (Jack and Cammie's children).*

- 2 Read the examples with the class. Then have students work individually to complete the exercise. Have students check their answers in pairs before checking the answers with the whole class.

Answers

1. F 2. T 3. F 4. F 5. T 6. F 7. T

GRAMMAR SPOT

Focus students' attention on the chart and the examples. Students complete the chart with the other forms of *have*.

Answers

I **have**
You **have**
He **has**
She **has**
We **have**
They **have**

Ask students to circle the examples of *has* and *have* in the reading text. Refer students to Grammar Reference 4.4 on SB p. 120.

- 3 **CD1 49** This is a dictation activity. Demonstrate the activity by playing the first sentence and focusing students' attention on the example. Tell students just to listen the first time they hear the remaining sentences. Then tell them to write the sentences the second time you play the recording.

Write the sentences on the board, and have students check their answers.

Answers and audio script

1. I have a small restaurant in the town of Rockland.
2. **My wife has a job** at a college.
3. **We have** three sons.
4. **The boys have** a fishing boat.
5. **My sister has a big house** in San Francisco.

Play the recording again, pausing at the end of each sentence and having the students repeat as a class. Students then repeat the lines individually.

- 4 In this exercise, students write about themselves. Focus students' attention on the examples in the speech bubbles. Write a few more examples about yourself on the board, and list the categories students can write about: brothers/sisters, children, home, job, animals. Go around the class, helping and checking.

Then ask a few students to tell the rest of the class about themselves and their families. Correct any common errors in the use of *has/have* and possessive 's. However, do not over-correct students as this may affect their levels of confidence.

PRACTICE (SB p. 24)

has/have

- 1 Focus students' attention on the example. Students then work individually to complete the exercise.

Have students check their answers in pairs before checking the answers with the whole class.

Answers

1. I have two brothers and a sister.
 2. My parents **have** a house in the country.
 3. My wife **has** a Japanese car.
 4. My sister and I **have** a dog.
 5. You **have** a very nice family.
 6. Our school **has** fifteen classrooms.
 7. We **have** English classes in the evening.
- 2 This exercise provides some freer practice and extends the context to talking about the students' school. It also provides practice with the *it* form of *have*. Focus students' attention on the examples in the speech bubbles. Drill the sentences chorally and individually. List the categories students can talk about on the board: number of teachers/students/classrooms; size of school; equipment at your school (e.g., TVs, DVD players, smart boards, tablets, computers). You will need to modify the examples to include equipment that students know you have at your school so that they only generate affirmative sentences.
- Divide the class into pairs, and have students talk about their school. Monitor and check for correct use of *has/have*.

ADDITIONAL MATERIAL

Workbook Unit 4

Exercise 4 *has/have*

Questions and answers

- 3 This exercise reviews the question words students have covered so far. Focus students' attention on the example, and then have students match the other questions and answers.

CD1 50 Play the recording and have students check their answers. Then have them practice the questions and answers in pairs.

Answers and audio script

1. How's your mother?
d. She's fine, thank you.
2. What's your sister's job?
f. She's a nurse.
3. How old are your daughters?
e. They're ten and 13.

4. Who is Pedro?
 - b. He's a student from Mexico.
5. Where's your office?
 - c. It's in the center of town.
6. What's your last name?
 - a. Smith.

Check it

- 4 Focus students' attention on the first pair of sentences and the example. Remind students of the convention of putting a check mark (✓) to indicate that something is correct. Students continue working individually to choose the correct sentence.

Have students check their answers in pairs before checking the answers with the whole class.

Answers

1. Mary's children are married.
2. What's your daughter's name?
3. What's his job?
4. They're from Thailand.
5. Their parents have a house in Bangkok.
6. My brother has a good job.
7. We have a nice teacher.

Photocopiable Activity

UNIT 4 My name's Magda TB p. 136

Materials: one copy of the worksheet cut in half per pair of students

Procedure: Briefly review the alphabet by asking students to spell some of the words in the worksheet, e.g., *How do you spell "university"?* Write the words on the board as students spell them out. Repeat for other key words, e.g., *boyfriend, married, country, etc.*

- Explain that students are going to complete an incomplete text by dictating the missing sections to each other.
- Divide students into pairs, and assign the roles A or B to each student. Hand out the relevant half of the worksheet. Tell students not to show each other their half of the activity. Give students a few minutes to read their text. Answer any questions about vocabulary.
- Students sit opposite each other. Demonstrate the activity with two students. Student A begins by dictating the start of the text, and Student B fills in the blanks with the appropriate words. When Student A comes to a blank, he/she stops, and Student B continues reading the text aloud. Remind students that they can ask *How do you spell ...?* if they are unsure of the spelling. Point out that contracted forms like *I'm* and *she's* correspond to

one blank in the text. Provide other useful language like *Can you repeat that, please? I'm sorry. I don't understand.* Students continue in their pairs.

Monitor and help as necessary.

- When they have finished, students check their texts together, correcting any mistakes.

Complete text

Hello! My name's Magda and I'm from Madrid. I'm twenty and I'm a student. I have a sister and her name's Pilar. She's very beautiful, and she's very funny. She has a good job. She's a teacher. Her school is near my university. Pilar isn't married but she has a boyfriend. He's from the US and he has a band. My sister and I have a small apartment in town. Our parents have a big house in the country. My father is a bank manager and my mother is a businessperson. When we're together, we have a really good time.

ADDITIONAL MATERIAL

Workbook Unit 4

Exercises 5–7 Extra listening

READING AND WRITING (SB p. 24)

My best friend

NOTE

Students need access to dictionaries to check new lexis in the reading text. This is an important step to get them used to using dictionaries on a regular basis in their learning. If students don't usually bring dictionaries to class or if there isn't a class set of dictionaries available, ask students to look up the new words (in blue) in the text for homework before starting the reading.

The text introduces *like + noun* and *like + -ing* (paragraph d), and students practice it briefly in exercises 3, 5, and 6. At this stage, it's best to treat this mainly as a phrase for recognition as students go on to cover *I/you/we/they like* and question forms as part of the first presentation of the Simple Present in Unit 5.

- 1 Explain that the text is about a girl named Daniella and that her boyfriend is Andrew. Ask *Who's Andrew?* Have students look back earlier in the unit and find the answer. (*He's Sarah's son.*) Refer students back to SB p. 20 and the information about Sarah's family if necessary. Working alone or in pairs, students read the text and check their understanding of the new words (in blue in the text). (If students have done the dictionary work for homework before the class, ask them to do the reading

and matching in exercise 2 immediately.) If students ask about the use of *have* in *have a really good time*, explain that we often use *have* with a range of expressions as well as *have + object*.

- 2 Demonstrate the activity by eliciting the photo that goes with paragraph a (photo 1). Students continue to match the other photos and paragraphs, and say who they think the people in the photos are. Check the answers with the whole class.

Answers

Photo 1 – paragraph a (Daniella and Andrew)
Photo 2 – paragraph d (One Direction and the Boston Red Sox)
Photo 3 – paragraph b (Dani's parents)
Photo 4 – paragraph c (Kyle and Bethany)

- 3 Focus students' attention on the example sentence. Students work individually to complete the activity and then check their answers in pairs. Check the answers with the whole class.

Answers

1. a student, funny, beautiful
2. a brother, a sister, a boyfriend, a lot of music
3. Dani's boyfriend, great
4. Dani's brother, a Boston Red Sox fan, at school
5. a house, three children
6. One Direction, dancing, baseball, Andrew

- 4 This is another listening activity in which students use the context to help them figure out who is talking. Make sure students understand that they only need to write the name of each person, not the complete sentences. With weaker students, write the names of the people in the recording on the board before students listen.

CD1 51 Focus students' attention on the example and play number 1 on the recording. Play the rest of the recording, pausing if necessary to allow students to write their answers. Have students compare their answers in pairs. Play the recording again and have students check/complete their answers. Then check the answers with the class.

Answers

1. Dani
2. Andrew
3. Dani
4. Kyle and Bethany
5. Bethany
6. Dani's father
7. Dani's mother
8. Kyle and Dani

CD1 51

1. Listen to this band! It's One Direction! They're amazing!
 2. My girlfriend is from Boston.
 3. San Francisco's great! And my boyfriend's great, too!
 4. Our sister's a college student.
Yeah, she's in college in San Francisco.
 5. I like my sister's boyfriend. He's funny.
 6. Our children's school is near our house.
 7. My bank is in the center of Boston.
 8. Come on, Red Sox! Let's go! Yes! A home run! 4 to 1 Red Sox!
- 5 Focus students' attention on the speech bubble, and then have students give more information about Dani. Divide the class into pairs, and have students take turns talking about Dani, using the information they circled in exercise 3. Monitor and check for correct use of *he/she/they*, *his/her/their*, *is/are*, *has/have*, and possessive 's.

Writing

- 6 This is one of a series of short writing tasks that help reinforce the key language students have covered. It also provides a change of pace if done in class. Prepare students for the writing phase by eliciting what sort of information can complete each sentence. If you have time, build up a connected description on the board of an imaginary person to provide the students with a model. Have the students write their description in class or for homework.

Students can do the follow-up stage in the same or a subsequent class. Put students in pairs. If possible, have them work with a new partner or someone they don't know well so that the information they exchange is really new. Students take turns reading their description. Encourage them to ask questions about the person their partner is describing, using the language they have covered so far. If students try to ask questions with *like*, explain that they will cover this point in the next unit.

SUGGESTION

It's a good idea to have students look at each other's written work to help correct it. When you correct the work, make a note of the most common mistakes in recent target language, and ask students to correct them as a class activity before you hand back individual work.

If possible, display some of the students' writing on the classroom wall. Remember to change the displays fairly frequently and, if appropriate, to ask students to vote for the description/story, etc., they liked best.

ADDITIONAL MATERIAL

Workbook Unit 4

Exercise 8 Reading

Exercise 9 Vocabulary

Exercise 10 Pronunciation: *they're* or *their*?

EVERYDAY ENGLISH (SB p. 26)

The alphabet

This section covers the alphabet and spelling, and is therefore an important step in helping students find out about and check vocabulary for themselves. Once students have learned the alphabet, take the opportunity whenever possible to spell new words for them and have them spell words in class. Be prepared to review the pronunciation of letters that students have problems with at regular intervals.

- 1 **CD1 52** Focus students' attention on the letters on SB p. 26 and tell the students they are going to practice the alphabet in English. Play the recording through once, and have students just listen and familiarize themselves with the letters. Play the recording again, pausing after each letter and having the students repeat as a class. Review the letters that students often find confusing and drill these thoroughly:

a, r
e, i, y
g, j
u, w

- 2 **CD1 53** The letters in this exercise are arranged according to sound. Demonstrate this by playing the recording of the first group of letters /eɪ/. Play the recording of the first group again, and have students repeat as a class. Repeat for the other groups of letters, and then ask individual students to read different letter groups aloud.

Write different letters on the board at random, and elicit them from the students. Pay special attention to the vowels as these often give problems. Then put some known words on the board, and elicit the spelling. (You can supply *How do you spell ... ?* at this point.)

How do you spell ... ?

- 3 **CD1 54** Check students' understanding of *first name* and *last name*, and tell students they are going to hear five people spelling their names. Play the recording of the first name as an example. Then play the other names, pausing at the end of each last name. Students write the names, and then check their answers in pairs. Check the answers with the whole class by

writing the names on the board and having students spell them aloud.

Answers and audio script

1. What's your name? Sarah Mullen.
How do you spell your first name? S-A-R-A-H
How do you spell your last name? M-U-L-L-E-N.
 2. What's your name? Quentin Wexler.
How do you spell your first name? Q-U-E-N-T-I-N.
How do you spell your last name? W-E-X-L-E-R.
 3. What's your name? Takako Matsuda.
How do you spell your first name? T-A-K-A-K-O.
How do you spell your last name? M-A-T-S-U-D-A.
 4. What's your name? Young-soo Ahn.
How do you spell your first name? Y-O-U-N-G, then, S-O-O.
How do you spell your last name? A-H-N.
 5. What's your name? Inez Martinez.
How do you spell your first name? I-N-E-Z.
How do you spell your last name? M-A-R-T-I-N-E-Z.
- 4 Focus students' attention on the examples in the speech bubbles, and drill the exchanges chorally and individually. Make sure students can reproduce the correct stress on the questions:
- How do you spell your first name?*
How do you spell your last name?
- Students practice spelling their own names in open and closed pairs.
- 5 Focus students' attention on the examples in the speech bubbles in exercise 5. Drill the exchange chorally and individually. Students practice the exchange with different words from the text, working in open pairs. Students continue working in closed pairs. Monitor and check for accurate pronunciation of the letters.
- 6 With weaker students, briefly review the names of some of the countries they practiced in Unit 2. Focus students' attention on the example. Students continue with the other countries. Have them check their answers in pairs before checking the answers with the whole class. Have the students give the spelling of each country, rather than just the name.

Answers

- | | | | |
|-----------|-----------|--------------|------------|
| 1. Korea | 3. Brazil | 5. Australia | 7. England |
| 2. Canada | 4. Japan | 6. Mexico | |

- 7 This activity practices the alphabet in the context of common abbreviations students might see in everyday life. Write VW on the board. Ask *How do you say it?* /vi 'dʌblyu/ and *What is it?* (a Volkswagen car). Students work in pairs or small groups to continue the activity.

CD1 55 Play the recording and have students check their answers. Drill the pronunciation of the letters again if students have problems.

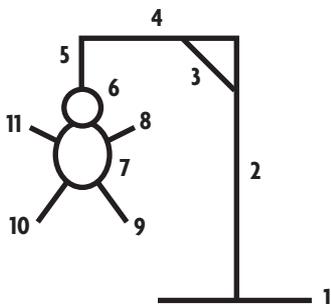
Answers and audio script

US /yu 'es/	United States
UK /yu 'keɪ/	United Kingdom
NYPD /en waɪ pi 'di/	New York Police Department
BBC /bi bi 'si/	British Broadcasting Corporation
MTV /ɛm ti 'vi/	Music Television
PC /pi 'si/	Personal computer
WWW /dʌblyu dʌblyu 'dʌblyu/	the World Wide Web
ATM /eɪ ti 'ɛm/	automated teller machine
TV /ti 'vi/	television

As an extension, have students brainstorm other common abbreviations in small groups, and then have them exchange their ideas with other groups and test each other. Other possible examples include: IBM (International Business Machines), NYSE (New York Stock Exchange), UN (United Nations), NASA (National Aeronautics and Space Administration), NFL (National Football League), CD (compact disc), DVD (digital video disc), CNN (Cable News Network), IT (information technology), etc.

SUGGESTIONS

- 1 You can use anagrams such as the ones in exercise 6 to review vocabulary at any stage. Write the jumbled letters on the board, and ask students to figure out the word in pairs or teams. Always have the class give the spelling letter-by-letter to review the alphabet as often as possible.
- 2 This is a spelling game called “Hangman.” You can use it at the beginning of classes as a warm-up or as a filler to review vocabulary. You can divide the class into two or three teams for this, or play as a class.



Choose a word and indicate on the board the number of letters it has, using a dash for each letter (i.e., if your word is *doctor*, write _ _ _ _ _). One team/The class suggests a letter. If the letter appears in your word, write it in the correct place on the dashes, as many times as it appears (i.e., if the letter suggested is *o*, you should write _ o _ _ o _ for the word *doctor*). If the letter doesn't appear in your word, write the letter in that team's column at the side of the board with a line through it, and draw one line of the picture. Then the second team suggests a letter, and so on.

If you are playing in teams, the winning team is the one that guesses the final letter to complete the word or that guesses the whole word at an earlier point. If you complete the drawing before the teams/the class guess the word, then you win and they lose.

ADDITIONAL MATERIAL

Workbook Unit 4

Exercise 11 The alphabet

On the phone

This section reviews the alphabet and introduces basic phone language and how to read email addresses.

NOTE

The phone conversations include examples of functional language like *Can you give me ... ?*, *I'll ... (email you some information)*. Students should be able to use the overall context to understand these phrases, so you can treat them as lexical items. It's better not to go into a detailed explanation of the grammar behind them at this stage. Exercise 1 introduces *What does he/she want?* but, again, tell students that they only need to recognize it.

- 1 Focus students' attention on the first business card and ask *What's his job?* Elicit *He's a businessman*. Ask *What's his name?*, *Where's his company?*, *What's his job in the company?*, and *What's his phone number?*

CD1 56 Make sure that students understand they are going to hear two conversations taking place over the phone. Play the recording through once, and have students follow in their books. Make sure students understand that *And your name is?* is a polite way of asking *What's your name?* over the phone. If necessary, explain *I'm connecting you* with a simple board drawing or mime.

Ask the class question 1, and then have students continue asking and answering the questions in pairs. If students ask about the meaning of *want* in question 2, write a series of options on the board and have students choose the correct one:

- ask for information
- speak to the manager ✓
- ask a question
- speak to a friend

Check the answers with the class. Refer students to exercise 3 if necessary when checking question 4. Check that they understand the country codes at the end of the first address: br = Brazil.

Answers

Conversation 1

1. Laxcon International
2. to speak to the manager
3. C-O-S-T-A
4. costa.rodrido@soac.com.br

Conversation 2

1. The Global School of English
2. some information about the school
3. C-H-E-N
4. mlchen@chenwu.com

- 2 **CD1 56** Play the recording again, and have students check their answers. Then play the recording line by line, having students repeat chorally and individually. If possible, ask students to sit back to back to practice the conversation in closed pairs. Not looking at each other makes the situation more like a real phone conversation. Monitor and check for accurate pronunciation. Drill difficult lines again with the whole class if necessary.

Email addresses

- 3 Read the notes about email addresses with the class, eliciting the correct pronunciation for each item. Elicit the code for students' own countries or countries they have emailed, e.g., *ar* = *Argentina*, *pl* = *Poland*, *hu* = *Hungary*. Write a few fictitious email addresses on the board, and have students read them aloud.
- 4 Focus students' attention on the names of servers and country codes in the Student Book. Ask students to say them aloud, then check for accurate pronunciation and elicit which countries the codes refer to: *jp* = *Japan*, *br* = *Brazil*, *au* = *Australia*, *kr* = *Korea*. Point out to students that they will hear some of these items in the email addresses in the recording.

- CD1 57** Play the recording through once, and have students complete as much of the task as they can. Play the recording again if necessary. Have students

write the missing information on the board to check the answers. Give students the opportunity to correct each other if they make a mistake in reading the information.

Answers and audio script

1. **A** Your email address is?
P pambowler@gmail.com
A B-A . . .
P No, Pam. P-A-M.
A Ah, OK. Pam.
P Bowler. B-O-W-L-E-R.
A Pam . . . Bowler . . . at
P at gmail.com.
A at gmail.com.
P That's it.
2. **B** Can you tell me your email address?
H Yes. harrylime@hotmail.com.
B harrylime . . . all one word . . .
H at hotmail . . .
B at hotmail . . .
H dotcom.
B dot.com. Great. Thanks.
3. **C** What's your email address?
J jooncho@yahoo.com.kr
C John Cho?
J No, Joon. J-O-O-N
C OK. Joon . . .
J Cho. C-H-O.
C jooncho.
J @yahoo.com
C yahoo.com . . .
J .kr
C .kr. Got it.
4. **D** And your email address is . . . ?
G ginamiles@toronto.ca
D ginamiles . . .
G @toronto . . .
D @toronto . . .
G .ca
D .ca. That's great. Thanks a lot.

Elicit one or two email addresses from the class. Students then exchange addresses with a partner. If you think that privacy is an issue, tell students that they can make up email addresses instead of using their own. You can do this activity as a mingle to increase the amount of practice.

SUGGESTION

If your students agree, you can draw up and circulate a list of their email addresses so that they can contact each other outside class and get some real practice in writing basic emails.

Role play

- 5 This is another in a series of simple role-play activities that allow students to personalize the key language. Ask students to write their own business cards like the ones in the Student Book. They should include first name, last name, address, phone and fax numbers, and email address, and they can invent a company name if they like.

Look at the possible ideas for the phone calls, and elicit things the callers can ask, e.g., to speak to the manager/director/a member of staff, for information about a hotel/gym, etc. Elicit similar conversations to those in exercise 1 as a further model, using students' own information. Students continue working in closed pairs. Remind them to change roles so that each student has the opportunity to play the caller.

ADDITIONAL MATERIAL

Workbook Unit 4

Exercise 12 On the phone

Don't forget!

Workbook Unit 4

Exercises 13–17 Grammar and vocabulary review

Word list

Ask the students to turn to SB p. 126, and go through the words with them. Ask them to learn the words for homework, and test them on a few in the following class.

Tests (Online)

Unit 4 Test

Skills Test 1 (Units 1–4)

Video (iTools and Online)

Additional photocopiables and PPT™ presentations (iTools)



5 The way I live

Simple Present *I/you/we/they* • *a* and *an* • Sports/Food/Drinks • Adjectives
• Numbers 1–100 • Prices

 VIDEO International Food

This unit introduces the Simple Present with *I*, *you*, *we*, and *they* in affirmative and negative statement forms. *Wh-* questions, and *Yes/No* questions and short answers are also practiced. At this point, the Simple Present is used with a fairly limited range of verbs so that students can get used to the new tense. Students get skills practice with reading and speaking, and listening and speaking tasks. Sports/food/drinks vocabulary is introduced in the context of likes and dislikes. The lexical sets of languages and nationalities are also presented and practiced in adjective + noun combinations, e.g., *an American car*. Students are introduced to the idea of collocations with a verb + noun/noun phrase matching task. The *Everyday English* section extends numbers from 31–100 and also includes a functional focus on prices.

LANGUAGE INPUT

GRAMMAR

Simple Present *I/you/we/they* (SB pp. 28, 29)

a and *an* (SB p. 30)

Adjective + noun (SB p. 33)

- Using the Simple Present (affirmative/negative/*wh-* and *Yes/No* questions)
- Using articles *a/an*
- Using adjective + noun combinations

VOCABULARY

Sports/Food/Drinks (SB p. 29)

Languages and nationalities (SB p. 32)

- Practicing a set of common vocabulary words
- Practicing languages and nationalities to describe things

EVERYDAY ENGLISH

How much is it? (SB p. 35)

- Reviewing and practicing numbers 1–100
- Practicing prices in dollars and cents

SKILLS DEVELOPMENT

READING

Diego Rodriguez from California (SB p. 30)

- Reading about Diego's job, school, and life in New York City

SPEAKING

Diego Rodriguez from California (SB p. 30)

At a party (SB p. 34)

- Asking and answering *wh-* and *Yes/No* questions
- Role playing; asking and answering questions at a party

LISTENING

Where is Diego? Who is he with? (SB p. 31)

At a party (SB p. 34)

- Listening to four conversations with Diego **CD1|66** (SB p. 110)
- Listening to a conversation at a party **CD1|70** (SB p. 111)

MORE MATERIALS

Photocopiables – How much is it? (TB p. 137) **Tests** (Online) **Videos** (iTools and Online)

Notes on the unit

STARTER (SB p. 28)

- 1 Focus students' attention on the pictures. Demonstrate the activity by matching the first word in each category to the appropriate picture (1—tennis, 5—Italian food, 11—tea). Students match as many words as possible, working individually or in pairs. Encourage them to guess if they are not sure.

Ask them to compare their answers with a partner before checking the answers with the whole class.

Answers and audio script

Sports	Food	Drinks
1. tennis	5. Italian food	11. tea
2. football	6. Chinese food	12. coffee
3. swimming	7. pizza	13. soda
4. basketball	8. hamburger	14. juice
	9. oranges	15. water
	10. ice cream	

CD1 58 Play the recording, and have students repeat chorally and individually. Make sure they can reproduce the correct word stress on each item. Reinforce the vocabulary by holding up the book and pointing to the pictures. (Alternatively, hold up flash cards if these are available.) Ask *What's this?/What are these?* and elicit replies about three or four examples. Have students continue asking and answering in pairs.

- 2 Write on the board three or four things that you like from exercise 1. Put a check mark (✓) next to them, and show by your expression that you like them. Have students check the things they like in exercise 1.

Repeat the above procedure for the negative, writing an X next to the things you don't like and giving a clear expression and gesture of dislike. Then have students write an X next to the things they don't like in exercise 1.

THINGS I LIKE (SB p. 28)

Simple Present

- 1 **CD1 59** Focus students' attention on the photos, the smiley face icons, and the sentences with *I like*. Play the recording once or twice before you ask students to repeat. Play the recording again, and have students repeat chorally and individually.
- 2 Give an example of three things you like from *Starter* exercise 1. Have students point to the correct picture as you say *I like ...* each time. Elicit more examples from one or two students in the class. Then, in pairs, students take turns talking to each other about what they like.

Negatives

- 3 Students have encountered *don't* as part of the phrases *I don't know* and *I don't understand*. These were introduced in Unit 3 as part of the social expressions syllabus, but this is the first time students encounter *don't* as the grammatical marker of the negative.

CD1 60 Focus students' attention on the photos, the negative face icons, and the sentences with *I don't like*. Say the sentences yourself, using mime, gestures, and facial expressions to reinforce the meaning. Play the recording once or twice before you ask students to repeat. Play the recording again, and have students repeat chorally and individually. Make sure students reproduce the correct sentence stress:

I don't like tennis.

- 4 Refer students back to SB p. 28. Give three examples of things you don't like, and have students point to the correct item as you say each sentence. Focus students' attention on the speech bubble, and drill the example with *or*. Make sure students can reproduce the sentence stress accurately:

I don't like coffee or tea.

Elicit more examples from one or two students in the class. Then, in pairs, students take turns talking to each other about what they don't like. Ask a few students to give their examples to the class using *I ...*. Avoid transferring to *he/she* until Unit 6.

GRAMMAR SPOT

Focus students' attention on the examples. Make sure students understand that *don't* is the contraction of *do not*.

If students ask what *do* means, you can explain simply (in the students' own language if possible) that it helps to make negatives and questions. However, don't give a detailed grammatical explanation at this stage.

- 5 **CD1 61** Focus students' attention on the photo of Harvey. Ask *Where's he from?* and elicit *the United States or Canada*. Give students time to read the sentences. Ask them to guess what Harvey likes from the lists in *Starter* exercise 1. Play the recording once, and have students check their predictions. Focus students' attention on the example, and play the first line of the recording again. Play the rest of the recording, and have students write their answers. Students check answers in pairs. Then check the answers with the whole class.

Answers and audio script

SPORTS

I like **sports** a lot. I like **football** and **basketball**. But I don't like **tennis** and I don't like **swimming**.

FOOD AND DRINK

I like **hamburgers** and **pizza**. And I like **Italian** food a lot. But I don't like **Chinese** food and I don't like **water**. I like **juice** and I love **soda**.

ADDITIONAL MATERIAL

Workbook Unit 5

Exercise 1 Vocabulary

Exercise 2 Things I like

Questions *I, you, we, they*

- 6 **CD1 62** The question form *Do you like ... ?* is introduced here. Focus students' attention on the examples in the speech bubbles. Play the recording several times, and have students listen before you ask them to repeat line by line, chorally, and individually. Make sure students can reproduce the pronunciation of *do you /dəyu/* and the rising intonation on the *Yes/No* questions.

Have students ask you the questions and give true answers. Drill the pronunciation and intonation again if necessary.

- 7 Focus students' attention on the examples. Students practice asking and answering in open pairs. Have them work with a new partner and continue asking about the other things in *Starter* exercise 1. Monitor and check for accurate formation of the questions and short answers, and for pronunciation.
- 8 This listening task introduces the *we* and *they* forms in the context of an interview with Harvey and his sister. Briefly review the adjectives in the box by saying a range of foods, places, singers, actors, etc., and having students respond with an adjective, e.g., *New York City—It's exciting*.

Focus students' attention on the photo. Ask *Who's Eva?* and elicit *She's Harvey's sister*. Point to the photo and say *Harvey is 12* and *Eva is 12, too* to explain *twins*. Explain that students are going to hear an interview with the twins about what they like and don't like. Briefly review the use of putting check marks (✓) and writing an (✗) to indicate *like* and *don't like*.

- CD1 63** Focus students' attention on line 1 in the task. Play the recording as far as the end of Eva's first speech, and have students look at the example. Point out that in number 5 Harvey and Eva disagree about football.

Therefore, students need to write two adjectives. Remind them that they don't need to understand every word to be able to do the rest of the task. Play the rest of the recording without stopping, and have students write their answers. If necessary, play the recording again, and have students check/complete their answers before checking the answers with the class.

Answers

2. ice cream ✓ ✓ fantastic
3. tea ✗ ✗ awful
4. basketball ✓ ✓ exciting
5. football ✓ ✗ great, awful

CD1 63

I = Interviewer, H = Harvey, E = Eva

- I Harvey and Eva. You're twins. Do you like the same things?
H Well, we really, really like pizza!
E Oh, yes! It's delicious! We have pizza a lot at home and in restaurants.
I So, do you like the same food?
E Well, we both like ice cream.
H Mmm, it's fantastic!
E But we really don't like tea! Right, Harvey?
H No, we don't. Ugh! It's awful!
I And do you both like sports?
H Yes, we do. We like basketball.
E Yeah! We like basketball a lot. It's really exciting!
H And I love football! It's great.
E No, it isn't. It's awful!

- 9 This exercise gives students practice in the *they* form, talking about Harvey and Eva. Focus students' attention on the example, and elicit a full sentence, e.g., *They like pizza and ice cream*. Students continue talking about Harvey and Eva and their likes and dislikes. Monitor and check for accurate formation of the verb forms and for correct pronunciation. If students have problems, go over the Grammar Spot with them, and then have them repeat exercise 9.

GRAMMAR SPOT

Focus students' attention on the affirmative examples. Elicit more true examples from the class.

Focus students' attention on the question forms. Check that students know that the question starting with *What* requires an information answer, e.g., *Football, Italian food*, and that the question starting with *Do* is answered *Yes, I do. / No, I don't*. Also point out that we do not use *like* in short answers, i.e., you cannot say **Yes, I like* or **No, I don't like*.

Again, it is probably best not to explain the function of *do* at this stage.

Refer students to Grammar Reference 5.1 on SB p. 120.

As an extension, have students practice the *we* and *they* forms by talking about themselves and another student, or people in their family, e.g., *Jan and I like swimming. My children don't like juice.*

ADDITIONAL MATERIAL

Workbook Unit 5

Exercise 3 Questions *I, you, we, they*

PRACTICE (SB p. 30)

Reading and speaking

1 In this skills section, students are introduced to more Simple Present verbs in context: *come from, live, work, eat, drink, speak, play, and want*. *Have* is also recycled from Unit 4. Other new words are *server, drama, restaurant, language, and actor*. The languages/nationalities *Italian, Mexican, and Spanish* are also introduced. Students should be able to figure out most of the vocabulary from context, but use the photos in the Student Book to pre-teach/check students' understanding of the meaning if they have any problems.

Point to the photos and say *This is Diego Rodriguez*. Ask *What's his job?* Give students time to scan the text to find the answer (*He's a server, and he's also a drama student*.) Check students' comprehension by asking students to point to the relevant picture for *server* and *drama student*.

CDI 64 Students read the text and listen to the recording once or twice. Try to have students understand the new vocabulary in context, and get them to refer to the information in the photos for help. Check student's comprehension of *live* and *work* by making sentences about yourself, e.g., *I live in* (town, country), *I work in* (this school), etc. *Eat, drink, play, and speak* should be understandable from the context, but if students need further help, mime the actions. (There's no need to point out that *drink* is a verb here, but a noun on SB p. 28.) If students ask about *language* and *Italian* and *English*, write the corresponding countries on the board and link them to the languages. You may need to translate *want to* if students ask about this. If students ask about the pronoun *it* in *I don't like it*, make sure that they understand what noun *it* refers back to (*tea*). (Object pronouns *it* and *them* are presented in full in Unit 7.)

2 CDI 65 This interview with Diego presents *wh-* and *Yes/No* questions with a range of verbs. Give students time to read through the questions and answers. Play the recording for questions 1 and 2, and elicit the missing answers in number 2. Play the rest of the recording without stopping, and have students complete Diego's answers. Play the recording again, and have students complete/check their answers. Check the answers with the whole class.

Answers and audio script

I = Interviewer, D = Diego

- I** Hello, Diego, nice to meet you. Where do you come from?
D I **come** from California, from Los Angeles.
- I** Do you live in Los Angeles?
D No, I **don't**. I **live** and **work** in New York City.
- I** Do you live with friends?
D Yes, I **do**. I **live** with two friends.
- I** Where do you work?
D I **work** in an Italian restaurant.
- I** Do you like Italian food?
D Yes, I **do**. I **like** it a lot.
- I** Do you drink tea?
D No, I **don't**. I **don't** like it.
- I** Do you like your job?
D No, I **don't**. I want to be **an actor**.
- I** Do you speak Italian?
D No, I **don't**. I **speak** Spanish and English, but I **don't** speak Italian.

Ask students to read the questions aloud. Make sure students can reproduce the falling intonation on the *wh-* questions. Be prepared to model the pronunciation and intonation, and drill the questions chorally and individually.

3 Before putting students into pairs, demonstrate by asking individual students the questions from exercise 2. Make sure they answer with information about themselves. Have individual students ask you the questions and answer with true information. Students continue asking and answering in open pairs. If necessary, drill the pronunciation and intonation of the questions again before having students continue in closed pairs. Monitor and check for correct use of the Simple Present.

As an extension, you can have students think about someone they know or imagine a different character, and repeat the question and answer exchanges using different information.

GRAMMAR SPOT

- 1 Focus students' attention on the examples. Make sure students understand that we use *an* before a vowel—*a, e, i, o,* and *u*. Point out that this can be a noun, e.g., *an actor*, or an adjective, e.g., *an Italian restaurant*.
- 2 Give students time to write *a* or *an*. Check the answers, making sure students make the pronunciation link between *an* + vowel:
an actor an Italian restaurant

Answers

an ice cream an orange a student
an American car a computer

Refer students to Grammar Reference 5.2 on SB p. 121.

Vocabulary

- 4 This exercise highlights common collocations for everyday actions. Pre-teach/Check students' understanding of *millionaire* if you think students won't recognize it. Focus students' attention on the example, and then have students continue matching, working individually. Give students time to check answers in pairs before checking the answers with the whole class.

Answers

have two brothers
live in an apartment
work in a bank
come from Japan
eat Italian food
drink tea
play sports
speak Spanish
want to be a millionaire

Listening and speaking

- 5 This task helps students get used to using the context to help them figure out what is happening and who is talking in a range of situations. Explain that there are four conversations all involving Diego. These are slightly longer than in earlier listening tasks of this type, but reassure students that they don't need to understand every word to do the task.

Briefly review what students know about Diego by eliciting a range of statements. Write cues on the board to help with this if necessary, e.g., *Job? Diego works in a restaurant. Apartment? He lives with two friends, etc.*

CDI 66 Focus students' attention on numbers 1 and 2 as examples and play conversation 1. Elicit the answers

(see below). Play the rest of the recording, pausing at the end of each conversation to give students time to discuss their answers in pairs. Play the recording again if necessary to allow students to check/complete their answers. Check the answers with the class.

Refer students to **CDI 66** SB p. 110. Divide students into groups of three. Ask a confident group to read conversation 1 aloud. Remind students that conversation 4 is over the phone. Therefore, the student who plays Diego needs to sit away from the other two. If possible, arrange the furniture in the room to allow students to role-play the different situations, especially waiting on the tables in conversation 2. If students have fixed desks, encourage them to stand up to do the role play, as this often helps them interact with each other better.

Students practice the conversations in their groups. If students have problems with pronunciation, be prepared to drill selected lines from the recording, or model the lines yourself.

Answers

1. at home; Diego friends/apartment mates; at home; Diego
2. in a restaurant; Diego; in a restaurant; a customer
3. at drama school; Diego's teacher; at drama school; Diego's teacher
4. on the phone; Diego; on the phone; Diego's mom

CDI 66

1. **Diego** Goodbye guys. Time for work.
A Bye, Diego. See you later.
Diego Yeah. Very late tonight.
A Oh, yes. It's Friday.
Diego Yeah, I work late on Fridays. Bye.
2. **Diego** Good evening. Do you want to order?
B Yes. We want pizza.
C Yes, a large cheese pizza, please.
Diego OK. And do you want soda?
B No, thanks. Do you have water?
Diego Yes, of course.
3. **D** OK, Diego and Anna, come here!
Diego What do you want?
D I want you to read it again with Anna. OK? You are Romeo, Anna is Juliet, of course.
Anna OK. "Oh Romeo, Romeo where ..."
D No, no! Terrible. You love Romeo, really love him. Again.
Anna "Romeo, Romeo wherefore art thou, Romeo ..."
4. **Mom** Hello?
Diego Hi, mom!
Mom Oh, hello, Diego. Manuel, it's your big brother! ... Diego, how are you?
Diego I'm fine, Mom, really fine.

Mom Do you like your apartment?
Diego Yes, I do, but it's a bit small for three people.
Mom Hmm . . . yes. It is small. But do you like your job?
Diego No, I don't. Not really. But I like the food.
Mom Oh, yes. Italian food is good.
Diego Yeah, but I like your food the best, Mom! It's delicious!
Mom Oh, thank you, Diego. Now, do you want to speak to your brother?
Diego Yes, of course. Hi, Manuel. It's your brother . . .

SUGGESTION

You can make use of the audio scripts in a variety of ways:

- as a simple review by having students go back to earlier units and practice the conversations.
- for intensive pronunciation practice.
- as a model for students writing their own conversations/sketches. Students can replace key words to personalize the content or write new conversations based on people they know, or new roles they have imagined.
- as fill-in-the-blank exercises/information gaps for reviewing key language.

Talking about you

- 6 This exercise reinforces *wh-* and *Yes/No* questions in the Simple Present. Briefly review the question words *where*, *what*, and *how many* by giving short answers and eliciting the appropriate question word, e.g.,

a dictionary / an actor—What?
Australia / in a hospital—Where?
three sisters / ten books—How many?

Elicit the missing word in number 1. Put students in pairs to complete the rest of the questions. Check the answers.

Answers

- | | | |
|---------|-------------------|------------------|
| 1. do | 4. Do | 7. sports |
| 2. live | 5. do . . . speak | 8. Do . . . want |
| 3. do | 6. like | |

Give students a short time to think about their own answers. If students need extra vocabulary, e.g., languages, be prepared to supply it. Demonstrate by asking and answering the first two questions with a confident student. Students continue in open and then in closed pairs. Monitor and check for accurate use of the Simple Present and correct intonation.

If students need more practice or if they finish quickly, have students work with a new partner and repeat the questions and answers.

Check it

- 7 Focus students' attention on the first pair of sentences as an example. Remind students that the convention of putting a check mark (✓) indicates that something is correct. Students continue working individually to choose the correct sentence.

Have students check their answers in pairs before checking the answers with the whole class.

Answers

1. Do you live in Osaka?
2. Where do you come from?
3. Do you speak Korean?
4. I don't speak Chinese.
5. "Do you like soccer?" "Yes, I do."
6. He's an actor.

ADDITIONAL MATERIAL

Workbook Unit 5

Exercise 4 Simple Present

Exercises 5–6 Simple Present questions

Exercise 7 Simple Present negatives

Exercises 8–10 Extra listening: Simple Present *you/we/they*

VOCABULARY AND PRONUNCIATION (SB p. 32)

Languages and nationalities

- 1 Focus students' attention on the example. Students continue the matching activity, working individually.

CD1 67 Play the recording through once, and have students check their answers.

Answers and audio script

England	English
Canada	Canadian
Italy	Italian
Mexico	Mexican
Brazil	Brazilian
Japan	Japanese
South Korea	Korean
China	Chinese
France	French
the United States	American
Spain	Spanish

Remind students of the system used in *American Headway Starter, Third edition* to highlight word stress. Play the recording again, and have students repeat the pairs of words as a class. Make sure they can reproduce the change of stress from the country to the nationality/language:

Canada	Canadian
Italy	Italian
Japan	Japanese
China	Chinese

Play the recording through again, and have students repeat individually.

- Focus students' attention on the photos and on the examples in the speech bubbles. Point to the photo of the people dancing in elaborate costumes, and drill the examples chorally and individually. Elicit another pair of examples about different people in the photos. Students continue talking about the people in pairs.
- This exercise reviews the *they* form of the Simple Present with the verb *speak*. Students shouldn't have any difficulty with this form, as it's the same as the *I* form they have already practiced.

Check students' comprehension of *Portuguese*. Focus students' attention on the example. Students work individually to continue making sentences.

CDI 68 Play the recording, and have students check their answers.

Answers and audio script

In Brazil they speak Portuguese.
 In Canada they speak English and French.
 In France they speak French.
 In England they speak English.
 In Italy they speak Italian.
 In Japan they speak Japanese.
 In China they speak Chinese.
 In Mexico they speak Spanish.
 In South Korea they speak Korean.
 In Spain they speak Spanish.
 In the United States they speak English.

- Drill the question form in the speech bubbles. Then have students practice a few examples in open pairs. Students continue in closed pairs, taking turns asking each other about the countries in exercise 3. Monitor and check for correct use of the question form and pronunciation of the countries and languages.

Adjective + noun

- This exercise reinforces use of the nationalities and also highlights adjective + noun word order. Students of different nationalities often have problems with this, as in their own language the order is noun + adjective. Be prepared to review the correct order, using examples on the board, gesturing to indicate a switch of word order, or Cuisenaire rods, if appropriate.

Focus students' attention on the photos and the example. Students complete the exercise by writing the correct nationalities.

CDI 69 Play the recording, and have students check their answers.

Answers and audio script

- It's an **American** car.
- It's a **Korean** TV.
- They're **Spanish** oranges.
- It's a **Japanese** camera.
- It's **Mexican** food.
- It's an **English** dictionary.
- It's an **Italian** bag.
- It's **Brazilian** coffee.
- It's **Chinese** tea.

Students work in pairs and take turns pointing to the photos and practicing the sentences. Monitor and check for correct pronunciation of *It's a/an ...*, and drill the sentences if students produce **Is a/an ...*. Remind students of the plural form by contrasting *It's an American car* and *They're Spanish oranges* on the board. Ask *How many?* to establish *It's a/an* for singular and *They're* for plural. Don't go into the use of zero article (no article) with the plural sentence at this stage.

- This exercise gives students the opportunity to practice the Simple Present, nationalities, and noun + adjective word order in a personalized way.

Write the verbs *have*, *eat*, and *drink* on the board, and elicit adjectives and nouns that can go with each verb. Possible combinations:

have	a/an Japanese/American/Korean/French/ Spanish car an Italian/American bag a Japanese camera an English dictionary
eat	Chinese/Italian/Japanese/Mexican food Spanish oranges American/Italian ice cream

drink Brazilian coffee
Chinese tea

Give examples of your own with *have, eat, and drink*. Try to highlight the use of *a/an*, e.g., *I have a Japanese camera. I don't have an Italian car*. Then have students write their own examples. Monitor and help. Check for accurate use of *a/an* and correct adjective + noun word order.

- 7 Focus students' attention on the example questions in the speech bubbles. Remind students of the use of *it* if necessary. Give students time to write at least four questions of their own using *have, eat, and drink*. Remind them of the possible adjective + noun combinations listed in the notes for exercise 6. Monitor and help.

Drill the questions and answers in the speech bubbles. Have students practice in open pairs across the class and then in closed pairs. Monitor and check for correct use of the Simple Present, *a/an*, and adjective + noun word order.

GRAMMAR SPOT

- 1 Read the notes as a class. Elicit further examples of adjective + noun from the class. Ask students if the word order is the same in their language.
- 2 Read the notes as a class. Elicit further plural examples from the class. Ask students how they make adjectives plural in their language.

Refer students to Grammar Reference 5.3 on SB p.121.

SUGGESTION

You can bring in ads from magazines to give students further practice with nationality adjectives and nouns. Select pictures of cars, cameras, computers, TVs, food, and books. Elicit simple adjective + noun phrases, e.g., *an American computer, Spanish dictionary*, etc., and then have students use the pictures to practice *Do you have/eat/drink/like ... ?* and short answers *Yes, I do/No, I don't*. If pairs of students interview other pairs, you can also practice the *they* form. (If students try to generate *he/she* forms, tell them these are different and that they will practice them in Unit 6.)

ADDITIONAL MATERIAL

Workbook Unit 5

Exercises 11–12 Languages and nationalities

LISTENING AND SPEAKING (SB p. 34)

At a party

- 1 This is a fairly long, though fairly simple, unseen listening. Set the scene by pointing to Alessandra and Justin in the illustration. Have students say what nationality they think they are (*I think he's/she's ...*).

CD1 70 Play the recording through once, and let students check their predictions (Alessandra is Brazilian, and Justin is American).

Give students time to read the pairs of sentences 1–8. Check comprehension of *love* in number 5. Play the first part of the recording again, and focus students' attention on number 1 as an example. Make sure students understand they have to focus on what *Justin* says. Elicit the answer to number 1.

Play the rest of the recording, and have students select the correct sentence from each pair.

Have students check their answers in pairs before checking the answers with the whole class. Go over the answers by playing the conversation again and pausing the recording after each correct answer.

Answers

1. I work in Miami.
2. I live in Coral Gables.
3. I'm an actor.
4. You speak English very well.
5. I love Brazil.
6. I don't know São Paulo.
7. I like Rio a lot.
8. I don't speak Portuguese.

CD1 70

A = Alessandra, J = Justin

A Hello, I'm Alessandra.

J Hi, Alessandra. I'm Justin. Justin Bates.

A Do you work here in Miami, Justin?

J Well, I work in Miami, but I don't live in Miami. I live in Coral Gables.

A And what's your job?

J I'm an actor. What's your job? Do you work in Miami?

A Yes, I do. I work in a hotel. A big hotel near here.

J You aren't American, but you speak English very well. Where do you come from?

A I come from Brazil, from São Paulo.

J Oh, I love Brazil.

A Do you know São Paulo?

J No, I don't. I don't know São Paulo, but I know Rio. I like Rio a lot. The beaches are amazing.

A Do you speak Portuguese, Justin?

J No, I don't. I speak Spanish, but I don't speak Portuguese.

A It's nice to meet you, Justin.

J You too.

