

# Wide Angle

## TEACHER'S GUIDE

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# Introduction

## Welcome to the *Wide Angle* Teacher's Guide

*Wide Angle* is a six-level American English course that builds your adult students' English language ability and empowers them to communicate in the real world. Each level contains 80-120 hours of classroom material, both physical and digital, to engage your students in authentic English communication. In addition to the Student Book, *Wide Angle* offers a collection of supporting materials, including the Teacher's Guide, student Online Practice, Teacher's Resource Center, student Workbook, the Classroom Presentation Tool, and student ebook.

The Teacher's Guide is designed to support teachers in delivering the content of *Wide Angle* in an exciting, engaging manner. The Teacher's Guide features step-by-step task instructions, teaching tips, and answer keys for every activity within a lesson, ensuring a high level of student comprehension, engagement, and confidence. New and veteran teachers alike will appreciate detailed notes on potentially challenging vocabulary, creative extra practice activities, and support for teaching specific skills and language points.

## How to use the Teacher's Guide

### Unit Overview

The gray **Introduction to the unit box** provides a helpful snapshot of the activities in each lesson, and describes how these activities relate to the theme. The **Lessons** section is a brief overview of the five lessons and the goals within each unit. Specific skills, as well as main lesson objectives, are listed for each lesson. At the bottom of the page is the **Resources** box, a comprehensive list of all supplemental materials available for each unit in the online Teacher's Resource Center.

### Unit Opener

Instructions for the **Unit Opener** begin with a helpful description and explanation of the Blink photograph for the unit. This section contains interesting background information on the photographer and the video script for the Unit Opener video, which features a personal interview with the Blink photographer. This background information can be used to guide students as they describe and discuss the unit photograph. The **Real-World Goal** section explains the unit's anticipated learning outcome based on what students will learn in the upcoming lessons.

### Lessons

The Teacher's Guide offers step-by-step instructions to successfully teach every activity within the Student Book. The Teacher's Guide instructions demonstrate how teachers can bring the content of *Wide Angle* to life, with options for introducing new material and vocabulary, additional background information, sample sentences, teaching tips, and optional extensions. The first three lessons in each unit focus on reading, writing, and listening in varying order. **English For Real**, which practices pragmatics and intercultural communication skills, is the fourth lesson, and speaking is the fifth lesson. Pronunciation, grammar, and