- 2 Check students' pronunciation of *Miami, Coral Gables,* and *São Paulo* from the recording. Turn to the audio script on SB p. 111, and have students practice the conversation in pairs. If students have problems with the pronunciation, drill difficult lines as a class.

Role play

If possible, rearrange the furniture and play some mood music to help add authenticity to the role play.

- 3 Tell students they are going to role-play being at a party and meeting new people. This stage prepares students for the type of questions they can ask. Elicit the first question as an example. Put students in pairs to complete the rest of the questions. Check the answers.

Answers

Hello! What's **your name**?

Where **do you** live?

Do you have a house or an apartment?

What's **your** job?

Where **do you** work?

How many languages **do you** speak?

What sports **do** you like?

- 4 Explain that students have to invent a new identity. Focus students' attention on the notes about James Bond, and point out that the notes are answers to the questions in exercise 3. Ask students to make notes with their new details. Monitor and help with ideas and vocabulary.
- 5 Tell students to imagine they are at a party with people of different nationalities who all speak some English. Remind students of the expressions they can use when meeting someone for the first time: (*It's nice to meet you. You too./And you.*) Demonstrate starting the role play with two confident students. Have the class stand up to do the role play. Monitor, but do not expect perfect accuracy or pronunciation. Make notes of major errors to discuss with the class later, but try not to spoil students' enjoyment of the role play. If some pairs do well, you can ask them to act it out in front of the class.

EVERYDAY ENGLISH (SB p. 35)

How much is it?

The functional syllabus continues with a focus on numbers 31–100 and asking about prices.

- 1 Review numbers 1–30 by having students count around the class. Repeat until they can say the numbers accurately without hesitation.

- 2 **CDI 71** Focus students' attention on numbers 10–100. Play the recording, and have students repeat chorally and individually. Have students count to one hundred in tens around the class.

- 3 This is a pairs number dictation. See Unit 1 Suggestion TB p. 7 for instructions for this task.

- 4 **CDI 72** This exercise presents prices under and over one dollar in English. Play the recording, and have students read and listen. Focus students' attention on the use of *¢* /sents/ for prices under a dollar. Also point out the plural *dollars*, and that we do not always say *dollars* and *cents* in the same price, i.e., we do not always say *one dollar and sixty cents*, but sometimes simply *a dollar sixty*.

Play the recording again, and have students repeat chorally and individually.

- 5 Demonstrate the activity by having students say the first two prices aloud. Students then continue saying the prices in closed pairs. Monitor and check that students can distinguish the stress on:

seventeen dollars and *seventy dollars*

- 6 **CDI 73** Play the recording, and have students check their answers. If students had problems with pronunciation, play the recording again, and have them repeat. (With a weaker group, you can say the prices as a class activity, drilling the pronunciation as you go along, and then play the recording for reinforcement.)
- 6 This is a discrimination exercise to help students distinguish between prices that sound similar. Focus students' attention on the objects and prices. (With a weaker group, you can elicit the prices for each object orally first, and then have students listen and put a check mark.)

- CDI 74** Play the recording through once, and have students choose the prices they hear. Play it through a second time so that students can check their answers. Have them check their answers in pairs before checking the answers with the whole class.

Answers and audio script

1. The chicken sandwich is **\$5.90**.
2. The baseball is **\$14**.
3. The phone is **\$99.95**.
4. The water is **\$1.50**.
5. The chocolate is **50¢**.
6. The pair of jeans is **\$50**.
7. The dictionary is **\$17.95**.
8. The bag is **\$44.99**.

- 7 Focus students' attention on the speech bubbles. Drill the question and answer chorally and individually. (If students ask about the use of *How much ... ?*, explain that this is the question we use to ask about prices. Don't go into an explanation of the difference between *How much/How many* at this stage.)

Practice two or three exchanges in open pairs. Then have the students continue in closed pairs. Monitor and check for correct numbers and prices.

SUGGESTION

You can give students extra practice with numbers and prices by bringing in ads, leaflets, and menus that show prices, and having students practice *How much is ... ?* Make sure you select the items carefully so that they show objects students know (or ones that you can teach that are in the post-beginner range). If you choose images that show plural objects, you will need to pre-teach/check students' understanding of: *How much are ... ?*

Photocopiable Activity

UNIT 5 How much is it? TB p. 137

Materials: one copy of the worksheet per pair of students. Before the lesson, ask students to check the exchange rate for US dollars against their own currency.

Procedure: Hold up your watch or similar everyday object and ask *How much is this (watch) in the US?* Elicit a range of prices, making sure that students include dollars and cents, e.g., \$59.99. Write the prices on the board, and then tell the students what the object would actually cost. If appropriate, you can elicit the likely cost of the object in the students' own currency.

- Elicit the plural form *How much are ...?* Drill the question with a range of plural items, e.g., *How much are these sunglasses/sneakers?* etc. and have students guess the price.
- Divide students into pairs and hand out a copy of the worksheet. Ask students to match the words in the box to the pictures. Check the answers, drilling the pronunciation as necessary.

- Ask *How much is the bag?* Tell students to choose the price they think fits the bag. Elicit a range of answers, encouraging students to say *I think it's (\$29.99)*.
- Put the pairs of students into groups of four. Point out that there are more prices on the worksheet than objects. Remind students to use *How much are ...?* and *I think they're ...* about the sneakers. Students continue discussing the prices and matching them to the objects.
- Check the answers with the class. The group who matched the most prices correctly is the winner.

Answers

bag - \$29.99	chocolate - 75¢
watch - \$45.99	camera - \$150
sneakers - \$80	TV - \$600
cell phone - \$65	CD - \$12.99
magazine - \$3.99	computer - \$800
water - \$2	pizza = \$8.99

ADDITIONAL MATERIAL

Workbook Unit 5

Exercises 13–16 How much is it?

Don't forget!

Workbook Unit 5

Exercises 17–22 Grammar and vocabulary review

Word list

Ask the students to turn to SB p. 127, and go through the words with them. Ask them to learn the words for homework, and test them on a few in the following class.

Tests (Online)

Unit 5 Test

Progress Test 1 (Units 1–5)

Video (iTools and Online)

Additional photocopiables and PPT™ presentations (iTools)



6 Every day

Simple Present *he/she* • Questions and negatives • The time • Daily activities
• Days of the week • Prepositions of time

VIDEO Sara's Day

The title of this unit is “Every day,” and it covers the language of daily routines. It presents the third-person singular form of the Simple Present and follows on from the language covered in Unit 5. Basic frequency adverbs, telling the time, and days of the week are also introduced. The vocabulary syllabus is extended with a focus on an important aspect of English first introduced in Unit 5—collocations. The lexical set is of daily routine verbs, allowing students to talk about their own routine and ask about other people’s.

LANGUAGE INPUT

GRAMMAR

Simple Present *he/she* (SB pp. 38, 40)

- Using the Simple Present in third person singular (affirmative/negative/*wh*- and *Yes/No* questions)

Questions and negatives (SB p. 39)

- Using questions and negatives

Adverbs of frequency (SB p. 38)

- Using *always*, *sometimes*, and *never*

VOCABULARY

The time (SB p. 36)

- Saying at what time something happens

Daily activities (SB pp. 37, 42)

- Talking about daily activities

EVERYDAY ENGLISH

Days of the week (SB p. 43)

- Practicing the days of the week and *on*, *in*, and *at* to talk about when things happen

SKILLS DEVELOPMENT

VOCABULARY

Words that go together (SB p. 42)

- Practicing common collocations to talk about daily activities

SPEAKING

Words that go together (SB p. 42)

- Practicing common collocations to talk about daily activities

MORE MATERIALS

Photocopiables – What time is it, please? (TB p. 138) **Tests** (Online) **Videos** (iTools and Online)

Notes on the unit

STARTER (SB p. 36)

NOTE

It is useful to have a cardboard clock with movable hands for this lesson and for subsequent review of telling the time. If you don't already have one in your school, then it is relatively easy to make one.

The Student Book presents digital times so that students can tell the time with the numbers they already know, without having to deal with *a quarter past/to*. The section includes times on the hour, half hour, and quarter hour.

- 1 **CD2 2** Focus students' attention on the clocks. Play the recording of the first five times, pausing after each one and having students repeat chorally and individually. Highlight the use of *o'clock* for times on the hour, and make sure students can pronounce it accurately.

Have students complete the remaining five times, following the examples given in 1–5. Play the recording of numbers 6–10, and have students check their answers. Play the recording again, having students repeat chorally and individually.

Answers and audio script

- | | |
|--------------------------|-------------------------|
| 1. It's nine o'clock. | 6. It's two o'clock. |
| 2. It's nine thirty. | 7. It's two thirty. |
| 3. It's nine forty-five. | 8. It's two forty-five. |
| 4. It's ten o'clock. | 9. It's three o'clock. |
| 5. It's ten fifteen. | 10. It's three fifteen. |

- 2 **CD2 3** Focus students' attention on the conversation. Play the recording once, and have students listen and read. Play the recording again, and have students repeat chorally and individually. Point to one of the clocks/watches, and demonstrate the pairwork with one student. Ask students to give two or three more examples in open pairs before continuing in closed pairs. Explain that for times ending 01–09, we say "oh" /oʊ/, e.g., 10:02 = ten oh two, etc.

Answers

1. Nine o'clock
2. Seven fifteen
3. One forty-five
4. Eight forty
5. Eleven ten

WHAT TIME DO YOU GET UP? (SB p. 37)

Simple Present—I/you

- 1 This section presents daily routine verbs in context through a series of pictures of a girl's typical school day. Focus students' attention on the pictures. Elicit some basic information about the character: *What's her name?* (Kim.) *How old is she, do you think?* (She's about 18.)

Explain that students are going to hear Kim talking about her school day. Review telling the time by having students read the pairs of times aloud.

- CD2 4** Focus students' attention on the example, and play the first sentence of the recording. Play the recording to the end, and have students continue circling the correct times. Have students check their answers in pairs. Play the recording again before checking the answers with the whole class.

Answers

- | | | |
|---------|----------|----------|
| 1. 6:45 | 4. 12:15 | 6. 3:30 |
| 2. 7:00 | 5. 2:30 | 7. 11:00 |
| 3. 7:30 | | |

CD2 4

Well, on weekdays I get up at 6:45. I have breakfast at 7:00 and I go to school at 7:30. I have lunch at school with my friends, that's at 12:15 – it's early in our school. I leave school at 2:30 in the afternoon and I walk home with my friends. I get home at 3:30, have soda, maybe pizza, and watch television. I go to bed at 11:00 on weekdays, but later on the weekend, of course!

- CD2 4** Say the sentences aloud or play the recording again, and have students repeat chorally and individually. Make sure students aren't confused by the spelling of *breakfast* and that they pronounce it correctly /'brɛkfəst/. Students practice the sentences in closed pairs.

- 2 Demonstrate the activity by telling students about your day, giving the same information as in the pictures. Do this in a natural way, but don't add any new language. Focus students' attention on the examples, and elicit a few single sentences from students about their day using the verbs from exercise 1. Students continue working in pairs, talking about their day. Monitor and check for correct use of the Simple Present and the times.
- 3 **CD2 5** This exercise practices the question *What time ... ?* with the Simple Present. Focus students' attention on the questions, and have them listen and repeat chorally and individually. Make sure they can reproduce the pronunciation of *do you /dəyu/* and the falling intonation on the *wh-* questions. Focus students' attention on the boldface words showing the form of Simple Present questions, and point out the word order *do you get/have*.
- 4 Drill the question and answer in the speech bubbles, and elicit other questions students can ask. If students need help, write the verbs on the board: *get up, have breakfast, go to school/work, have lunch, leave school/work, get home, go to bed*.
- Have students practice the questions in open pairs. Students continue in closed pairs, working with a different partner from exercise 2. Monitor and check for correct use of the Simple Present and the times.

Photocopiable Activity

UNIT 6 What time is it, please? TB p. 138

Materials: one copy of the worksheet cut up per pair of students

Procedure: Write the following times on the board: 11:05, 1:10, 7:20, 9:25, 8:40, 6:50, 12:55. Remind students of the use of "oh" /oʊ/, which they learned in phone numbers, for 11:05. Have students say the times aloud, reading them as digital times, e.g., *one ten*.

- Put students in pairs and assign the role of A or B to each student. Hand out the relevant half of the worksheet.
- Explain that each student has six times and six empty clocks and that they have to ask *What time is it, please?* and complete the clocks. Demonstrate the activity with one student before having the class complete the task in pairs. Monitor and check for the correct use of the times.
- Students check their answers by comparing their completed worksheets.

ADDITIONAL MATERIAL

Workbook Unit 6

Exercises 1–3 The time

Exercise 4 Simple Present *I/you*

LUKE'S DAY (SB p. 38)

Simple Present—*he/she, always/sometimes/never*

POSSIBLE PROBLEMS

- The Simple Present has very few inflections when compared with equivalent structures in other languages. The addition of the third-person singular *-s* is the only change in the affirmative so students often forget to include it. Be prepared to give lots of practice in the *he/she* forms!
- The use of *does/doesn't* is an added complication that students often confuse with *do/don't*. Again, regular review and practice will help students produce the forms accurately.
- The third-person singular *-s* can be pronounced in three ways:

works	/wɜːks/
lives	/lɪvz/
watches	/wɒtʃɪz/

This is introduced on SB p. 38, but students will need regular help in distinguishing and producing these endings.

- 1 This section presents the *he/she* affirmative forms of the Simple Present, along with the frequency adverbs *always, sometimes, and never*. Focus students' attention on the photos of Luke. Say *This is Luke. He's in a magazine*. Ask *What's his job?*, and elicit *He's a lawyer*. Have students read the description of Luke. Check comprehension of *famous, athlete, and typical day*. Ask *Are his days busy?* and elicit *Yes, they are*.
- 2 Focus students' attention on the pictures of Luke's day, and check their understanding of *take a shower, work late, buy, and go out*. Focus students' attention on the example sentence. Have students work individually to continue writing the times.
- CD2 6** Ask students to check their answers in pairs before playing the recording for a final check.

Answers

- | | |
|-------------------|-------------------------------|
| 1. six o'clock | 5. eight o'clock |
| 2. six forty-five | 6. nine fifteen |
| 3. seven fifteen | 7. nine thirty, eleven thirty |
| 4. one o'clock | 8. eleven forty-five |

CD2 6

1. He gets up at 6:00 and he takes a shower.
2. He has breakfast at 6:45.
3. He leaves home at 7:15, and he goes to work by taxi.
4. He has lunch (a soda and a sandwich) in his office at 1:00.
5. He always works late. He leaves work at 8:00 in the evening.
6. He sometimes buys a pizza and eats it at home. He gets home at 9:15.
7. He never goes out in the evening. He works at his computer from 9:30 to 11:30.
8. He always goes to bed at 11:45. He watches television in bed.

GRAMMAR SPOT

- 1 Focus students' attention on the examples of third-person singular forms *gets up* and *takes*. Students circle the verbs in sentences 2–8. Check the answers with the class.

Answers

- | | |
|-------------------|---------------------|
| 1. gets up, takes | 5. works, leaves |
| 2. has | 6. buys, eats, gets |
| 3. leaves, goes | 7. goes, works |
| 4. has | 8. goes, watches |

Elicit the key last letter in each of the verbs (*s*).

CD2 7 Play the recording, and have students repeat chorally and individually. Make sure students can distinguish the /s/ endings, e.g., *gets* /gɛts/ from the /z/ endings, e.g., *has* /hæz/.

(The recording gives just the verb forms, not the complete sentences from exercise 2.)

Audio script

- | | |
|-------------------|---------------------|
| 1. gets up, takes | 5. works, leaves |
| 2. has | 6. buys, eats, gets |
| 3. leaves, goes | 7. goes, works |
| 4. has | 8. goes, watches |

- 2 Focus students' attention on the adverbs of frequency and their meaning. Make sure that students understand that *sometimes* is not a fixed reference and the actual number of times that it refers to can vary.

Ask students to underline the examples of *always*, *sometimes*, and *never* in the sentences about Luke.

CD2 8 Play the recording, and have students repeat chorally and individually. Make sure students reproduce the third-person singular ending, and encourage them to reproduce the linking in the following sentences:

He sometimes buys a pizza.

He never goes out in the evening.

He always goes to bed at 11:45.

Audio script

He always works late.

He sometimes buys a pizza.

He never goes out in the evening.

He always goes to bed at 11:45.

Read Grammar Reference 6.1–6.3 on SB p. 121 together in class, and/or ask students to read it at home. Highlight the use of the *-es* ending, e.g., *go—goes*. Encourage students to ask you questions about it. If appropriate, point out that the frequency adverbs can be used with *to be*, but that they usually come after the verb, e.g., *I am never at home in the morning*.

Pronunciation

- 3 **CD2 9** This section highlights the three possible ways of pronouncing the third-person *-s* ending. Focus students' attention on the chart. Play the recording through once, and have students just listen. Then play it again, drilling the verbs chorally and individually. If students find it hard to hear and reproduce the difference between the /s/ and /z/ endings, don't insist on them repeating the sounds several times, as this may make them self-conscious. Students sometimes forget to add the *-s* ending anyway. Therefore, they will need reminding at regular intervals. Take the opportunity to check students' pronunciation of the endings, and highlight the features of pronunciation to help students get used to the different sounds.

ADDITIONAL MATERIAL

Workbook Unit 6

Exercises 5–6 Simple Present *I/you/we/they*

Exercise 12 Pronunciation: Simple Present *he/she/it*

Questions and negatives

- 1 This section introduces *does/doesn't* in the question and negative forms. Both *wh-* and *Yes/No* questions are

presented at the same time, as students are focusing on the third-person singular form only at this stage. They have already had a lot of practice with the individual question types.

CD2 10 Refer students back to the pictures of Luke. Read question 1 aloud, and elicit the answer (*gets*). Students continue working individually to complete the answers. Have them check their answers in pairs before playing the recording of the questions and answers. Play the recording through once, and have students check their answers.

Play the recording again, pausing after each question-and-answer exchange, and have students repeat chorally and individually. Make sure they can reproduce the falling intonation on the *wh*- questions and the rising intonation on the *Yes/No* questions. Students practice the questions and answers in open and then in closed pairs.

Answers and audio script

1. **A** What time does he get up?
B He **gets** up at 6:00.
2. **A** When does he go to bed?
B He **goes** to bed at 11:45.
3. **A** Does he go to work by taxi?
B **Yes**, he does.
4. **A** Does he have lunch in a restaurant?
B **No**, he doesn't. He **has** lunch in his office.
5. **A** Does he go out in the evening?
B No, he **doesn't**. He never **goes** out.

GRAMMAR SPOT

Focus students' attention on the example sentences and questions. Make sure students understand that the *-s* is on the verb in the affirmative form and on *does* in the question and negative. Highlight *doesn't* as the contracted form of *does not*. Make sure students understand that we repeat *do/does* or *don't/doesn't* in the short answers rather than the main verb, i.e., we cannot say: *Do you get up at 7:30? *Yes, I get up.*

Ask students to circle the *-s* ending and the use of *does/doesn't* in the questions and answers in exercise 1.

Refer students to Grammar Reference 6.4 on SB p. 121.

- 2 Focus students' attention on the language in the speech bubbles. Drill the question and answer about Luke. Elicit two or three more examples with students working in open pairs. Students continue asking and answering in closed pairs. Monitor and check for correct use of third-person *-s* and of *does/doesn't* in the questions and negatives.

CD2 11 Play the recording, and have students check their answers. If students had difficulties with questions and answers 1–7, drill the questions and answers and have students practice them again, working with a new partner.

Answers and audio script

1. **A** What time does he have breakfast?
B He has breakfast at 6:45.
2. **A** When does he leave home?
B He leaves home at 7:15.
3. **A** Does he go to work by bus?
B No, he goes to work by taxi.
4. **A** Where does he have lunch?
B He has lunch in his office.
5. **A** Does he usually work late?
B Yes, he does.
6. **A** Does he eat in a restaurant?
B No, he doesn't. He eats at home.
7. **A** What does he do in the evening?
B He works.

- 3 This exercise gives students the opportunity to generate negative third-person forms. Focus students' attention on the example, and ask one student to read it aloud. Students write sentences 2–5 in the negative. Allow them to check their answers in pairs before checking the answers with the class. Ask students to write the answers on the board to check that they are forming the negatives correctly, including the inclusion of the apostrophe in *doesn't*.

Answers

1. He **doesn't** live in London.
2. He **doesn't** drive to work.
3. He **doesn't** work in a bank.
4. He **doesn't** have a lot of friends.
5. He **doesn't** go to bed early.

- 4 Focus students' attention on the chart. Elicit the forms for *you* (*work* and *don't work*), and then have students complete the rest of the chart. Check the answers with the whole class. Highlight again that the *he/she* form is the only one that is different.

Answers

	Affirmative	Negative	Question
I	work	don't work	Do I work?
You	work	don't work	Do you work?
He/She	works	doesn't work	Does she work?
We	work	don't work	Do we work?
They	work	don't work	Do they work?

ADDITIONAL MATERIAL

Workbook Unit 6

Exercise 7 Simple Present *he/she* questions

PRACTICE (SB p. 40)

Molly's day

- 1 Remind students of Luke from the previous section. Point to the pictures of Molly and to the directions for exercise 1 and ask *Who is she?* (She's Luke's sister.) Check students' pronunciation of Molly. Pre-teach/check students' understanding of the following using the context, the pictures in the Student Book, and simple board drawings: *oceanside, artist, fill your day, walk (n), by the ocean, eggs, toast, go to the beach, dog, studio, cook, often, invite friends, and play the piano.* It's also useful to have a map to show the location of Cape Cod, where Molly lives.

Read the first sentence of the text aloud. Ask *How old is Molly?* and *What's her job?* (She's 25. She's an artist.) Focus students' attention on the pictures, and ask *What does Molly do?* Elicit a range of examples from the class. Students are likely to make mistakes with the third-person forms of the Simple Present, so don't insist on total accuracy with students' first attempts. Encourage students to self-correct by highlighting mistakes rather than correcting them yourself. Also encourage students to help and correct each other.

- 2 Focus students' attention on the verbs in the box. They are already in the third-person form, so students just need to use the context to help them choose the correct verb. Have students read the second sentence in the text, and elicit the missing verb (*lives*). Then have students work individually to complete the text. Remind them to read the whole sentence around the blank each time so that they get the complete context. Also remind them to cross out the verbs they have used as they go along.

CD2 12 Have students check their answers in pairs before playing the recording for a final check.

Focus students' attention on the adverb *usually* in the text. Teach the meaning by writing *always sometimes never* on the board and eliciting that *usually* goes between *sometimes* and *always*.

Answers

- | | | |
|------------|------------|----------------|
| 1. lives | 6. works | 10. listens to |
| 2. gets up | 7. eats | 11. plays |
| 3. has | 8. cooks | 12. calls |
| 4. goes | 9. invites | 13. goes |
| 5. gets | | |

CD2 12

Molly Jones—The oceanside artist fills her day with work, walks, music, and friends.

Molly Jones is 25 and she's an artist. She lives in a small house by the ocean in Cape Cod, Massachusetts, near Boston. She always gets up late, at ten o'clock in the morning. She has a big breakfast—coffee, eggs, and toast—and then she goes to the beach with her dog. When she gets home, she works in her studio until seven o'clock in the evening. She never eats lunch, but she always cooks a big dinner, and she often invites friends. After dinner, she usually listens to music or plays the piano. Sometimes she calls her brother, Luke, in New York. She goes to bed very late, at one or two o'clock in the morning.

- 3 Focus students' attention on the example. Make sure students realize that *he* refers to Luke and *she* to Molly. Have students complete the answers and then check their answers in pairs. Check the answers with the whole class.

Answers

1. He 2. She 3. She 4. He 5. She 6. He 7. She 8. He

Ask a few students to read the sentences aloud. Then have students practice the sentences in pairs. If they have serious problems with pronunciation, drill the sentences with the whole class, and have them repeat.

- 4 Ask students *Who does Molly call sometimes?* and elicit *Luke, in New York*. Explain that Luke and Molly are on the phone. Most of the fill-in words are ones that students have already encountered, so students should be able to complete the conversation without too many problems. Give students time to read through the conversation before they listen, especially with weaker classes. Answer any vocabulary questions students may have. Encourage students to use the context to help them, but be prepared to explain *as usual, too, relax, paint, that's not true, on the weekend, and Sunday*.

CD2 13 Play the first two lines, including the example. Play the rest of the recording without stopping, and have students complete the conversation. Give them time to check their answers in pairs before playing the recording again for a final check.

Put students in pairs to practice the phone conversation. If possible, have them sit back-to-back so that they can't see each other. If students have problems with pronunciation/intonation, play selected lines from the recording again and drill chorally and individually.

Answers and audio script

M = Molly, L = Luke

M Hi Luke, how are you?

L I'm **fine**, thanks. Busy as usual.

M Oh, you're **always** busy. You and your sports stars!

L I know, but I **love** my work.

M I love my work, **too**, but I relax **sometimes**.

L Huh! I don't know about that. You paint all day!

M Yes, but I stop in the **evening**. You **never** stop!

L That's not true. Hey Molly, how's your friend Natalie?

M Natalie? She's OK. You know, Luke, Natalie **likes** you. She often **asks** about you.

L Mmm, I like Natalie, too.

M Well, come and **visit** me soon. I want to cook for you and Natalie.

L Good idea! What about next **weekend**?

M Yes, great! I **often** see Natalie on the weekends.

L Great. See you **on** Friday. Have a good week!

Negatives and pronunciation

- 5 This exercise practices the negative form and also highlights the importance of contrastive stress when correcting or disagreeing with a statement. Focus students' attention on the example and ask *affirmative* or *negative*? about each sentence in the answer (first sentence—negative, second sentence—affirmative). Elicit the answer to sentence 2 (*He doesn't get up at ten o'clock. He gets up at six o'clock.*) Tell students to continue correcting the sentences, referring back to the information about Luke and Molly on SB pp. 38 and 40. (With a weaker group, you can do this as a class activity on the board, and then play the recording for reinforcement.)

CD2 14 Play the recording through once, having students check their sentences for grammatical accuracy. Then write the pairs of sentences for numbers 2 and 3, and elicit where the main stress falls with the whole class. Remind students that the stress helps to indicate the main difference in the information in the pairs of sentences, and therefore falls on the key words.

Have students work in pairs, and mark where they think the main stress falls in the rest of the pairs of sentences. Play the recording again, and have students check their answers. Also check the answers orally with the whole class in case students have problems hearing the main stress.

Play the recording again if necessary, and then have students practice the sentences with a partner.

Answers and audio script

1. She lives in an apartment. She **doesn't** live in an apartment. She lives in a **house**.
2. He gets up at ten o'clock. He **doesn't** get up at **ten** o'clock. He gets up at **six** o'clock.
3. She's a businesswoman. She **isn't** a businesswoman. She's an **artist**.
4. He goes to work by bus. He **doesn't** go to work by **bus**. He goes to work by **taxi**.
5. She watches television in the evening. She **doesn't** watch **tel-**evision in the evening. She listens to **music** or plays the **piano**.

Talking about you

- 6 Demonstrate the activity by writing the names of two people (one male, one female) from your family on the board. Have students ask you questions about them, using the language in the speech bubbles and the cues in the Student Book. If students have problems switching from questions with *be* to the Simple Present questions, drill the language as a class.

Have students write the names of two family members on a piece of paper. Remind them to choose one male and one female. Students work in pairs to ask and answer about the family members. Monitor and check for correct use of *he/she*, *his/her*, and the third-person singular Simple Present forms.

SUGGESTION

You can ask students to bring in family photos for the above activity.

Check it

- 7 This exercise reinforces the auxiliary forms *do/don't* and *does/doesn't* in Simple Present questions and short answers. Focus students' attention on number 1, and elicit the answers (*Do, do*). Students continue working individually to complete the questions and answers.

Ask students to check their answers in pairs before checking the answers with the whole class.

Answers

1. "**Do** you like ice cream?" "Yes, I **do**."
2. "**Does** she work in Toronto?" "Yes, she **does**."
3. "Where **does** he work?" "In a bank."
4. "**Do** you go to work by bus?" "No, I **don't**."
5. "**Does** she go to bed early?" "No, she **doesn't**."
6. "**Do** they have a car?" "Yes, they **do**."
7. "**Does** he speak Spanish?" "No, he **doesn't**."
8. "**Do** they live in the US?" "No, they **don't**."

ADDITIONAL MATERIAL

Workbook Unit 6

Exercises 8–9 Joanna's bedroom: Simple Present *he/she*

Exercise 10 *do/does/am/is/are*

VOCABULARY AND SPEAKING (SB p. 42)

Words that go together

This section reviews and extends some of the collocations for everyday activities that students encountered in Unit 5.

- 1 Check comprehension of *shopping*, and make sure students understand that *TV* stands for *television*. Focus students' attention on the examples. Students work in pairs to continue matching the verbs and nouns/phrases.

CD2 15 Play the recording, and have students check their answers. If necessary, check the meaning of *stay home*.

Answers and audio script

get up early
go to bed late
listen to music
watch TV
cook dinner
work in an office

go shopping
drink water
eat in restaurants
take a shower
play the piano
stay home

- 2 This is a questionnaire activity to practice *Yes/No* questions. As a variation, students use *Yes, always, Yes, usually, Yes, sometimes, or No, never* in their answers, rather than *Yes, I do./No, I don't*. This allows them to practice the frequency adverbs in a simple but meaningful way.

CD2 16 Focus students' attention on the questionnaire. Play the recording, and have students repeat chorally and individually. Drill the intonation if necessary.

Audio script

1. Do you get up early?
2. Do you have a big breakfast?
3. Do you walk to school or work?
4. Do you go to school or work by bus?
5. Do you watch TV in the evening?
6. Do you go shopping on the weekend?
7. Do you eat in restaurants?
8. Do you drink coffee?
9. Do you go to bed late?

- 3 Focus students' attention on the language in the speech bubbles. Drill the question and three possible answers. Have students ask you a few of the questions and give true answers. Demonstrate how to record the answers by writing the four adverbs on the board and putting a check mark (✓) under the appropriate one.

Students then work in closed pairs, asking and answering, and filling in their partner's answers.

- 4 This follow-up phase allows students to talk about themselves and their partner and get practice in switching from first to third person. Focus students' attention on the example, and then elicit more information from individual students about themselves and their partner. Don't over-correct students, just allow them to say what they want to say. Then correct any common mistakes after the activity or in a subsequent class.

ADDITIONAL MATERIAL

Workbook Unit 6

Exercise 13 Words that go together

EVERYDAY ENGLISH (SB p. 43)

Days of the week

- 1 **CD2 17** Explain that students are going to learn the days of the week in English. Play the recording, and have students write the days in the correct order. Pause the recording if necessary to give students time to write. Play the recording again, and have students repeat chorally and individually. Make sure they can distinguish *Tuesday* and *Thursday* and that they only produce two syllables in *Wednesday* /'wenzdeɪ/.

Answers and audio script

Monday Tuesday Wednesday Thursday Friday
Saturday Sunday

Students practice the days again with each student saying one day of the week in the correct order.

- 2 Elicit the answer to question 1 as an example. Students do the exercise in pairs. Have a brief class discussion, and have students give their answers to individual questions.
- 3 Here students learn which prepositions are used with the days, parts of the day, and times. Elicit the answer for times (*at*), and then have students write the correct preposition for the other phrases.

Check the answers. Highlight the difference between *in the evening* but **on Saturday evening**, **in the morning** but **on Thursday morning**, etc.

Answers

at nine o'clock	on Thursday morning
at ten thirty	on the weekend
at twelve fifteen	in the morning
on Sunday	in the afternoon
on Monday	in the evening
on Saturday evening	

- 4 Elicit the answer to number 1 (*at*), and then have students complete the other sentences with either *in*, *on*, or *at*. Check the answers with the class.

Answers

1. at 2. on 3. in 4. on 5. on

Focus students' attention on the example answers in the speech bubbles. Have students practice asking and answering questions 1–5 in closed pairs. This allows them to practice the *we* form of the Simple Present. Have them complete the sentences in writing about when they have English class. Encourage them to include the day, part of the day, and time: *We have English class on (Monday evening) at (seven thirty).*

Talking about you

- 5 Students complete the questions with the correct preposition, and then ask and answer the questions in closed pairs. Monitor and check for correct question formation, and correct use of short answers, and prepositions of time. If you have time, conduct a brief class discussion to allow students to talk about their partner and practice the third-person singular.

Answers

Do you ...
take a shower **in** the morning/evening?
get up early **on** Sunday morning?
go to work/school **on** Saturday?
eat in restaurants **on** the weekend?
watch TV **in** the afternoon?
stay home **on** Friday evening?

ADDITIONAL MATERIAL

Workbook Unit 6

Exercise 11 Prepositions

Exercises 14–17 Extra reading

Exercise 18 Days of the week

Don't forget!

Workbook Unit 6

Exercises 19–23 Grammar and vocabulary review

Word list

Ask the students to turn to SB p. 127, and go through the words with them. Ask them to learn the words for homework, and test them on a few in the following class.

Tests (Online)

Unit 6 Test

Stop and check 2 (Units 4–6)

Video (iTools and Online)

Additional photocopiables and PPT™ presentations (iTools)

7 My favorites

Question words • Subject/Object/Possessive pronouns • Opposite adjectives
• Places • *Can I...?*

 My Favorites

The title of this unit is “My favorites” and it gives practice in describing lifestyles, preferences, and places. The grammar input includes review and extension of question words, the introduction of object pronouns, and the demonstratives *this* and *that*. Students get skills practice with a reading and writing section linked to a focus on places. Useful adjectives and their opposites are introduced and practiced. The situational and functional syllabus continues with an *Everyday English* focus on making requests with *Can I...?*

LANGUAGE INPUT

GRAMMAR

Question words (SB pp. 44, 45)

Subject/Object/Possessive pronouns (SB p. 45)

This and *that* (SB p. 46)

- Using the question words *who*, *where*, *why*, *how*
- Using subject, object, and possessive pronouns
- Using demonstratives *this* and *that*

VOCABULARY

Opposite adjectives (SB p. 48)

Places (SB p. 51)

- Using adjectives that have opposite meanings
- Talking about common places in a neighborhood

EVERYDAY ENGLISH

Can I...? (SB p. 50)

- Practicing *Can I...?* to make requests in everyday situations

SKILLS DEVELOPMENT

READING

A postcard from Seattle (SB p. 49)

- Reading a postcard about a vacation

WRITING

A postcard from Seattle (SB p. 49)

- Writing a postcard about a vacation

MORE MATERIALS

Photocopiables – It’s an old computer (TB p. 139) **Tests** (Online) **Videos** (iTools and Online)

Notes on the unit

STARTER (SB p. 44)

This section sets the theme of the unit—favorites—and gives students the opportunity to recycle some of the vocabulary from earlier units in a personalized way.

- 1 Give an example of your own favorite for two or three of the categories. Elicit possible answers for each category to check that students understand what they refer to. Then give students a short time to think of their own favorites.
- 2 Focus students' attention on the speech bubbles to demonstrate the activity. Students encountered the pronoun *it* for recognition in Unit 5. Ask them what *it* refers to here (pizza), but don't go into a presentation of object pronouns at this stage.

Students ask and answer about some of the things in exercise 1 in open and then closed pairs.

Elicit a few more examples of students' favorites in a short class discussion.

I LOVE IT! (SB p. 44)

Question words

who/where/why/how

This section reviews questions and answers, and it presents *why* and *because*. At this stage, there's no need to pre-teach all the new vocabulary unless you feel that students will have difficulty understanding it from context. If this is the case, or if you have a weaker group, you can pre-teach/check students' understanding of some of the following items: *athlete, kids, free time*.

- 1 Focus students' attention on the photos and the text. Ask *Where is the text from, a magazine, a book, or a website?* Check that students understand it's from a website, and it shows a web page with questions and answers. Ask *Who is Jade Martin?* and elicit *She's a soccer player*.
- 2 **CD2 18** Focus students' attention on the questions in exercise 2. Ask students to read the website and find the relevant information about Jade's favorites.

Answers

Jade's favorite ...

- city is San Antonio.
- athlete is Mia Hamm.
- day is Thursday.
- food is pizza.

Elicit any further information students can remember about Jade, e.g., *She's married. She has three children. She loves soccer, etc.*

- 3 Tell students they are going to review the questions that Jade's fans asked her on her website. Focus students' attention on the example, and then give students time to find the missing question words. Highlight the use of *why* and *because* to ask for and give reasons. Check the pronunciation for *why* /waɪ/ and *because* /brɪ'kɔːz/.

Answers

- | | | | |
|----------|---------|-------------|----------|
| 1. Where | 4. When | 7. Why | 10. What |
| 2. Who | 5. Who | 8. How many | |
| 3. What | 6. How | 9. Why | |

- 4 Focus students' attention on the speech bubbles. Drill the examples chorally and individually. Make sure students understand that they need to answer as Jade, and remind them to take turns asking the questions so that both students get practice in giving the answers. Have students practice the questions and answers in closed pairs while you monitor. If students have problems with pronunciation, drill key sentences and highlight the falling intonation. Then have students continue practicing in closed pairs.

CD2 18 Play the recording and have students listen and compare their answers.

Audio script

1. Where do you live?
I live in San Antonio, Texas.
2. Who are you married to?
Santiago Pereira. He's Brazilian.
3. What does your husband do?
He's a doctor.
4. When are you in Sydney again?
Next October.
5. Who are the kids in the photos?
The girls are our daughters, Margaux and Nicole. The baby is our son, Jacques.
6. How old are they?
Margaux is four, Nicole is 2, and Jacques is ten months old.
7. Why do your kids have French names?
Because their grandparents are French.
8. How many games do you play every year?
About 30.
9. Why do you work so hard?
Because I love soccer.
10. What do you do in your free time?
I go out with my family.

- 5 This exercise highlights the use of object pronouns and possessive adjectives. Focus students' attention on the examples, and then put students in pairs to complete the sentences. Encourage them to work from memory as much as possible and only to refer back to the text if they need to.

Answers

- | | |
|-------------------|--------------|
| 1. my, it | 4. Their, us |
| 2. him, me | 5. our |
| 3. our, our, them | |

- 6 Focus students' attention on the example, and then set a time limit of 2–3 minutes to encourage students to work quickly to complete the task. Put students in pairs to read their corrected version aloud and compare the details.

CD2 19 Play the recording, and have students check their answers. Put students in new pairs to read the corrected text again. Encourage them to read as fluently as possible so that they don't sound stilted. Be prepared to drill difficult words and sentences as a class, and have students repeat the task.

Answers and audio script

Jade is a **soccer** player. **San Antonio** is her favorite city. She loves it there. Next October she's in **Sydney** for a soccer game. She's married to a **Brazilian**. They have two daughters and a baby **son**. **Thursday** is their favorite day.

In a brief follow-up, ask students *Do you ask questions on websites?* and elicit a range of answers from the class. Allow students to give as much detail in their answers as they can.

GRAMMAR SPOT

- 1 Give students time to complete the matching task. Then check their answers.

Answers

Where? In the US.
When? On Sunday.
Who? Peter.
Why? Because ...
How many? Ten.

- 2 Check students' understanding of the terms *subject* and *object* by writing this simple chart on the board.

Subject	Verb	Object
I	like	you.
You	like	it.
She	likes	them.
We	like	him.

Focus students' attention on the chart in the Student Book and on the examples. Have students work in pairs to complete the missing words. Check the answers with the whole class.

Answers

Subject	I	you	he	she	it	we	they
Object	me	you	him	her	it	us	them
Possessive	my	your	his	her	its	our	their

Ask students to underline the object pronouns on the web page.

Read Grammar Reference 7.1–7.2 on SB p. 121 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it.

SUGGESTION

To give more practice with question words, you can have a quiz in which the students generate the questions. You can give different groups sets of answers and have them write the questions. You will need to choose answers that can only generate one question and only focus on the present tense at this stage. Go over the questions with each group, and then put students into pairs so that each student in the pair has a different set of questions. Students ask and answer in pairs, scoring a point for each correct answer.

ADDITIONAL MATERIAL

Workbook Unit 7

Exercise 1 Questions

Exercises 7–9 Pronouns and possessives

THIS IS MY FAVORITE . . . (SB p. 46)

This and that

- 1 Pre-teach/check students' understanding of the difference between *this* and *that*. To demonstrate *this*, stand next to a student and say, e.g., *This is (Yuko)*. Pick up an object and say, e.g., *This is (my new bag)*. Repeat with other students and objects. To demonstrate *that*, point to a student at a distance from you and say, e.g., *That is (Katya)*. Point to an object at a distance from you and say, e.g., *That is (a map of the world)*. Repeat with other students and objects.

Also introduce the questions *What's this?* and *What's that?* in the same way. Make sure students understand that we use *this* to refer to people and things that are near to us and *that* to refer to people and things that are not near to us.

Focus students' attention on the pictures. Give students time to read the conversations. Encourage them to use the context and information in the pictures to help them with new vocabulary. With weaker students, ask

where and/or who the people are in each picture to help them understand the context. If students ask about the use of *one* in number 7, explain that we say *one* so that we don't repeat *coat*, but don't go into a grammatical presentation of *one/ones* at this stage.

CD2 20 Focus students' attention on the examples in numbers 1 and 2. Then give students time to complete the rest of the conversations, working individually. Have students check their answers in pairs before playing the recording for a final check.

Answers and audio script

1. **A** **This** is my favorite family photo.
B Ah, yes. You all look very happy!
2. **A** Who's **that**?
B The guy in the hat? That's the boss!
3. **A** What's **that**?
B It's my new tablet.
A Wow! It's great!
4. **A** How much is **this**?
B \$9.50.
A I'll take it, please.
5. **A** How much is **that**?
B It's \$500.
A I love it. It's beautiful!
6. **A** Is **this** your phone?
B Yes, it is. Thanks.
7. **A** I like **that** coat.
B The blue one?
A No, the red one!
8. **A** I like **this** cheese.
B Where's it from?
A France. It's delicious.
9. **A** **This** is for you.
B A present? For me? Why?
A Because I love you!

If you have time, ask students to practice the conversations in pairs before referring them to Grammar Reference 7.3 on SB p. 122.

- 2 Review the names and pronunciation of some of the objects in the classroom by asking *What's this/that in English?* Make sure you include an object or picture of an object beginning with a vowel so that students review *It's an (umbrella)*. Focus students' attention on the examples in the speech bubbles. Drill the examples in open pairs. Elicit other examples in open pairs, and encourage students to use the possessive 's where appropriate, e.g., *It's (Konrad)'s coat*. Then have students ask and answer about other classroom objects in closed pairs. Monitor and check for correct use of *What's this/that?* and the possessive 's. Check the answers by having students ask and answer across the class.

ADDITIONAL MATERIAL

Workbook Unit 7

Exercise 10 *this/that*

PRACTICE (SB p. 47)

I like them!

- 1 This section practices object pronouns and allows students to personalize the language by talking about people and things. Pre-teach/check students' understanding of *hate* and *of course*. Focus students' attention on the example, and make sure students understand what the answer *it* refers back to (*ice cream*). Students work individually to complete the other sentences.

CD2 21 Have students check their answers in pairs before having them check against the recording. Ask students what the pronoun refers back to each time (given in parentheses in the key below). Sentences 4–5 assume the teacher is a woman. Check what pronouns would be used if the teacher were a man (*he/him*).

Answers and audio script

1. Do you like ice cream?
Yes, I love **it**. (*ice cream*)
2. Do you like dogs?
No, I hate **them**. (*dogs*)
3. Do you like me?
Of course I like **you!** (*me*)
4. Does your teacher teach you Spanish?
No, she teaches **us** English. (*you*)
5. Do you like your teacher?
We like **her** a lot. (*your teacher*)

What do you like?

- 2 Check students' understanding of the items in the box. Focus students' attention on the speech bubbles and check their understanding of *love* and *hate*. This can be done with simple board drawings of faces—a smiling face ☺ for *love* and a frowning face ☹ for *hate*. If appropriate, also teach *It's/They're all right* if students want to give a more neutral answer.

Drill the language in the speech bubbles chorally and individually. Check for correct sentence stress in the answers:

Yes, I love it!

No, I hate it!

Oh **yes!** I **love** them.

Have students give two or three more examples in open pairs across the class. Then have students continue in closed pairs. Monitor and check for the correct use of object pronouns.

Questions and answers

- 3 Pre-teach/check *marry, chocolate, sit next to, and carrots*. Focus students' attention on the question in the example, and review the formation of Simple Present questions with *do* and *does*. Focus students' attention on the answer, and review the use of the object pronoun *it*. Check that students know what the pronoun refers back to (*living in this town*). Review the use of *-s* in third-person Simple Present verbs. Point out that sentences 5 and 6 are negative questions.

Give students time to write the questions and answers individually. Monitor and check for grammatical accuracy. Check the answers, and then have students ask and answer the questions in pairs.

Answers

1. Why do you live in this town?
Because I like it.
2. Why does Annie want to marry Peter?
Because she loves him.
3. Why do you eat so much chocolate?
Because I love it.
4. Why does Dan always sit next to Maria?
Because he likes her.
5. Why don't you watch baseball?
Because I hate it.
6. Why don't you eat carrots?
Because I hate them.

If students had a lot of problems with the question formation or the object pronouns, go over the key grammar in each question and answer. Model each exchange, and have students repeat it.

- 4 Pre-teach/check students' understanding of *learn, on you* (referring to money you have with you), *start* (verb), *a lot* (of bands). Check comprehension of *How?* to ask about manner by eliciting the answer to question 1 (*By bus.*). Then have students work individually to continue matching the questions and answers.

CD2 22 Play the recording, and have students check their answers.

Answers and audio script

1. How do you go to school?
By bus.
2. What do you have for breakfast?
Toast and coffee.
3. Who's your favorite band?
I don't have a favorite. I like a lot of them.
4. Where does your father work?
In an office in the center of town.
5. Why do you want to learn English?
Because it's an international language.

6. How much money do you have on you?
Not a lot. About \$2.
7. What time do classes start at your school?
They start at nine o'clock.
8. How many languages does your teacher speak?
Three.

Have students practice the questions and answers in closed pairs. Monitor and check for correct pronunciation and intonation. If students have problems, drill the questions and answers chorally.

Demonstrate the personalization phase by having the students ask you the questions. Students then continue in closed pairs, talking about themselves.

Check it

- 5 Focus students' attention on the first pair of sentences as an example. Students continue working individually to choose the correct sentences.

Have students check their answers in pairs before checking the answers with the whole class.

Answers

1. What do you do on the weekend?
2. Who is your best friend?
3. How much money do you have?
4. I don't drink tea. I don't like it.
5. Our teacher gives us a lot of homework.
6. She loves me and I love her.

ADDITIONAL MATERIAL

Workbook Unit 7

Exercises 2–6 Questions

VOCABULARY (SB p. 48)

Adjectives

- 1 This exercise reviews and extends the use of common adjectives in context. Focus students' attention on the example, and explain that each missing word is an adjective. The word is given in jumbled order in parentheses. Sentences 1–6 contain positive adjectives, and 7 and 8 contain negative adjectives. Give students time to unscramble the words and complete the sentences, working in pairs. Remind them to cross out each letter in the scrambled word as they go along to make sure they have spelled the word correctly. With weaker students, write the first letter of each adjective on the board to help get them started.
- Check the answers with the class, having students spell out the adjectives each time. Drill the correct pronunciation if necessary.

Answers

- | | |
|--------------|----------------|
| 1. delicious | 5. interesting |
| 2. nice | 6. beautiful |
| 3. great | 7. terrible |
| 4. happy | 8. awful |

- 2 This exercise introduces some key adjectives and their opposites. It also reviews *it's*. Focus students' attention on the pictures and the example. Have students tell you any other of the adjectives they recognize or let them guess. Pre-teach the remaining adjectives, using mime. Make sure students understand they only have to write *It's* and the appropriate adjective, not the name of the objects.

Answers

1. It's big. / It's small.
2. It's expensive. / It's cheap.
3. It's new. / It's old.
4. It's hot. / It's cold.
5. It's black. / It's white.
6. It's right. / It's wrong.

Drill the correct pronunciation of the sentences chorally and individually.

- 3 **CD2 23** Focus students' attention on the example. Give students a few minutes to read through the conversations before they listen. Play the recording, and have students fill in the blanks. Play the recording a second time if necessary.

Check the answers with the class, and then have them practice the conversations in pairs. If students have problems with the pronunciation, especially the voice range, drill the conversations from the recording. Then have students practice again in their pairs.

Answers and audio script

1. **A** It's so **hot** today!
B I know. It's **95** degrees!
2. **A** Hey! I like your **new** shoes!
B Thank you! I think they're really nice.
A Yeah, they're **great**!
3. **A** I live in a very **small** apartment.
B How many bedrooms do you have?
A Only **one**!
4. **A** How **much** is that coat?
B \$150.
A Wow! That's too **expensive** for me.
5. **A** Is your name Peter?
B Yes, that's **right**.
A **Nice** to meet you, Peter.

Photocopiable Activity

UNIT 7 It's an old computer TB p. 139

Materials: one copy of the worksheet cut up per pair of students

Procedure: this activity practices adjective and noun combinations in a pictictionary-type activity.

- Divide students into pairs. Give each pair a set of adjective cards and a set of noun cards, kept in separate piles.
- Each student takes an adjective card and a noun card. If their noun card cannot be matched with their adjective card, then they replace it at the bottom of the pile and take another, until they find a combination which they are able to depict in a drawing. Each student then draws a picture of their combination.
- When they have finished drawing, students show their picture to their partner, asking *What's this?* Their partner has to guess which adjective/noun combination has been depicted, and reply using *It's a(n) ...*
- Students continue until all the adjective cards have been used.

ADDITIONAL MATERIAL

Workbook Unit 7

Exercise 11 Adjectives

READING AND WRITING (SB p. 49)

A postcard from Seattle

- 1 This section extends the focus on adjectives in the context of a description of a place. Focus students' attention on the photos, and elicit information about the place that is shown, e.g., *Is it a big city? Is it in the United States? Where do you think it is?* Tell students they are going to read and listen to the postcard. Encourage them to guess the meaning of new words.
CD2 24 Play the recording, and have students follow in their books. Check students' comprehension of the following, using the context and photos to help where possible: *on vacation, comfortable, friendly, easy to understand, speak fast, seafood, wonderful, amazing, rain, fog, wet, and see you next week.*
- 2 Elicit the answer to question 1 as an example (*It's from Ruben and Pilar.*) Have students work individually to answer the other questions. Check the answers with the whole class.

Answers

1. It's from Ruben and Pilar.
2. They're in Seattle.
3. They're on vacation.
4. Yes, it is.
5. The weather.

- 3 Focus students' attention on the adjectives Ruben and Pilar use to describe their hotel. Have students continue finding the appropriate adjectives. Point out that for Seattle they will need to use a negative formed with *not*. Have students check their answers in pairs before checking the answers with the whole class.

Answers

the hotel: nice, old, comfortable
the people: friendly
the food: delicious
the cafés and restaurants: wonderful
Seattle: cool, big, not expensive
the stores: great
the Space Needle: amazing
the weather: awful, cold, wet

Writing

- 4 Focus students' attention on the skeleton of the postcard. You can have students write their postcard in full in class, supplying vocabulary where relevant, or assign it for homework. With a weaker class, you can draft the postcard as a class activity on the board, and then have students write a different postcard for homework, based very closely on the draft.

EVERYDAY ENGLISH (SB p. 50)

Can I...?

- 1 This section focuses on requests in everyday situations. Students are introduced to *Can I...?*, but don't give a detailed explanation of the grammar of *can* at this stage.

Focus students' attention on the main photo of the young woman. Explain that her name is Jessica and she's Canadian. Tell students that they are going to see and hear her in different places and situations.

Focus students' attention on the chart in exercise 1. Check students' comprehension of the vocabulary in the activities list by reading each activity aloud and having students point to the correct picture. Repeat this procedure for the places vocabulary. Students then write the correct numbers and letters for each picture. Check the answers with the whole class.

Answers (clockwise from top left)

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

Jessica in town

- 2 **CD2 25** Explain that students are going to hear Jessica in different places in town. Focus students' attention on the example in the chart and play the first conversation. Play the other four conversations, pausing after each one. Have students complete their answers, choosing from the places from exercise 1. Play the conversations through again if necessary. Check the answers with the whole class.

Answers

1. at the train station; to buy a train ticket to Chicago
2. in a clothing store; to try on a sweater
3. in a post office; to mail some letters
4. in a cafe; a coffee
5. in a drugstore; some aspirin

CD2 25

1. Can I have a round-trip ticket to Chicago, please?
2. I like this sweater. Can I try it on?
3. I want to mail these letters to England, please.
4. Can I have a coffee, please?
5. Some aspirin, please.

- 3 **CD2 26** Focus students' attention on the conversations. Pre-teach/check students' understanding of *a round-trip ticket*, *pay by credit card*, *machine*, *fitting rooms*, *scale*, *stamp*, *latte* (a type of coffee with milk), *to go*, *bottle*. Play the recording, and have students listen and complete the conversations.

Play the recording again, and have students check/complete their answers.

Answers and audio script

J = Jessica

1. In a train station
J Can I have a round-trip **ticket** to Chicago, please?
A Sure.
J How much **is that**?
A Twenty-two **fifty**, please.
J Can I **pay** by **credit card**?
A No problem. Put your card in the machine.
2. In a clothing store
J Hello. Can I **try on** this sweater, please?
B **Of course**. The fitting rooms are over there.
3. In a post office
J **Can I** mail these letters to England, please?
C Sure. Put them on the scale. That's \$1.68.
J Thank you. **How much** is a stamp for a postcard to Canada?
C **75 cents**.
J Can I have **three**, please?

4. In a cafe

D Yes?

J Can I have a **coffee**, please? A latte.

D Large or small?

J **Small, please.** To go.

D Sure. Anything to eat?

J No, thank you. Just a coffee.

D Thanks a **lot**.

5. In a drugstore

E Next, please!

J Hello. Can I have some **aspirin**, please?

E Fifty or a hundred?

J **Excuse me?**

E Do you want a bottle of fifty aspirin or one hundred?

J Oh, fifty's **fine**, thanks.

Have students practice the conversations in closed pairs. Monitor and check for correct pronunciation and intonation. If students have problems, drill key sections chorally, and then have students repeat the closed pairwork.

Role play

- 4 Check comprehension of *one-way ticket, jacket, T-shirt, package, letter, chicken sandwich, shampoo, and toothpaste*. Elicit likely prices for the train tickets and mailing the package/letter. Choose a pair of students to demonstrate the conversation in a train station. Have students continue practicing the conversations, working in closed pairs and taking turns being the assistant and the customer. Monitor and check for correct pronunciation and intonation. If students have problems, drill key sections of the conversations, and have them practice again in pairs.

Ask students to act out their role play for the class.

ADDITIONAL MATERIAL

Workbook Unit 7

Exercise 12 *Can I...?*

Don't forget!

Workbook Unit 7

Exercises 13–15 Grammar and vocabulary review

Word list

Ask the students to turn to SB p. 128, and go through the words with them. Ask them to learn the words for homework, and test them on a few in the following class.

Tests (Online)

Unit 7 Test

Skills Test 2 (Units 5-7)

Skills Test 3 (Units 1-7)

Video (iTools and Online)

Additional photocopiables and PPT™ presentations (iTools)

8

Where I live

There is/are • Rooms and furniture • Places in and out of town • Directions



Amsterdam

The title of this unit is “Where I live,” and the theme is homes and cities. *There is/are* and *any* are introduced in the context of talking and asking about rooms and furniture. Prepositions of place are reviewed and extended. There is a range of skills practice, including a reading and vocabulary section on the city of Kyoto, and a listening and writing section on the students’ own hometown. The lexical set is of rooms and furniture. The language of asking about local amenities and giving directions is introduced and practiced in the *Everyday English* section.

LANGUAGE INPUT

GRAMMAR

There is/are (SB p. 53)

Prepositions (SB p. 54)

- Using *There is* and *There are* in affirmative, negative, and question forms
- Using prepositions of place *in, on, under, next to*

VOCABULARY

Rooms and furniture (SB p. 52)

Places in and out of town (SB pp. 56, 59)

- Practicing common vocabulary for rooms and objects in a home
- Practicing common vocabulary for places in and out of town

EVERYDAY ENGLISH

Directions (SB p. 59)

- Asking for and giving directions.

SKILLS DEVELOPMENT

READING

Kyoto – the best city in the world (SB p. 56)

- Reading a webpage about what to do and where to go in a city

LISTENING

My Hometown (SB p. 58)

- Listening to someone talk about where they live. **CD2 36** (SB p. 113)

WRITING

My Hometown (SB p. 58)

- Writing about a town you know

MORE MATERIALS

Photocopiables – *Is there...? Are there...?* (TB p. 140) **Tests** (Online) **Videos** (iTools and Online)

Notes on the unit

STARTER (SB p. 52)

- 1 Focus students' attention on the questions in exercise 1. Pre-teach/check students' understanding of *yard* and the difference between *house* and *apartment*. You can draw these on the board to highlight the difference. Demonstrate the activity by talking briefly about your own home. Only include language that students have already encountered, e.g., adjectives *big*, *small*, etc. As a class, have students talk briefly about where they live. Let students exchange information freely and don't interrupt or over-correct at this stage.
- 2 **CD2 27** Focus students' attention on the picture of the house. Play the recording, and have students point to the correct room and repeat the words chorally and individually. Check for accurate pronunciation of *kitchen* /'kɪtʃən/.

Audio script

living room
dining room
kitchen
bedroom
bathroom

- 3 Focus students' attention on the example. Then have students work in pairs to find the rest of the things in the house and write the correct number. Check the answers with the class.

CD2 28 Students listen and repeat the words chorally and individually. Check for accurate pronunciation and word stress of the following words, having students repeat several times if necessary:

Answers and audio script

1. a bed
2. a shower /'ʃaʊər/
3. a toilet /'tɔɪlət/
4. a lamp
5. a laptop
6. a desk
7. a TV /ti'vi/
8. a rug
9. a sofa /'səʊfə/
10. an armchair
11. a magazine /mæɡə'zɪn/
12. a picture /'pɪktʃər/
13. a table
14. a stove /'stəʊv/
15. a fridge /frɪdʒ/

ROBERT'S LIVING ROOM (SB p. 53)

⚠ POSSIBLE PROBLEMS

- *There is/are*

Students will be familiar with the forms *is/are* from their knowledge of the verb *to be*. However, students may find it confusing to have a singular and plural form to talk about what exists, especially if the equivalent structure has a single form in their own language.

Students can also confuse *there* and *their*, so they may need help in this area in written work. In terms of pronunciation, students need practice in the /ð/ sound in *there* and also need help with linking *There's a* and *There are*. The intonation of the question form may need careful drilling. Students should be encouraged to use a broad voice range, starting high with a fall in the voice and then ending the question with a rise.

- *any*

Students often ask what *any* means, as there is usually no direct translation in their own language. There is of course no real answer to this, so simply tell students that they need to use *any* in negatives and plural questions with *there is/are*. Students also sometimes have a tendency to use *any* in the affirmative, so be prepared to monitor and check for this.

There is/are ...

- 1 Focus students' attention on the illustration and the instructions for exercise 1. Ask *What's his name?* (*Robert*) and *Where is he?* (*In his living room.*) Pre-teach/check students' understanding of *video games*, *posters*, and *clean*.

CD2 29 Play the recording through once and have students read and listen to the text, not writing anything at this stage. Write the sentence *There's an old sofa, and there are two armchairs* on the board. Underline *There's* and *there are*. Focus students' attention on the first blank in Robert's text, and elicit the answer (*There*). Play the recording again, and have students complete the text. Check the answers with the whole class.

Answers and audio script

My living room isn't very big, but I think it's great. There's an old sofa, and there are two armchairs. **There's** a table with a TV on it. There are also video games. I love them. There **are** some books, and **there** are a lot of pictures and posters on the walls. **There are** two lamps. My living room's not very clean, but it's really comfortable.

If students ask about the use of *some*, ask *How many books?* and elicit *We don't know* to express the idea of indefinite quantity.

- 2 Focus students' attention on the speech bubbles. Write the sentences on the board and ask *Singular or plural?* (*There's an old sofa*—singular and *There are two armchairs*—plural). If you know the students' native language, you can translate *There is/are*. If you don't, they should be able to pick up the meaning from the context.

Drill the language in the speech bubbles chorally and individually. Check that students can accurately reproduce the linking in both forms:

There's an old sofa.

There are two armchairs.

Elicit more singular and plural examples from the class, using the other nouns in the exercise. Students then repeat the sentences working in closed pairs. Monitor and check for correct use of *there is* and *there are*.

Have students practice *there is* and *there are* with the objects in the classroom. Write lists on the board of the things you have in your classroom, e.g.,

Singular: *a picture, a table, a map, a photo*

Plural: *lots of books, chairs, desks, bags*

Students work in pairs and take turns making sentences about objects in the classroom. Monitor and check for correct use of *there is* and *there are*.

- 3 **CD2 30** In this exercise, students practice the question form and short answers. Focus students' attention on the questions and answers. Play the recording, and have students listen to the questions and repeat chorally and individually. Check that students can accurately reproduce the intonation in the questions, and the linking in the short answers:

Are there any photos?

Yes, there is.

No, there isn't.

Yes, there are.

No, there aren't.

Highlight the singular and plural forms and point out that we use *any* in questions in the plural. Have students practice the questions and answers in closed pairs. Monitor and check for correct formation of the questions and short answers, and the correct use of *any*.

GRAMMAR SPOT

Focus students' attention on the completed examples. Check that students know that *there's* is singular and is the contracted form of *there is*, and that *Are there* is plural.

Focus students' attention on the sentences. Check that students notice the first and third blanks require plural forms and the second blank singular, by focusing on the nouns. Students then complete the sentences.

Answers

Affirmative	There's a sofa. There are two armchairs.
Question	Is there a TV? Are there any pictures?
Negative	There isn't a computer. There aren't any photos.

Give students the opportunity to practice the negative statements by referring to the classroom, e.g., *There isn't a rug. There aren't any magazines*. Write a list of nouns on the board, and have students make negative sentences.

Read Grammar Reference 8.1 and 8.2 on SB p. 122 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it.

- 4 Tell students they are going to talk about Robert's living room. Check students' understanding of the items in the list. Focus students' attention on the speech bubbles, and have students ask and answer the questions in open pairs. Elicit one or two more exchanges using different nouns, and then have students continue in closed pairs. Monitor and check for correct formation of the questions and short answers, and the correct use of *any*. Check the answers with the class by having students ask and answer the questions.

Answers

Is there a TV?	Yes, there is.
Is there a desk?	No, there isn't.
Is there a telephone?	No, there isn't.
Are there any lamps?	Yes, there are.
Are there any photos?	No, there aren't.
Are there any video games?	Yes, there are.
Is there a rug?	Yes, there is.
Are there any magazines?	Yes, there are.

- 5 Focus students' attention on the photo of Robert's mother. Say *She's on the phone with Robert*. Focus students' attention on the picture of Robert's living

room again and ask *Is it clean?* (No.) Give students time to read the questions. Students should be familiar with all the main structures and vocabulary in the recording, but it is slightly longer than the conversations in earlier units. Remind students that they don't need to understand every word to be able to answer the questions.

CD2 31 Explain that students need to listen for the objects in question 1 and the actual questions in 2. Play the recording through once without stopping and have students discuss their answers in pairs. Play the recording again, and have students check or complete their answers. With weaker students, for their first listening, you can put a list of nouns on the board in random order, e.g., *desk, sofa, photos*, etc. Have students number them in the order they are mentioned in the recording. For their second listening, ask them to focus on the actual questions Robert's mother asks.

Check the answers and elicit any other information from the conversation that the students can remember, e.g., Robert's mother wants to visit with his father.

Answers and audio script

1. She asks about a sofa, chairs, a TV, video games, a desk, pictures, and photos.
2. How are you?
How's the new apartment?
And clean?
Is there a nice sofa?
Are there any chairs?
Is there a TV?
Video games? Why?
Is there a desk?
Are there any pictures on the walls?
Any photos of your family?
3. She wants to visit next weekend.

CD2 31

R = Robert, M = Mom

R Hi, Mom!

M Robert. How are you? How's the new apartment?

R It's great, Mom. I love it. It's really comfortable.

M And clean?

R Uh, well . . .

M So tell me about it. Is there a nice sofa?

R Well, there's an old sofa, but it's OK.

M And are there any chairs?

R Yes, of course, there are chairs. There are two big armchairs.

M Good. And a TV. Is there a TV?

R Oh, yes, there is. The TV's really big. And I have video games and . . .

M Video games? Why?

R Mom, I love playing games!

M OK, OK. So is there a desk?

R There isn't a desk in the living room, but there's one in the bedroom.

M Good. Now, are there any pictures on the walls? Any photos of your family?

R Well, in the living room there are my posters of New York and Sydney, but there aren't any photos. They're all in my bedroom.

M OK. Now, your father and I want to see this apartment. Can we visit next . . . ?

R Visit? You want to visit?

M Yes. We're free next weekend. Can we come?

R Uh, next weekend . . . , um, sorry Mom, uh, I think . . . um . . .

Refer the students to the script on SB p. 112. Have students practice the conversation in closed pairs. Monitor and check for correct pronunciation and intonation. If students have problems, drill key sections chorally, and then have students repeat the closed pairwork. If you have time, students can perform the conversation as a role play for the rest of the class.

6. Demonstrate the activity by describing your own living room. Include affirmative and negative sentences. Have students work in closed pairs. Encourage students to ask questions if their partner runs out of things to say. Monitor and check for correct use of *there is/are* in all forms, *any*, and pronunciation and intonation. Have a class discussion about any common errors.

Photocopiable Activity

UNIT 8 Is there ...? Are there ...? TB p. 140

Materials: one copy of the worksheet cut in half per pair of students

Procedure: Briefly review the rooms and furniture shown on the worksheet without showing students the picture. Pre-teach/check students' understanding of *wardrobe, bookshelf, chair, mirror, bath, stairs, mug, and armchair*, etc. Drill the pronunciation as necessary.

- Put students in pairs and assign the role of A or B to each student. Hand out the relevant half of the worksheet. Give students a few minutes to look at the picture. Answer any questions about vocabulary.
- Pre-teach/check students' understanding of *gold coin*. Tell students they are going to hide six gold coins in their picture of the house. Give them time to draw in the coins wherever they like, without letting their partner see.
- Explain that students need to ask and answer questions to locate the gold in their partner's house. Elicit example questions, e.g., Are there any gold coins in the kitchen? Is there a gold coin on the table?, etc. Explain that students have only three minutes each to find the coins, and remind students not to look at each other's pictures.
- Student A asks Student B questions to find the gold in B's house. Monitor and help as necessary. After three minutes, shout *Stop!*
- Students change roles and Student B asks A questions to find the gold in A's house. Monitor and help as necessary. After three minutes, shout *Stop!*
- Ask which students managed to find all the coins.

ADDITIONAL MATERIAL

Workbook Unit 8

Exercises 1–3 Rooms and furniture

Exercises 4–7 *there is/are*

ROBERT'S BEDROOM (SB p. 54)

Prepositions

- 1 Focus students' attention on the prepositions. Check that students understand the difference between *in* and *on* by putting something in your book and then on your book and eliciting the correct preposition.
- 2 Ask students *What can you remember about Robert?* and elicit any information about him, e.g., *He likes video games*, or his home, e.g., *There's a TV in his living room*.

Focus students' attention on the illustration. Ask *What room is this?* (Robert's bedroom.) Briefly review the vocabulary in the picture by pointing to the objects/furniture and eliciting the correct words. Pre-teach/check students' understanding of the new vocabulary in the fill-in-the-blank activity: *speakers, floor, car keys, drawer, and sneakers*.

Focus students' attention on the example. Students then work individually to complete the sentences.

CD2 32 Have students check their answers in pairs before checking the answers with the whole class.

Answers and audio script

1. His laptop is **on** the desk.
2. The speakers are **next to** the laptop.
3. There are books **on** the floor **next to** his bed.
4. His car keys are **in** the drawer.
5. There's a soccer ball **on** the floor **under** the desk.
6. His sneakers are **next to** his bag **under** his bed.

Students practice the sentences. Monitor and check for accurate pronunciation. If students have problems, drill the sentences, and have students practice them again.

- 3 This exercise practices questions with *Where?* and the prepositions. Focus students' attention on the speech bubbles. Remind students of the singular form *is* and the plural form *are*. Highlight the use of *It's* in the singular answer and *They're* in the plural. Drill the questions and answers chorally and individually. Make sure students can reproduce the falling intonation on the questions. Check students' understanding of the items in the lists. Elicit two or three more exchanges using the nouns in the list. Students then continue in closed pairs. Monitor and check for correct use of *is/are, It's/They're*, and the prepositions.

Check the answers with the class by having students ask and answer the questions.

Answers

Where are his speakers?	They're on the desk next to the laptop.
Where are his car keys?	They're in the drawer.
Where's his gym bag?	It's under his bed.
Where are his pens?	They're in the desk drawer.
Where's his cell phone?	It's on the bed next to the sweater.
Where are his credit cards?	They're in the desk drawer next to the keys.
Where's his sweater?	It's on the bed.
Where's his lamp?	It's on the table next to the bed.
Where's his alarm clock?	It's on the table next to the lamp.
Where are his sneakers?	They're under his bed.

- 4 Give students time to write about six questions each. Demonstrate the activity by closing your eyes and having students ask you one or two questions. Then have them continue in closed pairs. Monitor and check for correct use of *is/are, It's/They're*, and the prepositions.

SUGGESTION

You can use the picture of Robert's bedroom on SB p. 54 to review *there is/are* in the affirmative, negative, and in questions. This can be done as a warm-up activity at the beginning of a class or as a "filler." For further practice, bring in pictures of rooms from magazines. These can be used for vocabulary reinforcement, question-and-answer practice, and describe-and-draw activities.

ADDITIONAL MATERIAL

Workbook Unit 8

Exercise 8 Prepositions

PRACTICE (SB p. 55)

Questions and answers

- 1 Focus students' attention on the example. Then have students write the words in the correct order to form questions. Remind them to cross out the words in each set as they use them.

CD2 33 Play the recording, and have students check their answers.

Answers and audio script

1. Do you live in a house or an apartment?
 2. How many bedrooms are there?
 3. Is there a phone in the kitchen?
 4. Is there a television in the living room?
 5. Is the television on a table?
 6. Are there a lot of books in your bedroom?
 7. Are there any pictures on the wall?
- 2 Demonstrate the activity by asking a few students the questions in exercise 1. Students continue asking and answering in closed pairs. Encourage them to ask different questions from those in exercise 1. Monitor and check for correct question formation.

Two different rooms

- 3 This is an information-gap activity using different pictures. Tell students that they are going to work with a partner and ask questions to find the differences between two similar pictures of a room. Pre-teach/check students' understanding of *window*. Divide the class into pairs. Refer the Student As to SB p. 55 and Student Bs to SB p. 133. Tell them they shouldn't look at each other's picture. Focus attention on the examples in the speech bubbles and drill the language.

Tell students to circle the differences they find in their pictures. Students work in pairs to find all six differences. Monitor and help as necessary.

Students compare their pictures to check that they have found the differences.

Answers

Student A, p. 55

a TV
books on the side table
cat on the floor
telephone on the sofa
no speakers
two pictures on the wall

Student B, p. 133

no TV
books under the coffee table
cat on the sofa
telephone on the side table
shelf with books and photo and plant
no pictures on the wall

- 4 **CD2 34** Tell students they are going to hear a description of one of the rooms and that they have to decide which one it is. Play the recording through once, and have students vote for either picture A or B. If there is disagreement, play the recording again. Check the answer with the whole class.

Answer and audio script

Which room is it?

There's a cat on the sofa, and there's a phone on a small table next to the sofa. There isn't a TV, and there aren't any pictures or photos on the walls. There's one plant and it's on a shelf. There is a photo next to the books on the shelf. There's one lamp. It's next to the table with the phone. There are two tables and two armchairs. There are some books under one of the tables.

Picture B

Check it

- 5 Focus students' attention on the first pair of sentences, and elicit the correct one as an example. Students continue working individually to choose the correct sentence.

Answers

1. Is there a sofa in the living room?
2. There's a rug on the floor.
3. Are there any posters on the wall?
4. My keys are in the drawer.
5. The lamp is next to the bed.

Kyoto—the best city in the world

This skills section continues the theme of describing “Where I live” with a text on visitor information for the city of Kyoto. The text is slightly longer than in previous units, and there is an increase in the amount of new vocabulary. However, the tasks are carefully staged to help students, and there is a lot of visual support. (With weaker students, you can have students look up the definitions of new words for homework before class—see list of new vocabulary for exercise 4 below.) The vocabulary in the text covers a wide range of adjectives and the nouns that they go with.

There are examples of superlative forms in the text (*best* and *biggest*) and *too* + adjective. Students have already encountered *best* in the context of *my best friend* in Unit 4, and they should be able to figure out the meaning of *biggest* and *too* from context. There’s no need to do a full presentation of comparatives and superlatives or *too/ enough* at this stage.

- 1 Ask students *What do you know about Kyoto?* Have students give any information that they know. Focus students’ attention on the text on SB p. 56–57. Ask *Where is the text from?* and *Who is it for?* Check that students understand that it is a webpage for people who want to visit Kyoto.

Focus students’ attention on the map, and ask students to point to Japan. Say *Where is Kyoto? Is it near an ocean? (Yes, it is.)* If appropriate, ask students to guess which ocean Kyoto is closest to, and then check when they read the text.

- 2 Focus students’ attention on the pictures. Ask students to find a garden as an example, and then have students work in pairs to find the other things in the lists. Monitor and help as necessary. Check the answers.
- 3 Read the introduction as a class, and ask students to point to the relevant pictures. Focus students’ attention on the headings, and elicit the words that might appear in each paragraph, e.g., *Where is it?: In Japan, Pacific Ocean* *Where to stay: hotels, Kyoto Station, etc.*

Focus students’ attention on the example, and read the first main paragraph as a class. Tell students not to worry if they don’t understand every word in the text and just to focus on the matching task. Have students read the text as far as *isn’t too cold or too hot*. Elicit what heading goes in the first space (*When to visit*). Students continue reading and putting in the headings.

CD2 35 Play the recording, and have students check their answers.

Answers and audio script

KYOTO, JAPAN

Kyoto is called the “best city in the world.” Why? Is it the spectacular mountains? The beautiful gardens? The excellent food and markets? It’s all of this and more!

Where is it?

Kyoto is in the middle of Japan. It is 60 miles from the Sea of Japan, and 100 miles from the Pacific Ocean.

When to visit

Summers in Kyoto are hot. It rains a lot in June and July. Winter is cold, and it sometimes snows. Spring and fall are perfect for a trip to Kyoto. The weather isn’t too cold or too hot.

What to do

In the spring, go hiking in the mountains in the morning and go sightseeing in the afternoon. You can learn about Japanese history and art at Nijo Castle. In the fall, go for a bike ride through the university or walk through a garden. Kyoto is famous for its beautiful flower and rock gardens.

Where to eat

Kyoto is a cosmopolitan city. Visit Nishiki Market and shop for Japanese and international food. Drink some tea or eat some sushi. The market is a long street with hundreds of stores. Each store has a different kind of food!

Where to stay

In the busy city center of Kyoto, there are some excellent, expensive hotels. The beautiful Hotel Kanra is \$400 a night, but next to Kyoto Station there are a lot of cheap, comfortable hotels are from \$99 a night.

How to travel

You don’t need a car in Kyoto. There are slow, crowded buses and there is the fast, modern high-speed rail. Rent a bike—it is a great way to see the city.

- 4 The following vocabulary is new. Encourage students to use the context to help them understand, but be prepared to explain some of these words and expressions as necessary: *spectacular, excellent, middle, perfect, university, cosmopolitan, international, cheap, comfortable, high-speed, rail, modern*.
Elicit the answer to the first question as an example. Students ask and answer in closed pairs. Monitor and help where necessary. Check the answers.

Answers

1. Kyoto is in the middle of Japan.
2. Spring and fall are a good time to visit.
3. Yes. It rains a lot in June and July.
4. People go hiking in the mountains. They learn about Japanese history. They shop for Japanese and international food.
5. It’s famous for its beautiful flower and rock gardens.
6. Because Kyoto is a cosmopolitan city.
7. No. There are a lot of cheap hotels next to Kyoto Station. Expensive hotels are \$400 a night, and cheap hotels are from \$99 a night.
8. Renting a bike is a good way to see the city.

- 5 Focus students' attention on the examples in the chart. Students work in pairs to continue finding the adjectives. Check the answers with the whole class, correcting students' pronunciation as necessary.

Answers

Adjectives

busy, cosmopolitan
spectacular
beautiful
excellent
cold, hot
international, Japanese
excellent, expensive,
cheap, comfortable
slow, crowded
fast, modern

Nouns

city
mountains
gardens
market
the weather
food
hotels
buses
high-speed rail

ADDITIONAL MATERIAL

Workbook Unit 8

Exercise 9 Vocabulary

Exercise 13 Extra reading

LISTENING AND WRITING (SB p. 58)

My hometown

This section continues the theme of talking about cities with a listening task based on a character who lives in Kyoto. Students go on to talk about their own hometown and then do a guided writing task.

- 1 Ask students *What can you remember about Kyoto?* Put them in pairs to exchange ideas, and then elicit any details in a short class discussion.

Focus students' attention on the photo. Ask *What's his name?* (Jeremy), *Where does he live?* (Kyoto), *Who is he with, do you think?* (His wife or girlfriend.) *Where are they?* (At a temple.) Give students time to read the list of topics and check the vocabulary.

CD2 36 Ask *What does Jeremy talk about?* Play the recording as far as *we make video games*. Elicit the first topic (*his job*). Tell students they are going to listen to the rest of the recording. Tell them to focus just on the list of things at this stage and not to worry about the details of what Jeremy says. Make sure students understand they have to put a check mark (✓) for the things Jeremy talks about. Play the recording through once, and have students complete the task. Have them check their answers in pairs and play the recording through again if necessary. Check the answers with the whole class.

Answers

Jeremy talks about his job, his wife, Nishiki Market, the weather, art, gardens, bicycling

CD2 36

Hi! My name's Jeremy and I live in Kyoto. I am from the US, but I work for an international company here. We make video games. Kyoto's a great city. It's really cosmopolitan. People from all over the world live here. Every Friday after work my wife and I go to Nishiki Market and have delicious Japanese food—it's my favorite.

The weather can be really hot in the summer and cold in the winter. But the spring and fall are beautiful, especially after the rainy season.

I love art. And Kyoto has many good art museums. We can see modern art or ancient art in the same day. My favorite is ancient Japanese art. There are also beautiful gardens all over Kyoto that are like works of art. I also go bicycling with my wife. Sometimes we bicycle through the university, and sometimes we bike near Nijo Castle.

Why doesn't everyone want to live in Kyoto? It's the best place in the world!

- 2 **CD2 36** Give students time to read through the questions. Play the recording again as far as *we make video games*, and elicit the answers to questions 1 and 2. Play the rest of the recording, and have students write down their answers. Give students time to check their answers in pairs before checking the answers with the class. With weaker students, be prepared to play selected sections of the recording again to highlight key information.

Answers

1. He works at an international company that makes video games.
2. He lives in Kyoto.
3. He's from the US.
4. They go to Nishiki Market.
5. Japanese food.
6. No. He doesn't like the weather when it's too hot or cold.
7. He likes ancient Japanese art.
8. He bicycles through the university or near Nijo Castle.

- 3 **CD2 37** This is another in a series of short listening tasks that have students focus on the key points of a situation. Focus students' attention on the chart, and read the questions as a class. Play the first conversation, and elicit the answers as an example. Play the rest of the recording, pausing at the end to allow students to complete the chart.

Check the answers, playing the recording again if students had any problems with individual sections.

Answers

Where is he?	Who is he with?	What are they talking about?
1 at work	a co-worker	Monday mornings and meetings
2 at work	his wife	going to a restaurant next to the Modern Art Museum
3 at home	a friend	the weather and gardens
4 at home	his wife	biking to the university

CD2 37

- Jeremy** Good morning. Monday again!

A Yeah. I'm tired on Mondays, and it's another busy day.

Jeremy I know. I have three meetings this morning.
- B** Hi, honey!

Jeremy Hi! Do you want to go out for dinner after work?

B Yeah, that's great.

Jeremy Is six o'clock OK? We can go to that restaurant next to the Modern Art Museum.

B That's great! I want to go there again. The food's delicious.
- Jeremy** Oh, no! Rain again!

C It's not so bad.

Jeremy Yes it is. The sky's really dark.

C You're right. We can't go to the gardens today, then!
- Jeremy** It's a beautiful afternoon. Do you want to go out?

D Yeah, where do you want to go?

Jeremy What about the university? It's a pretty place to bike.

D OK! Let's get the bikes.

Refer the students to the script on SB p. 113. Have students practice the conversations in closed pairs. Monitor and check for correct pronunciation and intonation. If students have problems, drill key sections chorally. Then have students repeat the closed pairwork. If you have time, students can perform the conversations as a role play for the rest of the class.

- Have students ask you the questions in the Student Book and give true answers. Write relevant vocabulary on the board in the categories given below, and have students add to each list, e.g.,

Where/live? *house with a yard, apartment, in the center, near the beach*

What/in your town? *theater, opera, beaches, mountains, beautiful buildings, good restaurants, an amazing bridge*

What do/with your friends? *go to restaurants/the movies/theater, play soccer/tennis/golf, go shopping/swimming/sailing/surfing/walking/skiing/snowboarding*

Where/go shopping? *in the town center, at the supermarket/department store/clothing store/market*

How/travel? *by car/bus/train/bike, on foot*

good place? *Yes—exciting/amazing/interesting; no—a little boring/dull/quiet.*

Put the students into groups, and have them talk about their hometown or a town they like. Have them refer to the ideas on the board to help them, but also encourage them to say as much as they can for themselves. Monitor and check, but only help if asked, as it's important for students to have the opportunity for free practice and to rely on each other for help. Discuss any common errors, but only focus on things which are potential blocks to communication. Correcting every small mistake will only discourage the class.

Writing

- This writing task can be done in class or for homework. Tell students they are going to write about a town they know. Focus students' attention on the paragraph headings and the ideas. If you have time, you might want to build up a full writing model on the board, based on the town where students are studying. If the writing is done in class, ask students to exchange their descriptions with a partner for checking/editing. If you check the writing, discuss any general errors, but again do not pick up on every small mistake.

SUGGESTION

If you have access to computers, you can ask students to do the writing task as part of a mini-project to be uploaded onto the school's network, or onto the Internet. Students can research maps and photographs to produce a webpage similar to the one on Kyoto on SB pp. 56–57.

EVERYDAY ENGLISH (SB p. 59)

Directions

- Pre-teach/check students' understanding of the items in the box, and drill the pronunciation chorally. Demonstrate the activity by having students find and point to the hotel and the bank. Students continue locating the places on the map.
- Focus students' attention on the signs. Copy them onto the board, and drill the pronunciation of *turn left, turn right, and go straight ahead*.

Answers

- turn left
- go straight ahead
- turn right

- 3 **CD2 38** Tell students they are going to listen to some directions that they have to follow on the map. Tell students to find the starting point **YOU ARE HERE** on the map. Play the first conversation as an example, and have students follow on the map.

Play the rest of the conversations, pausing after each one and having students write in their final location. Have students check their answers in pairs. Play the recording again, and have students check/complete their answers.

Check the answers with the whole class. If students had problems, go over the exercise again, holding up your book and following the route as you read the script aloud.

Answers

1. At the gym.
2. At the bakery.
3. At the train station.
4. At the Grand Hotel.
5. At the park.

CD2 38

1. Go down Main Street. Turn left at the bank onto Wood Street. It's on the right next to the movie theater.
2. Go straight on Main Street. Turn right at the school onto Green Street, and it's on the left next to the drugstore.
3. Go down Main Street. Turn right at the bookstore onto Lake Street. Go straight ahead, and it's on the right next to the parking lot.
4. Go down Main Street for about five minutes. It's a big building on the right, next to an Italian restaurant.
5. Go straight on Main Street. At the post office, turn left onto Park Road. It's on the right, past the Chinese restaurant.

Refer students to the script on SB p. 113. Have students practice the conversations in closed pairs. Monitor and check for correct pronunciation and intonation. If students have problems, drill key sections chorally. Then have students repeat the closed pairwork. If you have time, students can perform the conversation as a role play for the rest of the class.

- 4 Focus students' attention on the language in the speech bubbles. Drill the language chorally and individually. Check that students can reproduce the falling intonation on *Excuse me!* and the rise on *Is there a ... near here?*


Excuse me!


Is there a ... near here?

Elicit the directions to the movie theater and the post office as examples. Students continue in closed pairs. Monitor and help as necessary.

- 5 Focus students' attention on the speech bubbles. Check comprehension of *get to*, *bus station*, *go out*, and *far*. Drill the language chorally and individually. Briefly review the numbers 1–50 by having students count around the class in fives. This will help students with the numbers of minutes. Have one pair of students practice the conversation in front of the class. Students then continue in closed pairs. Monitor and help as necessary.

SUGGESTION

If you have access to online maps of the local area, students can get more practice in asking for and giving directions, using local services and landmarks as the content for each exchange.

ADDITIONAL MATERIAL

Workbook Unit 8

Exercises 10–12 Directions

Don't forget!

Workbook Unit 8

Exercises 14–18 Grammar and vocabulary review

Word list

Ask the students to turn to SB p. 128, and go through the words with them. Ask them to learn the words for homework, and test them on a few in the following class.

Tests (Online)

Unit 8 Test

Video (iTools and Online)

Additional photocopiables and PPT™ presentations (iTools)



9 Times past

was/were born • Simple Past – irregular verbs • People and jobs • Irregular verbs • Saying dates

 Steve Jobs

The title of this unit is “Times past,” and it focuses on the birth dates and lives of famous people. This is the vehicle for the presentation of *was/were born*, which is extended to general uses of the past of *to be*. The affirmative forms of Simple Past irregular verbs are also presented in a story context. Students learn how to say dates in English with focuses on months, ordinal numbers, and years. The focus on collocations is extended with a vocabulary section on words and phrases that go with the verbs *have*, *do*, and *go*. Skills practice is provided in the *Reading and speaking* section.

LANGUAGE INPUT

GRAMMAR

was/were born (SB pp. 60–61)

Simple Past – irregular verbs (SB p. 64)

- Using *was/were born* in affirmative, negative, and question forms
- Using irregular verbs in the Simple Past

VOCABULARY

Saying years (SB p. 60)

People and jobs (SB p. 62)

Irregular verbs (SB p. 64)

- Practicing saying years
- Practicing common vocabulary words for people and jobs
- Practicing common irregular verbs

EVERYDAY ENGLISH

When's your birthday? (SB p. 67)

- Asking and answering questions about someone's birth

SKILLS DEVELOPMENT

READING

It's a Jackson Pollock! (SB pp. 64–65)

- Reading a story about a woman who finds a painting by a famous artist

SPEAKING

It's a Jackson Pollock! (SB pp. 64–65)

- Telling a story about a woman who finds a painting by a famous artist

MORE MATERIALS

Photocopiables – Who were they? (TB p. 141) **Tests** (Online) **Videos** (iTools and Online)

Notes on the unit

STARTER (SB p. 60)

⚠ POSSIBLE PROBLEMS

How students say dates in their own language can often create problems with dates in English. Some languages divide the date differently, e.g., 1999—**one thousand nine hundred and ninety-nine*, so students need help with dividing the century and years correctly.

- 1 Briefly review numbers 1–20 around the class. Write numbers in the 30s, 40s, 50s, etc., on the board to review numbers up to 100. Pre-teach/check students' understanding of *a thousand*.

CD2 39 Write the two years from number 1 on the board. Play the recording for number 1, and ask a student to circle the correct answer. Play the rest of the recording, and have students circle the correct years.

Have students check their answers in pairs before checking the answers with the whole class.

Answers and audio script

1. nineteen ninety-six
2. nineteen sixteen
3. two thousand two
4. seventeen ninety-nine
5. eighteen forty
6. two thousand five

- 2 Focus students' attention on the dates. Read the first two dates aloud, and write them on the board. Highlight that we divide dates in English like this:

18–04 19–96

In addition, highlight that we say “oh” for *zero* in dates up to 1999 ending with 01–09, e.g., *nineteen oh six*.

Focus students' attention on the last date. Read aloud and highlight the two forms for 2010. Write 2011, 2012, etc., on the board, and elicit the two possible forms: *two thousand eleven/twenty eleven; two thousand twelve/twenty twelve*.

CD2 40 Play the recording, and have students repeat chorally and individually. Elicit how we read each of the dates in exercise 1. Then have students practice saying the dates in closed pairs. Monitor and help as necessary.

- 3 Elicit the answers to the questions. The second question includes *was* for recognition. If students ask about it, just tell them it's the past of *be*, but do not go into a full presentation of *was/were* at this point.

WHEN WERE THEY BORN? (SB p. 60)

was/were born

⚠ POSSIBLE PROBLEMS

was/were

Students usually make the switch from present of *to be* to past relatively smoothly, although they need a lot of practice in which subjects take *was* and which take *were*. Pronunciation can present a problem in that the vowels in *was* and *were* have weak and strong forms: *was* /ə/ and /ʌ/; and *were* /ə/. The weak form /ə/ is in the affirmative and question forms, and strong form /ʌ/ is in negatives and short answers:

<i>She was at school.</i>	/ʃi wəz ət sku:l/
<i>She wasn't at school.</i>	/ʃi wʌznt ət sku:l/
<i>Was she at school?</i>	/wəz ʃi ət sku:l/
<i>Yes, she was./No, she wasn't.</i>	/yɛs ʃi wʌz/ /noʊ ʃi wʌznt/
<i>They were at school.</i>	/ðei wɜr ət sku:l/
<i>They weren't at school.</i>	/ðei wɜrnt ət sku:l/
<i>Were they at school?</i>	/wɜr ðei (y)ət sku:l/
<i>Yes, they were./No, they weren't.</i>	/yɛs ðei wɜr/ /noʊ ðei wɜrnt/

The pronunciation of the negative forms is highlighted and practiced in the *Negatives and pronunciation* section on SB p. 63.

- 1 Focus students' attention on the photos. Ask *Who was he/she?* about each of the people to check the names. Check students' understanding of *When were they born?* Focus students' attention on the information about the people. Check students' understanding of *inventor, California, and West Coast*. Tell students that they will hear a short description of each person and that they have to write the year they were born.

CD2 41 Play the recording, and have students write the years. Check the answers with the class.

Answers and audio script

Steve Jobs, the American inventor, was born in nineteen fifty-five in California on the West Coast of the US.

Frida Kahlo, the Mexican artist, was born in nineteen oh seven in a small town near Mexico City.

- 2 **CD2 42** Focus students' attention on the sentences. They present the *he/she/it* form with *was*. Play the recording, and have students repeat chorally and individually. Encourage students to reproduce the weak form /ə/ in *was*.
- 3 Focus students' attention on the speech bubbles. Have students ask you the questions and give the answers. Drill the language chorally, and elicit a few exchanges in open pairs. Students continue in closed pairs. Monitor and check for correct use of *am* and *was* and correct pronunciation.
- 4 **CD2 43** This exercise presents the *you* and *they* forms with *were*, the *wh-* question form, and also reviews dates. Play the recording, and have students just listen. Play the recording again, and have students repeat chorally and individually. Encourage students to reproduce the weak form /ə/ in *was* and *were*, and the correct intonation and sentence stress:

When were you born? I was born in 1996.

Have students practice the questions and answers in open pairs and then in closed pairs. Monitor and check for correct reading of dates, pronunciation, and intonation.

GRAMMAR SPOT

Focus students' attention on the chart. Read the present forms of *to be* aloud and focus on the past examples with *were*. Elicit the *I* form in the past (*was*). Then have students complete the rest of the chart.

Answers

	Present	Past
I	am	was
You	are	were
He/She/It	is	was
We	are	were
They	are	were

Read Grammar Reference 9.1 on SB p. 122 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it.

- 5 Focus students' attention on the photo. Ask *What's her name? (Maggie Davis.) How old do you think she is?* (Students guess age—about 19.) Draw a family tree on the board and review/check students' understanding of the following vocabulary: *brother, sister, father, mother, grandmother*. Focus students' attention on the names of Maggie's family. Read the names aloud so that students can recognize the pronunciation. Ask *When was Maggie born?* and elicit 1996.

- CD2 44** Tell the students they are going to hear Maggie describing her family. Ask *When was Timothy born?* Play the recording as far as *His name's Timothy, and he was born in 1987*. Elicit the answer. Play the rest of the recording, and have students complete their answers.

Have students check their answers in pairs. Play the recording again if necessary to allow students to check/complete their answers. Check the answers with the whole class.

Answers

Maggie 1996
 Timothy 1987
 Cecilia 1990
 Matt 1998
 Alexander 1958
 Ella 1961
 Edith 1935

CD2 44

My name's Maggie. I live with my family in Florida, but I was born in Texas, in 1996. I have two brothers and a sister. My older brother's a doctor. His name's Timothy, and he was born in 1987. My sister is also older than me. Her name's Cecilia and she's a teacher, and she was born in 1990. And my little brother is Matt, and he was born in 1998. He's still a student. My father is an artist. His name's Alexander, he's from Texas, and he was born in I think ... 1958. My mother is Canadian, her name's Ella, she's from Vancouver, and she was born in, uh, ... 1961. Then there's my grandmother – that's my mother's mother. She's named Edith. Isn't that a nice name? She was born in Toronto in ... I'm not sure, but I think about 1935.

Focus students' attention on the speech bubbles. Highlight the uses of the present and past forms. Ask the first two questions, and have students answer. Elicit the complete questions and answers for the remaining questions (*They're her parents. When were they born? Alexander was born in 1958. Ella was born in 1961.*)

Drill the questions and answers chorally. Elicit some questions and answers about the other people in Maggie's family with students working in open pairs. Students continue in closed pairs. Monitor and check for correct use of *is/are, was/were born*, dates, pronunciation, and intonation.

- 6 Pre-teach/check students' understanding of *grandfather, aunt, and uncle*, drilling the pronunciation. Demonstrate the activity by writing the names of some of your family on the board. Focus students' attention on the example conversation. Elicit similar questions about your family from the class. Briefly review *he/she* if students have problems with this, and make sure they use *is* and *was* correctly. Students work in closed pairs and ask and answer about their respective families. Tell them to make brief notes of the dates when people in their partner's family were born in preparation for

the next exercise. Monitor and check for correct use of *is/are, was/were born*, dates, pronunciation, and intonation.

- 7 This is a transfer activity to reinforce the third-person singular form. Elicit information from several students about their partner's family.

ADDITIONAL MATERIAL

Workbook Unit 9

Exercises 1–4 Saying years

PRACTICE (SB p. 62)

Who were they?

- 1 Pre-teach/check students' understanding of the words in the box, and the country *Austria*. Drill the pronunciation chorally and individually. Focus students' attention on the box. Say *Who was a singer?* and elicit *Michael Jackson*. Students write number 5 in the *singer* box. Have students continue matching the people to the jobs.

Answers

- 5 singer
- 2 musician
- 7 actor
- 1 writer
- 4 artist
- 3 astronaut
- 6 politician
- 8 race-car driver

- 2 **CD2 45** Tell students they are going to hear when each of the people in exercise 1 was born. Play the first sentence and check the answer (1775). Play the rest of the recording, and have students write the other years. Have students check their answers in pairs. Play the recording again if necessary to allow students to check/complete their answers. Check the answers with the whole class.

Answers and audio script

- 1. Jane Austen was born in 1775 in Steventon, England.
- 2. Mozart was born in Salzburg, Austria, in 1756.
- 3. Sally Ride was born in Los Angeles, California in 1951.
- 4. Andy Warhol was born in 1928 in Pittsburgh, in the US.
- 5. Michael Jackson was born in 1958 in Indiana, in the US.
- 6. Nelson Mandela was born in Mvezo, South Africa in 1918.
- 7. Audrey Hepburn was born in 1929 in Ixelles, in Belgium.
- 8. Ayrton Senna was born in São Paulo, Brazil, in 1960.

- 3 **CD2 46** This exercise extends *wh-* question forms with *was*. Play the recording, and have students just listen. Play the recording again, and have students repeat chorally and individually. Encourage students to reproduce the weak form /ə/ in *was* and the correct intonation and sentence stress.

Have students practice the questions and answers in open pairs and then in closed pairs. Monitor and check for correct pronunciation and intonation.

Focus students' attention on the speech bubbles. Ask the question about Nelson Mandela and elicit the answer (*He was a politician.*). Elicit the other questions with *Where* and *When*, and have students practice in open pairs. Students continue asking and answering in closed pairs. Monitor and check for correct question formation and intonation, and for correct reading of the dates.

Negatives and pronunciation

- 4 This exercise introduces the negative forms *wasn't/weren't*, and highlights the change in pronunciation of the vowel from affirmative to negative. It also highlights the need for contrastive stress when students correct information.

CD2 47 Focus students' attention on the examples. Play the recording, and have students repeat chorally and individually. Encourage them to produce a wide voice range, the correct sentence stress, and strong vowel forms in *wasn't* and *weren't*.



Focus students' attention on the Caution Box.

1/2 Focus students' attention on the examples and read the full sentences aloud. Then read the affirmative and negative verb forms in isolation, emphasizing the change from the weak form /ə/ in *was* and *were* to the strong form /ʌ/ in *wasn't*. Drill the sentences and individual verb forms chorally and individually.

Make sure students understand that *wasn't* and *weren't* are contracted forms and what the corresponding full forms are.

- 5 Focus students' attention on the example, and ask a student to read it aloud. Students continue working individually to correct the information. Remind students they will need a plural verb form in numbers 3 and 5.

CD2 48 Play the recording, and have students check their answers.

Answers and audio script

- A** Ayrton Senna was an actor.
B No, he wasn't. He was a race-car driver.
- A** Frida Kahlo was a musician.
B No, she **wasn't**. **She was an artist.**
- A** Michael Jackson and Sally Ride were Mexican.
B No, they **weren't**. **They were American.**
- A** Mozart was a scientist.
B No, he **wasn't**. **He was a musician.**
- A** Frida Kahlo and Andy Warhol were politicians.
B No, they **weren't**. **They were artists.**
- A** Nelson Mandela was a writer.
B No, he **wasn't**. **He was a politician.**

Play the recording again, and have students repeat. If students have problems, highlight the weak and strong verb forms in the Caution Box again, and elicit where the main stress goes on each sentence. Then have students repeat again. Have students practice the sentences in pairs, Student A reading the first sentence and Student B the correction. Monitor and check for correct sentence stress and correct pronunciation of the past verb forms.

Today and yesterday

- 6 Pre-teach/check students' understanding of *yesterday* and briefly review the days of the week around the class. Briefly elicit other items that can fit in the chart, e.g.,

Today/Yesterday ...

I'm/I was *in town/at the store/at the movie theater/in the country/in the park*

the weather is/was *good/all right/bad*

my parents are/were (see above examples)

Demonstrate the activity by saying where you and your parents are today and were yesterday. Elicit an example of the days of the week and the weather, and then have students continue in closed pairs. This exercise can be extended also to practice the negative. Monitor and check for correct present and past verb forms, and for correct pronunciation.

Check it

- 7 Focus students' attention on the example. Students work individually to complete the other sentences.
Have students check their answers in pairs before checking answers with the whole class. Ask students to read the complete sentences aloud in order to get more pronunciation practice.

Answers

1. Where **was** your mother born?
2. When **were** your parents born?
3. No, my parents **weren't** both born in 1951. My father **was** born in 1951, and my mother **was** born in 1953.
4. I **was born** in New York in 1999.
5. "**Was** he at home yesterday?" "No, he **wasn't**."
6. "**Were** you at work yesterday?" "Yes, we **were**."
7. "**Were** they at school yesterday morning?" "No, they **weren't**."

Photocopiable Activity

UNIT 9 Who were they? TB p. 141

Materials: one copy of the worksheet cut up per pair of students

Procedure: Explain that students are going to exchange information about famous people from the past.

- Pre-teach/check students' understanding of *scientist, dancer, and Jamaica*.
- Divide the class into pairs. Assign the role of A or B to each student and hand out the relevant half of the worksheet.
- Elicit the questions students will need to ask: *Who was number (1)? What was his/her job? When was he/she born? Where was he/she born?*
- Demonstrate the activity by having one pair of students ask about picture 1 (*Einstein*). Remind students to ask *How do you spell that?* when they don't know the spelling of the proper nouns.
- Students then complete the task, working in closed pairs. Monitor and check for correct use of *was*, reading of the dates, and use of the alphabet.
- Have students compare their sheets to check they have exchanged the information correctly.

ADDITIONAL MATERIAL

Workbook Unit 9

Exercises 5–8 *Was/were*

Exercise 9 Extra reading, focusing on *was/were* and *was/were born*

⚠ POSSIBLE PROBLEMS

There are a lot of irregular verbs for students to learn in the course of their studies. The initial presentation is limited to a small number of verbs, and students access them by matching them to their present forms. Students are referred to the irregular verb list on SB p. 134 to help them do this, and they should be encouraged to refer to the list as they work through the remaining units in the book.

Simple Past —irregular verbs

ABOUT THE TEXT

A small set of irregular past forms is presented in the context of a simple story about a painting. Students access the verbs through their knowledge of the Simple Present, and the main focus is a lexical rather than grammatical one. It is therefore not advisable to go into a detailed presentation of the Simple Past at this stage. This is covered in Unit 10.

The painting in the story is by the abstract artist Jackson Pollock (1912–1956). Born in Wyoming and brought up in California, he studied at the Los Angeles Manual Arts High School. In 1930, he moved to New York, where he continued his art studies. In the 1940s, he developed his characteristic technique of dripping liquid paint directly onto a canvas on the floor, rather than using a canvas on an easel and conventional paints and brushes. In October 1945, he married another American painter, Lee Krasner. By the late 1940s, Pollock had become well known both inside and outside the art world, appearing in *Life* magazine in 1949. In the 1950s, he underwent changes in style in his work, and he didn't paint at all in the last year of his life. His career was cut short when he died in a car crash. People continued to be fascinated by Pollock's life and work. A biographical movie was made in 2000, and the purchase of a Jackson Pollock in a thrift store in 1992 for \$5 caused huge interest. This is the story that appears in exercises 2 and 3 of this section.

- 1 Go over the meaning of *present* and *past*, and review the meaning of the verbs in their present form. Demonstrate the activity by eliciting the past of *be* (*was*). Refer students to the irregular verb list on SB p. 134. Have students work in pairs to match the verb forms.

CD2 49 Play the recording through once, and have students check their answers.

Answers and audio script

go	went
come	came
have	had
be	was
make	made
see	saw
buy	bought
say	said
find	found

Play the recording again, and have students repeat chorally and individually. Make sure students aren't confused by the silent *g* in *bought* /bɔt/. Say the present forms, and have students say the past equivalent around the class.

- 2 Focus students' attention on the photo and ask *When was Jackson Pollock born? (1912)*. Use the dates to teach *When did he die? (1956)*. Ask *What do you know about Jackson Pollock?* Elicit any information students know, in L1 if appropriate.

Pre-teach/check students' understanding of the following vocabulary, using the pictures where appropriate: *painting, for sale, art gallery, thrift store, rich, an expert, fingerprint, film company*.

Focus students' attention on the example to demonstrate the activity. Students continue working in pairs to match the pictures and sentences. Check the answers with the whole class.

Answers

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

- 3 Tell students they are going to read a report of the story about the painting. Focus their attention on the examples to demonstrate the activity. Tell students to complete the rest of the story, working individually. Encourage them not to worry if they come across new words and to try to understand them from the context.

CD2 50 Have students check their answers in pairs before checking the answers with the whole class.

Answers and audio script

Who is Jackson Pollock?

Teri Horton, a 60-year-old woman from Los Angeles, (1) **went** shopping in San Bernardino, a small city in California. She (2) **was** in a thrift store when she (3) **saw** a colorful, modern painting. She (4) **bought** it for \$5.

An art teacher saw the painting and (5) **said** it was by the American artist, Jackson Pollock. “Who is Jackson Pollock?” said Teri. She (6) **had** no idea that he was a very famous modern painter.

Many art experts (7) **came** to her house to see the painting. Some said that it wasn't a “Pollock,” but one expert, Peter Paul Biró, (8) **found** Pollock's fingerprint on the back. Biró said, “This is a real Pollock painting.”

A rich man from Saudi Arabia was happy to pay \$9 million for it, but Teri said, “No! I want \$50 million.” In 2007, a Canadian TV company (9) **made** a movie about Teri and the painting. The picture is now for sale in an art gallery in Toronto. Price: \$50 million!

Students read the story aloud in pairs. Monitor and check for correct pronunciation. If students have problems, drill key sections, and have students repeat the task.

- 4 Have students cover the text in exercise 3. Focus their attention back on the pictures. You can re-tell the story as a class activity first, and then have students repeat in pairs. Alternatively, set up the pairwork first and then re-tell as a class in a checking phase. Either way, when you monitor, don't expect students to reproduce the story with complete accuracy. Do not over-correct—just focus on common errors in the irregular past forms.

SUGGESTION

If appropriate, you can ask students to research someone famous from the past and find some basic biographical details, e.g., when born, where/what studied, became famous for . . . , married, died. Students then exchange information in pairs/small groups, or give simple presentations to the class.

ADDITIONAL MATERIAL

Workbook Unit 9

Exercises 10–11 Simple Past —irregular verbs

VOCABULARY (SB p. 66)

have, do, go

This section highlights an important feature of English—the range of meanings that can be generated from high-frequency verbs like *have*, *do*, and *go* by creating collocations with nouns, noun phrases, or

adverbs. Students have already encountered some of the collocations as lexical items in earlier units, e.g., *have lunch*, *go shopping*, so this section provides review and extension.

- 1 Focus students' attention on the pictures and the examples with *have*, *do*, and *go*. Ask students to read the sentences aloud.
- 2 Focus students' attention on the examples with each verb. Elicit another example for each one. Students work in pairs to complete the task. Check the answers, making sure students can pronounce the collocations correctly. Check that students understand the difference between *do my homework* and *do the housework*.

Answers

have: a party / a good time / breakfast

do: the housework / some exercise

go: for a walk / on vacation / home / to work

- 3 Give students time to write the past forms. Then check the answers.

Answers

have—had

do—did

go—went

- 4 Pre-teach/check students' understanding of *a mess*, *go to the gym*, *early*. Focus students' attention on the example, and then have students work individually to complete the sentences.

CD2 51 Play the recording, and have students check their answers. If students need more help with pronunciation, have them read the sentences aloud, drilling any difficult sentences with the whole class.

Answers and audio script

1. Yesterday I met my mother at 1:00, and we **had** lunch in a restaurant.
2. I hate doing housework, but last Sunday I **did** a lot because my house was a mess.
3. Yesterday was a beautiful day, so I **went** for a walk in the park.
4. Usually I walk, but yesterday I **went** to work by bus.
5. On Saturday night I **had** a birthday party at my house. We **had** a really good time.
6. I **did** a lot of exercise yesterday. I went to the gym.
7. The party wasn't very good, so we **went** home early.

Talking about you

- 5 This gives students the opportunity to personalize some of the collocations. With weaker students, go over the sentences and elicit what type of information students need to provide in the second blank. Elicit a possible

answer for number 1. Students then work individually to complete the task. Be prepared to supply a range of vocabulary for numbers 2 and 3. Elicit a range of possible answers when checking the task.

Answers

Possible answers given in parentheses.

1. Yesterday I **went** home from work/school at (five) o'clock.
 2. This morning I **had** breakfast at (eight) o'clock. I had coffee and (eggs).
 3. Last Saturday I **went** shopping, and I bought (a pair of sneakers and a CD).
 4. Last weekend I **did** my homework at (five) o'clock on (Sunday).
 5. Last year I **went** on vacation to (Morocco).
- 6 Elicit one or two examples of what students did. Encourage them to describe the activities in a connected way rather than just read their completed sentences aloud. Put students in pairs to exchange information. Monitor and check for correct use of past tenses and the collocations. Highlight common errors, but don't correct every mistake students make.

ADDITIONAL MATERIAL

Workbook Unit 9

Exercise 12 *have/do/go*

EVERYDAY ENGLISH (SB p. 67)

When's your birthday?

- 1 Focus students' attention on the months. Elicit the second month of the year (*February*), and have students continue writing the months in order in the list.
CD2 52 Play the recording, and have students check their answers.

Answers and audio script

January, February, March, April, May, June, July, August, September, October, November, December

Focus students' attention on the shading on each word and explain that it indicates the syllable that is stressed. Play the recording again, and have students repeat chorally and individually. Ask students to say the months in order around the class. Check for accurate pronunciation and drill the months again if necessary.

- 2 Focus students' attention on the examples. Check students' understanding of *So is my birthday!* Drill the language chorally, and then have students stand up and practice the language in a mingle activity. Have them write down the months of other students' birthdays as they ask. Elicit the answers to the follow-up questions

and establish which is the most common month for birthdays in your class.

- 3 This exercise presents ordinal numbers. Make sure that students understand the difference between cardinal numbers and ordinal numbers with the following examples: *There are seven days in a week, and there are twelve months in a year. The first day is Monday, and the seventh day is Sunday. The first month is January, and the twelfth month is December.* Ask students to tell you the ordinal numbers (*first, seventh, and twelfth*).

CD2 53 Focus students' attention on the numbers and on how we form the abbreviations with the numeral and the last two letters of the ordinal number. Play the recording, and have students repeat chorally and individually. Write the abbreviated numbers on the board in random order, and elicit the ordinal from individual students.

- 4 Elicit the first ordinal as an example (*sixteenth*). Have students work in pairs to say the other ordinal numbers. Monitor and write down any common errors to go over later.

CD2 54 Play the recording, and have students check their answers. If necessary, drill any ordinals students had problems with.

- 5 **CD2 55** This exercise presents how we read dates in English. Tell students they are going to hear eight dates and that they should write down the correct ordinal. Play the first date, and elicit the answer (*January first*). Play the rest of the dates, and have students complete the task.

Have students check their answers in pairs before checking the answers with the whole class.

Answers and audio script

January **first**
March **third**
April **seventh**
May **twentieth**
June **second**
August **twelfth**
November **fifteenth**
December **thirty-first**



Focus students' attention on the Caution Box and highlight the use of the ordinal in spoken dates and the use of the abbreviation, but point out that the ordinal is not used in writing. Remind students that in British English you put the day first.

Elicit the dates in exercise 5 orally, and then have students continue practicing in closed pairs. Monitor and check for correct use of ordinals and pronunciation of the months.

- 6 Focus students' attention on the speech bubbles. Have students ask you the questions, and give answers. Drill the language chorally, and then have students practice in open pairs. Students continue in groups. Monitor and check for correct falling intonation in the questions and for the correct use of prepositions—*on* + date and *at* + time. Tell the class the date and time of your birth, following the example in the last speech bubble. Elicit more examples from the class.

SUGGESTIONS

You can give students regular practice with dates by asking *What's today's date?* at the beginning of every class. Encourage students to write the dates in full at the top of any written work, i.e., *January 3, 2009*, rather than *1/3/09*.

ADDITIONAL MATERIAL

Workbook Unit 9

Exercises 13–15 Months and dates

Don't forget!

Workbook Unit 9

Exercises 16–20 Grammar and vocabulary review

Word list

Ask the students to turn to SB p. 129, and go through the words with them. Ask them to learn the words for homework, and test them on a few in the following class.

Tests (Online)

Unit 9 Test

Video (iTools and Online)

Additional photocopiables and PPT™ presentations (iTools)



10 We had a great time!

Simple Past—regular and irregular • Weekend activities
• Sports and leisure • Going sightseeing

 VIDEO We had a great time!

The title of this unit is “We had a great time!” and the overall theme is leisure and vacations. The unit follows on from Unit 9 with the introduction of all forms of the Simple Past with both regular and irregular verbs. Skills practice is provided with speaking, listening, and writing tasks. The lexical set of sports and leisure activities is reviewed and extended. The leisure and vacation theme is carried through in the *Everyday English* section with a focus on going sightseeing.

LANGUAGE INPUT

GRAMMAR

Simple past – regular and irregular (SB pp. 68–69)

- Using regular and irregular verbs in the Simple Past in affirmative, negative, and questions

VOCABULARY

Weekend activities (SB p. 70)

Sports and leisure (SB p. 72)

- Using common words and phrases to ask and answer about weekend activities
- Using common vocabulary for sports and leisure

EVERYDAY ENGLISH

Going sightseeing (SB p. 75)

- Using common words and phrases to ask and answer questions when going sightseeing

SKILLS DEVELOPMENT

READING

Sports and leisure (SB p. 72)

- Common sports and leisure activities

SPEAKING

Sports and leisure (SB p. 72)

Mike and Elizabeth's vacation (SB p. 73)

My last vacation (SB p. 74)

- Talking about sports and leisure activities
- Talking about a couple's vacation
- Talking about your last vacation

LISTENING

Mike and Elizabeth's vacation (SB p. 73)

- Listening to a couple talk about their vacation **CD3 10** (SB p. 114)

WRITING

My last vacation (SB p. 74)

- Writing about your last vacation

MORE MATERIALS

Photocopiables – What did she do yesterday? (TB p. 142) **Tests** (Online) **Videos** (iTools and Online)

Notes on the unit

Introduce the theme of the unit and review the expression *have a good/great time* by writing the sentence starter on the board and eliciting possible endings, e.g., *I had a great time (last weekend/at my party/at the beach)*.

STARTER (SB p. 68)

- 1 This section reviews days, present and past forms, and key time expressions. Focus students' attention on the questions and elicit the answers. Make sure students use *is/was* and pronounce the days correctly.
- 2 Focus students' attention on the sentences. Read each one and ask *Past or present?* and also elicit which verb is used in each sentence. Demonstrate the activity by eliciting the time expression for the first sentence starter (*now*). Elicit from students the fact that the other time expressions are not possible and establish that this is because they refer to the past. Students then match the remaining lines and time expressions. Check the answers with the class.

Answers

We're at school now.
I went to the US in 2002.
I did my homework yesterday.

- 3 Elicit the past of *have* and then ask students to write the remaining Simple Past forms. If necessary, refer them back to the Irregular verbs list on SB p. 134. Check the answers with the class, drilling the pronunciation as necessary.

Answers

get—got	buy—bought
have—had	do—did
go—went	see—saw

YESTERDAY WAS SUNDAY (SB p. 68)

⚠ POSSIBLE PROBLEMS

- Although knowledge of the Simple Present helps students to access the Simple Past, students often make mistakes in the new tense. Common errors are:
 - * *Did they watched TV?*
 - * *They no played tennis.*
 - * *When you lived in the US?*
- Irregular verbs need constant use and reviewing. Students often try to apply the regular *-ed* ending to irregular verbs, e.g.,
 - * *I goed to the movies.*

Encourage students to refer to the irregular verb list on SB p. 134, and have students review the verbs regularly for homework.

- There are different ways of pronouncing the *-ed* regular ending, and students need help with this. There is a pronunciation focus on SB p. 68 highlighting the /t/ and /d/ and /ɪd/ *-ed* endings, e.g.,
worked /wɜːkt/
played /pleɪd/
wanted /wɑːntɪd/

Students often try to pronounce the *-ed* ending as a separate syllable, e.g.,

watched /wɑːtʃɛd/ rather than /wɑːtʃt/

Monitor and check for this mistake, and also help students to be aware of the different *-ed* endings, but do not insist that they produce the endings each time.

Simple Past—regular and irregular

- 1 This section reviews and extends the irregular verbs students encountered in Unit 9 and also presents regular *-ed* forms. Focus students' attention on the photo and ask *What's her name? (Angie.) Where is she? (At home.)* Tell students they are going to hear Angie talking about what she did yesterday. Focus students' attention on the list of verbs and ask *Past or present?* Check students' understanding of each verb, and have students tell you the infinitive of the irregular past forms. (If students ask about the regular *-ed* endings, tell them this is the ending for most verbs in the Simple Past, but do not go into a long explanation at this stage.)

CD3 2 Play the first line of the recording as far as *eleven thirty* and focus students' attention on the example. Play the recording to the end, and have students put a check (✓) next to the relevant verbs. Have students check their answers in pairs before checking the answers with the whole class. Finally, point to the list of actions Angie did yesterday and ask *What day was it? (Sunday)*.

Answers

got up late
had a big breakfast
went shopping
stayed home
cleaned her house
did some work
watched TV
went to bed early

CD3 2

Angie's weekend

Yesterday was Sunday, so I got up late, about 11:30. I had a big breakfast—orange juice, toast, eggs, and coffee. Then I went

shopping, just to the supermarket, and I bought some tea, some milk, and the Sunday paper. Then I just stayed home for the rest of the day. In the morning I cleaned my house and in the afternoon I did some work on my computer for a bit. Then, in the evening, I watched a movie on TV. I went to bed early, about 10:00.

GRAMMAR SPOT

- 1 Focus students' attention on the list of verbs and on the example *cooked*. Ask students to write the other past forms. Check the answers with the whole class. Elicit the last two letters in each of the verb forms: *-ed*.

Answers

/t/	cook	cooked	watch	watched
/d/	play	played	listen	listened
/ɪd/	start	started	want	wanted

Explain that these are regular verbs and are therefore different from the ones students encountered in Unit 9. Establish that adding *-ed* is the rule for the formation of the Simple Past in the majority of verbs.

CD3 3 Pronounce the sounds /t/, /d/, and /ɪd/. Then play the recording. Have students repeat chorally and individually. Make sure students don't pronounce the *-ed* ending in past forms as a separate syllable, e.g., */kʊkəd/. Point out that the ending is pronounced /ɪd/ when the final sound of the base verb is /t/. Encourage students to reproduce the endings accurately, but do not overdo this if students find it difficult. It is enough at this stage for them to perceive the difference.

Audio script

/t/	cooked
	watched
/d/	played
	listened
/ɪd/	started
	wanted

- 2 Read the Simple Past forms aloud. Make sure that students understand there is no difference in the verb forms for different persons in the Simple Past. Contrast this with the third-person *-s* in the Simple Present.
- Read Grammar Reference 10.1 on SB p. 123 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it.
- 2 Focus students' attention on the speech bubble and highlight the use of *Then* to link a series of actions. Elicit from the class what Angie did yesterday. Students then take turns saying what Angie did,

working in closed pairs. Monitor and check for correct pronunciation of the *-ed* regular endings but do not overcorrect if students have problems during this initial production stage.

- 3 Refer students back to the list in exercise 1. Ask students to circle the things that they did last Sunday. Demonstrate the activity by telling the class things that you did on that day. If appropriate, write the sentences on the board and circle the verbs, e.g., *I **had** a big breakfast*. Elicit a few more short examples from the class, and then have students continue in closed pairs. Monitor and check for correct use of regular and irregular past forms.

ADDITIONAL MATERIAL

Workbook Unit 10

Exercises 1–4 Simple Past—regular and irregular verbs

Questions and negatives

- 1 This section presents the Simple Past question and negative forms. Focus students' attention on the photo. Ask *What's her name?* (*Angie.*) and *What's his name?* (*Rick.*) Tell students they are going to hear Angie and Rick talking about the weekend. Pre-teach/check students' understanding of *get up early*, *cook dinner*, *roast beef*.

CD3 4 Play the first two lines of the recording and focus students' attention on the example. Play the recording all the way through, and have students complete the conversation. Have students check their answers in pairs. Play the recording again if necessary. Check the answers with the class.

Answers and audio script

A = Angie, R = Rick

- A Hi, Rick. **Did** you **have** a good weekend?
 R Yes, I did, thanks.
 A What **did** you do yesterday?
 R Well, I got up early and I **played** tennis with some friends.
 A You **got** up early on Sunday?
 R Well, yes, it was such a nice day.
 A Where **did** you **play** tennis?
 R In the park. We **had** lunch in the café there.
 A Oh, great! **Did** you **go** out in the evening?
 R No, I didn't. I **cooked** dinner for my sister.
 A Mmm! What **did** you **have**?
 R Roast beef. It was delicious! What about you, Angie? **Did you** have a good weekend?

- 2 **CD3 5** Give students time to read the questions. Play the recording and have them repeat chorally and individually. Encourage falling intonation on the *wh-* questions. Have students listen and repeat again if necessary. Focus students' attention on the use of **bold**

to highlight the form of *wh-* and *Yes/No* questions in the Simple Past.

Students practice the conversation in pairs. Monitor and check for correct pronunciation and intonation in the questions. If students have problems, play the recording again and drill the questions. Then have students repeat the task.

- 3 Explain that students are now going to hear Rick asking Angie about *her* weekend. Ask *What did Angie do on Sunday?* and elicit any examples students can remember from exercise 1 on SB p. 68. Pre-teach/check students' understanding of *go to a party*, *old friends* (= friends for a long time), and *too tired*. Focus students' attention on the example and Rick's first question.

CD3 6 Play the recording, and have students complete the rest of Rick's questions, using the cues to help them.

Play the recording again, and have students check or complete their answers. Elicit what Angie did on the weekend.

Answers

1. What did you do on Saturday?
2. Who did you see at the party?
3. Did you go out on Sunday?
4. Did you do anything on Sunday evening?

Angie went shopping on Saturday morning. Then she went to a party on Saturday evening. She met one or two old friends. She stayed home on Sunday. She watched a movie on TV on Sunday evening.

CD3 6

A = Angie, R = Rick

- R** What about you, Angie? Did you have a good weekend?
A Oh yes, I did, very good.
R What did you do on Saturday?
A Well, on Saturday morning I went shopping. Then on Saturday evening I went to a party. It was great!
R Who did you see at the party?
A Oh, one or two old friends.
R Did you go out on Sunday?
A Oh no, I didn't. I didn't go out because I was too tired. I stayed at home most of the day.
R Did you do anything on Sunday evening?
A No. I didn't do much on Sunday. I just watched a movie on TV. I didn't go to bed late. About 10:00.

- 4 **CD3 7** This exercise highlights the negative form. Give students time to read the sentences. Play the recording, and have them repeat chorally and individually. Encourage accurate pronunciation of *didn't*. Ask *What didn't Angie do?* Elicit answers using the *she* form.

Answers

She *didn't* go out because she was too tired.
She *didn't* do much on Sunday.
She *didn't* go to bed late.

- 5 Focus students' attention on the examples. Highlight the pronunciation of *didn't*. Give students time to say the other things Angie and Rick didn't do. Monitor and check for correct formation of the negatives. A common error is the repetition of the affirmative past form after the auxiliary *didn't*—* *He didn't watched TV*. If students have this problem, highlight the errors in a general class discussion, and then refer students to the *Grammar Spot*.

GRAMMAR SPOT

- 1 Read the notes on the formation of questions and negatives. Highlight the use of *did* and *didn't*, and make sure students understand that *didn't* is the contracted form of *did not*. Remind students that *did* is used for all persons in Simple Past questions.

Answers

- 1 **Did you go out?**
Where **did** she go?
What **did** you do?
- 2 They **didn't** go to work.
We **didn't** watch TV.

Refer students to Grammar Reference SB 10.2 on p. 123.

- 6 Focus students' attention on the speech bubbles. Have students ask you the question and give two or three pieces of information in your answer, e.g., *I didn't go out. I stayed at home. I cooked dinner, and then I watched TV*. Drill the questions and answers chorally and individually. Elicit other questions and answers in open pairs. Students continue in closed pairs. Monitor and check for accurate formation and pronunciation of Simple Past questions and negatives. If you have time, have students share their partner's answers with the rest of the class or with another student.

ADDITIONAL MATERIAL

Workbook Unit 10

Exercises 5–8 Questions and negatives

PRACTICE (SB p. 70)

Then and now

- 1 This exercise reinforces affirmative and negative Simple Past forms. Focus students' attention on the example. Give students time to complete the sentences, working individually.

Have students check their answers in pairs before checking the answers with the class.

Answers

1. played
2. had
3. did
4. didn't clean
5. did ... buy, bought
6. did ... do, didn't go, went

Did you have a good weekend?

- 2 Read the list of activities in the questionnaire aloud, and have students point to the relevant pictures. Double-check comprehension of the difference between *do a lot of homework* and *do a lot of housework*.

Answers

The pictures show: go to the movies, play soccer, go shopping, do a lot of housework, eat in a restaurant, do a lot of homework.

- 3 Tell students they are going to use the questionnaire to ask and answer questions about what *they* did last weekend. Explain that there are three columns in the questionnaire—one for you, one for the teacher, and one for your partner. Have students put a check mark (✓) next to the activities they did last weekend in the *You* column.
- 4 Exercises 4 and 5 reinforce *Yes/No* questions in the Simple Past. Focus students' attention on the speech bubbles. Drill the question chorally and individually, and then give your answer. Have students ask you the rest of the questions and record the answers in the *Teacher* column.
- 5 Demonstrate the activity in open pairs, and then have students continue in closed pairs. Monitor and check for correct Simple Past question formation and short answers.

Focus students' attention on the example in the speech bubble. Highlight the contrastive stress:

Maria went to the *movies*, but *I* didn't. *I* went *shopping*.

Elicit two or three other examples from individual students. Then have students tell the class about what they and their partner did last weekend.

Making conversation

- 6 This section highlights the importance of follow-up questions in keeping a conversation going and also introduces useful expressions for responding and showing interest, e.g., *Really?*, *Oh, good!*, etc.
Read the directions and example as a class. Make sure students understand that B's response shows a range of possible follow-up questions.

Focus students' attention on the example, and ask two students to read it aloud. Put students in pairs to complete the responses in numbers 2–5, using the cues.

CD3 8 Play the recording, and have students check their answers.

Answers and audio script

1. **A** I went shopping yesterday.
B Really? What did you buy?
2. **A** We went to that new Italian restaurant last night.
B Mmm! **What did you have?**
3. **A** We saw a lot of our friends at the café.
B Oh! **Who did you see?**
4. **A** I played tennis on the weekend.
B Oh, really? **Where did you play?**
5. **A** The party on Saturday was great!
B Oh, good! **What time did you leave?**

Play the recording again, and have students repeat the exchanges. Encourage them to imitate the intonation in the responses in order to show interest. If students sound a little flat, give an exaggerated model of the voice range and have students repeat again.

- 7 This task gives students freer practice by extending the conversations in exercise 6 with their own ideas. Ask two confident students to read the model conversation aloud. Remind them of the need to sound interested. Make sure that students understand what *one* refers back to in lines 6 and 7 (*coat*).

Put students in pairs, and have them choose the conversation from exercise 6 that they want to continue. Alternatively, assign a conversation to different pairs if you want all of the conversations to be covered. With weaker students, elicit another model from the whole class and write it on the board, e.g.,

- A** The party on Saturday was great!
B Oh, good! What time did you leave?
A About one o'clock in the morning.
B Who was there?
A Marta, Yuko, and Adam. And some other people from school.
B Did you dance?
A Yes, of course!

Give students time to write their conversations. Monitor and help with vocabulary as necessary.

CD3 9 Play the recording, and have students compare their conversations.

Possible answers and audio script

1. **A** I went shopping yesterday.
B Really? What did you buy?
A Well, I wanted a new coat, and I went to the mall downtown..

- B Where did you go in the mall?
 A This new clothing store. It's called Fashion House.
 B Did you find a coat there?
 A Yes, I did. I found a beautiful black one. It was only fifty dollars.
2. A We went to that new Italian restaurant last night.
 B Mmm! What did you have?
 A Well, I had pasta, and Tom had pizza.
 B Did you enjoy it?
 A Very much. And it wasn't expensive.
3. A We saw a lot of our friends at the café.
 B Oh! Who did you see?
 A Angie and Rick and some other friends from work.
 B I don't think I know them.
 A They're very nice.
4. A I played tennis on the weekend.
 B Oh, really? Where did you play?
 A In the park. It was great. It was so sunny.
 B What a great thing to do on a Sunday morning!
5. A The party on Saturday was great!
 B Oh, good! What time did you leave?
 A Three in the morning. The music was fantastic!
 B Did you dance?
 A Of course! All night!

Let students role-play the conversations they wrote for the rest of the class. Monitor and check for good intonation and that the students sound interested. If you are short on time, let some of the students do their role play in a subsequent class.

ADDITIONAL MATERIAL

Workbook Unit 10

Exercise 9 Making conversation

Time expressions

- 8 This task reviews and extends time expressions often used with the Simple Past. It includes the prepositions *at*, *in*, and *on*, and *last* + time period.

Focus students' attention on the phrase *I went there ...* and the example with *on*. Tell students that they can use the words in the box more than once. Students work in pairs to complete the diagram. Check the answers with the class.

Answers

on/last Monday
at/last night
at 8 o'clock
in 2014
last year
on/last Sunday morning
last week

Give one or two true examples that use the time expressions, e.g., *I saw my parents last week. I visited Paris in 2014.* Elicit more true examples from the class.

ADDITIONAL MATERIAL

Workbook Unit 10

Exercise 10 Time expressions

Check it

- 9 Focus students' attention on the first pair of sentences, and elicit the correct sentence as an example. Students continue working individually to complete the task.

Have students check their answers in pairs before checking the answers with the whole class.

Answers

1. She bought an expensive car.
2. I played tennis on Sunday.
3. Did they go shopping yesterday?
4. What did you do last weekend?
5. "Did you like the movie?" "Yes, I did."
6. I saw John last night.

SUGGESTION

Take the opportunity to review the Simple Past by having students ask and answer questions about the weekend during the first class that you have each week. This provides a useful review and also highlights the value of what students are learning in a realistic situation. Also encourage students to use the response expressions *Really?*, etc. when they are making conversation in later classes, e.g., when talking about the weekend/a trip/a vacation/a party, etc.

VOCABULARY AND SPEAKING (SB p. 72)

Sports and leisure

- 1 Focus students' attention on the photographs. Elicit the activity that goes with photo 1 (*soccer*). Students continue matching the photos and activities. Check the answers with the whole class, drilling the pronunciation as necessary.

Answers

- | | |
|----------------|----------------|
| 1. soccer | 9. baseball |
| 2. golf | 10. fishing |
| 3. tennis | 11. ice hockey |
| 4. ice skating | 12. swimming |
| 5. cards | 13. bicycling |
| 6. windsurfing | 14. skiing |
| 7. sailing | 15. dancing |
| 8. walking | |

- 2 This exercise focuses on collocations with *play* and *go* + *-ing*. Focus students' attention on the examples, and then have students complete the categorizing, working in pairs. Check the answers with the whole class. As a general rule, you can tell students that sports with a ball, and games like cards, chess, etc. take *play*, and physical activities ending in *-ing* take *go*.

Answers

play	go + -ing
tennis	skiing
soccer	sailing
golf	windsurfing
ice hockey	ice skating
cards	walking
baseball	swimming
	dancing
	bicycling
	fishing

- 3 This exercise practices *Yes/No* and *wh-* questions with the collocations from exercise 2. Focus students' attention on the speech bubbles. Highlight the use of the tenses—Simple Present to talk about general habits in the present and Simple Past to ask *When?* in the past. Drill the language chorally and individually. Elicit two or three more examples from students working in open pairs. Students continue in closed pairs. Monitor and check for correct use of tenses, correct use of *play* and *go*, and accurate pronunciation.
- 4 This exercise practices the third-person forms. Focus students' attention on the examples. Elicit more examples from students about their partner. Check for accurate use of the third-person forms in the Simple Present. Highlight common errors, and have students correct them.

Photocopiable Activity

UNIT 10 What did she do yesterday? TB p. 142

Materials: one copy of the worksheet cut up per pair of students

Procedure: Explain that students are going to play a memory game based on pictures of two apartments that show what the occupants did yesterday.

- Pre-teach/check students' understanding of *write a letter* and irregular past *wrote*, *read a book/newspaper /red/*, *take a bath*, and *play the guitar*.
- Divide the class into pairs. Assign the role of A or B to each student and hand out the relevant half of the worksheet.

- Demonstrate the activity with two confident students. Have Student A look carefully at the picture of Jane's apartment for 30 seconds and then put it out of sight. Student B then uses the question cues to ask about what Jane did yesterday. Pre-teach *I can't remember*.
- Have students complete the task in closed pairs for Student A's picture. Students then change roles with Student B looking at Paul's apartment for 30 seconds and Student A using the question cues to ask about what Paul did yesterday.
- Monitor and check for correct question formation and use of regular and irregular past forms. (With a weaker class, you can put all the A and B students together in separate groups to give them time to write out the cues as full questions. Then divide the class into A and B pairs and continue as above.)

ADDITIONAL MATERIAL

Workbook Unit 10

Exercises 11–12 Sports and leisure

LISTENING AND SPEAKING (SB p. 73)

Mike and Elizabeth's vacation

- 1 This section gives further practice of the Simple Present and Simple Past in the context of vacations. It also reviews the sports and leisure activities from the *Vocabulary and speaking* section.
- Review the months of the year by having students say them around the class. Check for accurate pronunciation. Then have students say the months that correspond to each season in their country, e.g., *In The US, spring is March, April, and May*.
- 2 Focus students' attention on the speech bubble, and give an example about yourself. Elicit more examples from the class, and then have students continue in pairs.
- 3 Focus students' attention on the photos. Ask *Who are they?* (*Mike and Elizabeth*.) What places are in the photos, do you think? (possible answers: *Switzerland or the US; Italy or France*). Focus students' attention on the lists of information for *usually* and *last year*.
- Make sure that students recognize the first list is in the Simple Present and the second is in the Simple Past.
- CD3 10** Focus students' attention on the example. Explain that students need to listen and circle the correct information about Mike and Elizabeth's vacations. Make sure they understand that the information will come in a slightly different order from

the order on the page. Play the recording through once, and have students complete the task.

Have students check their answers in pairs. Play the recording through again and have students check/complete their answers. Check the answers with the whole class.

Answers

They usually ...

go in the summer
go to Florida
stay in a house
eat at home
go swimming
play tennis
have a good time

Last year they ...

went in the winter
went to Vermont
stayed in a hotel
ate in restaurants
went skiing / ice skating
went out every night
had a good time

CD3 10

M = Mike, E = Elizabeth

- M** Well, we usually go on vacation in the summer ...
E Yes, usually we go to Florida for vacation ... , but last year we ...
M But last year we did something different. We took our vacation in the winter, and we went to Vermont.
E Because we wanted to learn to ski, you see, and we wanted a change. In Florida we always stay in a house ...
M ... but in Vermont we stayed in a very nice hotel, and because we were in a hotel, we had all our meals in restaurants.
E And that's very different for us. In Florida we usually eat at home. But in Vermont we went to a different restaurant every night!
M It was good to do different things, too. Usually we just go swimming and sit in the sun, and I play tennis sometimes ...
E Mike loves tennis, don't you honey?
M I do, but of course last year in Vermont we learned to ski, so we went skiing every day. And Elizabeth, you went ice skating.
E We both went ice skating!
M That's right! It was great! In Florida, in the evening, we usually play cards or read ...
E ... but last year in Vermont we went out every night, and we met a lot of nice people.
M Yeah. We had a really good time.
E And we always have a good time in Florida, too.
M Yeah, we're very lucky.

- 4 This exercise practices questions in the Simple Present and Simple Past. Focus students' attention on the speech bubbles. Drill the questions and answers, encouraging students to reproduce the correct sentence stress:

When do they usually go on vacation?

When did they go last year?

Elicit the questions and answers for the second prompt in open pairs. *Where do they usually go on vacation? (To Florida). Where did they go last year? (They went to Vermont.)* Remind students that the questions for the last prompt are a different type (*Yes/No* questions).

Have students ask and answer in closed pairs. Monitor and check for correct question formation in both tenses, for correct sentence stress, and for correct use of prepositions *to* and *in*. Check the answers by having students ask and answer in open pairs across the class. Comment on any common errors if necessary.

Answers

- Where do they usually go on vacation? To Florida.
Where did they go last year? They went to Vermont.
- Where do they usually stay? In a house.
Where did they stay last year? They stayed in a hotel.
- Where do they usually eat? At home.
Where did they eat last year? They ate in restaurants.
- What do they usually do? They usually go swimming and play tennis.
What did they do last year? They went skiing and ice skating.
- Do they usually have a good time? Yes, they do.
Did they have a good time last year? Yes, they did.

- 5 This exercise reinforces affirmative and negative Simple Past forms. Establish that this exercise is about Mike and Elizabeth's vacation last year. Therefore students will need to use the Simple Past tense. Focus students' attention on the example, and then point out that students sometimes need an affirmative verb in the first blank. With a weaker group, you might want to elicit the verbs students will need to use before they start: 2—*go*, 3—*stay*, 4—*eat*, 5—*go*.

CD3 11 Give students time to complete the sentences. Then play the recording and have students check their answers.

Answers and audio script

1. Last year Mike and Elizabeth **didn't go** on vacation in the summer. They **went** in the winter.
2. They **didn't go** to Florida. They **went** to Vermont.
3. They **stayed** in a hotel. They **didn't stay** in a house.
4. They **didn't eat** at home. They **ate** in restaurants.
5. They **went** skiing. They **didn't go** swimming.

SPEAKING AND WRITING (SB p. 74)

My last vacation

This section allows students to personalize the language of vacations and the Simple Past with guided speaking practice that leads into a writing task.

- 1 Focus students' attention on the photos and pre-teach/check students' understanding of the activities shown (*going sightseeing, white-water rafting, walking in the mountains, going to the beach*). Check students' understanding and pronunciation of the activities in the list. The spelling of *mountains* /'maʊntnz/ and *sightseeing* /'saɪtsiɪŋ/ may create problems for students, so be prepared to drill these chorally and individually.

Give an example of your own favorite type of vacation and say what you like and don't like doing. Write the activities on the board and put a check mark (✓) next to what you like and an (X) next to what you don't. Give students time to complete the list in the same way.

Demonstrate the comparing activity by asking a student to read his/her choices aloud as full sentences using *I like* and *I don't like*. Respond to the student with expressions like *Me, too. Oh, yes? Really?* Ask another pair of students to compare choices in open pairs. Students then take turns reading their choices aloud in closed pairs. Remind students to show they are listening by using the above response expressions.

- 2 This stage uses a speaking activity to activate students' ideas for the writing task in exercise 4. Focus students' attention on the examples in the speech bubbles and then on the question cues in the list. Elicit the complete questions and a range of possible answers. Write any new vocabulary on the board, and review/check students' understanding of any irregular Simple Past forms they may need. Also focus on the use of *ago* in the *Grammar Spot* (see notes below). Questions and possible answers:

Where did you go?

I went to Spain/Hawaii/Mexico/South Beach, in Miami.

When did you go?

Last month/last year/eighteen months ago/two years ago

Where did you stay?

In a house/with friends/in a hotel/in a campsite

What did you do every day?

We went swimming/sightseeing/walking in the mountains.

Did you have good weather?

Yes, we did. It was warm and sunny/nice/very hot. / No, we didn't. It rained a lot./It was cold and rainy./It was horrible.

What did you do in the evening?

We saw our friends./We ate in restaurants./We went to the theater./We stayed in the hotel and relaxed.

What did you eat?

We ate traditional local food/steaks and hamburgers/ chicken and rice/seafood and salads.

Did you meet nice people?

Yes, we did. They were very friendly. / No, we didn't. They weren't very friendly.

Have students ask you the questions. Students then ask and answer in closed pairs. Remind students to make a few notes about their partner's last vacation in preparation for exercise 3. Monitor and check for accurate formation of the Simple Past questions and use of regular and irregular verbs. Highlight any common errors after the pairwork.

- 3 Ask a confident student to give an example about his/her partner's last vacation. With larger groups, you can have the class discuss the information in small groups.

GRAMMAR SPOT

Read the notes on *ago* with the class. Check the pronunciation of *ago* /əˈɡoʊ/ and point out that it comes after the time expression.

Writing

- 4 Tell students they are going to write about their last vacation. Ask *Present or past?* and establish that students need to use the past tense. Focus students' attention on the sentence starters, and elicit what language can complete the skeleton. Check that students understand they need to say how often they did different vacation activities, e.g.,
- Every day we went to the beach/went sightseeing/played tennis.*

Sometimes we visited a museum/went shopping/went swimming.

Once we went walking in the mountains/had a party on the beach/played golf.

Tell the class about your own last vacation, using the prompts as a framework. Then have students write their description, using the skeleton in the Student Book. Go around and help, supplying vocabulary and correcting as necessary.

Have students read their description to the class. If time is short, or if you have a very large class, have students read their descriptions in groups of four or see the suggestion below.

SUGGESTION

If appropriate, you can have students display their written work on the classroom walls. Ask them to exchange their descriptions with a partner to check for any errors. Once corrected, students can walk around, read the descriptions, and choose the one they think is most interesting.

ADDITIONAL MATERIAL

Workbook Unit 10

Exercise 13–14 Extra reading

EVERYDAY ENGLISH (SB p. 75)

Going sightseeing

Focus students' attention on the map and the photo to introduce the topic of sightseeing. Ask *Where is it?*

(In New York City). Where do people visit in New York City? (museums, art galleries, Empire State Building, Times Square, Central Park, etc.).

- 1 Focus students' attention on the names of the cities and the dates. Elicit sentences by asking *Where and when?* (I went to New York in July 2012. I went to Beijing in April 2008.) Ask *What did you do there?* and *What did you see?* and *What did you buy?* and elicit possible information about sights and souvenirs, e.g., *We visited Central Park. We bought some chocolates. We saw the Great Wall. We bought a picture.*

Review the question *Did you have a good time?* Ask students to write down two cities and dates when they were a tourist. Students talk about the cities in closed pairs, using the ideas in the Student Book. Encourage them to ask *Did you have a good time?* about each trip.

- 2 This section practices typical conversations in a tourist office. Pre-teach/check students' understanding of *tourist office* and ask *What do people ask for?* Elicit possible answers to introduce key vocabulary: *maps, bus tours, information about buses/trains/museums/stores/prices*, etc.) Pre-teach/check students' understanding of *show* (verb), *leave, it takes an hour and a half, get on and off (a bus), to open/close*.

CD3 12 Play the first line of the conversation, and elicit the words for the first blank (*help you*). Play the rest of the recording, and have students complete the conversations. If necessary, play the recording again, and allow students to complete any missing answers. Then check the answers with the whole class.

Answers and audio script

1. **A** Hello. Can I **help you**?
B Yes. **Can I** have a map of the city, please?
A Of course. Here you are.
B Can you **show me** where we are on the **map**?
A Yes. We're here on **42nd** Street.
2. **C** We want to go on a **bus** tour of the **city**.
A OK. The next bus **leaves** at 10 o'clock. It **takes** about an hour and a half.
C Where does the bus leave from?
A It **goes from** Times Square, but you can get **on and off** when you want.
3. **D** I want to visit the Museum of Modern Art. What time does it **open**?
A It opens at 10:30 and **closes** at 5:30.
D **How much** is it to get in?
A **Twenty-five** dollars.

Have students practice the conversations in closed pairs. If students have problems with pronunciation, drill key sections of the conversation, and have students practice again in closed pairs.

- 3 This exercise gives students the opportunity to talk about sights in their town or city. Focus students' attention on the examples in the speech bubbles. Check students' understanding of *market* and *old town*. Give an example of places to visit in your town, and elicit more examples from the class about places where they live. Students continue in closed pairs.

Write key words from the students' examples on the board to help them during the role play in exercise 4, e.g.,

Nouns: *cathedral, museum, art gallery, square, monument, college, theater, palace*

Verbs: *go on a tour, see, visit, buy, go to, take a photo of*

Role play

- 4 Divide the class into pairs, and have them make up conversations, using the conversations in exercise 2 as a model. Have students write their conversations down in the initial stage and go around monitoring and helping. Give students time to rehearse their conversations a few times, but then encourage them not to refer to the text when they act out the role plays. (With a weaker group, you can draft the conversations as a class activity and write them on the board. Students rehearse from the text on the board. Then erase some of the words from the board so that there are just key words left, and have students act out the conversations.)

ADDITIONAL MATERIAL

Workbook Unit 10

Exercise 15 Going sightseeing

Don't forget!

Workbook Unit 10

Exercises 16–18 Grammar review

Word list

Ask the students to turn to SB p.129, and go through the words with them. Ask them to learn the words for homework, and test them on a few in the following class.

Tests (Online)

Unit 10 test

Progress Test 2 (Units 6–10)

Stop and check 3 (Units 7–10)

Video (iTools and Online)

Additional photocopiables and PPT™ presentations (iTools)



11

I can do that!

can/can't • Adverbs • Requests and offers • Skills and abilities
• Opposite adjectives • Everyday problems

 VIDEO I can do that

The title of this unit is “I can do that!” and it introduces *can* for ability. The affirmative, negative, and question forms are introduced and practiced, along with common verb + adverb combinations, e.g., *dance well*, *run fast*, *speak (Spanish) fluently*, etc. The uses of *can* are also extended to cover requests and offers. There is a *Reading and listening* section with a text on the Internet, and a focus on verb and noun collocations. The *Vocabulary and speaking* syllabus continues with further work on collocations of adjectives + nouns. The *Everyday English* section focuses on common problems in everyday life.

LANGUAGE INPUT

GRAMMAR

can/can't (SB pp. 76–77)

- Using *can* and *can't* in affirmative and negative statements and in questions to show ability

Adverbs (SB p. 78)

- Using adverbs to show to what degree you can do something

Requests and offers (SB p. 79)

- Using *can* and *can't* to make a request or an offer

VOCABULARY

Skills and abilities (SB p. 76)

- Using common words and phrases to talk about skills and abilities

Adjective + noun (SB p. 82)

- Learning adjectives that have opposite meanings

EVERYDAY ENGLISH

Everyday problems (SB p. 83)

- Using common words and phrases to talk about everyday problems

SKILLS DEVELOPMENT

READING

The Internet (SB p. 80)

- Reading a text about the history and many uses of the Internet

SPEAKING

Adjective + noun (SB p. 82)

- Talking about things using opposite adjectives

LISTENING

The Internet (SB p. 80)

- Listening to a text about the history and many uses of the Internet **CD3 20** (SB p. 115)

MORE MATERIALS

Photocopiables – I can't... at all. (TB p. 143) **Tests** (Online) **Videos** (iTools and Online)

Notes on the unit

STARTER (SB p. 76)

- 1 This *Starter* section focuses on possible uses of a computer and provides a useful introduction to the overall topic of computing and the Internet. Pre-teach/check students' understanding of the language in the list of questions. Drill the pronunciation as necessary.
- 2 Give an example of how you use computers, e.g., *I have a computer at home and at work. I use my work computer to prepare lessons and my home computer for shopping and emails.*
Elicit one or two more examples from the students, and then have them continue in closed pairs. Monitor and help as necessary.
Elicit a few more examples in a short class discussion.

WHAT CAN THEY DO? (SB p. 76)

can/can't

⚠ POSSIBLE PROBLEMS

- After having practiced the Simple Present, students sometimes want to use the auxiliaries *do/does* and *don't/doesn't* to form negatives and questions with *can*:
 - * *We don't can run fast.*
 - * *Do you can swim?*
- The pronunciation of *can/can't* needs careful presentation and practice. Students often have problems with the different vowel sounds (weak form /ə/ and strong form /æ/ in *can*, and /æ/ in *can't*). Students may also have problems distinguishing affirmative from negative forms, as the final *-t* in *can't* is often not fully pronounced.

I can swim.	/aɪ kən swɪm/
Can you swim?	/kən yu swɪm/
Yes, I can.	/yɛs aɪ kən/
I can't swim.	/aɪ kænt swɪm/

The pronunciation is included as part of the Grammar Spot, but be prepared to repeat the key points whenever students have problems with pronunciation.

- 1 This section presents different people and their skills, and so highlights the use of the affirmative form *can*. It also reviews the use of *a/an* with jobs/roles.
Focus students' attention on the photos and on the example. Students continue working in pairs to match the words and photos. Check the answers with the whole class, drilling the pronunciation as necessary.

Answers

1. Marcus: interpreter
2. Laura: architect
3. Alice : pilot
4. Margaret: grandmother
5. Lola: athlete
6. George: farmer
7. Oliver: student

- 2 Pre-teach/check students' understanding of *speak (Chinese) fluently, draw well, run very fast, drive a tractor, fly 747 planes, and make cakes*, using the information in the photos. Focus students' attention on the example, highlighting the use of *an*. Students complete the rest of the sentences with *a* or *an*.

CD3 13 Play the recording and have students check their answers.

Answers and audio script

1. Marcus is **an interpreter**. He can speak Chinese and Japanese fluently.
2. Laura is **an architect**. She can draw well.
3. Alice is **a pilot**. She can fly 747 planes.
4. Margaret is **a grandmother**. She can make delicious cakes.
5. Lola is **an athlete**. She can run very fast.
6. George is **a farmer**. He can drive a tractor.
7. Oliver is **a student**. He can use a computer really well.

Play the recording again line by line and have students repeat. Encourage them to reproduce the weak form in the affirmative form of *can* /kən/. If students find this hard, have them highlight the main stresses in each sentence and then practice the sentences again. Students practice in closed pairs. Monitor and check for correct pronunciation of *can*.

- 3 Focus students' attention on the language in the speech bubble. Drill the example chorally and individually. Give another example about yourself and elicit one or two more examples from the class. Students then continue in closed pairs. Monitor and check for correct use and pronunciation of *can*. Don't overdo the practice of the weak form /kən/, as students will have the opportunity to review this in contrast with the other forms at various points in the unit.

ADDITIONAL MATERIAL

Workbook Unit 11

Exercises 1–2 *Can/can't*

Questions and negatives

- 1 **CD3 14** This section presents the question and negative forms. Play the recording through once, and have

students just listen. Play the recording again, and have students repeat the questions and answers. Encourage them to reproduce the weak form /kən/ in the question, the strong form /kæn/ in the affirmative short answer, and the negative form /kænt/. If students ask about the use of *at all*, give them a scale of examples from “good” to “bad”, e.g., (*Josh Groban*) *can sing really well*. (*Jordan Sparks*) *can sing*. (*My brother*) *can't sing*. (*I*) *can't sing at all*. If appropriate, use board drawings or mime to demonstrate the meaning, depending on the verb you choose.

Have students ask and answer the questions in open pairs across the class. Students then continue in closed pairs. Monitor and check for correct pronunciation of the different forms of *can*. If students have problems with the pronunciation that would affect a listener's understanding, drill the sentences again, but don't make students self-conscious about using the new language.

- Focus students' attention on the examples in the speech bubbles. Highlight the use of *can* for both the *she* and the *I* forms. Drill the examples in open pairs. Elicit some more examples about the people in exercise 1, and also some student–student examples. Students then continue in closed pairs. Monitor and check for correct use and pronunciation of *can* and *can't*.

GRAMMAR AND PRONUNCIATION

- Read the notes with the whole class. Highlight that *can/can't* is used with all persons, and that *can't* is the contraction of *can not*. Highlight the use of *can* in the affirmative and question forms.
- CD3 15** Tell students they are going to hear the three ways of pronouncing *can*. Play the recording, and have students just listen. Play the recording again, and have students repeat chorally and individually.
Point out that we don't use *do/does* in question forms with *can*.
Read Grammar Reference 11.1 on SB p. 123 together in class, and/or ask students to read it at home.
Encourage them to ask you questions about it.

Of course I can!

- CD3 16** Focus students' attention on the photo. Ask *What's his name? Does he have a job?* (*Nathaniel. No, he's a student.*) Ask *What's her name?* (*Sonya.*) Pre-teach/check students' understanding of (*draw*) *a little, planes*, and *grandma*. Play the recording through once, and have students fill in the blanks. Ask them to check

their answers in pairs. Play the recording again, and have students check/complete their answers. Check the answers with the whole class.

Answers and audio script

S = Sonya, N = Nathaniel

- S** Can you ski, Nathaniel?
N Yes, I **can**. I ski pretty well.
S That's great. What other things can you **do**?
N Well, I can **run** fast, very fast, and I can draw a little. I can **draw** cars really well, but I **can't** drive them, of course! I can draw planes, too. When I grow up, I want to be a pilot and **fly** 747 planes.
S Excellent. Now, I know you can speak French.
N Yes, I **can**. I can speak French fluently because my dad's Canadian, from Quebec. We sometimes **speak** French at home.
S Can you speak any other languages?
N No, I **can't**. I can't speak Spanish or Portuguese, just French – and English, of course! And I can cook! I can **make** cakes. My grandma makes delicious cakes, and I sometimes help her. Yesterday we made a big chocolate cake!

Have students practice the conversation in closed pairs. Monitor and help as necessary. If students have problems with pronunciation, drill key sections of the conversation, and have students practice again in closed pairs.

- Elicit the answer to question 1 as an example (*He can ski, run fast, draw planes and cars, speak French and English, cook, and make cakes.*). Students continue asking and answering in closed pairs.

Check the answers by having students read the questions and answers across the class.

Answers

- He can ski, run fast, draw planes and cars, speak French and English, cook, and make cakes.
- He can't drive or speak Spanish or Portuguese.
- No, he's not.
- He wants to be a pilot.
- He can speak French well because his dad is Canadian.
- He made a chocolate cake with his grandma.

SUGGESTION

You can ask students to practice similar conversations to the one in exercise 3 by having them role play the other people in the photos on SB p. 76. Students can imagine the skills for their character and then ask and answer, using the conversation in exercise 3 as a model.

ADDITIONAL MATERIAL

Workbook Unit 11

Exercise 3 *Can/can't*: Questions and short answers

Exercise 4 *Can/can't*: Negatives

PRACTICE (SB p. 78)

Pronunciation

1 This is a discrimination exercise to practice recognizing and producing *can* and *can't*. It includes both *can* for ability and *can* used in requests. Pre-teach/check students' understanding of *pretty well* and *read music*.

CD3 17 Play sentence 1 as an example, and elicit the answer (*can*). Play the rest of the sentences, pausing at the end of each one, and have students circle the correct word.

Have students check their answers in pairs before checking the answers with the whole class.

Answers and audio script

1. I can ski pretty well.
2. She can't speak Thai at all.
3. He can speak English fluently.
4. Why can't you come to my party?
5. We can't understand our teacher.
6. They can read music.
7. Can I have an ice cream, please?
8. Can cats swim?

Play the recording again line by line, and have students repeat chorally and individually. Students then practice the sentences in closed pairs. Monitor and check for correct pronunciation of *can/can't*, but don't insist on perfect pronunciation from all students.

ADDITIONAL MATERIAL

Workbook Unit 11

Exercise 5 Pronunciation

She can speak Spanish very well!

2 This section gives students the opportunity to listen to a person talking about their skills in a more extended context. Focus students' attention on the photos and the directions. Ask *What's her name?* (*Grace Hunt.*) *Where is she from?* (*The United States.*) *Where does she live?* (*Argentina.*)

Focus students' attention on the chart. Check students' comprehension of the verbs in the list, using the photos as appropriate. Tell students that they will get

the answers for Grace from the recording, they will complete the *You* column, you will give answers for the *T* column, and another student will give answers for the *S* column.

CD3 18 Tell students they are going to hear Grace in the recording and that they should put a check mark (✓) next to the things she can do in her column of the table. Pre-teach/check students' understanding of *barbecue*. Play the recording as far as *Portuguese a little*. Elicit the boxes that require a check (*speak Spanish* and *speak Portuguese*). Play the rest of the recording, and have students complete their answers.

Play the recording again, and have students check their answers before checking the answers with the whole class.

Answers

speak Spanish
speak Portuguese
dance
play the guitar
ride a horse

CD3 18

I live in the city of Tucumán. I teach English. I can speak Spanish fluently now, but in the beginning it was very difficult for me. I can also speak Portuguese a little.

I love it here. Saturday night is dancing night, and I go dancing with friends. A lot of my friends can play the piano really well. I can't play the piano, but I can play the guitar. I also can dance really well. I love the music.

On Sundays I often go horseback riding here. I can ride a horse pretty well now. Or sometimes I watch friends playing golf. I can't play golf, but I like watching it. Sunday is also the day for *asado* or barbecue. We always cook beef. I can't cook at all, but I want to learn. Life is great here! Everyone is really friendly.

- 3 This exercise highlights the use of adverbs when talking about abilities. With weaker students, you can reinforce the meaning by listing the words and expressions in a scale from "good" to "bad," e.g.,
very well / really well / fluently (languages)
pretty well
a little
(not) at all

Elicit the missing word for number 1 as an example (*fluently*). Students work in pairs to complete the exercise.

CD3 18 Play the recording again, and have students check/complete their answers. Have students practice the sentences in open and then closed pairs. If students have problems with pronunciation, drill the examples, highlighting the sentence stress.

Answers

1. I can speak Spanish **fluently**.
2. I can speak Portuguese **a little**.
3. My friends can play the piano **really well**.
4. I can dance **very well**.
5. I can ride a horse **pretty well**.
6. I can't cook **at all**.

GRAMMAR SPOT

- 1 Explain that an adverb describes a verb, e.g., *run* — *run fast*, *draw* — *draw well*. Copy the examples onto the board and highlight the word order with the adverbs coming after the verbs.
- 2 Focus students' attention on the examples. Elicit the adjective in each one (*fluent* and *slow*). Copy them onto the board and highlight the formation of the adverb by adding *-ly*.
Refer students back to the examples in exercise 1. Explain that *fast* and *well* are special examples that don't take *-ly*. Elicit the adjectives and adverbs for each one (*fast* — *fast*; *good* — *well*).
Read Grammar Reference 11.3 on SB p. 123 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it.

Talking about you

- 4 Refer students back to the chart, and elicit a few examples about what Grace can and can't do. Students complete the *You* column in the chart.

Drill the pronunciation of the verbs in the list. Then elicit the question forms from a range of students and give true answers for yourself. Have students complete the *T* column.

Focus students' attention on the language in the speech bubbles. Drill the language chorally and individually. Elicit two or three more examples in open pairs. Then have students continue asking and answering in closed pairs, noting their partner's answer to each question in the *S* column. Monitor and check for the correct use and pronunciation of *can/can't*.

- 5 Focus students' attention on the example in the speech bubble. Drill the language and highlight the different pronunciation of *can* and *can't* and the contrastive stress in the second sentence:

/ə/

Isabel and I can dance very well.

/æ/

/æ/

She can cook, too, but I can't cook at all.

Elicit two or three more examples from the class, and then have students continue in closed pairs. Monitor and check for the correct use and pronunciation of *can/can't*. Discuss any major common errors, but do not expect students to produce perfect pronunciation of *can/can't* as this may prove demoralizing.

Photocopiable Activity

UNIT 11 I can't ... at all TB p. 143

Materials: one copy of the worksheet cut up per group of three students

Procedure: Explain that students are going to play a miming game and practice *can/can't* and adverbs.

- Pre-teach/check students' understanding of *say the alphabet and type*. Mime a few actions done well and badly, e.g., *play tennis well*, *singing badly* and elicit sentences with *You ...*, e.g., *You can play tennis well. You can't sing very well.*
- Divide the students into groups of three. Hand out a set of cards to each group and put it face down on the desk. Demonstrate the activity by picking up a card from one set, miming the activity shown, and having the students say what you can/can't do. If they don't include an adverb, e.g., they say *You can't sing*, gesture that they need to add more information, e.g., *You can't sing at all.*
- Students take turns choosing a card and miming the activity. The others in the group guess and say a sentence. The student that gets the wording on the card or closest to it wins the card. If no one guesses correctly, it goes to the bottom of the pile and can be used again. Monitor and help as necessary. If necessary, remind students that they need to say how well the action is done to win the card.
- The student with the most cards in each group wins.

ADDITIONAL MATERIAL

Workbook Unit 11

Exercise 6 Adverbs

REQUESTS AND OFFERS (SB p. 79)

Can I help you?

This section introduces other uses of *can* and helps to consolidate the question forms.

- 1 Focus students' attention on the pictures. Elicit where the people are in each one (picture 1-a store, 2-the street, 3-someone's house, 4-a restaurant, 5-London, England, 6-a car).

Focus students' attention on the example. Remind students to cross out the words in each set as they use them. Students work individually to write the other questions. Have students check their answers in pairs, but don't check the answers with the whole class until after exercise 2.

Answers

1. Can I help you?
2. Can you tell me the time, please?
3. Can you come to my party?
4. Can I have a glass of water, please?
5. Can you speak more slowly, please?
6. Can I give you a ride?

2 Elicit the answer to question 1 (d *Yes, please. I want to buy this postcard.*). Students continue matching, working individually.

CD3 19 Play the recording, and have students check their answers to the question formation and the matching phase.

Answers

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

CD3 19

1. **A** Can I help you?
B Yes, please. I want to buy this postcard.
2. **A** Can you tell me the time, please?
B It's about 3:30.
3. **A** Can you come to my party?
B Sorry. I can't. It's my grandma's birthday on Saturday.
4. **A** Can I have a glass of water, please?
B Yes, of course. Here you are.
5. **A** Can you speak more slowly, please?
B I'm sorry. Is this better? Can you understand me now?
6. **A** Can I give you a ride?
B Oh, yes, please! That's so nice of you!

3 Answer any vocabulary questions from exercises 1 and 2. Focus students' attention on the examples in the speech bubbles. Highlight how the conversation can be continued. Have students practice the conversation in open pairs. Have students continue with the other conversations in closed pairs. Remind them to continue the conversations in an appropriate way. With a weaker class, you can have students repeat after the recording, and also elicit ways of continuing the conversations before students start the pairwork. Possible ways of continuing the conversations:

1. That's 90 cents please.
Thank you.
2. (See example in Student Book.)

3. Say "Happy Birthday" from me.
OK. Thanks.
4. Thanks very much.
You're welcome.
5. Yes, I can. Thanks.
6. That's no problem.

Check it

4 Focus students' attention on the first pair of sentences as an example. Students continue working individually to choose the correct sentence.

Have students check their answers in pairs before checking the answers with the whole class.

Answers

1. I can't understand.
2. He can drive a tractor.
3. Can you swim fast?
4. We can play tennis pretty well.
5. You speak Japanese very well.
6. He plays the piano very well.

ADDITIONAL MATERIAL

Workbook Unit 11

Exercises 7–8 Requests and offers

READING AND LISTENING (SB p. 80)

The Internet

NOTE

The reading text in this section contains a number of new lexical items and some topic-specific lexis, e.g., *computer network, go worldwide, Google, Google glasses*. In order to save time in class, you might want to ask students to look up the following words in their dictionary for homework before the reading lesson: *history, Department of Defense, computer network, military* (noun), *scientist, telephone company, communicate, go worldwide, Google glasses, book a hotel, bills, partner, chat, 3D, endless*.

This section gives practice in vocabulary, reading, and listening based on a subject of interest to many students—the Internet. Introduce the topic with the following questions: *Do you use Google or another search engine? What for? Are you on Facebook or another social networking site? Do you write a blog? What's it about?*

- 1 Focus students' attention on the web addresses. Elicit what "www" means (*world wide web*), and check that students can pronounce the abbreviation: /dʌblyu/ dʌblyu/ 'dʌblyu/. Give students time to discuss what each website is for before checking the answers with the class.

Answers

www.google.com	search engine
www.nytimes.com	newspaper website
twitter.com	social network
www.oup.com	Oxford University Press's website
YouTube.com	video sharing website
www.wikipedia.com	information website

- 2 The exercise reviews and extends useful verb + noun collocations and also pre-teaches some of the vocabulary used in the reading text.

Focus students' attention on the example. Students continue matching, working individually. Have students check their answers in pairs before checking the answers with the whole class. Check comprehension of *play chess*, *pay a bill*, and *chat with friends*.

Ask students which activities you can do on the Internet, and make sure that students understand you can do all of them.

Answers

- listen to music
- watch TV
- play chess
- pay a bill
- read a book
- chat with friends
- send an email
- book a hotel

- 3 Read the questions as a class and elicit possible answers. Divide the class into pairs or groups of three, and have students discuss the questions. Allow them to use whatever language they can to express their ideas, but be prepared to supply language if students request it. Do not comment on the questions at this stage, as students will find answers to the questions in the reading text.

- 4 **CD3 20** If you haven't assigned the vocabulary checking as homework, pre-teach/check students' understanding of the items listed in the Note above, especially with weaker groups. Ask students to read and listen to the text and to find the answers to the questions in exercise 3. Have students compare their predictions in exercise 3 with the information in the text. Check the answers with the whole class.

Answers

- The Internet started in the 1960s.
- It started because the **US** Department of Defense wanted a computer network to help the American military.
- People can "google" for information, shop, book a hotel, a vacation, or movie tickets, read a book, pay their bills, watch their favorite TV program, play chess with a partner in China, "chat" with their friends and share photos, print in 3D.

- 5 Have students read the text again and find and correct the false sentences. Ask students to check their answers in pairs before checking the answers with the class.

Answers

- False. The Internet started in the 1960s.
- False. The **US** Department of Defense started it.
- True.
- False. Scientists sent messages in the 1970s.
- True.

What do you do on the Internet?

- 6 Tell students they are going to hear different people talking about when and why they use the Internet. Focus students' attention on the photos and the age of each person. Give students a few minutes to discuss how each one might use the Internet.

Pre-teach/check students' understanding of *Wikipedia* (an online encyclopedia), *geography*, *science*, *post photos (on Facebook)*, *songs*.

CD3 21 Play the first extract and focus students' attention on the example. Remind students that they don't have to understand every word to be able to complete the exercise. Play the rest of the recording, and have students write down their answers for each person.

Have students check their answers in pairs. Play the recording again, and have students check/complete their answers. Check the answers with the class.

Elicit any other information students understood about each Internet user.

Answers and audio script

	When?	Why?
Charlotte	usually after school	help with homework
Chul	all night	play games
Daniela	3 or 4 times a day	hear friends' news
Julie	on Sundays	get information about her family history
Max	after school	play games
Edna	every Friday	shopping

CD3 21**1. Charlotte, 14**

I use the Internet a lot ... usually after school. It helps me with my homework. I google information or I use Wikipedia. It helps me with everything – history, geography, science, English ... everything. Yesterday I got a lot of information about Jane Austen.

2. Chul, 19

I'm a college student in Seoul, South Korea. I'm online all the time. I love playing games online. I play with other people from all over the world. It's so exciting! Sometimes I play games all night!

3. Daniela, 23

I go on Facebook a lot, sometimes three or four times a day. It's a great way to hear all your friends' news and see their pictures. Also, I play guitar and I can find lots of songs online. Yesterday I got the words and music for *Can't Buy Me Love*, you know, by the Beatles. I can play it now. I go online mostly at night, when I have time.

4. Julie, 47

Well, my last name, uh, my family name is Tan, and I want to write about my family, so I use the Internet to find out about my family's history. There are special websites for this. Also, I can chat with people with the same name from all over the world—like, Shanghai, Taipei, Singapore, of course, but also places like Vancouver and Paris. It's really interesting. I usually use it on Sundays because I have more time then.

5. Max, 10

I play games a lot. And I go on websites for my favorite pop groups and basketball players. I want to be on the computer all the time, but my mom says I can't. She says I can only use it after school for an hour, and then I stop.

6. Edna, 71

I shop online. Every Friday I go to my son's house and I use his computer. It's fantastic—the supermarket brings all my groceries to my house. I want a computer now. I want to send emails to my friends. Most of my friends have computers.

- 7 Elicit examples of other uses of the Internet that don't appear in the text, e.g., read the weather forecast, get help with your English, get maps and directions, get names and addresses of businesses, etc.

Give the names of a few good websites that you know and describe what you can do on these sites. Supply useful language for talking about websites:

(Name of site) is good for (shopping).

I visit (name of site) for (information on travel).

You can (read the news) at (name of site).

A good site for (games) is (name of site).

Divide the class into groups, and have them talk about how they use the Internet and about good websites that they know. Monitor and help as necessary.

Have students tell the class about any interesting sites in a brief class discussion. Highlight any common errors to the class, but do not overcorrect as this may be demoralizing.

SUGGESTION

If your students are interested in the Internet, you can have them work in groups and write a summary of how they use the Internet, referring to script **CD3 21** as a model. They can also produce a mini-guide of their favorite websites divided into categories according to students' interests, e.g., sports, learning English, shopping, local information, news, etc.

ADDITIONAL MATERIAL**Workbook Unit 11**

Exercises 9–10 Extra reading

VOCABULARY AND SPEAKING (SB p. 82)**Adjective + noun****⚠ POSSIBLE PROBLEMS**

- Students last saw *fast* as an adjective in Unit 8, e.g., *a fast train*, and will see it again in the *Vocabulary and speaking* section of this unit, e.g., *a fast car*. The Grammar Spot on SB p. 78 covers *fast* as an adverb, but if students ask about the word order, e.g., *run fast*, before this point, just explain it's *fast + noun* and *verb + fast* without giving a detailed explanation of the grammar behind adverbs and adjectives.

This section consolidates and extends the adjective + noun collocations students have encountered so far in the course.

- 1** Focus students' attention on the illustration and elicit a few examples of what is shown.

Focus students' attention on the example match of *old/young/tall* to *people*. Put students in pairs to continue the matching task. Check the answers, drilling the pronunciation as necessary.

Answers

old/young/tall people
fast/expensive car/food
delicious/fresh food
big/busy/cosmopolitan city
dangerous/exciting sports
funny/interesting/boring movies
warm and sunny/cold and rainy weather

- 2 Elicit a possible ending for number 1 (*a fast car/an expensive car*). If necessary, remind students of the use of *a/an* with a singular noun.

Explain that students sometimes need an adjective + noun combination and sometimes just an adjective on its own. Give students time to complete the sentences and then compare their answers in pairs.

CD3 22 Tell students they are going to hear short conversations that are about the people and things in sentences 1–7. Sometimes the wording is similar to the sentences and sometimes it is a bit different. Play number 1 as an example, and have students compare their versions.

Play the rest of the recording, and have students compare the adjectives used.

Refer students to **CD3 22** on SB p. 115. Put students in pairs to practice the conversations. Monitor and help as necessary. If students have problems with pronunciation, drill difficult lines from the recording again. Be prepared to give an exaggerated model of the voice range for students who sound a little flat.

CD3 22

1. **A** A Ferrari is a fantastic car. It's so fast.
B Yeah, I know, but it's also so expensive.
2. **A** How tall is your brother?
B He's very tall, 6 feet 3 inches. I'm only 5 feet 10 inches.
3. **A** I think race-car driving is a really dangerous sport.
B I know it's dangerous, but it's exciting, too. That's why I love it!
4. **A** Can I have a glass of fresh orange juice, please?
B I'm sorry. We only have orange juice in bottles.
A OK. Just a glass of water, then.
5. **A** New York is a very cosmopolitan city. I love it.
B Me too. I can't believe I'm here.
6. **A** Charlie Chaplin made some very funny movies, don't you think?
B No. I don't like his movies. I think they're really boring.
7. **A** We can't go for a walk. It's too cold and rainy.
B Yes, we can. Look it's sunny again! Come on!

- 3 Check students' understanding of *movie star*. Elicit a few possible examples for each category and write them on the board. Put students in groups of three or four to draft their lists. Supply useful language for this stage, e.g., *What's an example of an expensive car? A Mazda? I don't really agree with that. How about a Porsche?*

Students continue in their groups. Make sure one student writes down the examples.

Students then work with people from another group to compare their lists. Elicit the most common example for some of the categories in a short class discussion.

SUGGESTION

Students can play "10 questions" with the examples in exercise 3. One student thinks of a category, e.g., an old city, without telling the others in the group. They have a maximum of 10 questions to find out what it is.

ADDITIONAL MATERIAL

Workbook Unit 11

Exercise 11 Adjective + noun

EVERYDAY ENGLISH (SB p. 83)

Everyday problems

- 1 Focus students' attention on the photos, and ask students where the people are in each one (1-in the city, 2-at work, 3-in a parking lot, 4-at home, 5-in the park, 6-in town).

Have students match the problems to the photos. Check the answers.

Answers

- | | |
|---------------------|--------------------|
| 1. directions | 4. a lost passport |
| 2. computers | 5. an accident |
| 3. a ticket machine | 6. arriving late |

- 2 Focus students' attention on the example. Students work individually to match the lines to the other conversations. Have students check their answers in pairs before checking the answers with the class.

Answers

- a. The person in picture 1.
- b. The person in picture 2.
- c. The person in picture 5.
- d. The person in picture 4.
- e. The person in picture 6.
- f. The person in picture 3.

This stage allows students to use their imaginations and create a conversation around one of the situations in the photos. Ask a confident student to choose a photo and improvise a short conversation around the situation he/she selected.

Students continue in pairs. Monitor and help as necessary, but don't try to control the wording too much. It's best just to let students do what they can with the language they already know. If appropriate, you can pair more confident students with weaker ones.

If you have time, allow a few pairs to act out their conversations for the class.

- 3 Briefly review the language of giving directions from Unit 8: *turn left/right, go straight ahead*. Also pre-teach/ check students' understanding of the following words from the conversations: *you can't miss it (= it's easy to find)*, *What's the matter?*, *push (a button)*, *airport*, *miss the bus*, *it doesn't matter*.

CD3 23 Play the first line of conversation 1, and elicit the missing word (*lost*). Play the rest of the recording, and have students complete the rest of the task.

Play the recording again, and have students complete/ check their answers. Check the answers with the class.

Answers and audio script

1. **A** Excuse me! Can you help me? I'm **lost**.
B Where do you **want** to go?
A Grand Central Station.
B Turn left onto Park Avenue. It's **straight** ahead. You **can't** miss it.
2. **A** Oh no!
B What's the **matter**?
A There's something **wrong** with this computer. I can't **get** on the Internet, so I can't send my emails.
B Turn everything off and try **again**. That sometimes **works**.
3. **A** Excuse me! This ticket machine **doesn't work**.
B Did you **push** the green button?
A Oh! No, I didn't.
B Ah, well. Here's your **ticket**.
A Thank you very much.
4. **A** Come on! It's time to go to the airport.
B But I **can't find** my passport! I can't find it anywhere!
A You **put** it in your bag.
B Really? Oh, yes. **Here** it is! Phew!
5. **A** Are you **all right**?
B Yes, I think so.
A Does your arm hurt?
B It hurts **a little**, but I think it's OK.
6. **A** I'm so sorry I'm **late**.
B It's OK. The movie **starts** in 15 minutes.
A I missed the **bus**.
B I told you, it doesn't **matter**. Let's go.

- 4 Have students practice the conversations in closed pairs. Monitor and check for correct pronunciation. If students have problems, drill key sections from the recording, and have students repeat the pairwork.

Have students choose two conversations to learn and act out for the rest of the class. Encourage them to stand up and role-play the situation, rather than just say the conversations face to face. This helps students with their acting and with their overall delivery. Encourage the other students to listen carefully to the students who are acting and give feedback on pronunciation.

SUGGESTION

If class time is short, you can ask students to learn their lines for homework and then give them a short time to rehearse in pairs. With a weaker group, you can put simple cues on the board to help if students forget their lines.

ADDITIONAL MATERIAL

Workbook Unit 11

Exercise 12 Everyday problems

Don't forget!

Workbook Unit 11

Exercises 13–16 Grammar and vocabulary review

Word list

Ask the students to turn to SB p. 130 and go through the words with them. Ask them to learn the words for homework, and test them on a few in the following class.

Tests (Online)

Unit 11 Test

Skills Test 4 (Units 8-11)

Video (iTools and Online)

Additional photocopyables and PPT™ presentations (iTools)



12 Please and thank you

I'd like... • ***some and any*** • ***like and would like*** • **Food**
• **In a restaurant** • **Making offers to guests** • **Signs all around**

 **The Los Angeles food trucks**

This unit is called “Please and thank you,” and it focuses on the function of asking for things in a range of contexts. The structure *would like* is introduced and practiced, along with *some* and *any*. *Like* is also reviewed and contrasted with *would like*. The lexical set of stores and amenities is reviewed and extended, and there is a *Vocabulary* and *speaking* section on food and drink, and ordering in a restaurant. The *Reading and speaking* section also focuses on food, with a text about what people eat in different parts of the world. This is the first “jigsaw” reading in the course. Therefore, it fully integrates reading and speaking skills. There is further functional practice in the *Everyday English* section with the language used in a range of signs in public places.

LANGUAGE INPUT

GRAMMAR

I'd like... (SB p. 84)

- Using *I'd like...* as a polite way of asking for something or saying you want to do something

some and *any* (SB p. 84)

- Using *some* and *any* with plural countable and uncountable nouns

like and *would like* (SB p. 87)

- Using *like* for expressing likes and dislikes in general and *would like* for making requests

VOCABULARY

Shopping (SB p. 84)

- Using common words and phrases to shop for everyday items

Food (SB p. 88)

- Using common words for food

In a restaurant (SB p. 90)

- Using common words and phrases to order in a restaurant

EVERYDAY ENGLISH

Signs all around (SB p. 91)

- Identifying the meanings of different signs

SKILLS DEVELOPMENT

READING

You are what you eat (SB p. 88)

- Reading a text about what three people from three different countries eat for daily meals

SPEAKING

You are what you eat (SB p. 88)

- Talking about what three people from three different countries eat for daily meals

In a restaurant (SB p. 90)

- Talking about what foods you like and don't like on a menu

MORE MATERIALS

Photocopiables – Signs all around (TB p. 144) **Tests** (Online) **Videos** (iTools and Online)

Notes on the unit

STARTER (SB p. 84)

This *Starter* section reviews and extends the lexical set of stores and amenities and also reviews *can*.

- 1 Focus students' attention on the chart, and give students time to read column A. Check students' understanding of *bread, milk, fruit, meat, and conditioner*. Answer any questions about vocabulary and elicit the answer to number 1 (g). Then have students continue matching in pairs. Check the answers with the whole class.

Answers

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

- 2 Focus students' attention on the examples. Then have students make sentences with the phrases in exercise 1 using *You can ...*

CD3 24 Play the recording, and have students check their answers. Explain any individual words that students ask about. (If you think students need further practice in the pronunciation of *can*, you can have students listen again and repeat the sentences.)

Answers and audio script

1. You can buy a magazine at a newsstand.
2. You can buy bread, milk, fruit, and meat at a supermarket.
3. You can change money at a bank.
4. You can buy stamps and send a package at a post office.
5. You can buy a dictionary at a bookstore.
6. You can get a medium latte at a café.
7. You can buy shampoo and conditioner at a drugstore.

SAYING WHAT YOU WANT (SB p. 84)

I'd like . . . , some and any

! POSSIBLE PROBLEMS

- Students have already seen *like* as a main verb in the presentation of the Simple Present in Unit 5. This is the first time students have seen *would like*, and it is easy for them to confuse the two. Common mistakes are:
 - * *Do you like a cup of tea?*
 - * *I like to buy a dictionary.*
 - * *You like a coffee?*
- Students can usually understand the difference between liking in general (expressed with *like*) and a specific request (expressed with *would like*), but the similarity in form can lead to confusion. Students are given both receptive and productive practice in both forms, but be prepared to monitor and check for

mistakes and review as necessary. (There is no need to highlight at this stage that *would* is a modal verb, as students will encounter *would* and its various uses in later levels of *American Headway, Third Edition*.)

- Students first encountered *some* and *any* with *there is/are* in Unit 8, but may still ask about their meaning as individual words. At this early stage, it's best just to give practice in the use of *some* and *any* with a range of different examples, rather than get into complicated explanations. The Grammar Spot on SB p. 85 sets out the key uses that students need to be aware of at the beginner level.

- 1 Focus students' attention on the photos, and have students point to Adam in each one. Pre-teach/check students' understanding of *anything else, small, medium, large*.

CD3 25 Play the first line of conversation 1, and elicit the missing word (*morning*). Play the rest of the recording once without stopping, and elicit where Adam is in each conversation (1-in a supermarket, 2-in a café). Allow students to check their answers in pairs. Play the recording again and have students check/complete their answers.

Check the answers with the whole class.

Drill the pronunciation of the lines containing *would like* from conversation 1:

I'd like some roast beef, please. How much would you like? Would you like anything else?

Check that students can reproduce the contracted form *I'd* /aɪd/ and the pronunciation of *would* /wʊd/.

Put students in pairs to practice the conversations. Monitor and check for correct pronunciation. Be prepared to drill key lines again if necessary.

Answers and audio script

Conversation 1

Adam Good **morning**. I'd like some roast beef, please.

B How much would you like?

Adam **One** pound.

B Would you like anything else?

Adam Yes, I'd like some cheese. **Do you have** any Swiss cheese?

B We **don't** have any Swiss. What about some French cheese?

Adam No, thank you. Just the roast beef. **How** much is that?

Conversation 2

C Can I help you?

Adam Yes, please, I'd like a coffee.

C OK. Would you **like** small, medium, or large?

Adam Medium, please.

C OK. Here's your coffee. **Anything** else?

Adam Um, oh, yeah. I don't see **any** cream for the coffee. I'd like **some** cream and sugar, please.

C Yes, of course. Here you go. That's \$2.90 for the coffee, please.

GRAMMAR SPOT

would like

- 1 Read the notes as a class. Make sure students understand the difference in politeness between *want* and *would like*, and that *'d like* is the contracted form.
- 2 Read the notes as a class. Make sure students understand that *Would you like ... ?* is used when we offer things.

Ask students to find more examples of *would like* in the conversations in exercise 1.

some and any

- 1/2 Read the notes as a class, highlighting the use of *some* with affirmative sentences, and *any* in questions and negatives.

Ask students to find more examples of *some* and *any* in the conversations in exercise 1.

Read Grammar Reference 12.1–12.2 on SB p. 124 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it.

- 2 Explain that students are going to hear Adam from exercise 1 shopping in town. Pre-teach/check students' understanding of *The Times* (newspaper), *chocolate bar*, *For here or to go?* Focus students' attention on the chart, and read the questions aloud so that students know what to listen for.

CD3 26 Play the recording of conversations 1 and 2 once. Play it again, pausing at the end of key lines, if necessary, to allow students to write their answers. Check the answers with the class.

Answers

	Conversation 1	Conversation 2
Where is he?	at a newsstand	in a coffee shop
What does he want?	<i>The Times</i> and two magazines; some candy	a latte; some chocolate cake

CD3 26

Conversation 1

- D** Is that all? *The Times* and the two magazines?
Adam Yes, that's all. Oh, I almost forgot—I'd like some candy, too.
D OK. Which kind?
Adam Uh, one of those big chocolate bars, please.
D Would you like a bag?
Adam No, thanks. I don't need a bag.
D That's \$11.65.

Conversation 2

- Adam** I'd like a latte, please.
E For here or to go?
Adam For here, please.
E Small, medium, or large?
Adam Medium, please.
E Would you like something to eat?
Adam Um—yes. I'd like some chocolate cake.
E Sure. Anything else?
Adam That's it, thanks.

- 3 Explain that in the conversations for this exercise, Adam is talking to his friend Lily at home. Pre-teach/check students' understanding of *orange/apple juice*. Elicit the second missing word in the first line (*like*). Give students time to complete conversations 1 and 2. Have them check their answers in pairs before playing the recording.

CD3 27 Play the recording, and have students check their answers.

Answers and audio script

A= Adam, L = Lily

Conversation 1

- A** What **would** you **like** to drink?
L A juice. **I'd like** an apple juice, please.
A Um . . . I have **some** orange juice, but I don't have **any** apple juice.
L Don't worry. Orange juice is fine. Thanks.

Conversation 2

- A** **Would** you **like** something to eat?
L Yeah, OK. A sandwich. A cheese sandwich?
A Um . . . I don't have **any** cheese. Sorry. I have **some** chicken.
Would you **like** a chicken sandwich?
L I don't like chicken.
A **Would** you **like** some cake, then?
L Yes, please. I'd love **some**.

Check students' pronunciation of *apple juice* /'æpl dʒʊs/, *orange juice* /'ɔrɪndʒ dʒʊs/, and *sandwich* /'sænwɪtʃ/. Put students in pairs to practice the conversations. Monitor and check for accurate pronunciation and intonation. Make sure that students reproduce *I'd like* correctly and make sure students don't say *I like*. If students have problems with pronunciation, drill key sections of the conversations, and have students practice again in closed pairs.

Role play

- 4 This exercise practices question forms with *would like*. Focus students' attention on the pictures, and have students imagine they are at home with a friend. Check students' understanding of *feel at home*. Focus students'

attention on the examples in the speech bubbles. Remind students of the use of *would like* + noun and *would like* + infinitive. Drill the examples chorally and individually. Encourage students to reproduce correct intonation—rising intonation on the *Yes/No* questions and falling on the *wh-* question, and a wide voice range on the answers, starting high.

Check students' understanding of the food, drinks, and activities being offered. Elicit two or three different exchanges from the students in open pairs. Then have them continue in closed pairs. Monitor and check for correct use of *would you like* + noun and infinitive, and pronunciation. If you have time, have students act out their role play for the rest of the class.

ADDITIONAL MATERIAL

Workbook Unit 12

Exercise 1 Vocabulary

Exercises 2 – 3 *Somelany*

Exercise 4 *I'd like*

Exercise 5 Offering things

PRACTICE (SB p. 86)

It's my birthday!

Exercises 1–4 of *Practice* focus on *would like* in the context of birthdays. It consolidates the use of *would like* + noun and *would like* + *to*-infinitive.

- 1 Introduce the topic by asking *When's your birthday?* and *What do you usually do on your birthday?*

Explain that students are going to hear a conversation between two friends. It's the man's birthday soon and the woman is asking what he would like. Pre-teach/check students' understanding of *forget*, *presents*, *take you out for dinner*, and *silly*. Ask students to cover the text of the conversation in exercise 2. Ask the questions in exercise 1.

CD3 28 Play the recording through once and elicit the answers.

Answers

She wants to buy her friend a birthday present.

He is turning 30 years old.

CD3 28—see below

- 2 Ask two students to read the first three lines of the conversation aloud and elicit the missing words in line 3 (*would you like*). Give students time to complete the rest of the conversation.

CD3 28 Play the recording, and have students check their answers.

Answers and audio script

A Hey, isn't it your birthday soon?

B Yeah, next week on the 15th.

A So, what **would you like** for your birthday?

B I don't know. I don't need anything.

A But, **I'd like to** buy you something.

B That's nice, but I think **I'd like to** forget my birthday this year.

A What? You don't want any presents! Why not?

B Well, I'm 30 next week, and that feels old.

A Thirty isn't old. Come on! **I'd like to** take you out for dinner with **some** friends. You can choose the restaurant.

B OK, then. Thank you. **I'd like** that. Just don't tell anyone it's my birthday.

A Oh, that's silly!

Put students in pairs to practice the conversation. Monitor and check for accurate pronunciation and intonation. Make sure that students reproduce *I'd like* correctly, and make sure students don't say *I like*. If students have problems with pronunciation, drill key sections of the conversations and have students practice again in closed pairs.

Birthday wishes

- 3 Tell students they are going to hear three people talking about their birthdays. Focus students' attention on the chart and elicit possible answers to the two questions, e.g.,

What would they like? a book, a CD, a picture, a sweater, a camera, etc.

What would they like to do in the evening? go to the theater, have a party, go to a restaurant, go shopping, etc.

CD3 29 Play the recording of Kelly and elicit the answers (*breakfast in bed* and *to go to the theater*). Play the rest of the recording, and have students complete the chart.

Have students check their answers in pairs before checking the answers with the whole class.

Answers

Kelly: breakfast in bed with the newspapers; go to the theater

Carlos: a new computer; go to a good restaurant

Jade: a new cell phone; go out with all her friends

CD3 29

Kelly

What would I like for my birthday? That's easy! I'd like to have breakfast in bed. With the newspapers. And in the evening, I'd like to go to the theater.

Carlos

Well, I'd like a new computer, because my computer is so old that new programs don't work on it. And then in the evening, I'd like to go to a good restaurant. I don't mind if it's Italian, French, Chinese, or Korean. Just good food.

Jade

I'd love a new cell phone. My cell phone is so old now. I'd like one that takes good pictures. My friend's phone has a really good camera, and it wasn't that expensive. And in the evening, I'd like to go out with all my friends and have a great time!

- 4 Ask students to imagine it's *their* birthday soon. Focus students' attention on the examples in the speech bubbles. Drill the language and make sure that students say *I'd like* rather than *I like*. Have students give one or two more examples, working in open pairs. Students continue in closed pairs. Monitor and check for correct use of *would like* + noun and *would like* + *to*-infinitive.

like and would like

This section explains the difference between *like* and *would like* and gives students further practice in using the two forms.

- 1 Read the sentences aloud and ask *What's the difference?* Allow students to express a range of ideas, in L1 if appropriate. Do not confirm or explain the difference at this stage, as students get further help in exercise 2.
- 2 **CD3 30** Pre-teach/check students' understanding of *tonight*. Play the recording, and have students read the conversations. Point out the use of *I'd love to* in reply to *Would you like to ... ?* Explain that we don't usually repeat the verb from the question.

Ask the concept questions in the Student Book and check the answers.

Answers

Conversation 1 is about what you like day after day. Conversation 2 is about what you want to do today.

Put students in new pairs to practice the conversations. Monitor and check for accurate pronunciation and intonation. Make sure that students use *I like* and *I'd like* correctly. If students have problems with pronunciation, drill key sections of the conversations, and have students practice again in closed pairs.

GRAMMAR SPOT

- 1 Read the notes as a class. Make sure students understand that *like* is used to talk about something that is always true. Focus students' attention on the example sentences, and elicit other examples from the class.
- 2 Read the notes as a class. Make sure students understand that *would like* is used to talk about something we wish to have or do now or soon. Focus students' attention on the examples, and highlight

the use of the noun and *to*-infinitive in questions with *would like*. Elicit other examples from the class.

Read Grammar Reference 12.3 on SB p. 124 together in class and/or ask students to read it at home. Encourage them to ask you questions about it.

Talking about you

- 3 Focus students' attention on the examples in the speech bubbles. With weaker classes, review the difference between *like* and *would like* by asking *general or specific?* about each sentence (*like* = general meaning; *would like* = a specific wish). Also highlight the use of *like* + *-ing* and *would like* + *to*-infinitive.

Elicit examples of complete conversations. Encourage students to ask *What about you?* and follow-up questions, e.g.,

- A What do you like doing in your free time?
B I like shopping and reading. What about you?
A I like swimming and listening to music.
B What music do you like?
A Jazz and classical. What about you?
B I like pop and rock.

- B What would you like to do this weekend?
A I'd like to go out with my friends. What about you?
B I'd like to go shopping.
A What would you like to buy?
B Some clothes and a CD.

Then have students continue working in closed pairs. Monitor and check for correct use of *like* + *-ing* and *would like* + *to*-infinitive. Comment on any common errors which might interfere with comprehension, e.g., **I like to visiting my parents*.

Listening and pronunciation

- 4 **CD3 31** This is a discrimination exercise to help students distinguish *like* and *would like*. Play the first sentence as an example, and elicit the sentence that is recorded (*Would you like a soda?*). Play the rest of the recording, and have students choose the correct sentences. Have students check their answers in pairs. If there is disagreement on the answers, play the recording again, and then check the answers with the class.

Answers and audio script

1. Would you like a soda?
2. I like watching movies.
3. We'd like a house with three bedrooms.
4. What would you like to do?
5. I like new clothes.

CD3 31

1. **A** What would you like? Would you like a soda?
B Yes, please. I'm very thirsty.
2. **A** What kinds of things do you like doing on the weekend?
B Well, I like watching movies.
3. **A** What kind of house do you want to move into?
B Well . . .
C We'd like a house with three bedrooms. Somewhere near a good school.
4. **A** We have this weekend free. What would you like to do?
B I'd like to spend the weekend with you, and only you!
A Oooh!
5. **A** What do you spend all your money on?
B Well, I like new clothes. I buy new clothes every week.

Refer students to the audio script for **CD3 31** on SB p. 116. Give students time to read the conversations and answer any vocabulary questions they may have. Put students in new pairs to practice the conversations. Monitor and check for accurate pronunciation and intonation. Make sure that students use *I like* and *I'd like* correctly. If students have problems with pronunciation, drill key sections of the conversations, and have students practice again in closed pairs

Check it

- 5 Focus students' attention on the first pair of sentences as an example. Students continue working individually to choose the correct sentence.

Have students check their answers in pairs before checking the answers with the whole class.

Answers

1. I'd like to leave early today.
2. Do you like your job?
3. Would you like tea or coffee?
4. I'd like some tea, please.
5. They'd like something to eat.
6. I don't have any money.

ADDITIONAL MATERIAL**Workbook Unit 12**

Exercises 6 – 7 *Like* and *would like*

READING AND SPEAKING (SB p. 88)**You are what you eat****NOTES**

This is the first “jigsaw” reading in the course and therefore will need careful setting up. The “jigsaw”

technique integrates reading and speaking skills by having students read one of three texts and then work in groups to exchange information in a speaking phase. It's important to remind students to read only their text and to get information about the other texts through speaking.

The theme of the section is eating well, and the texts describe the eating habits of three people in different parts of the world.

Introduce the topic of food by asking students to brainstorm examples of food and drink. Have them work in groups and then elicit examples, asking a student from each group to write them on the board. Take the opportunity to check pronunciation and review the alphabet by having students spell some of the key words.

Pre-teach/check students' understanding of *a good diet*. Elicit an example of food that is good for you, e.g., *fruit* and one that isn't very good for you, e.g., *ice cream*. Focus students' attention on the title of the section. Say *You are what you eat. What does it mean?*

(A good diet is important.)

- 1 This exercise includes some of the key vocabulary in the jigsaw reading task. Ask *What's in picture 1?* and elicit *salad*. Students continue asking and answering, working in pairs.

Check the answers with the class. Drill the pronunciation of the words as necessary.

Answers

- | | |
|---------------------|------------|
| 1. salad | 6. seafood |
| 2. breakfast cereal | 7. fish |
| 3. chicken | 8. rice |
| 4. bread and jam | 9. eggs |
| 5. pasta | |

- 2 The following words from the reading texts are new. With stronger students, allow them to work together in their groups (see notes below) to help with the new vocabulary, using dictionaries as appropriate. With weaker students, you can pre-teach/check students' understanding of the following items first: *meal*, *soup* /sup/, *lunch box*, *dish*, *vegetables* /'vedʒtəblz/, *beans*, *plate*, *have a snack*, *ride a bike*, *run a marathon*, *snack* (verb), *dessert*, *have a siesta*, *do some exercise*, *go to the gym*.

Focus students' attention on the article. Ask *What food can you see in the photos?* Elicit some words for the food in the photos, e.g., *sushi*, *salad*, *rice*, and *seafood*. Focus students' attention on the photos of the people and check pronunciation of the names:

Hiro /'hi:ro/, Laura /'ləʊrə/,
Sophia /sou'fi:ə/

Put students into three groups, A, B, and C. (With larger classes, you may need to have multiple sets of the three groups.) Assign a text to each group and remind students to read only their text:

Group A—Hiro

Group B—Laura

Group C—Sophia

Have students read their text quickly, asking others in their group for help with vocabulary if you didn't pre-teach the items listed above. Monitor and help with any questions.

Give students time to read the questions and answer any questions they may have. Have them work in their groups and answer the questions about their text, writing down the answers to each one. Monitor and help as necessary.

Answers

Hiro:

1. rice, fish, eggs.
2. For breakfast he sometimes has rice, fish, and soup, but usually cereal, toast, and jam. For lunch he has bento, with rice, fish, vegetables, eggs, and sometimes meat. For dinner he has rice and fish with beans.
3. He has lunch at 12 o'clock. In the evening he eats at/after nine o'clock.
4. On the weekend, he likes going for walks and having dinner with his family.
5. He would like to eat with his children.
6. Yes, he goes for walks.

Laura:

1. breakfast cereal, salad, chicken, fish.
2. For breakfast she has cereal. For lunch she has salad. For dinner she has chicken or fish.
3. She has breakfast early. She has lunch at 11:30.
4. She likes cooking for friends at home.
5. She would like to run in the Boston Marathon.
6. Yes, she rides her bike to work and runs 5 miles a day.

Sophia:

1. bread and jam, pasta, salad, fish, seafood, rice.
2. For breakfast she has bread and jam. For lunch she has pasta, salad, fish or meat, and a dessert. For dinner she has seafood and rice.
3. She has lunch at two o'clock. She has dinner at about ten o'clock.
4. She likes going to cafés with her friends in the evening.
5. She would like to do some exercise/go to the gym.
6. No, she doesn't.

SUGGESTION

You might want to supply the language students can use for the information exchange, e.g.,

Do you want to start?

You next.

Sorry, I don't understand.

Can you repeat, please?

- 3 Regroup the students, making sure there is an A, B, and C student in each group. Demonstrate the activity by having a couple of students from one group talk about the person in their text. Students continue talking about the answers to the questions in exercise 2 and exchanging the information about their person. Monitor and help. Also check for correct use of the Simple Present, *like*, and *would like*. Write down any common errors, but comment on them at a later stage.

What do you think?

Read through the questions as a class, and elicit a few responses from a range of students. Briefly review the use of imperatives, e.g., *Eat ...*, *Don't have ...* for the suggestions about diet. Give students time to discuss the questions in their groups, writing down suggestions for a good diet.

Elicit a range of ideas from students in a short class discussion.

SUGGESTION

If your students are interested in the topic of food, you can start a mini-project. Students can write about what people eat, using the descriptions in the reading texts as a model. This would work particularly well with students from different countries or regions of the same country. If possible, have students produce their project on a computer, adding images and references they have researched on the Internet.

ADDITIONAL MATERIAL

Workbook Unit 12

Exercise 11 Extra reading

VOCABULARY AND SPEAKING (SB p. 90)

In a restaurant

This section reviews and extends the lexical set of food and drink, and recycles *would like* in the context of ordering in a restaurant.

- 1 Write the following words from a menu on the board: *Starters, Mains, Sandwiches, Side orders, Desserts, Drinks*. Elicit examples of things for each category,

e.g., *soup, pasta, cheese sandwich, fries, chocolate cake, orange juice.*

Focus students' attention on the menu. Give students time to read it through. Encourage students to ask a partner for help with any dishes they don't recognize, but be prepared to answer any vocabulary questions students may have. Check pronunciation of the following items. Drill the word stress as necessary.

soup	
mixed salad	/,mɪkst 'sæləd/
steak	
spaghetti	/spə'gɛti/
tuna	
mixed fruit	
apple pie	/,æpl 'paɪ/
mineral water	/'mɪnərəl ,wɔtər/

Give a few examples of things from the menu that you like and don't like. Put students in pairs to compare their likes and dislikes.

Ask students to report back about their partner's preferences. Use this as an opportunity to review the third-person *-s* on *likes/doesn't like*.

- 2 Tell students they are going to hear Louis and Michelle ordering a meal at Rosie's Diner. Make sure that they understand that Louis is a man's name and Michelle is a woman's name. Also make sure students understand what the letters *S*, *L*, and *M* stand for. Give students time to read the sentences.

CD3 32 Focus students' attention on the example and play the first line of the recording. Play the rest of the recording, and have students complete the task.

Ask students to check their answers in pairs. If there is disagreement on the answers, play the recording again, and have students check/modify their answers. Check the answers with the whole class.

Answers and audio script

S = Server, L = Louis, M = Michelle

- S** Are you ready to order?
L Well, I am. Are you ready Michelle?
M Yes, I am. What's the soup of the day?
S Chicken noodle soup.
M Great. I'd like the chicken noodle soup to start, please.
S And for your main course?
M I'd like the spaghetti with some fries on the side.
S Thank you. And you, sir? What would you like?
L Um—I'd like the mixed salad, then the hamburger and fries.
S Would you like any side orders?
L No, thank you. Just the hamburger.
S And to drink?
M Mineral water for me, please. What about you, Louis?
L The same for me. We'd like a bottle of mineral water, please.
S Great. I'll bring the drinks right away.

- 3 Divide the class into groups of three. Have students practice the conversation in their groups. If students have problems with pronunciation, drill key sections of the conversation, and have students practice again.

Role play

- 4 Give students time to prepare their roles and what they want to order. Encourage them to rehearse the conversation a few times. Once they are more confident with the language, encourage them not to refer to the text in the Student Book, but to work from memory. (With a weaker group, you can write simple sentence cues on the board to help with the role play.) Monitor and help as necessary. Have students act out their conversations for the rest of the class.

SUGGESTION

If you have access to other real menus from American restaurants, bring copies of them into class and have students role play other conversations, using the different menus. You will need to be careful that the menus you select contain language that is appropriate for the post-beginner level.

ADDITIONAL MATERIAL

Workbook Unit 12

Exercises 8 – 9 Pronunciation

Exercise 10 Vocabulary

EVERYDAY ENGLISH (SB p. 91)

Signs all around

This section focuses on the meaning of everyday signs and also recycles *can/can't* in the context of "be allowed to." Introduce the topic by drawing some of the signs in and around your school on the board. Elicit where you can see them.

- 1 Focus students' attention on the signs in exercise 1. Elicit where you can see them.

Answers

You can see the signs in a variety of places, including stores, offices, restaurants, libraries, hospitals, etc.

- 2 Pre-teach/check students' understanding of *push/pull, elevator, private, reserved, entrance, floor* (= story), *stand* (verb). Focus students' attention on the example. Put students in pairs to continue matching the signs to the meanings. Check the answers with the whole class.

Answers

- | | |
|------|-------|
| 1. f | 8. i |
| 2. a | 9. k |
| 3. d | 10. m |
| 4. e | 11. b |
| 5. n | 12. h |
| 6. l | 13. c |
| 7. j | 14. g |

- 3 **CD3 33** Explain that students are going to hear eight single lines of conversation. Pre-teach/check students' understanding of *gate*. Play number 1 and elicit the correct sign (*SALE*).

Play the rest of the recording and have students find the remaining seven signs. Allow students to check their answers in pairs. If there is any disagreement, play the recording again, and have students check/modify their answers.

Answers and audio script

CD3 33

1. b Hey, look! That nice red sweater is only \$19.99 now.
2. n Oh, no. I put my money in before I saw the sign.
3. m Can you tell me where the restrooms are, please?
4. e This is our table. It has our name on it.
5. h I'm not waiting. There are so many people.
6. k Which floor is our room on? Is it the 6th or 7th?
7. g Oh no, we're too late. It doesn't open again until Monday.
8. c I'm sorry, but you can't be here. Didn't you see the sign on the gate?

- 4 Demonstrate the activity by reading a short conversation and having students guess the correct sign, e.g.,

A *Oh, no! I need some stamps, but the post office isn't open.*

B *Don't worry. You can buy stamps at the newstand.*

Students point to the *Closed* sign.

Put students in pairs to continue. Monitor and help as necessary. Remind students not to use any of the wording in the sign if possible and to keep their chosen sign a secret.

Students take turns acting out their conversations. Have the rest of the class guess the correct sign.

SUGGESTION

Ask students to research other signs in English and to bring them into class. Encourage them to write down the signs they see when visiting an English-speaking country or to ask people they know to do so. Students can create a display of the different signs along with their meaning.

Photocopiable Activity

UNIT 12 Signs all around TB p. 144

Materials: one copy of the worksheet cut up per group of three students

Procedure: Explain that students are going to play a game to help them recognize and remember different signs.

- Divide the class into groups of three. Hand out a set of cards to each group. Ask students to spread them across the desk, face down. Demonstrate that students must take turns turning two cards over. If they match (i.e., the sentence matches the picture), the student keeps the pair and has another turn. If they are wrong, they must return the cards face down in the same place and the next student can have a turn.
- Provide useful language for playing the game, e.g., *It's your turn. Is that right? That isn't right. That isn't a pair*, etc.
- Students play the game in their groups. Monitor and help as necessary.
- The student with the most cards in each group is the winner.

ADDITIONAL MATERIAL

Don't forget!

Workbook Unit 12

Exercises 12 – 15 Grammar and vocabulary review

Word list

Ask the students to turn to SB p. 130, and go through the words with them. Ask them to learn the words for homework, and test them on a few in the following class.

Tests (Online)

Unit 12 Test

Video (iTools and Online)

Additional photocopiables and PPT™ presentations (iTools)

13

Here and now

Present Continuous • Colors • Clothes • *What's the matter?*

 Here and now

This unit is called “Here and now,” and the main new language focus is the Present Continuous. Students practice the tense in a range of contexts, and it is contrasted with the Simple Present. The lexical set of clothes and colors is reviewed and extended, and this is a vehicle for further practice of the Present Continuous. There is a *Reading and listening* skills section, talking about a change in routine in the life of a millionaire who wants to help people. This consolidates the use of the two present tenses. The vocabulary syllabus continues with a focus on opposite verbs, e.g., *teach* and *learn*. The *Everyday English* section is called *What's the matter?* and it focuses on feelings such as *tired*, *worried*, minor problems like *have a headache*, and suggestions with *Why don't you ... ?*

LANGUAGE INPUT

GRAMMAR

Present Continuous (SB p. 93)

- Using Present Continuous for actions happening now and around now

Simple Present and Present Continuous (SB p. 94)

- Using the Simple Present for actions that happen day after day and the Present Continuous for actions happening now

VOCABULARY

Colors (SB p. 92)

- Using common color words

Clothes (SB p. 92)

- Using common clothing words

Opposite verbs (SB p. 98)

- Using common verbs that have opposite meanings

EVERYDAY ENGLISH

What's the matter? (SB p. 99)

- Talking about feelings and minor medical problems and offering suggestions.

SKILLS DEVELOPMENT

READING

This week is different (SB p. 96)

- Reading about a woman on a popular TV program called *Secret Millionaire*

LISTENING

This week is different (SB p. 96)

- Listening about a woman on a popular TV program called *Secret Millionaire*
CD3 41 (SB p. 117)

Opposite verbs (SB p. 98)

- Listening to sentences and conversations that use verbs with opposite meanings
CD3 42 CD3 43 (SB p. 117)

MORE MATERIALS

Photocopiables – What are they doing? (TB p. 145) **Tests** (Online) **Videos** (iTools and Online)

Notes on the unit

STARTER (SB p. 92)

- 1 This *Starter* section reviews and extends the lexical set of colors and clothes. Focus students' attention on the colors and the example. Students work in pairs to continue labeling the colors. Check the answers with the class, drilling the pronunciation as necessary.

Answers

- | | |
|----------|-----------|
| 1. red | 5. blue |
| 2. green | 6. gray |
| 3. white | 7. brown |
| 4. black | 8. yellow |

Give an example of your own favorite color(s), and then elicit examples from the class. If necessary, reinforce the vocabulary by pointing to different objects in the class and eliciting the correct color.

- 2 Focus students' attention on the clothes and the example. Students work in pairs to continue labeling the clothes. Check the answers with the class.

Answers and audio script

- | | |
|-------------------------|--------------------|
| 1. a jacket | 7. boots |
| 2. pants | 8. a shirt and tie |
| 3. a sweater | 9. a suit |
| 4. a T-shirt and shorts | 10. a dress |
| 5. a scarf | 11. a skirt |
| 6. shoes and socks | 12. sneakers |

CD3 34 Play the recording and have students repeat chorally and individually. Make sure that students can pronounce the vowel sounds in the following words correctly:

skirt / shirt	/skɜrt/ /ʃɜrt/
pants	/pænts/
boots	/buts/
suit	/sut/
tie	/taɪ/

Make sure that students can distinguish *shirt* and *skirt*. Elicit which items in exercise 2 are only for women (a skirt and a dress). Highlight the use of *a* with the singular items, e.g., *a sweater*, and that the plural items do not need *a*, e.g., *boots*. Highlight that the word *pants* is plural in English because this may be different in the students' own language.

- 3 Demonstrate the activity by talking about the colors of your clothes, e.g., *My shirt is blue. My sneakers are black and white*, etc. Don't use *I'm wearing* at this stage. Elicit examples from one or two students. If necessary, remind them of the 's to talk about possessions. Then

have students continue in closed pairs. Monitor and check for correct pronunciation of the colors and clothes.

ADDITIONAL MATERIAL

Workbook Unit 13

Exercise 1 Colors

Exercise 2 Clothes

WHAT ARE THEY WEARING? (SB p. 93)

Present Continuous

⚠ POSSIBLE PROBLEMS

Many other languages do not have the equivalent of the Present Continuous and they use a single present tense to express "action which is true for a long time" and "action happening now or around now." This can lead students to use the Simple Present in English when they want to refer to an action in progress:

* *You wear a nice suit today.*

Students also confuse the form of the two tenses.

They are already familiar with *am/is/are* as parts of *to be*, but they tend to start using them as the auxiliary with Simple Present, and using *do/does* as the auxiliary with Present Continuous. Common mistakes are:

* *She's play tennis.*

* *What do you doing?*

* *I'm coming from Spain.*

* *Do they working today?*

* *You're go to work by bus.*

The Present Continuous can also be used to refer to the future and this is covered in Unit 14 of the course.

- 1 This section introduces the affirmative forms of the Present Continuous in the context of talking about clothes. A limited number of verbs apart from *wear* are introduced to help students get used to the form of this new tense.

Focus students' attention on the pictures of the people. Point to Richard, and elicit the missing words (*suit* and *shirt*). Give students time to complete the other descriptions, working individually. If they ask about the use of *is/are wearing* or the other verb forms, tell them they are in the Present Continuous, but do not go into a full explanation at this stage.

CD3 35 Play the recording, and have students check their answers. Play the recording again, and have students repeat chorally and individually. Encourage students to reproduce the contracted forms and the linking between *-ing* and a vowel:

He's wearing a gray suit.

If students have problems, drill just the first part of each sentence with *wearing*, e.g., *Richard's wearing a gray suit. Lucy's wearing a yellow T-shirt*, etc. Then drill the sentences with the other verbs: *He's reading his emails. She's running*, etc.

Answers and audio script

1. Richard's wearing a gray **suit** and a white **shirt**. He's reading his emails.
2. Lucy's wearing a **yellow** T-shirt and **white** sneakers. She's running.
3. Jerry's wearing blue **jeans** and red **socks**. He's playing the guitar.
4. Eva's wearing a **green** jacket and **brown** boots. She's carrying a black bag.
5. Polly and Penny are wearing yellow **dresses** and blue **shoes**. They're eating ice cream.

GRAMMAR SPOT

- 1 Focus students' attention on the examples, and read the notes with the whole class. Ask students to underline the Present Continuous forms in the sentences about the people in exercise 1.
- 2 Read the notes with the whole class. Remind students of the *-ing* form by giving students the infinitive and eliciting the *-ing* form, e.g., *wear—wearing, run—running, play—playing*, etc. Make sure that students understand that *'s* is the contracted form of *is*, and *'re* is the contracted form of *are*. Focus students' attention on the sentences and the example. Students complete the other sentences, using contracted forms.

Answers

You/We/They're **wearing** jeans.
He/She's **playing** in the yard.

Highlight that the Present Continuous can be used for actions happening now, e.g., *You're wearing jeans*, and around now, e.g., *I'm studying English*.

Read Grammar Reference 13.1 on SB p. 124 together in class, and/or ask students to read it at home.

Encourage them to ask you questions about it.

- 2 Say *wear—wearing, read—reading, sit* and elicit *sitting*. Focus students' attention on the example and drill the pronunciation. Describe another student without saying his or her name and have students guess who it is. Students continue in closed pairs. Monitor and check for correct formation of the Present Continuous. Highlight any errors after the task and encourage students to self-correct as much as possible.

- 3 Focus students' attention on the example, and then talk about your own clothes. Students take turns standing up and describing their clothes. In larger classes, students can do this in groups.

SUGGESTION

You can provide further practice of Present Continuous affirmative forms by having students think about what their family and friends are doing. Write the following questions on the board:

- *What are you doing now?*
- *What are your parents/friends/brothers and sisters/children doing now?*

Demonstrate the activity by giving your own answers, e.g.,

I'm teaching English. I'm working in Room ... with Class ...

My mother's working at home.

Elicit some more examples from one or two students, e.g.,

*I'm studying English. I'm sitting in Room ... next to ...
My parents are working.*

Divide the class into pairs, and have students continue exchanging examples. Monitor and check for correct formation of the Present Continuous. Comment on any common errors with the tense, and if necessary, drill the corrected forms.

Photocopiable Activity

UNIT 13 What are they doing? TB p. 145

Materials: one copy of the worksheet cut up per pair of students

Procedure: This is an information gap activity using different pictures. Tell students that they are going to work with a partner and ask questions to find six differences between two similar pictures of a family.

- Divide the class into pairs. Assign the role of A or B to each student and hand out the relevant half of the worksheet. Remind students they shouldn't look at each other's picture.
- Drill the type of questions students can ask, e.g., *What is (the father) wearing? Is (the mother) listening to music?*, etc.
- Students work in closed pairs to find all six differences. Tell them to circle the part of their picture when they find a difference. Monitor and help as necessary.
- Students compare their pictures to check they have found the differences.

ADDITIONAL MATERIAL

Workbook Unit 13

Exercise 3 Present Continuous

Exercise 5 Present Continuous negatives

- 4 **CD3 36** Write a big question mark on the board to show students they are going to practice questions. Focus students' attention on the examples. Play the recording, and have students just listen. Play the recording again and have students repeat chorally and individually. Make sure students include the contracted form 's in *What's he doing?* and the schwa sound in *What are they doing?*

What's he doing? /'wʌts hi 'duɪŋ/

What are they doing? /'wʌt ɑr ðeɪ 'duɪŋ/

Check the pronunciation of the names in exercise 1. Focus students' attention on the language in the speech bubbles, and elicit full answers *He's wearing a gray suit and a white shirt* and *He's reading his emails*. Drill the questions and answers chorally and individually. Have students continue asking and answering about the people in exercise 1, working in closed pairs. Monitor and check for correct formation of Present Continuous questions and statements. If students have problems, highlight the changes from statement to question form on the board:

He is wearing a shirt.
What is he wearing?

PRACTICE (SB p. 94)

Asking questions

- 1 This exercise gives practice in the *he/she* and *they* forms of Present Continuous questions and statements. Focus students' attention on the pictures and briefly review the verbs students will need to use (*cook, drive, take a shower, write, ski, eat ice cream, run, dance, and play golf.*) With a weaker group, you can write the verbs on the board.

Focus students' attention on the examples in the speech bubbles, and highlight the use of the contracted forms. Elicit one or two more examples, and then have students continue asking and answering in pairs. Monitor and check for correct formation of Present Continuous questions and statements.

CD3 37 Play the recording, and have students check their answers. If students had problems during the task, play the recording again, and have students repeat. Elicit the extra information provided in each answer.

Answers and audio script

- A** What's he doing?
B He's cooking dinner for friends.
 - B** What's he doing?
A He's driving to Boston.
 - A** What's he doing?
B He's taking a shower after work.
 - B** What's she doing?
A She's writing an email to her mother.
 - A** What's she doing?
B She's skiing in Canada.
 - B** What's she doing?
A She's eating vanilla ice cream.
 - A** What are they doing?
B They're running fast.
 - B** What are they doing?
A They're dancing at a club.
 - A** What are they doing?
B They're playing golf in Hawaii.
- 2 Demonstrate the meaning of *mime*. Focus students' attention on the examples in the speech bubbles and drill the language. Choose an activity that you can mime for the students, and have them guess what you are doing. Encourage them to give sentences in the Present Continuous rather than just call out the infinitive verb forms. Divide the class into pairs, and have them continue miming and guessing. Have them change roles after each mime. Monitor and check for correct formation of the Present Continuous.

ADDITIONAL MATERIAL

Workbook Unit 13

Exercise 4 Present Continuous questions

HE'S ON VACATION RIGHT NOW (SB p. 94)

Simple Present and Present Continuous

This section reviews the Simple Present and contrasts it with the Present Continuous. Exercise 1 highlights the use of Simple Present for facts and repeated actions.

- 1 Refer students back to the picture of Richard on SB p. 93. Tell students they are going to read about his job. Review/check students' understanding of *feel tired* and then focus their attention on the example. Ask students to complete the rest of the text with the verbs.

CD3 38 Ask students to check their answers in pairs before playing the recording for a final check.

Answers and audio script

Richard is a businessman. He works from 9:00 to 5:30 every day. He always **wears** a suit and tie for work. He usually **has** lunch at his desk at 1:00. He **arrives** home at about 7:00 every evening, and he **reads** to his children before they **go** to bed. He often **feels** very tired at the end of the day.

- 2 This exercise reinforces the use of the Present Continuous for actions happening now and around now. Focus students' attention on the picture of Richard and his family. Read the directions and ask *Where is Richard? (on vacation in Mexico). Who is calling Richard? (his boss). Where is his boss? (in the US/ in his office).*

CD3 39 Play the recording, and have students read the text.

GRAMMAR SPOT

Read the examples with the class. Ask *Which verb is the Simple Present? (He wears) Which is the Present Continuous? (He's wearing)*

Ask students to discuss the concept questions in pairs. Then check the answers with the whole class.

Answers

He's wearing a T-shirt. (= now)

He wears a suit for work. (= true day after day but not now)

Read Grammar Reference 13.2 on SB p. 124 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it.

- 3 Focus students' attention on the list of names in the chart. Ask *Who's Karen? (Richard's wife). Who's Tom? (Richard's boss).*

Briefly highlight the use of *is/Isn't* and *are/aren't* by having students say which subject can go with which verb (*Richard, Karen, Tom, It + is/Isn't; The children, They + are/aren't*). If necessary, briefly review the pronunciation of *aren't* /arnt/.

Demonstrate the activity by eliciting a range of true sentences about Richard (*Richard is enjoying the vacation/talking to Tom/relaxing.*). Students continue making sentences, working individually. Have students compare their sentences in pairs before checking the answers with the whole class.

If students ask about the use of *No, we're not* in line 6 of the dialogue, explain that this is an alternative for *No, we aren't*.

Answers

Richard is enjoying the vacation.
Richard is talking to Tom.
Richard is relaxing.
Richard isn't staying in a hotel.
Karen is enjoying the vacation.
Karen is relaxing.
Karen isn't swimming in the pool.
Tom is calling Richard.
Tom isn't relaxing.
The children are enjoying the vacation.
The children are swimming in the pool.
It isn't raining in Mexico.
They are enjoying the vacation.
They aren't staying in a hotel.

- 4 This exercise reinforces *wh-* and *Yes/No* questions in the Present Continuous. Briefly review the *-ing* form by saying the infinitive and eliciting the correct form, e.g., *have—having, do—doing, swim—swimming, wear—wearing.*

Focus students' attention on the examples in the speech bubbles. Elicit the wording for question 2, and highlight the rising intonation on the *Yes/No* question and the falling intonation on the *wh-*question:

Are they having a good time?

Where are they staying?

Students ask and answer the questions in pairs. With weaker students, you can elicit the question forms with the whole class first and then have students ask and answer.

CD3 40 Play the recording and have students check the questions and answers.

Answers and audio script

- Are they having a good time?
Yes, they are.
- Where are they staying?
They're staying in a house with a swimming pool near the beach.
- What are the children doing?
They're swimming in the pool.
- What's Karen doing?
She's sunbathing.
- What's Richard doing?
He's standing by the pool. He's talking on the phone.
- Is he wearing a suit?
No, he isn't. He's wearing shorts and a T-shirt.
- Is Richard swimming in the pool?
No, he's standing by the pool.
- Why is Tom calling?
Because he has a problem.

- 5 This exercise reinforces the contrast between the two present tenses. Focus students' attention on the examples in number 1. Ask *Which verb means "true day after day but not now"?* (*lives*); *Which verb means "now"?* (*'s staying*).

Students work individually to complete the sentences. Remind them to use contracted forms, and point out that sentence 3 includes *never* and so needs an affirmative verb. Allow students to check their answers in pairs before checking the answers with the whole class. If there are sentences that students disagree on, go over them as a whole class, referring students back to the Grammar Spot on SB p. 95.

Answers

1. Richard **lives** in a house in New York, but now he's **staying** in a house by the beach.
2. He usually **wears** a suit, but today he's **wearing** shorts.
3. He never **relaxes** at work, but now he's **relaxing** by the pool.
4. Karen **works** in a store, but today she's **enjoying** her vacation.
5. The children **work** hard at school, but today they're **swimming** in the pool.
6. It often **rains** in New York, and it's **raining** there now.

ADDITIONAL MATERIAL

Workbook Unit 13

Exercise 6 Simple Present and Present Continuous

PRACTICE (SB p. 96)

Questions and answers

- 1 This exercise practices *Yes/No* question formation in the Present Continuous. Focus students' attention on the cues and the example question. If necessary, remind students that the question form is an inversion of the statement form. Have students work individually to write the questions for the exercise.

Check the answers with the whole class.

Answers

1. Are you wearing a new sweater?
2. Are we studying Chinese?
3. Are we sitting in a classroom?
4. Are you listening to the teacher?
5. Is the teacher wearing blue pants?
6. Are all the students speaking English?
7. Are you learning a lot of English?
8. Is it raining today?

Model and drill the examples in the speech bubbles. Encourage students to reproduce the rising intonation of the *Yes/No* questions, and, if necessary, review the formation of short answers. Tell students that they have to stand up and ask the questions in a mingle activity and

that they should give true short answers. Have students do the activity and monitor and check for correct question formation, intonation, and short answers.

Check it

- 2 Focus students' attention on the first pair of sentences, and elicit the correct one. (I'm wearing a blue shirt today.) Students continue working individually to choose the correct sentences.

Have students check their answers in pairs before checking the answers with the whole class.

Answers

1. I'm wearing a blue shirt today.
2. Where are you going?
3. Peter isn't working this week.
4. That's Peter over there. He's talking to the teacher.
5. Hong is Korean. She comes from Seoul.
6. Why aren't you having a coffee?

SUGGESTION

You can also do a "describe-and-guess" activity based on pictures from magazines or students' own photographs. Student A describes a person in the picture or photo and Student B guesses who it is. Students then change roles.

READING AND LISTENING (SB p. 96)

This week is different

This section provides skills practice in reading, listening, and speaking, and also consolidates the difference between the Simple Present and Present Continuous. Students also review the Simple Past in the reading text and in the tasks.

- 1 Exercise 1 is a warm-up activity for the reading stage. It reviews the use of Simple Present for routines. Pre-teach/check students' understanding of *rich* and *millionaire*. Read the examples with the class. Then elicit two or three more examples from the class. Students then continue comparing ideas in closed pairs. Monitor and help as necessary, but do not focus too heavily on errors as the purpose of this activity is to raise interest in the topic, rather than to test accuracy.
- 2 Focus students' attention on the photos. Ask *Which person is the millionaire?* Have students point to the correct picture. Give students time to read the introduction. Check the answers to the questions.

Answers

They leave their home, and live and work with people who need help.
The other people don't know they are rich.

- 3 The main part of the text contains some new vocabulary. Encourage students to use the context as much as possible to help them understand the new words. Students can also ask a partner or use a dictionary if appropriate. With weaker students, you can pre-teach some or all of the new vocabulary, or ask students to look up any words they don't know before the class. The following items may be new to students: *farm, healthcare company, Care Advantage, employees, successful, multi-millionaire, comfortable, crowded, community center, patients, (have) no idea.*

Give students time to read the paragraph about Debbie. Answer any questions about vocabulary. Focus students' attention on the questions. Elicit the missing word in number 1 (*did*). Have students work individually to complete the questions. Check the answers with the class. Don't give the answers in parentheses at this stage.

Answers

- Where **did** she live? (She lived on a farm in Richmond, Virginia.)
- Does she **have** any brothers and sisters? (Yes. She has five brothers and sisters.)
- When **did** she start her business? (She started her business in 1988.)
- How many employees does her company **have**? (Her company has 3,000 employees.)
- Who does she **want** to help? (She wants to help the community center.)

Elicit the answer to question 1 and then put students in pairs to continue asking and answering. Check the answers by having students ask and answer again across the class (see *Answers* in the parentheses above).

- 4 Give students time to read the rest of the text. Answer any questions about vocabulary. Read statement 1 and ask *True or false?* Elicit *false* and the correction *She is visiting California.*

Put students in pairs to complete the true/false task. Remind students to provide the corrections where necessary. Check the answers with the class.

Answers

- False. She is visiting California.
- False. Debbie is from Virginia.
- False. She is staying in an apartment alone.
- True.
- False. She's a nurse at a community center.
- True.
- False. They do not know that she is a multi-millionaire.
- True.

Listening

Tell students they are going to hear Debbie talking in four different situations. Ask students to guess from the information in the reading text who she might be talking to, e.g., her family, a patient, etc.

CD3 41 Focus students' attention on the questions and on the chart. Play the first conversation, and elicit the answers to the two questions (see *Answers* below). Play the rest of the recording without stopping. Allow students to compare their answers in pairs, and play the recording again if necessary.

Check the answers with the class.

Answers and audio script

	Who?	What about?
1.	Linda	They are saying hello. Debbie is asking Linda if she can help at the center.
2.	One of the patients from the center	The woman is very tired.
3.	Debbie's sister	Debbie's sister says they are all proud of her.
4.	Linda	Debbie tells Linda she is a millionaire and will give the center a check for \$70,000.

CD3 41

This week is different

D=Debbie, T=Tania, L=Linda, S=sister

- D** Hello, I'm Debbie.

L Hi, Debbie. Nice to meet you. I'm Linda and I'm a doctor here. Can I help you?

D Yes, I hope so. I'm a nurse and I want to help. Is that possible?

L Yes, we can always use nurses here.
- D** Welcome to Reach International. How are you feeling today?

T I'm feeling fine, well, mostly. I'm just tired all the time.

D Tired? Hmm. Tell me more. Are you sleeping well?

T Well, not very well. You see, I have two teenage boys. I worry about them.

D Oh, yes, I understand. . .
- D** Hello! How are things in Virginia?

S Debbie! How are you? We all miss you.

D I miss you, too, but I'm learning so much here.

S Mom and Dad are so proud of you! We all are.
- D** I love working here, but I have a secret to share with you.

L What are you talking about? Debbie, are you OK?

D I am. Really. My secret is that I'm a millionaire.

L What?

D Yes. It's true, and I have a check here for you for \$70,000. I want to help Reach Fellowship International!

L I can't believe it! That's amazing! That's incredible!

What do you think?

Read the questions as a class, and elicit a few responses from a range of students. Give students time to discuss the questions in groups. Elicit a range of ideas from the class in a short class discussion. Ask students if they know any other examples of rich people who want to help others.

SUGGESTION

The reading text contains a series of numbers in different formats. You can list these on the board and have students say what they refer to:

five—the number of brothers and sisters Debbie has
\$3,000—the amount of money Debbie's parents gave her to go to nursing school

1988—the year Debbie started her own company

3,000—the number of employees Debbie has

\$32—the amount of money Debbie has to buy herself one week's worth of food

\$70,000—the amount of money that Debbie will give the community center

ADDITIONAL MATERIAL

Workbook Unit 13

Exercises 7 Extra reading, focusing on Simple Present and Present Continuous

VOCABULARY AND LISTENING (SB p. 98)

Opposite verbs

⚠ POSSIBLE PROBLEMS

English uses *to be* with *hungry*, *thirsty*, *tired*, *cold*, and *hot*, whereas other languages express the same idea with the equivalent of *have*, e.g., Spanish: *Tengo sed*; French: *J'ai faim*. This can lead students to use *have* with the adjectives in English and make the following mistakes:

* *I have hunger.* * *He has cold.*

Students may need help distinguishing *be cold* from *have a cold*, which is also introduced in *Everyday English*.

This section focuses on another vocabulary pattern—opposites. Students first encountered the concept of opposites with a focus on adjectives in Unit 7. This section focuses on verbs, and it reviews a number of verbs students have already learned, e.g., *ask* and *answer*, and also introduces some new pairings, e.g., *win* and *lose*. The set also includes some common phrasal verbs, e.g., *put on* and *take off*.

- 1 Introduce the concept of opposites by saying a number of adjectives and eliciting the opposite, e.g., *hot—cold*, *expensive—cheap*, etc.

Read the sentences with the class. Ask students to underline the verbs 's *teaching* and 're *learning*. Explain that these are verbs with opposite meaning.

- 2 Focus students' attention on the example. Pre-teach *What's the opposite of (ask)?* to allow students to help each other with the task. Then put students in pairs to continue matching. If appropriate, allow students to use dictionaries. Monitor and help as necessary.

Check the answers with the class, drilling the pronunciation as necessary.

Answers

ask	answer
leave	arrive
work	play
buy	sell
walk	run
love	hate
open	close
turn on	turn off
start	finish
get up	go to bed
remember	forget
put on	take off
win	lose

- 3 Focus students' attention on the pictures. Ask *Who are the people? Where are they?* Elicit a few ideas about some of the pictures. Elicit the missing verb for sentence 1 as an example (*answer*). Remind students that they will need to use different tenses in the sentences. With weaker students, elicit the tenses needed (but not the verbs) before students complete the task (Simple Present 1/3/6; Present Continuous 2; Simple Past 4/5; Imperative 7). Remind students that *never* in sentence 6 is followed by an affirmative verb. Also refer students to the Irregular verbs list on SB p. 134 to check the Simple Past answers.

Students work individually to complete the sentences. Monitor and help as necessary. Have students check their answers in pairs. Discuss or resolve any disagreement on the tense or choice of verb together on the board.

CD3 42 Play the recording for a final check. As a follow-up, ask students what *one* refers to in sentence 2 (*car*) and *it* in sentence 7 (*the TV*).

Answers and audio script

1. Please don't ask me any more questions. I can't **answer** them.
2. I'm selling my old car, and I'm **buying** a new one!
3. We always get up at seven in the morning and **go to bed** at eleven at night.
4. It was cold, so Tom took off his T-shirt and **put on** a warm **sweater**.
5. I usually walk to school, but yesterday I was late, so I **ran** all the way.
6. John's playing tennis with Peter today. He always loses. He never **wins**.
7. Don't turn off the TV! I'm watching it! Please **turn it on** again!

- 4 Tell students they are going to hear six short conversations that contain opposite verbs. Explain that they don't need to understand every word, but just need to write the pairs of verbs. Also point out that they should write the verbs in the infinitive as they appear in exercise 2 rather than the full verb forms, i.e., *work*, rather than *I'm working*.

CD3 43 Focus students' attention on the examples and play conversation 1. Play the rest of the recording, and have students write the correct pairs of verbs. Play the recording again if necessary to let students check/complete their answers.

Answers and audio script

- | | |
|-------------|--------|
| 1. hate | love |
| 2. start | finish |
| 3. play | work |
| 4. leave | arrive |
| 5. remember | forget |
| 6. open | close |

CD3 43

1. **A** Would you like an espresso?
B No, thank you, I hate black coffee.
A Really? I love it.
2. **A** What time does the movie start?
B 6:45.
A And do you know when it finishes?
B About 8:30, I think.
3. **A** Would you like to play tennis after work?
B Sorry, I can't. I'm working late again.
4. **A** Our train leaves Boston at 1:15.
B And what time does it arrive in New York?
A 4:30.
B Wow! That's fast.
5. **A** Did you remember to bring your dictionary?
B Oh, sorry. I forgot it.
A Not again!
6. **A** Can I open the window? I'm hot.
B Of course. Just remember to close it when you leave the room.

Refer students to **CD3 43** on SB p. 117. Put students in pairs to practice the conversations. Monitor and help as necessary. If students have problems with pronunciation, drill difficult lines from the recording again. Be prepared to give an exaggerated model of the voice range if students sound a little flat.

ADDITIONAL MATERIAL

Workbook Unit 13

Exercise 8 Opposite verbs

EVERYDAY ENGLISH (SB p. 99)

What's the matter?

This section presents the language of talking about feelings, minor medical problems, and offering suggestions.

- 1 Focus students' attention on the pictures and the question *What's the matter?* Establish that *What's the matter?* is a common way of asking "What's the problem?"

Focus students' attention on the example for picture 1. Students work in pairs to continue completing the sentences.

CD3 44 Play the recording through once, and have students check their answers.

Answers and audio script

- | | |
|---------------------------|-------------------------------|
| 1. She's cold. | 6. She's bored . |
| 2. He's hungry . | 7. He's angry . |
| 3. They're tired . | 8. She's worried . |
| 4. He's thirsty . | 9. He has a headache . |
| 5. They're hot . | 10. She has a cold . |

Play the recording again, and have students repeat chorally and individually. Make sure they pronounce *tired* and *bored* as one syllable—/'taɪərd/, /bɔːrd/ rather than */'taɪrɛd/, */'bɔːrɛd/. Ask students to mime *be cold* and *have a cold* to check they understand the difference.

Have students work in pairs. Student A points to a cartoon and Student B says the corresponding sentence.

Why don't you ... ?

- 2 Focus students' attention on the photos and on the two conversations. Give students time to complete the task with the words from exercise 1.

CD3 45 Play the recording, and have students check their answers. Highlight the use of *Why don't you ... ?* for making suggestions. If students ask about *I'll* in conversation 1, explain that it's a way of making an offer, but don't go into an explanation of the grammar behind it.

Play the recording again, and have students repeat. Students practice the conversations in pairs.

Answers and audio script

Conversation 1

A What's the matter?

B I'm **tired** and **thirsty**.

A Why don't you have a cup of tea?

B That's a good idea.

A Sit down. I'll make it for you.

Conversation 2

A What's the matter?

B I have a bad **headache**.

A Oh, no. Why don't you take some aspirin?

B I don't have any.

A It's OK. I have some.

- 3 Check students' understanding of the ideas in the lists. Elicit one or two more conversations from the class and then have students continue in closed pairs, using the words from exercise 1. Monitor and check for correct use of the adjectives and *Why don't you ... ?*

SUGGESTION

Try to integrate language from the *Everyday English* sections in your class and encourage students to do the same. There is a big range of language that can be used quite naturally in the classroom context to reinforce the communicative value of what the students are learning. This includes:

Good (morning).

How are you?

I'm sorry I'm late.

Have a nice day.

See you later.

I don't know.

I don't understand.

Please./Thank you.

How do you spell ... ?

What's the date today?

Is there a ... near here?

Pardon?

All right.

Excuse me.

(I'm) sorry.

That's OK.

Can I ... ?

What's the matter? I'm ...

Are you all right?

I can't find my ...

My ... doesn't work.

I can't get on the Internet.

Why don't you ... ?

That's a good idea.

ADDITIONAL MATERIAL

Workbook Unit 13

Exercises 9–10 What's the matter?

Don't forget!

Workbook Unit 13

Exercises 11–16 Grammar and vocabulary review

Word list

Ask the students to turn to SB p. 131 and go through the words with them. Ask them to learn the words for homework, and test them on a few in the following class.

Tests (Online)

Unit 13 Test

Video (iTools and Online)

Additional photocopiables and PPT™ presentations (iTools)

14 It's time to go!

Future plans • Grammar review • Transportation
• Words that go together • Social expressions (2)

 VIDEO Vacations

This final unit of the course is called “It’s time to go!” and it has two main themes—travel and vacation, and life events. Students have already practiced talking about the present and the past, and now this unit allows them to look forward by introducing the language of future plans—Present Continuous with future meaning and *going to*. Students are given plenty of practice in talking about future plans in the context of planning a trip and in talking about their own future. The theme of life events also provides a review of past, present, and future. Students get the opportunity to review vocabulary and grammar in two full-page sections that pull together the key language of the course. Integrated reading and speaking practice is provided in the form of a jigsaw reading on life events. This includes a speaking section in which students use the language of talking about the past, present, and future in a personalized way. The Starter level finishes with a second set of social expressions in the *Everyday English* section.

LANGUAGE INPUT

GRAMMAR

Future plans (SB p. 100)
Grammar review (SB pp. 102, 106)

- Using Present Continuous for actions happening in the future
- Reviewing question words and tenses

VOCABULARY

Transportation (SB p. 100)
Review (SB p. 103)

- Using common transportation words
- Reviewing words that go together, common nouns, the pronunciation of two- and three- syllable words and words that rhyme

EVERYDAY ENGLISH

Social expressions (2) (SB p. 107)

- Using social expressions in everyday situations

SKILLS DEVELOPMENT

READING

Life’s big events (SB p. 104)

- Reading about three people and the big events in their past, present, and future

SPEAKING

Life’s big events (SB p. 104)

- Talking about three people and the big events in their past, present, and future

MORE MATERIALS

Photocopiables – Planning a trip (TB p. 146) **Tests** (Online) **Videos** (iTools and Online)

Notes on the unit

STARTER (SB p. 100)

- 1 This *Starter* section reviews and extends the lexical set of transportation, and also reviews the Simple Present and Simple Past. Focus students' attention on the pictures, and elicit the correct word for number 1 (*car*). Give students time to complete the task, working in pairs. Check the answers with the class, making sure students can spell and pronounce the words correctly.

Answers

- | | |
|----------|---------------|
| 1. car | 5. boat |
| 2. train | 6. bicycle |
| 3. bus | 7. motorcycle |
| 4. plane | |

Give an example of how you travel, e.g., *Sometimes I travel by car and sometimes by bus*. Elicit other examples from a range of students.

- 2 Write the example from the Student Book on the board and underline *come* and *came*. Ask *Why "come"?* (Simple Present to talk about what usually happens) and *Why "came"?* (Simple Past for a single action in the past). Elicit other examples from the class. If necessary, briefly explain the uses of *come* and *go*. We usually use *come* to describe movement to where the speaker is now and *go* to describe movement **away** from where the speaker is now. Compare: *I usually come to school by bus*. (The students are at school now.) *I usually go to work by train*.

Elicit a range of further examples from the class.

A NEW COUNTRY EVERY DAY! (SB p. 100)

Future plans

POSSIBLE PROBLEMS

Some students may think it's a little strange to use a present tense to refer to future plans, but they soon get used to it with practice. Asking a simple concept question—*Now or future?*—helps to make the time reference clear.

Some students may confuse the form of Present Continuous and *going to*. At this stage in their learning, this is to be expected. Provided students are clear about the concept of referring to the future, just let them have fun with talking about their plans. They will practice Present Continuous and *going to*, and other ways of referring to the future, in later learning.

This section introduces *going to* and Present Continuous for future in the context of plans for a trip. This is a very natural context for carrying the target language and is one that is easily personalized by the class. Students get initial exposure to the future forms in context in the questions in exercise 1. Don't insist that they use these forms in their answers, but allow them to try if they want to.

Introduce the topic of a sightseeing trip around South America by giving the names of the cities on the itinerary on SB p. 101 and eliciting some of the most famous places to visit, e.g., Buenos Aires - Palacio Barolo. Try to include as many of the sites listed in the itinerary as possible.

- 1 Focus students' attention on the photo and on the directions for exercise 1. *What is his name?* (Jake Sutherland) *What nationality is he?* (American) *Where is he from?* (Dallas, Texas). Focus students' attention on the map. Explain that it shows Jake's route across South America. Elicit one or two countries that he is going to visit, e.g., *Argentina, Peru*, etc. Then have students continue naming the countries in pairs. Monitor and help as necessary.

Refer students to the itinerary on SB p. 101. Set a time limit of about two minutes to encourage students to find just the information they need to check their answers. Tell them not to worry about new vocabulary at this stage.

Check the answers with the class. It's fine for students to give just the places and forms of transportation in their answers. Don't insist that they use the future forms at this stage, and leave the explanation of the structures until you focus on the *Grammar Spot* section.

Answers

1. Argentina, Uruguay, Brazil, Paraguay, Bolivia, Chile, Peru, Ecuador, Colombia, Venezuela, Guyana, Suriname, Brazil again, and then back to the US.
2. It begins in Argentina and ends in Brazil.
3. Plane, bus, on foot, boat.

GRAMMAR SPOT

- 1 Read the notes as a class. Focus students' attention on the examples and ask *Now or future?* about each one (future). Establish that the form is the same as the tense students used in Unit 13 to talk about actions happening now, but that these sentences refer to future time.
- 2 Read the notes as a class. Focus students' attention on the examples and ask *Now or future?* about each one (future).

Read Grammar Reference 14.1 on SB p. 125 together in class, and/or ask students to read it at home. Encourage them to ask you questions about it.

- 2 This exercise includes both Present Continuous and *going to* for future plans. It has been set up to let students get used to seeing the structures in context in sentences 1–4 before they need to produce the new forms in sentences 5–8. Encourage students to use the context to help them understand any new vocabulary. The following words are new and may need explaining, especially with weaker classes: *overnight, check into, cable car, hike, boat ride, flight*. Elicit the answer to number 1 as an example (*Buenos Aires*). Also explain that students will sometimes need to write a verb. Elicit the answer to number 5 (*drive*) as an example. Have students work individually to complete the sentences. Monitor and help as necessary.

CD3 46 Have students check their answers in pairs before playing the recording as a final check.

Play the recording of sentences 1–4 again, and have students repeat chorally and individually. Students then take turns practicing the sentences in closed pairs. Monitor and help as necessary. If students have problems with the pronunciation of *going to*, drill key examples and have students practice the sentences again.

Answers and audio script

1. On Sunday he's flying to **Buenos Aires**.
2. On Monday he's going to take a **bus** tour of Buenos Aires.
3. On Tuesday he's traveling through **Uruguay** and into **Brazil**.
4. On Wednesday he's going to drive across Paraguay to Bolivia and visit the **Gold Museum**.
5. On Thursday he's going to **drive** over the Andes Mountains.
6. On Friday he's going to **stop** in Macchu Picchu. He's **going** to hike through the rain forest.
7. On Saturday he's **having** lunch at a Spanish Palace.
8. On Sunday he's **going to** three more countries. In the evening, he's **flying** back to the US.

ADDITIONAL MATERIAL

Workbook Unit 14

Exercise 1 Future plans

Questions

- 3 **CD3 47** This section focuses on *wh-* questions with the future forms. Focus students' attention on the examples. Play the recording, and have students

repeat chorally and individually. Encourage them to reproduce the correct stress and falling intonation on the questions.

What is he *doing* on *Sunday*?

What is he *going to do* on *Monday*?

- 4 Elicit the complete question about Tuesday (*What is he doing on Tuesday?*). Give students time to work individually to write the rest of the questions. Monitor and help as necessary. If students mix the two future forms, remind them to look carefully at the cues and use *going to* only where specified.

CD3 48 Play the recording, and have students check their answers. With weaker students, write the questions on the board to allow them to check the verb forms.

Have pairs of students ask and answer questions 1 and 2 across the class. Encourage them to give long answers in order to practice the two future forms (see *Answers* in the parentheses below). Students then ask and answer in closed pairs. Monitor and help as necessary. If students have problems with the form or pronunciation, drill key examples and have students practice again.

Answers and audio script

1. What is he doing on Tuesday? (He's traveling through Uruguay into Brazil.)
2. What is he going to do on Wednesday? (He's going to drive across Paraguay to Bolivia and visit the Gold Museum.)
3. When is he going to drive over the Andes Mountains? (He's going to drive over the Andes Mountains on Thursday.)
4. What is he going to do in Machu Picchu? (He's going to see Inca ruins.)
5. Where is he having lunch on Saturday? (He's having lunch in a Spanish palace.)
6. When is he going to the Atlantic Ocean? (He's going to the Atlantic Ocean on Sunday morning.)
7. When is he flying back to the US? (He's flying back to the US on Sunday evening.)

PRACTICE (SB p. 102)

Neil's plans

- 1 This exercise reinforces question formation with the Present Continuous, reviews *wh-* question words from previous units, and introduces *How long...?* to refer to duration in the future.

Focus students' attention on the photo and on the directions for exercise 1. Ask *What's his name?* (*Neil*).

What's he doing? (He's looking at a map and talking to a friend about his vacation plans.)

Pre-teach/check students' understanding of *backpack, go on safari, sleep in a tent, by jeep, cost (verb)*.

CD3 49 Focus students' attention on the example and play the first two lines of the recording. Then have students complete the conversation with the question words. Have students use the context to help them place *how long* in the correct line of the conversation.

Have students check their answers in pairs before playing the recording. Check the answers with the whole class.

Answers and audio script

F = Friend, N = Neil

- F **What** are you doing?
N I'm planning my vacation.
F Oh, **where** are you going?
N I'm going to South Africa. It's my first time.
F Oh, you're so lucky! **When** are you leaving?
N I'm leaving next Monday morning.
F **Who** are you going with?
N I'm not going with anyone. Just me and my backpack.
F **Where** are you going to stay?
N Well, I'm staying with friends in Cape Town. Then I'm going on safari. I'm going to sleep in a tent.
F Wow! And **how** are you going to travel?
N By plane to Cape Town, of course, and then by jeep when I'm on safari.
F By jeep! How exciting. And **how long** are you going to stay?
N Just two weeks. I'd like to stay longer but I can't. It's too expensive.
F **How much** is it going to cost?
N About \$4,000.
F Mmmm, that *is* a lot. Well, have a great time. I can't wait to see your pictures.
N Oh, yes, I'm going to take a lot of pictures.

Have students practice the conversation in closed pairs. Monitor and help as necessary. If students have problems with pronunciation, drill key sections of the conversation and have students practice again in closed pairs.

- 2 This exercise gives students the opportunity to practice *wh-* questions using *he/she/it* forms with *going to* and the Present Continuous. Focus students' attention on the first question and the examples in the speech bubbles. Elicit the full answer for the second question (*Because he wants to see his friends and he wants to go on safari.*) Drill the language, highlighting the falling intonation on the *wh-* questions. Then elicit one or two more exchanges in open pairs. With weaker classes, elicit the full question forms with the whole class first.

Students continue asking and answering in closed pairs. Monitor and check for correct use of the future forms, and for intonation in the questions.

Answers

- A Where's he going?
B He's going to South Africa.
A Why is he going there?
B Because he wants to see his friends and he wants to go on safari.
A Who is he going with?
B He isn't going with anyone.
A When is he leaving?
B He's leaving next Monday morning.
A How is he going to travel?
B He's going to travel by plane and by jeep.
A Where is he going to stay?
B He's going to stay with friends in Cape Town. Then he's going on safari and he's going to sleep in a tent.
A How long is he going to stay?
B He's going to stay two weeks.

Talking about you

- 3 Students are given the opportunity to personalize the language by talking about their own short-term plans and also their vacation plans. Focus students' attention on the example in the speech bubbles. Have students ask you the questions in the list, using either the Present Continuous or *going to*. Encourage students to ask you follow-up questions about your vacation. With weaker students, write a list of short answers on the board and elicit the correct question word, e.g.,

France (where?)

In August (when?)

For three weeks (how long?)

In a hotel (where?)

By plane (how?)

Because I want to relax on the beach (why?)

Briefly review *tomorrow* and *on* with days of the week. Elicit one or two more exchanges in open pairs, and then have students continue in closed pairs. Monitor and check for correct use of the future forms, but don't interrupt the students during the pairwork.

If you have time, you can ask students to report back about their partner. This allows students to practice the *he/she* statement form, e.g., *(Misha) is going to the movies after class.*

Comment on any common errors in a brief follow-up session.

Check it

- 4 Focus students' attention on the example. Students continue working individually to write in

the missing words. Remind them to add just *one* word each time.

Have students check their answers in pairs before checking the answers with the whole class. If there is any disagreement, ask students to write the relevant sentences on the board and then correct any mistakes as a class.

Answers

1. What **are** you doing this evening?
2. I'm going **to** see some friends tonight.
3. When **are** they going to Brazil?
4. She's seeing the doctor tomorrow.
5. What time are you **going to** leave?
6. I'm going to the movies **on** Saturday evening.

Photocopiable Activity

UNIT 14 Planning a trip TB p. 146

Materials: one copy of the worksheet per group of three students

Procedure: Tell students that they are going to work in groups to plan the trip of a lifetime.

- Ask *Where would you love to go in the world?* Elicit a range of ideas from the class.
- Divide the class into groups of three. Hand out one copy of the worksheet to each group. Explain that students are going to plan a trip that will last seven days. They have a lot of money and they can go wherever they like, in the country where students are studying, or somewhere else.
- Focus attention on the day sections of the itinerary. Explain that students need to add the date for each section and provide the detail of the places and activities. Give students a few minutes to look at the worksheet and elicit possible ideas to go in each blank.
- Provide useful language for the planning stage, e.g., *Where would you like to go? Where can we stay in ...? What can we do in ...? Where can we go next?*
- Give students time to plan their trip, referring to any maps or travel information you may have. In a monolingual class, encourage students to use English as much as possible, but don't be surprised if students revert to their own language at times. Monitor to help with ideas and vocabulary. If students need to modify the text on the itinerary, let them make a few simple changes.
- Give examples of how students can talk about their trip, using the Present Continuous and *going to* to talk about plans, e.g., *For our trip of a lifetime, we're going to We're flying from ... Airport to On the ... of ... we're going to visit ...*, etc. Students take turns reporting back to the rest of

the class about their trip. Encourage students from each group to speak and the rest of the class to ask questions. Don't expect students to use the Present Continuous and *going to* completely accurately. Just let them have fun with the activity and discuss any common errors after the task.

- If appropriate, ask students to vote for the most exciting trip.

ADDITIONAL MATERIAL

Workbook Unit 14

Exercises 2–3 Future plans—questions and answers

VOCABULARY REVIEW (SB p. 103)

Words that go together

This section contains a range of activities that review some of the key vocabulary from across the course. Students focus on common collocations, words that have a conceptual connection, and the “odd one out” in a set of words. There is also a set of exercises that focuses on pronunciation, including word stress, and words that rhyme.

If appropriate, you can set up some or all of the exercises as a race/competition. Students work in groups and do each exercise within a time limit. (They can do the pairwork in exercise 1 after the competition.) They keep their score for each exercise and add them up at the end. The team with the top final score is the winner. (Adapt the following notes to team work if you choose to do the review as a competition.)

- 1 Focus students' attention on the first collocation as an example. Pre-teach/check students' understanding of the meanings carefully. Students continue matching, working in pairs. If necessary, have them refer back to earlier vocabulary sections in the Student Book to help them. Check the answers with the class.

Answers

ride a bike
drive carefully
go sightseeing
work hard
have dinner with friends
take a photo
do your homework
pay bills online
wear a suit

Focus students' attention on the example in the speech bubbles. Give one or two more examples of your own, including one with *go sightseeing*, e.g., *I'm going sightseeing in Paris next month.*

Elicit a few more examples from individual students and encourage follow-up questions from the rest of the class. Students then continue in closed pairs. Monitor and check for common errors in the vocabulary and use of *going to*/Present Continuous, but don't interrupt to correct. Comment on the errors after the pairwork in a brief class discussion.

- 2 This activity reviews places, jobs, and objects and the connections between them. Focus students' attention on the examples. Say *airport* and elicit the connected word *planes*. Elicit possible sentences *People go to the airport to take a plane./There are many planes at the airport*. Point out that the sentences should talk in general about *People/You/A ...*, rather than be personal statements with *I*.

Students continue making the connections in pairs. Check the answers with the class.

Answers

beach—swimming: People go swimming at the beach./You can go swimming at the beach.

journalist—newspaper: Journalists write for newspapers./A journalist writes for a newspaper.

shampoo—drugstore: People buy shampoo at a drugstore./You can buy shampoo at a drugstore.

fridge—kitchen: People usually put their fridge in the kitchen.

station—train: Trains go from stations./People travel by train from stations./You can travel by train from stations.

nurse—hospital: Nurses work in hospitals./A nurse works in a hospital.

server—menu: Servers bring menus./A server brings you the menu.

- 3 Read the directions with the class and focus students' attention on the example. Elicit why *bridge* is different: *A "bridge" is part of a city, but the others are all forms of transportation.*

Students then continue the task, working in pairs. Check the answers with the class.

Answers

2. server—A server is a job, but the others are people in a family.

3. awful—Awful is a negative adjective, but the others are positive.

4. pants—You wear pants on your legs, but you wear the others on your feet.

5. laptop—A laptop is a piece of equipment, but the others are furniture.

6. restaurant—A restaurant is a place, but the others are jobs.

ADDITIONAL MATERIAL

Workbook Unit 14

Exercise 6 Vocabulary: lists

Exercise 7 Words that go together

Pronunciation

- 4 Write these words on the board and ask *How many syllables?: train (one), server (two), hospital (three)*. If necessary show where the two- and three-syllable words divide: *ser/ver, hos/pi/tal*.

Demonstrate the two stress patterns in the chart. Write the words on the board and ask *Where's the stress?: pilot (stress on first syllable) and hotel (stress on second syllable)*. Point out that the bigger circle in the pattern indicates the stressed syllable. Students work in pairs to complete the chart.

CD3 50 Play the recording, and have students check their answers. Play the recording again, and have students listen and repeat.

Answers

●●	●●●
pilot photo women married chocolate	hotel enjoy arrive shampoo

Focus students' attention on the words with three syllables and the example. Elicit a word for the other two stress patterns: stress on the second syllable (*banana*) and stress on the third syllable (*souvenir*).

CD3 51 Students work in pairs to complete the chart. Then play the recording, and have students check their answers. Play the recording again, and have students listen and repeat.

Answers

●●●	●●●	●●●
vegetable magazine interesting	designer assistant banana	understand souvenir

- 5 **CD3 52** Focus students' attention on the example, and play the first three words of the recording. Explain that words that have the same spelling sometimes have different pronunciation. Remind students to focus on the *sounds* in each set of words rather than the spelling. Play the recording, and have students circle the words that rhyme. Play the recording again, and have students listen and check their answers, and then repeat.

Answers and audio script

- | | | |
|----------------|--------------|--------------|
| 1. <u>some</u> | home | <u>come</u> |
| 2. <u>goes</u> | <u>knows</u> | does |
| 3. <u>were</u> | here | <u>her</u> |
| 4. <u>make</u> | <u>steak</u> | speak |
| 5. near | <u>wear</u> | <u>there</u> |
| 6. eat | <u>great</u> | <u>wait</u> |

If appropriate, refer students to the Phonetic Symbols on SB p. 135, and have them match the sounds to the words in exercise 5.

READING AND SPEAKING (SB p. 104)

Life's big events

The final skills section in the Starter Student Book gives students an opportunity to pull together the three main time references they have covered across the course—past, present, and future. The jigsaw reading task on life's big events describes the past, present, and future of three people of different ages and backgrounds. The section integrates listening, reading, and speaking and gives students opportunities to review key language in a personalized way.

NOTE

Some of the information that the students need to exchange contains new vocabulary. Encourage them to use the context in the reading texts as much as possible to help them with new words. They can also pool their knowledge of vocabulary when working in groups, or, if appropriate, use a dictionary. Students may need help with the following words in terms of meaning and/or pronunciation. You may want to pre-teach/check students' understanding of (some of) the items before students do the reading task.

Nationalities: Mexican, Chinese

Place names: Taipei /taɪpeɪ/, Taiwan /taɪwɑːn/, Monterrey /mɑːntərəɪ/, Berkeley /bɜːrkli/, Ottawa /ətəwə/, Montreal /mɑːntri'ɔːl/, Zambia /zæmbiə/

Jobs/Work: journalist /dʒɜːrnəlɪst/, chef /ʃɛf/, banking /'bæŋkɪŋ/, architect /ɑːrkɪtɛkt/, housewife /haʊswaɪf/, research company /rɪsɜːrtʃ kʌmpəni/

Subjects: psychology /saɪkəlɒdʒi/, economics /ɛkənəmɪks/, modern languages /mɑːdɜːn læŋgwɪdʒəs/, biology /baɪəlɒdʒi/, chemistry /kɛməstri/, physics /fɪzɪks/, medicine /mɛdɪsn/

Verbs: hope, move (to another country), look forward to something, go out (with someone), work in developing countries /dɪvɛləpɪŋ kʌntrɪz/, train (other people to do something)

- 1 Introduce the topic by writing the title *Life's big events* on the board and eliciting examples, e.g., *having a baby, going to college, getting a job*, etc. Pre-teach/check students' understanding of *get married* (irregular past *got*), *grow up* (irregular past *grew*), and *study*. Focus students' attention on the example, and then have students work in pairs to order the events. Check the answers with the class.

Answers

1. ... was born in
2. ... grew up in ...
3. ... went to school
4. ... met a boyfriend/girlfriend/... went to college
5. ... went to college/... met a boyfriend/girlfriend
6. ... got married

- 2 Focus students' attention on the pictures of the people and check pronunciation of the names:

Sylvia /sɪlviə/, Juan /wɑːn/, Mike /maɪk/

CD3 53 Read the questions as a class. Play the recording through once, and have students answer the questions in pairs. Play the recording again and have students complete/check their answers about who talks about what. Elicit any other details that the students understood from the recording, but don't focus too much on details about jobs and studies, as students will exchange this information in exercises 3 and 4.

Answers and audio script

Sylvia talks about her parents and where she lives.

Juan talks about his wife, his studies, and where he lives.

Mike talks about his studies, his girlfriend, and where he lives.

CD3 53

Sylvia Li

My parents are divorced. My father is a journalist, and works for the *Taipei Times*. My mother works as a chef in a restaurant in our neighborhood. I see my father quite often. He lives nearby.

Juan Moreno

I was born in Monterrey, where I grew up and went to school. I studied architecture there. I met Claudia in college. She was a student of modern languages. We moved to Mexico City in 1995.

Mike Williams

I went to West Carleton High School. I studied biology, chemistry, and physics. At school I met Fiona, and we started going out when we were 16. We studied medicine together at McGill University, in Montreal, and we still live in Montreal now.

- 3 Students have already done a jigsaw reading in Unit 12, but each stage of the task needs careful setting up. Put students into three groups, A, B, and C. (With larger classes, you may need to have multiple sets of the three groups.) Assign a text to each group, and remind students to read only their text:

Group A—Sylvia

Group B—Juan

Group C—Mike

Write an example about your own past, present, and future in jumbled order on the board, e.g., *I really enjoy (my job). I'm (getting married) next year. I was born in (the US)*. Ask *Past, present, or future?* and have students say the correct sentence for each time period.

See above Note about new vocabulary. You may want to pre-teach/check students' understanding of some of the items, especially with weaker groups. Have students read their text quickly to find the information about their person's past, present, and future. Give students time to compare their ideas. Monitor and help as necessary.

- 4 Give students time to read the questions and answer any questions students may have about vocabulary, grammar, etc.. Have them work in their groups, read their text again, and answer the questions. They can ask others in their group for help with vocabulary or use a dictionary if appropriate (see above Note about new vocabulary). Remind them to write down the answers to each one. Monitor and help as necessary.

Answers

Sylvia

1. In Taipei.
2. In Taipei, with her mother and two sisters.
3. In Taipei.
4. Her father is a journalist and her mother is a chef.
5. She goes to an international school in Taipei.
6. English, psychology, and economics.
7. Next summer.
8. She's going to study at a language school.
9. She's excited and a little bit worried.

Juan

1. In Monterrey.
2. In Mexico City, with his wife and two children.
3. In Monterrey.
4. His wife is a housewife.
5. In Monterrey.
6. He isn't studying now. He teaches architecture.
7. Next year.
8. He's going to teach at the University of California.
9. He's looking forward to it.

Mike

1. In Ottawa.
2. In Montreal, with his girlfriend.
3. In Ottawa.
4. His father is a doctor and his mother works for a medical research company.
5. He went to West Carleton High School.
6. He studied medicine at McGill University.
7. Next week.
8. He's going to work in a hospital there.
9. He's excited, but a bit nervous.

- 5 Re-group the students, making sure there is an A, B, and C student in each group. Demonstrate the activity by having a couple of students from one group ask and answer questions 1 and 2 about the person in their text. Students continue comparing and exchanging the information about their person. Monitor and help. Also check for correct use of the Simple Present, Simple Past, and future forms. Write down any common errors, but comment on them at a later stage.

Talking about you

- 1 Read the introduction with the class. Give a few examples sentences about yourself, e.g., *I come from (the US). I studied (French) at school. I live with (my husband and children).*
- 2 Focus students' attention on the first sentence starter, and elicit possible endings from the texts about Sylvia, Juan, and Mike, e.g., *She was born in Taipei./I was born in Monterrey, where I grew up./He was born in Ottawa, where he grew up.* Point out that sometimes students need to look for expressions that have a similar meaning to the sentence starters. Say *My mother's a ...* and elicit the relevant language from the texts: *My mother works as a chef./My mother works for a medical research company.*

Put students in pairs. Have them continue noting and underlining expressions from the texts. Then check the answers with the class.

Answers

I was born in Taipei.

I was born in Monterrey, where I grew up./He was born in Ottawa, where he grew up.

She lives with her mother and two sisters./He lives with his wife and two children./We live in Montreal.

My father's a journalist and works for a newspaper./His father is a doctor.

My mother works as a chef./My mother works for a medical research company.

She goes to an international school./I was born in Monterrey, where I went to school./I went to West Carleton High School.

She is studying English, psychology, and economics./I studied architecture./She was a student of modern languages./We studied medicine together at McGill University.

She wants to work in banking./They want to work in developing countries.

I'm an architect./My mother works as a chef.

She's going to study business./She's going to New York to study at a language school./She's going to stay with an American family./They're going to live on the university campus./His wife is going to teach Spanish./They're going to Zambia./They're going to train doctors and nurses.

- 3 Briefly review key question words by giving a short answer and eliciting the question word, e.g., *in 1981 (when?), from Mexico (where?), for two weeks (how long?),* etc. Also review the expressions *Nice to meet you. You too.*

Demonstrate the conversation with a confident student. Encourage him/her to ask as many follow-up questions as possible. With weaker students, write a range of question words on the board along with topics of conversation that students can refer to if they run out of ideas, e.g., *year/place born, family, education, work, marriage, plans/ambitions.*

If possible, try to pair students with someone they don't usually work with so that the role play is as authentic as possible. You can set up the classroom to resemble a party by rearranging the furniture, playing some music, etc.

Give students time to role-play their conversations. Students who finish quickly can work with a new partner and do the role play again. Monitor and help as necessary. Write down any common errors in the use of tenses and question formation, but don't comment on them until after the role play.

SUGGESTION

Try to review the Simple Past and the future forms by talking about what students did/are going to do at different times, e.g., *last/next weekend, during the last/next vacations, on their last/next birthday, etc.* You can set up short pair or group work activities as "warm-up" stages at the start of a class, or as "fillers" for students who finish a task before the others.

GRAMMAR REVIEW (SB p. 106)

Tenses

This section reviews the key areas of grammar students have covered in the course. This includes work on tenses including negatives and question formation, along with a review of prepositions, *some/any, there is, this/that, a/an,* possessive 's, adverbs, adjective + noun word order, *like/I'd like.*

Encourage students to use the resources in the Student Book by referring them back to the Grammar Reference on SB pp. 119–125 and the Irregular Verb list on SB p. 134.

- 1 Point to the photo on SB p. 104 and ask students *What can you remember about Mike Williams?* Elicit any information students can remember, but don't correct any grammar mistakes they may make.

Focus students' attention on the example. Ask *Why "live" and not "lives"?* (because the sentence is about Mike and Fiona, not just Mike).

Give students time to complete the sentences, working individually. Allow them to check their answers in pairs before checking the answers with the whole class. If there is any disagreement, ask students to write the relevant sentences on the board and then correct any mistakes as a class. Ask *Past, present, or future?* about each sentence and also remember to check the spelling of the verb forms.

Answers

1. Mike and Fiona **live** in Montreal.
2. Mike **has** a brother and a sister.
3. His mother **works** for a medical research company.
4. Mike **grew up** in Ottawa.
5. He **studied** medicine in college.
6. He and Fiona **are going** to work in Zambia soon.

- 2 Focus students' attention on the example. Ask *Why "do" and not "did"?* (because the question is about the present). Tell students they are going to need a range of tenses to complete the rest of the questions.

Give students time to work individually to complete the questions. Allow them to check their answers in pairs before checking the answers with the whole class. If there is any disagreement, ask students to write the relevant questions on the board and then correct any mistakes as a class. Ask *Past, present, or future?* about each question and also remember to check the word order in the question forms.

Answers

1. Where **do Mike and Fiona live?**
2. How many **brothers and sisters does Mike have?**
3. Who does **his mother work** for?
4. Where did **he grow up/go to school?**
5. What **did he study in college?**
6. Where are **he and Fiona going to work soon?**

Correct the sentences

- 3 Focus students' attention on the example. Ask *Why "comes" and not "come"?* (because the sentence is about *he*). Tell students they are going to need to correct a range of mistakes in the rest of the exercise. Also explain that sometimes a word is wrong and sometimes there is a word missing.

Give students time to work in pairs to correct the mistakes. Check the answers with the class. If there is any disagreement, ask students to write the relevant questions on the board, and then correct any mistakes as a class.

Answers

2. I **don't** want to go out.
3. She **is** 18 years old.
4. Where **do** you live?
5. I went **to** South Korea last year?
6. He **has** a dog and a cat.
7. I **don't/can't** understand you.
8. What did you **do** last night?
9. **I'm** going to see a movie tonight.
10. What **are you going to do/What are you doing** this weekend?

Sentence completion

- 4 Explain that in this exercise students need to choose the correct word to complete each sentence/question. Focus students' attention on number 1 as an example. Ask *Any or some?* and elicit the answer *some* (b). Ask *Why "some"?* (because it's an affirmative sentence).

Give students time to work in pairs to complete the exercise. Check the answers with the class. If there is any disagreement, write the relevant sentences/questions on the board, and then correct any mistakes as a class.

Answers

1. b 2. a 3. b 4. a 5. a 6. b 7. b 8. a 9. b 10. a

ADDITIONAL MATERIAL

Workbook Unit 14

Exercises 4–5 Tenses

EVERYDAY ENGLISH (SB p. 107)

Social expressions (2)

Students encountered the first set of social expressions in the course in Unit 3. This section focuses on a range of different situations and includes expressions for wishing people good luck, apologizing, saying thank you, etc.

- 1 Focus students' attention on the pictures. Ask *Where are they?* about each one (1 in a school/college, 2 at home, 3 at a school, 4 in a car/in the street, 5 in an office, 6 on a train/at the train station).

CD3 54 Play the recording through once, and have students read and listen to the conversations. (See **CD3 54** below.)

- 2 Focus students' attention on conversation 1, and elicit A's first missing word (*luck*.) Students continue completing the conversations in pairs, using the words in red and the pictures to help them.

CD3 54 Play the recording again, and have students check their answers. Check students' understanding of the following expressions: *do my best* (= try as hard as I can), *it doesn't matter* (= it isn't a problem), *anything special?* (= anything different or unusual). Also check the pronunciation of *special* /'speʃl/ and *pleasure* /'pleʒər/.

Answers and audio script

- A** Good **luck** on the exam! I hope it goes well.
B Thanks. I'll do my **best**.
A See you **later**. Bye!
- A** Oh, no!
B Don't **worry**. It doesn't **matter**.
A I'm **so** sorry!
- A** Have a good **weekend**!
B Thanks! **Same** to you! What are you doing? Anything **special**?
A We're going to a birthday party.
B Oh, great!
- A** Goodbye! Drive carefully!
B Thanks! I'll **call** you when I arrive.
A See you again **soon**!
- A** I have a **present** for you.
B For me? Why?
A It's just **to say** "thank you."
B That's so **nice** of you!
- A** **Bye**! And thanks for **everything**!
B It was a **pleasure**. We enjoyed having you.

- 3 Put students in pairs to rehearse the conversations. If students sound a little flat, play the recording again, and have the students repeat, drilling the intonation chorally and individually. Encourage students to start high to achieve a good voice range.

Have students choose two or three conversations to learn. Encourage students to test each other on their lines and prompt each other as necessary.

If possible, rearrange the room to make the situations feel more authentic and bring in basic props. Ask students to put their books down and perform the conversations from memory. Be prepared to prompt students a little or ask other students to do so.

Have students stand up to perform the conversations, as it will help their pronunciation and acting skills!

ADDITIONAL MATERIAL

Workbook Unit 14

Exercise 8 Filling in forms

Exercise 9 Everyday English

Don't forget!

Workbook Unit 14

Exercises 10–11 Grammar review

Word list

Ask the students to turn to SB p. 131, and go through the words with them. Ask them to learn the words for homework, and test them on a few in the following class.

Tests (Online)

Unit 14 Test

Skills Test 5 (Units 12–14)

Skills Test 6 (Units 8–14)

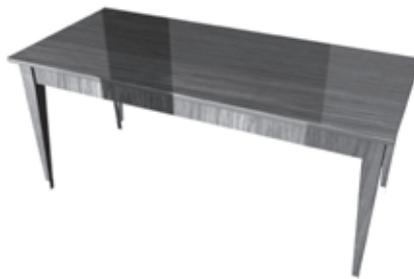
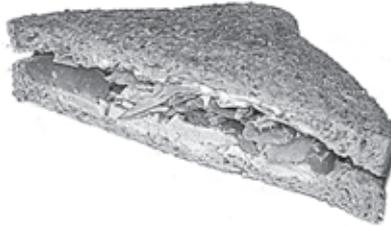
Progress Test 3 (Units 11–14)

Stop and check 4 (Units 11–14).

Exit Test (Units 1–14)

Video (iTools and Online)

Additional photocopiables and PPT™ presentations (iTools)



NAME  Yoshi
 Kumico

COUNTRY  Japan

NAME  Fernando
 Marta

COUNTRY  Spain

NAME  Mike
 Carol

COUNTRY  England

NAME  Robert
 Britney

COUNTRY  the United States

NAME  Adam
 Eva

COUNTRY  Hungary

NAME  Bai
 Jun

COUNTRY  China



NAME  Karim
 Yasmine

COUNTRY  Egypt

NAME  Jeff
 Julia

COUNTRY  Canada

NAME  Michel
 Marie

COUNTRY  France

NAME  Min ho
 Choon-Hee

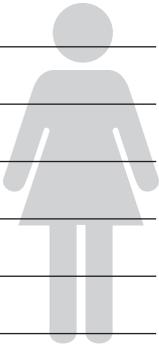
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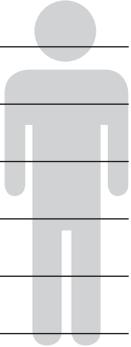
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 Ana

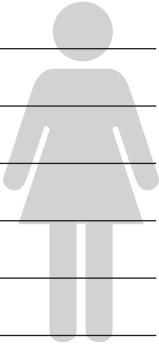
COUNTRY  Brazil

NAME  Paul
 Kim

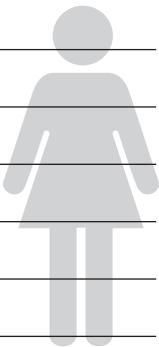
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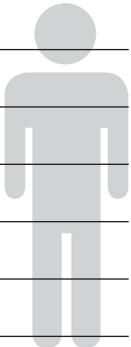
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Country	France	
Phone number	33 57 45 89	
Age	28	
Job	salesperson	
Married?	Yes	

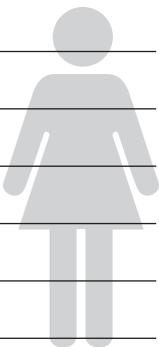
Name	Jim Scott	
Country	Australia	
Phone number	9422 0573	
Age	30	
Job	businessperson	
Married?	No	

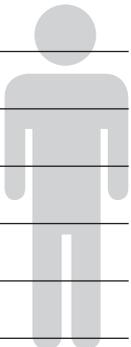
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Country	Spain	
Phone number	386 91 45	
Age	28	
Job	doctor	
Married?	Yes	

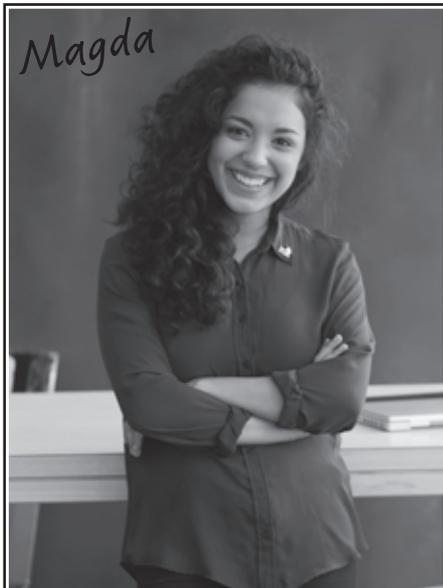
Name	Fernando Ramos	
Country	Brazil	
Phone number	237 5441	
Age	27	
Job	police officer	
Married?	No	

Name	Tanya Miller	
Country	Canada	
Phone number	553 6316	
Age	26	
Job	teacher	
Married?	Yes	

Name	David Evans	
Country	England	
Phone number	437791	
Age	23	
Job	nurse	
Married?	Yes	

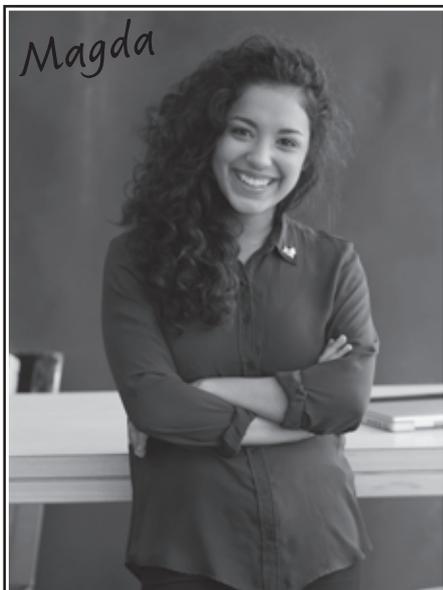
Name	Sally Porter	
Country	the US	
Phone number	514 499 6021	
Age	25	
Job	bus driver	
Married?	No	

Name	Yoshi Suzuki	
Country	Japan	
Phone number	5995 2702	
Age	19	
Job	student	
Married?	Yes	



Student A

Hello! My name's Magda _____
 _____ . I'm twenty and _____
 _____ . I have a sister _____
 _____ . She's very beautiful,
 _____ . She has a
 good job. _____ . Her school
 is _____ . Pilar isn't married
 but _____ .
 He's from the US _____
 _____ .
 My sister and I have _____
 _____ . Our parents have a _____
 _____ . My father is a bank manager
 _____ . When we're
 together, _____ .



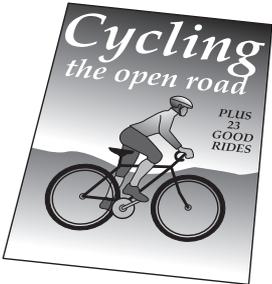
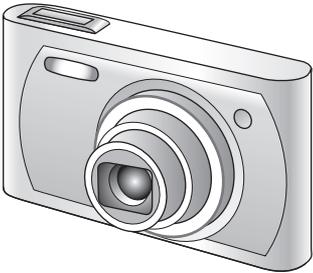
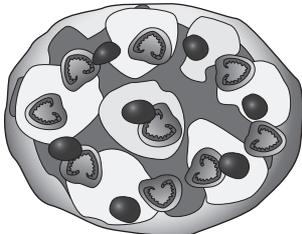
Student B

_____ ! _____ and I'm
 from Madrid. _____ I'm a
 student. _____
 and her name's Pilar. _____ ,
 and she's very funny. _____
 _____ . She's a teacher. _____
 _____ near my university. _____
 _____ she has a boyfriend.
 _____ and he
 has a band.

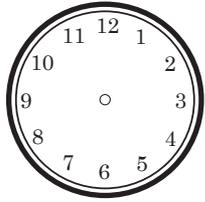
 _____ a small apartment in town. _____
 _____ big house in the country. _____
 _____ and my mother is a businessperson. _____
 _____ , we have a really good time.

- ~~bag~~
- water
- camera
- CD
- chocolate
- computer
- magazine
- cell phone
- pizza
- TV
- sneakers
- watch

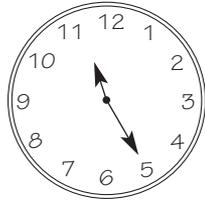
- \$299.99
- 75¢
- \$2
- \$1.20
- \$2.30
- \$2.75
- \$3.30
- \$3.99
- \$8.99
- \$12.99
- \$15.99
- ~~\$29.99~~
- \$30
- \$45.99
- \$65
- \$80
- \$150
- \$195.95
- \$600
- \$800

 <p>bag <input type="text" value="\$29.99"/></p>	 <p><input type="text"/></p>	 <p><input type="text"/></p>
 <p><input type="text"/></p>	 <p><input type="text"/></p>	 <p><input type="text"/></p>
 <p><input type="text"/></p>	 <p><input type="text"/></p>	 <p><input type="text"/></p>
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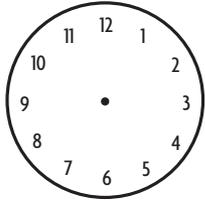
Student A



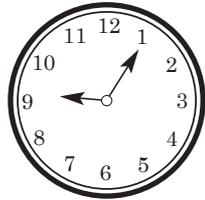
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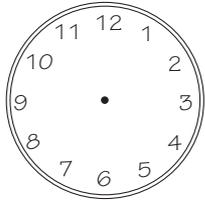
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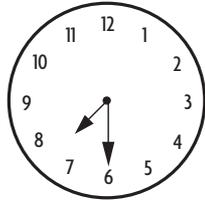
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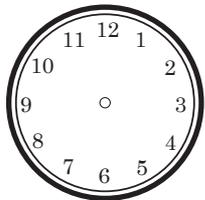
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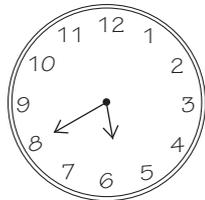
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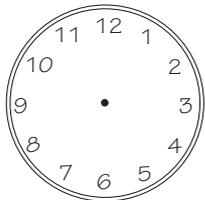
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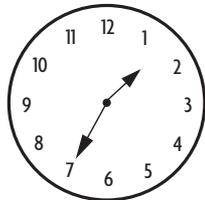
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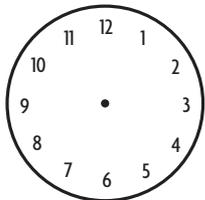
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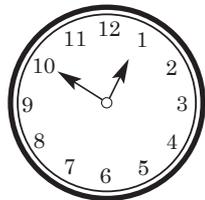
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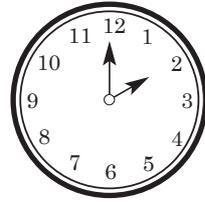
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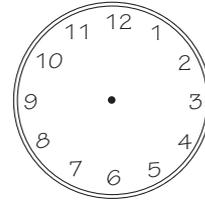
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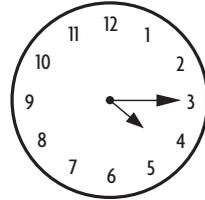
Student B



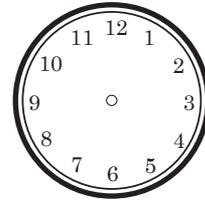
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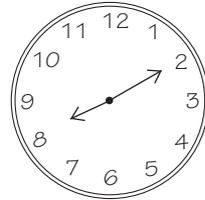
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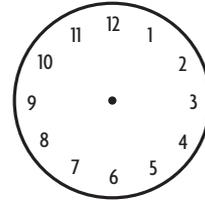
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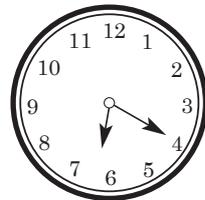
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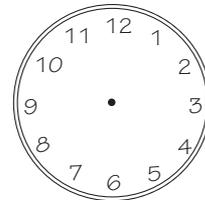
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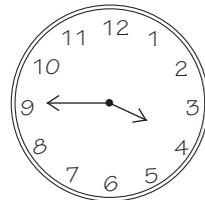
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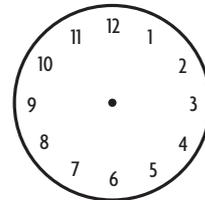
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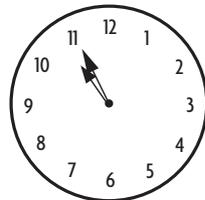
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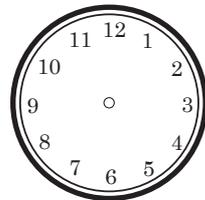
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11



12

Adjectives

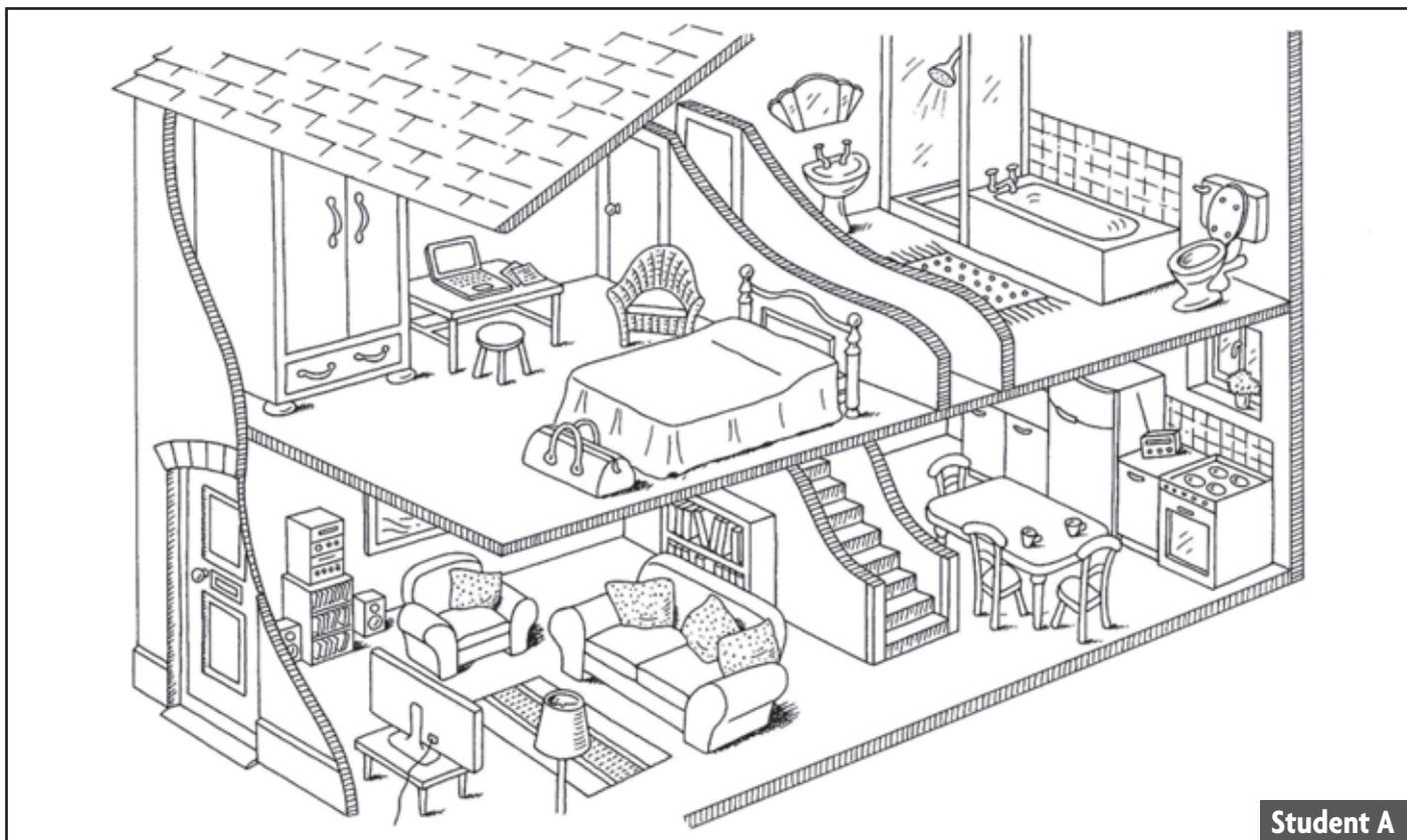


big	new	terrible	cold
nice	small	hot	old

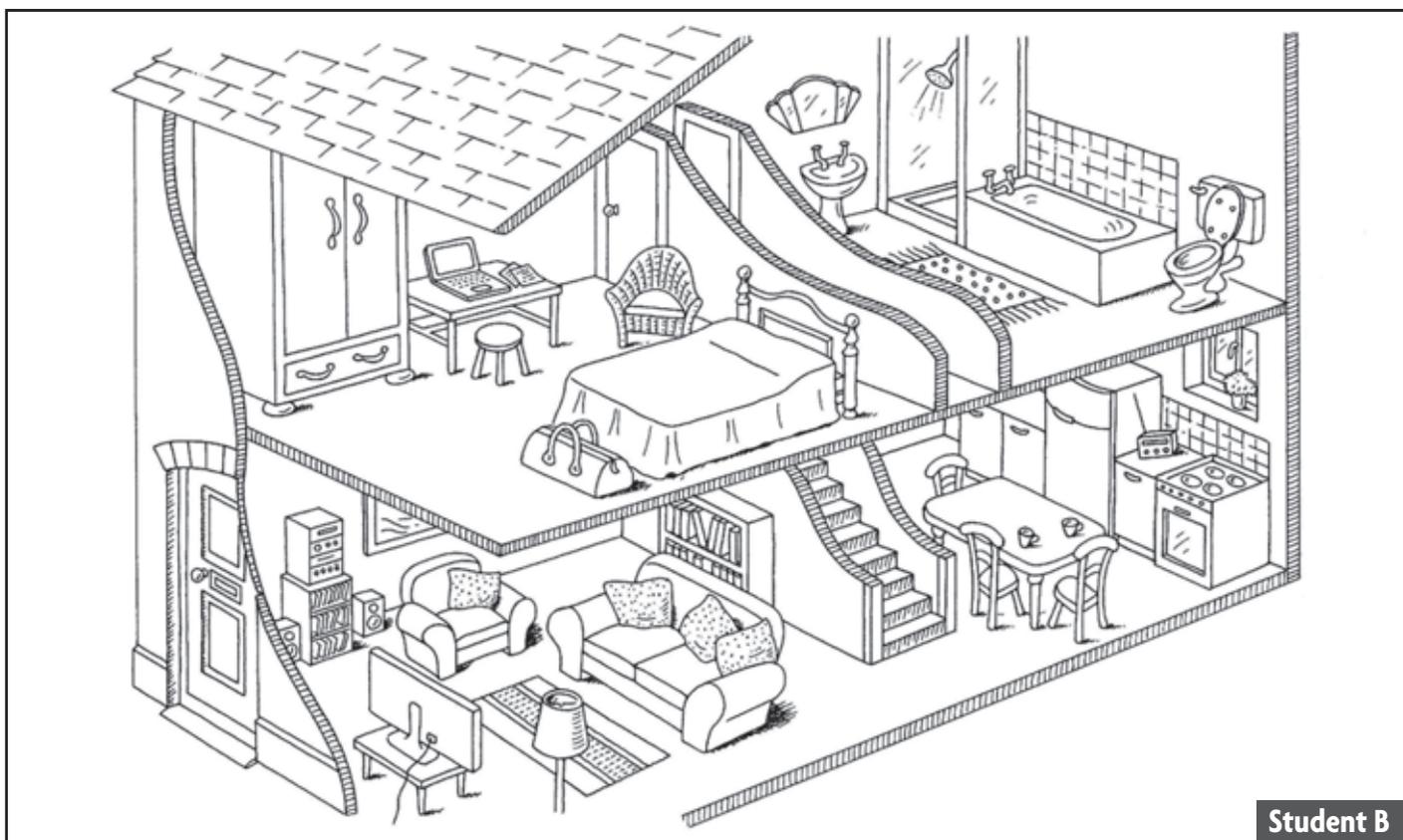
Nouns



bag	book	camera	computer
hamburger	sandwich	television	bus
dog	coffee	tea	cell phone
shoes	CD player	clock	house

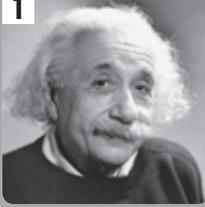


Student A



Student B

Student A

1  Name: _____
 Job: _____
 Born: _____
 Country: _____

4  Name: Bob Marley
 Job: singer and musician
 Born: 1945
 Country: Jamaica

2  Name: James Dean
 Job: actor
 Born: 1931
 Country: the United States

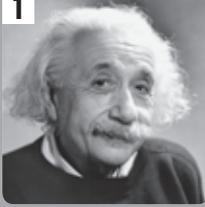
5  Name: _____
 Job: _____
 Born: _____
 Country: _____

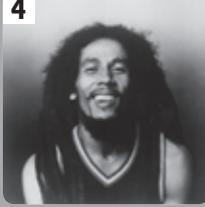
3  Name: _____
 Job: _____
 Born: _____
 Country: _____

6  Name: Anna Pavlova
 Job: dancer
 Born: 1881
 Country: Russia



Student B

1  Name: Albert Einstein
 Job: scientist
 Born: 1879
 Country: Germany

4  Name: _____
 Job: _____
 Born: _____
 Country: _____

2  Name: _____
 Job: _____
 Born: _____
 Country: _____

5  Name: John F. Kennedy
 Job: politician
 Born: 1917
 Country: the United States

3  Name: Agatha Christie
 Job: writer
 Born: 1890
 Country: England

6  Name: _____
 Job: _____
 Born: _____
 Country: _____

Jane's apartment



Student A

Ask Student B questions about Paul.

What did he do yesterday?

What sport/Paul/play/yesterday?

What/he/read?

Where/he/play the guitar?

Paul/cook a meal?

he/watch a movie?

he/take a bath?

he/work at his computer?

Paul's apartment



Student B

Ask Student A questions about Jane.

What did she do yesterday?

Where/Jane/go/yesterday?

What/she/read?

What/sport/she/play?

Jane/have breakfast?

she/write a letter?

she/take a bath?

she/watch TV?



I can make *delicious cakes*.



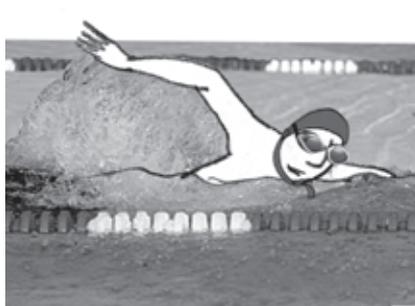
I can play the piano *really well*.



I can run *fast*.



I can ride a horse *really well*.



I can swim *very fast*.



I can say the alphabet *fluently*.



I can't drive a tractor *at all*.



I can't draw *very well*.



I can't dance *very well*.



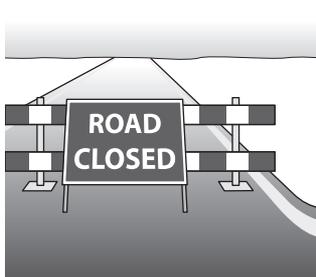
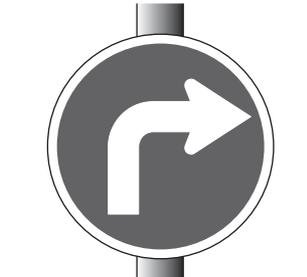
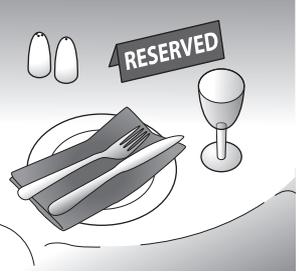
I can't sing *at all*.



I can't play golf *very well*.



I can't type *very fast*.

			
			
			
<p>You turn right here.</p>	<p>You can't take photos here.</p>	<p>You can't drive here.</p>	
<p>You can't smoke here.</p>	<p>You can buy food and drinks here.</p>	<p>You can't use the elevator.</p>	
<p>You go straight here.</p>	<p>You can't sit here.</p>	<p>You can buy something cheap here.</p>	
<p>You can't drive fast here.</p>	<p>You can leave your car here.</p>	<p>You turn left here.</p>	



Student A



Student B



MY TRIP OF A LIFETIME

Name _____



Day 1	Sun _____
_____ Airport – fly to _____.	
Check into hotel.	



Day 2	Mon _____
Bus tour of _____. Visit _____,	
_____, and _____.	



Day 3	Tues _____
Early morning start. Drive to _____. Evening	
cruise on _____. Overnight in _____.	



Day 4	Weds _____
Sightseeing trip in _____. Visit _____,	
_____, and _____.	



Day 5	Thurs _____
Drive to _____. Walking tour of _____.	
Overnight in _____.	



Day 6	Fri _____
Drive to _____. Sightseeing in morning to see	
_____ and _____. Have special dinner in	
_____.	



Day 7	Sat _____
Shopping trip in _____ for souvenirs.	
Afternoon flight back to _____.	



Workbook Answer Key

Unit 1

- 1 2. My 3. name's
- 2 2. My, your 3. name, My
- 3 1. ... to meet ...
2. ... this is ...
... Nice to ...
... meet you, too.
3. ... this is Rita. Rita, this is ...
... I'm / My name's Michaela Reilly.
... I'm / My name's Rita Harrison.
Nice to meet you.
Nice to meet you, too.

4

First names	Ella, Luke, Robert, Ruby, Alice, Harry, Sophie, Joshua, Catherine
Last names	McKenna, Bond, Johnson, Blackman

- 5 1. B Fine, thanks A I'm OK, thank
2. A How are you? B good, And you?
3. A Hi, Alice B How are you?
A I'm good, thank

- 6 Across Down
2. phone 1. sandwich
4. television 3. computer
6. bus 4. tablet
7. bag 5. house
8. photo 6. book
9. camera 9. car

- 7 c. ten d. nine e. four f. six g. three
h. one i. eight j. five

- 8 c. one d. nine e. three f. five g. ten
h. two i. seven j. six

- 9 3. one book 4. three buses
5. four pizzas 6. seven teachers
7. ten students 8. eight phones
9. six computers 10. nine bags

10

/s/	/z/	/ɪz/
books	cars	houses
students	computers	buses
	bags	sandwiches
	teachers	
	cameras	
	photos	
	phones	

- 11 2. A. Goodbye! B. Goodbye!
3. A. Good night! B. Good night!
4. A. Good afternoon! B. Good afternoon!

- 12 2. Bye! See you later!
3. Have a nice day!
4. A cup of tea, please.
5. Bye! See you tomorrow!
6. Sleep well!

13

Short form		
I		I'm
You	are	
It	is	It's

- 14 2. 's 3. are 4. 's 5. 'm 6. Are 7. 's

- 15 2. a 3. a 4. a 5. a 6. b

- 16 2. I'm fine, thanks.
3. Nice to meet you, too.
4. Bye! See you tomorrow!
5. It's a phone.

- 17 2. My name's Sara.
3. What's this in English?
4. It's a table.
5. How are you, Hiro?
6. I'm fine, thank you.

Unit 2

- 1 Across Down
5. Egypt 1. United States
7. Australia 2. France
10. Korea 4. Mexico
11. Japan 6. Brazil
12. China 8. Spain
9. Canada

2

●	●●	●●●	●●●●	●●●●●	●●●●●●
Spain	China	Japan	Canada	Australia	United States
France	Egypt	Brazil	Mexico	Korea	
	England				

3

♀	Anna	Mariana	her
♂	his	Henry	he

- 4 b. Her c. His d. Her

- 5 b. She's c. He's d. He's

- 6 2. Her, She's 3. His, He's 4. His, He's
5. Her, She's 6. His, He's 7. Her, She's
8. Her, She's

- 7 2. d 3. a 4. c

- 8 2. I'm 3. Hello 4. How 5. fine
6. are you 7. I'm from 8. It's 9. her
10. Where's she 11. 's 12. She's my

- 9 2. e 3. a 4. f 5. c 6. d

- 10 good, really good, amazing, OK,
bad, awful

- 12 2. F 3. F 4. F 5. T 6. T
7. F 8. F 9. T

Carla and Pedro are in Peru.
Catherine and Anthony are in Malaysia.
Ann and James are in New York.

- 13 2. a teacher 3. school 4. the US
5. Sydney 6. a doctor 7. hospital
8. great

- 14 2. He's 3. His 4. Her 5. He's
6. She's 7. Her 8. He's

- 15 13 thirteen 15 fifteen
21 twenty-one 30 thirty
22 twenty-two 25 twenty-five
19 nineteen 28 twenty-eight
26 twenty-six 20 twenty
12 twelve 11 eleven
16 sixteen

- 16 eleven twenty-nine
eighteen twenty-four
fourteen twenty-seven

- 17 c. 19 d. 12 e. 21 f. 25 g. 13
h. 20 i. 22 j. 26

18

Short form		
I	am	
You	are	You're
He	is	
She		She's
It	is	It's
They	are	They're

- 19 1. 'm 2. are, 'm 3. are, 're 4. Is, is, 's
5. is, 's

- 20 2. b 3. a 4. a 5. b

- 21 2. photo 3. cup of tea 4. house
5. camera 6. sandwich 7. book
8. bag

- 22 3. You're 4. your 5. You're 6. your

Unit 3

- 1** Across Down
 3. salesperson 1. server
 4. teacher 2. police officer
 6. student 4. taxi driver
 8. businessperson 5. nurse
 9. doctor 7. bus driver
- 2** 1. 's 2. isn't, 's 3. isn't, 's
- 3** First name, Country, Address, Phone number, Age, Job, Married
- 4** 2. What's his first name?
 3. Where is he from?
 4. What's his address?
 5. What's his phone number?
 6. How old is he?
 7. What's his job?
 8. Is he married?
- 5** 2. He isn't from Australia. He's from the US.
 3. His isn't 23. He's 26.
 4. He isn't a student. He's a contractor.
 5. He isn't married.
- 6** 3. Yes, he is. 4. No, he isn't.
 5. No, he isn't. 6. Yes, he is.
- 7** 2. Peter isn't a taxi driver. He's a bus driver.
 3. We aren't from Mexico. We're from Brazil.
 4. I'm not married. I'm single.
 5. You aren't a nurse. You're a student.
 6. Peter and Sam Williams aren't doctors. They're climbers in a club.
- 8** 2. a 3. b 4. b 5. a 6. b
- 9** 2. Is Nate from Canada?
 3. What's his job?
 4. What mountain are they climbing?
 5. Is Lisa with the club?
- 10** Last name: Williams
 Age: 23
 Address: 100 Tenth Street, New York, NY 10009.
 Work number: 212-555-5893
 Cell phone: 917-555-6721
 Job: Journalist
 Married: No
- 11** 2. old 3. address 4. telephone, work
 5. cell 6. your job 7. are you
- 12** 2. interesting 3. club, climbers
 4. city, town 5. tired
 6. different 7. station
 8. here 9. understand 10. excited
- 13** 2. Excuse me!
 3. A cup of tea, please.
 4. Thank you very much.
 5. I don't understand.
 6. I don't know.

14

	Affirmative	Negative
I	am	
You	are	You aren't
He	is	
She		She isn't
It	is	It isn't
We		We aren't
They	are	They aren't

- 15** 2. b 3. b 4. b 5. b 6. b
- 16** 2. from 3. in 4. of 5. of 6. on
 7. of 8. in, of 9. at 10. with
- 17** b. 16 c. 35 d. 71 e. 60 f. 16
 g. 4 h. 49 i. 12 k. 33
- 18** b. forty-seven c. eight d. sixty-two
 e. one hundred

Unit 4

- 1** 2. Bonnie's 3. Nick's 4. Alice's
 5. Suzie's 6. Harry's 7. Kate's
- 2** 2. Her 3. Our 4. your
 5. His 6. Their
- 3** Across Down
 7. father 1. parents
 8. son 2. daughter
 9. mother 4. husband
 10. wife 5. brother
 6. sister
- 4** 3. She has 4. They have 5. She has
 6. He has 7. They have 8. He has
 9. She has
- 5** 3. T 4. T 5. F 6. T 7. T 8. F
 9. T 10. F
- 6** 2. his sister's 3. his daughter's
 4. his son's 5. his cat's
- 7** 2. has 3. her 4. children's 5. wife's
 6. We're
- 8** 3. T 4. F 5. T 6. F 7. F 8. T 9. F
- 9** 2. f 3. e 4. c 5. h 6. d 7. a 8. b
- 10** 3. Their 4. They're
 5. Their 6. they're
- 11** 2. school 6. daughter
 3. husband 7. hospital
 4. wife 8. nurse
 5. son 9. friends
- 12** 1. give 2. me 3. please 4. Your
 5. is 6. your 7. information
 8. very 9. much
- 13** your her our

14 have has have have

15 2. a 3. b 4. a 5. a

16

Places	People	Things
town	accountant	bag
country	police officer	car
station	sister	dictionary
apartment	server	bus

17

Singular	Plural
	schools
	cars
job	cities
family	babies
glass	addresses
woman	sandwiches
	children
	people

Unit 5

- 1** Across Down
 2. tennis 1. pizza
 3. juice 2. tea
 5. soda 4. coffee
 7. football 6. orange
 9. water 8. basketball
 10. swimming
 11. ice cream
 12. hamburger
- 2** 3. I like soda.
 4. I don't like swimming.
 5. We like skiing.
 6. They like water.
 7. I don't like basketball.
 8. You like ice cream.
 9. They don't like Chinese food.
- 3** 2. No, I don't, It's
 3. Do you like, Yes, I do, It's
 4. Do you like, Yes, I do, It's
 5. Do you like, Yes, I do, They're
 6. Do you like, No, I don't, It's
- 4** 2. have 3. live 4. live
 5. run 6. swim 7. eat
 8. eat 9. like 10. want
- 5** 2. What's your father's job?
 3. Where do you live?
 4. What do you eat?
- 6** 2. do you have 3. do you drink
 4. do you have
- 7** 2. don't have 3. don't live
 4. don't live 5. doesn't
- 8** 2. They have 3. speak 4. they play
 5. live 6. We have 7. parents come
 8. We, play 9. We love 10. eat

- 9 2. do, do, Do 3. Do your parents
4. do, live 5. do you, go

- 10 2. don't do 3. They don't
4. don't live 5. we don't eat

11

●●	●●●	●●●●	●●●●●	●●●●●●	●●●●●●●
English Spanish	Chinese	Mexican	Japanese Portuguese	Italian Korean Brazilian	American Canadian

- 12 2. American 3. Korean 4. Japanese
5. Italian 6. Mexican 7. Chinese
8. Brazilian 9. English

- 13 b. 17 c. 56 d. 70 e. 32
f. sixty-eight g. eighty-five
h. fifty-two i. ninety-four
j. one hundred

- 14 \$27.99 twenty-seven ninety-nine
\$4.50 four-fifty
67¢ sixty-seven cents
\$32 thirty-two dollars
\$83 eighty-three dollars
\$2.34 two thirty-four
\$65 sixty-five dollars
\$49 forty-nine dollars
\$1.40 a dollar forty

- 15 3. 60¢ 4. \$74 5. \$12.35 6. \$90
7. \$1.50 8. \$20

- 16 2. \$1.55 3. \$45 4. 90¢ 5. \$4.50
6. \$1.80 7. 50¢ 8. \$15.99

17

	Affirmative	Question	Negative
I			I don't work.
You	You work.	Do you work?	
We	We work.	Do we work?	We don't work.
They	They work.		They don't work.

- 18 2. a 3. a 4. b 5. b

- 19 2. speak 3. work 4. have
5. play

- 20 2. a 3. a 4. an 5. a

- 21 2. We live in **a** big house in Seattle.
3. I'm **an** actor.
4. I work in **an** Italian restaurant.
5. They have **an** office downtown.
6. Jamie is **an** English teacher.

- 22 2. I have a small apartmant.
3. Brazilian people are nice.
4. I don't like Chinese food.
5. My father has an important job.

Unit 6

- 1 2. four fifteen 3. nine twenty
4. one thirty 5. eight o'clock
6. ten forty-five

- 2 2. 8:00 3. 7:20 4. 3:15 5. 4:45

- 3 1. A Excuse me! What time is it?
B It's three thirty.
A Thank you very much.
B You're welcome.

2. A Excuse me! Can you tell me the time,
please?
B Sure. It's exactly ten o'clock.
A Thanks a lot.
B That's all right.

- 4 1. 7:00 a.m.
2. do you have
3. do you go
4. do you do, watch

- 5 3. He has 4. She leaves 5. He does
6. She watches 7. He lives 8. She works

- 6 2. goes 3. has 4. does 5. lives
6. has 7. works 8. watches

- 7 2. does she go 5. does, live
3. does she have 6. does he have
4. does she do 7. does he
8. does he do

- 8 2. has 3. does 4. She likes
5. She likes 6. She likes 7. She likes
8. She likes 9. She reads

- 9 2. doesn't 3. don't 4. doesn't

- 10 2. am 3. Is 4. is 5. Do 6. do
7. is 8. Do 9. do 10. are
11. Does 12. does

- 11 2. on 3. on 4. In 5. on 6. at
7. on 8. No 9. No 10. No

12

/z/	/s/	/ɪz/
lives		
plays	eats	
does	cooks	teaches
has	works	
listens		

- 13 Across Down
6. drink 1. work
7. watch 2. office
8. play 3. listen
9. drive 5. shopping
10. lunch 9. dinner
12. languages 10. live
13. early 11. have

- 15 2. does she live 3. does, do 4. does
5. does she 6. does, live

- 16 2 No, she doesn't
3 Yes, she does
4 Yes, they do

- 17 2. doesn't 3. don't 4. doesn't

- 18 Tuesday Wednesday Thursday Friday
Saturday Sunday

19

	Affirmative	Question	Negative
I			I don't work.
You	You work.	Do you work?	
He	He works.		He doesn't work.
She		Does she work?	She doesn't work.
It	It works.	Does it work?	

- 20 3. es 4. s 5. — 6. es

- 21 2. does 3. does 4. Do 5. don't
6. don't

- 22 2. How 3. How much 4. Where
5. Who 6. When 7. How many

- 23 2. the 3. —, the, — 4. the
5. — 6. —, — 7. — 8. the
9. the, — 10. the, —

Unit 7

- 1 Where do you live?
How old is your son?
How many dogs do you have?
What makes you scared?
Why do you live in Austin?
What do you do in Austin?
What makes you laugh?
What is your favorite TV show?
Why do you like music?

- 2 2. e 3. f 4. a 5. c 6. d 7. h 8. g
9. i 10. j

- 3 2. When In the summer.
3. How By bus.
4. Where In Austin, Texas.
5. Who Jane.
6. Why Because I don't like to fly.
7. How old I'm 21.
8. How many Three.
9. What time 6:30 in the morning.
10. How much \$5.30.

- 4 2. How do you, your
3. What's your phone number?
4. How old are you?
5. What's your, food?
6. Do you live

- 5 2. does he drive an old car?
3. does she stay home every day?
4. does she sit at her computer for ten hours
a day?

- 6 2. Because he doesn't have a lot of money.
3. Because she works at home.
Because she's a writer.

7

Subject	Object	Possessive
I		my
You	you	your
He	him	his
She		her
It	it	
We	us	our
They	them	

- 8** 1. you 2. her 3. me 4. it
5. him 6. you 7. you, me 8. us
9. them 10. it
- 9** 2. your 3. His 4. Her 5. its
6. Our 7. their
- 10** 3. that 4. This 5. This 6. that
- 11** 2. great 3. hot 4. big 5. delicious
6. beautiful 7. cheap 8. wonderful
1. awful 2. rainy 3. awful
4. old 5. cold 6. expensive
7. small 8. happy
- 12** 1. **A** Can I have a cup of coffee, please?
B Sure. Anything to eat?
A Yes. Can I have a piece of chocolate cake?
B Of course. Here you are.
A How much is that?
B That's \$4.60, please.
2. **A** Do you have this sweater in a medium, please?
B I'll take a look for you.
A Thank you.
B Yes. Here you go.
A Oh! Thank you. Can I try it on please?
B Of course. The fitting rooms are over there.
3. **A** Can I have a ticket to New York City, please?
B Do you want a one-way or a round-trip?
A One-way, please.
B That's \$25.50, please.
A Can I pay by credit card?
B Sure. Put your card in the machine.
- 13** Across Down
1. shampoo 2. present
3. clothes 3. credit card
4. shoes 7. map
5. ticket 8. cups
6. coat 9. bridge
12. stamp 10. letter
13. postcard 11. seafood
14. buildings

- 14** 2. b 3. a 4. a 5. b 6. b

- 15** 2. in 3. for 4. at 5. to 6. to
7. of 8. for 9. to, for 10. with

Unit 8

- 1** 2. living room 3. kitchen
4. bathroom 5. bedroom
- 2** 2. bed 3. stove 4. sofa 5. desk
6. table 7. laptop 8. armchair
- 3** 2. magazines 3. a toilet
4. video games 5. posters
6. a balcony
- 4** 3. F 4. F 5. F 6. T
- 5** 2. There are 3. There's 4. There's
5. There are 6. There's
- 6** 2. There isn't 3. There aren't
4. There aren't 5. There aren't
6. There isn't
- 7** 2. Is there Yes, there is
3. Are there Yes, there are
4. Are there No, there aren't
- 8** 2. The sneakers are under the bed.
3. The alarm clock is next to the lamp on the table.
4. The money is in the desk drawer.
5. The magazines are on the floor.
6. The desk is next to the window.
- 9** Across Down
2. rail 1. garden
5. mountains 3. hiking
8. castle 4. market
10. bike 6. rain
7. ocean
9. sushi
- 10** 2. train station
3. café
4. park
5. parking lot
6. gym
7. supermarket
8. drugstore
9. school
- 11** 2. the theater
3. the café
4. the park
5. the train station
6. the school
- 12** 1. Go, left, drugstore
2. left, Elm Road, left
3. do I get to, down Main, on the, next to
4. Is there, near here, right, the right, theater

- 13** 3. F

Monticello was the home of Thomas Jefferson.
4. T
5. F
Charlottesville has an airport.
6. F
Charlottesville has many good hotels.
7. T
8. T
9. F
The University of Virginia has many sports teams.
10. T

- 14** 2. b 3. a 4. a 5. b 6. b 7. b

- 15** 2. but 3. and 4. but

- 16** 2. because 3. because 4. so

- 17** f. 17
b. 83 g. 11
c. 26 h. 54
d. 37 i. 3
e. 60 j. 41

- 18** b. five c. seventy-one
d. ninety-three e. twelve

Unit 9

- 1** 2. two thousand
3. two thousand ten
4. two thousand fifteen
5. two thousand twenty
6. nineteen ninety-six
7. nineteen ninety
8. nineteen eighty-two
9. nineteen sixty-three
10. nineteen nineteen
- 2** 2. 2002
3. 2013
4. 1999
5. 1986
6. 1960
- 3** 2. nineteen forty-six
3. nineteen ninety-nine
4. nineteen seventy-two
5. two thousand one
6. two thousand five
7. two thousand six
8. two thousand twelve (twenty twelve)
- 4** 1. 1989 2. 2004 3. 1963
4. 1945 5. 1969
- 5** 2. was born
3. was born
4. weren't born
5. were born
6. were born

- 6 1. is
2. is
3. were
4. were
5. weren't
6. was
6. was
8. weren't, was

- 7 2. was he born
3. were, born 4. was, was

- 8 2. wasn't born 3. weren't born
4. Were, weren't

- 9 1. He was the first black president of South Africa.
2. In Transkei, South Africa.
3. His father died.
4. He was a chief in his village.
5. Yes, he was.
6. He studied to become a clerk.
7. In Robben Island.
8. The Nobel Peace Prize.

1. In Los Angeles, California.
2. Her father was a professor and her mother was a counselor.
3. Science fiction.
4. Yes, she was.
5. She was a mission specialist.
6. 1983.
7. She was a physics professor at the University of California, San Diego.
8. 2012.

- 10 2. bought 3. thought 4. was
5. said 6. came 7. were
8. found 9. saw

- 11 2. went/were, saw 3. said
4. were, thought 5. came/went, found
6. went, bought

- 12 Across Down
3. work 2. party
6. homework 3. walk
7. lunch 4. housework
8. breakfast 5. vacation
10. exercise 6. home
9. time

- 13 April, June, August, October, December

- 14 2nd 3rd 4th 5th 7th 10th
12th 20th 21st

- 15 2. June 2 3. September 3
4. January 15 5. May 10
6. December 25

16

	Affirmative	Negative
I		wasn't
You	were	
He/She	was	wasn't
We		weren't
They	were	

- 17 2. a 3. b 4. b 5. a 6. b

18

Present	Past
	had
do	
	saw
	bought
say	
	found
come	
	made

- 19 3. made 4. made 5. did 6. made

- 20 2. ...to the movies...
3. I do my...
4. ...because it is...
5. What do you do? I'm a businessperson.
6. I usually have...

Unit 10

- 1 3. wanted 4. listened 5. started
6. worked 7. watched 8. lived
9. called 10. visited 11. loved
12. stayed

2

/t/	/d/	/ɪd/
liked	played	wanted
worked	listened	started
watched	lived	visited
	called	
	loved	
	stayed	

- 3 2. bought 3. had 4. did
5. went 6. saw

- 4 2. went 3. saw 4. bought 5. started
6. went 8. visited 9. had
10. listened 11. watched 12. had

- 6 2. did he 3. did he 4. did he go
5. did he see

- 7 2. Did he like the movie? No, he didn't.
3. Did he have pizza? Yes, he did.
4. Did he enjoy the party? No, he didn't.

- 8 2. didn't do 3. didn't enjoy
4. didn't go 5. didn't know

- 9 1. What was the score?
2. What did you eat?, Was it good?
3. Where did you go?, Did you buy anything?
4. What did you do?, Is it clean now?

- 10 3. in 4. at 5. - 6. - 7. on 8. -
9. on 10. -

- 11 Across Down
6. golf 1. walking
7. swimming 2. ice hockey
8. dancing 3. skiing
9. baseball 4. winf surfing
10. fishing 11. soccer
12. bicycling 13. cards
14. tennis
15. sailing

- 12 2. went bicycling 3. went swimming
4. played baseball 5. went skiing
6. played soccer 7. went
8. went sailing windsurfing

- 14 2. She went with her parents
3. did they stay?
4. didn't do the same thing
5. did they do
6. They saw the sunrise.
7. played golf, went to the spa
8. did the children love, there was
9. They went to different restaurants.

- 15 1. show me, do you want to go, some information
2. Is it far, does it open, does it close, is it to get in

16

	Affirmative	Negative	Question
I			
You	played	didn't play	
He/She		didn't play	Did he/she play?
We	played		Did we play?
They	played	didn't play	

- 17 2. was 3. did 4. Did 5. was

- 18 2. a 3. b 4. a 5. b 6. a

Unit 11

- 1 2. can speak Spanish. 6. can play guitar.
3. can walk. 7. can run fast.
4. can ride a horse. 8. can sing.
5. can ski. 9. can ride a motorcycle.

- 2** 2. An interpreter can speak several languages.
3. A pilot can fly a plane.
4. An architect can draw buildings.
5. A chef can cook delicious food.
6. computer programmer can write software.
- 3** 2. ride a horse, I can't
3. Can you speak Spanish, Jon, Yes I can.
4. Can you dance, Jon, Yes I can.
5. Can you, No, I can't.
- 4** 2. Sam can't ski.
3. You can't play the piano.
4. He can't write in English.
5. We can't draw.
6. They can't play soccer.
- 5** 2. can't 3. can 4. can't 5. can't
6. can 7. can't 8. can
- 6** 2. fluently 3. a little. 4. at all
5. very well 6. really well

7 & 8

1. **B** Sure! For here or to go?
2. **A** open the door for me
B No problem. Do you want me to carry something for you?
3. **A** turn your music down
B I'm sorry. I didn't know it was so loud.
4. **A** pass me the salt and pepper,
B Of course. Here you go!
- 10** 1. N speak English
N drink
Y make noises
Y learn new words
Y hear his name
Y make people smile
N ask questions
Y be angry
2. Paro comes from Japan.
3. Paro can be angry.
4. Yes, he can.
5. Paro can make them happier.
6. People might forget that he is not a real seal.

- 11** Across Down
3. delicious 1. exciting
5. tall 2. fast
9. dangerous 4. interesting
10. young 6. busy
11. sunny 7. rainy
12. boring 8. funny

- 12** 2. I'm lost.
3. This machine doesn't work!
4. I don't understand what it says.
5. I can't find my plane tickets!

13

Can	Affirmative	Question	Negative
I			I can't sing
You	You can sing	Can you sing?	
She	She can sing	Can she sing?	She can't sing
They	They can sing		They can't sing

- 14** 2. never 3. often 4. sometimes
6. usually 7. slowly 8. carefully
- 15** 2. d 3. e 4. c 5. a 6. g 7. i 8. j
9. f 10. h
- 16** 2. of, to 3. to 4. on 5. with, in
6. with, on 7. about 8. for
9. with 10. for

Unit 12

- 1** ✓ milk, bread, water, cheese
- 2** 3. is some 4. doesn't have any
5. has some 6. isn't any
7. has some 8. isn't any
- 3** 3. he have any, No, he doesn't.
4. there any, Yes, there is.
- 4** 3. a bottle of water
4. shampoo for dry hair
5. I'd like to send this letter
6. I'd like to buy this magazine
- 5** 1. you like some soda?
Would you like some water?
2. go to the movies?
you like to eat something?
Would you like to stay home and watch TV?
- 6** 2. Would you like to dance?
3. Would you like some candy?
4. I love shopping!
5. I'd like a drink of water.
6. Do you like cooking?
- 7** 2. I'd like 3. do you like 4. I love
5. like 6. love

8

/ɛ/	/i/	/u/	/ɪ/
egg	cream	soup	fish
bread	cheese	juice	dish
breakfast	beans	food	chicken
	meal	fruit	
	meat		

- 9** 2. steak – make
3. soup – group
4. food – rude
5. cheese – please
6. good – would
7. pie – my

- 10** Across Down
4. soup 1. sugar
6. chicken 2. vegetables
7. apple pie 3. rice
8. seafood 4. salt
9. jam 5. cereal
10. salad
11. soda

- 11** 3. F 4. T 5. F 6. F 7. F 8. T
9. F 10. T

12

I	
You	'd like
He/She	'd like
We	
They	'd like

- 13** 2. a 3. b 4. b 5. a 6. a
- 14** 2. f 3. e 4. a 5. c 6. g 7. d
- 15** 2. ...like some cake...
3. ...have any fruit...
4. ...like to drink...
5. ...have some stamps...
6. "John, do you like..."
7. Do you want anything else?

Unit 13

- 1** 3. white 4. blue 5. green 6. black
7. brown 8. gray
- 2** Across Down
4. shoes 2. T-shirt
8. shorts 3. boots
9. tie 5. shirt
11. sneakers 6. socks
13. skirt 7. dress
14. scarf 8. sweater
10. pants
12. suit
- 3** 2. a suit, He's
3. wearing pants, They're waiting
4. wearing, reading
5. 're wearing, 're studying
6. 's wearing, She's writing
- 4** 2. he doing, reading
3. are they, They're going
4. are, reading, 'm reading
5. are we/you, 're studying
6. is she, 's chatting with

- 5** In picture B:
 2. The children aren't eating ice cream.
 3. The woman isn't wearing sunglasses.
 4. The boys aren't playing soccer.
 5. The sun isn't shining.
 7. The ducks aren't swimming in the pond.
 7. The people on the bench aren't talking.
- 6** 3. lives 4. 'm living 5. 'm having
 6. have 7. speaks 8. 's speaking
 9. doesn't work 10. 'm not working.
 11. doesn't rain 12. isn't raining
- 7** 1. She usually gets up late and does the housework.
 2. She's getting married.
 3. She's in church.
 4. She got up early and put on her wedding dress.
 5. She's wearing a white dress.
 6. He usually goes to his parents' house.
 7. He's in Australia. He's having Thanks giving with Sarah's parents.
 8. They went swimming.
 9. They're having a barbecue.
 10. They're wearing shorts.
- 8** 2. buying 3. hate 4. stay
 5. answer 6. working
 7. do, finish 8. losing
 9. close 10. turn, on
- 9** 2. cold 3. bored 4. tired 5. hungry
 6. hot 7. a cold 8. worried
 9. a headache 10. angry
- 10** 2. d 3. e 4. a 5. b 6. a
 7. c 8. b 9. e 10. d

11

	Affirmative	Question	Negative
I			
You	You're working.	Are you working?	
He/She		Is he/she working?	He/She isn't working.
It	It's working.		It isn't working.
We	We're working.	Are we working?	
They	They're working.		They aren't working.

- 12** 4. playing 5. enjoying 6. doing
 7. reading 8. making 9. having
 10. working 11. swimming
 12. running
- 13** 2. 'm 3. Is 4. are 5. 'm, 'm
- 14** 2. Did 3. are 4. am 5. does 6. is
- 15** 2. f 3. b 4. c 5. a 6. e 7. l
 8. h 9. j 10. k 11. g 12. i
- 16** 2. the, the 3. an 4. the, the
 5. a 6. the, a 7. a

Unit 14

- 1** 2. Gina 3. Erica 4. Liam
 5. Gina 6. Erica
- 2** 2. is she going to study?
 ...'s going to study
 3. is she going
 ...'s going to live
 4. 's going to work
 5. is he going to spend
 ...'s going to spend
 6. is he going to visit
 ...'s going to visit
 7. 's going to
 8. is she going to
 ...'s she going to visit
 9. is she going to
 ...'s going to
- 3** 2. 'm working
 3. 'm going to the movies
 4. are, going to see?
 5. 'm having
 6. 're going shopping.
 7. 'm going, dentist
 8. 'm playing
 9. 'm meeting
 10. are coming
 11. 'm cooking
 12. are, going to cook?
- 4** 2. working 3. opened 4. think
 5. comes 6. started 7. love
 8. helps 9. gives 10. are sitting
 11. isn't raining 12. 'm having
 13. began 14. was
 15. are, studying
- 5** 2. bought 3. went 4. see 5. had
 6. take 7. said 8. find 9. did
 10. made
- 6** 1. Wednesday, Thursday, Saturday, Sunday
 2. afternoon, evening
 3. summer, winter
 4. lunch, dinner
 5. often, never
 6. thirty, forty, sixty, seventy, ninety
 7. February, April, June, August, October, December
 8. have breakfast, go to work / school, come home, have dinner
- 7** 1. 2. a 3. e 4. d 5. c
 2. 1. b 2. e 3. d 4. a 5. c
 3. 1. c 2. e 3. b 4. a 5. d
- 8** 2. What's your last name
 3. do you live
 4. What's your
 5. What's your zipcode
 6. (315) 555-6141
 7. What's your email address
 8. How old are you
 9. were you born
 10. No, I'm single.
 11. did you go to
 12. college did you go
 13. What did you
 14. How many languages can you speak
 15. What sports do
- 9** 2. e 3. g 4. a 5. c 6. b
 7. h 8. f
- 10** 2. e 3. f 4. a 5. c 6. d
 8. g 9. i 10. l 11. j 12. k
- 11** 2. with, for 3. for 4. in 5. to, by
 6. to 7. in 8. for, by 9. to, on
 12. to, for

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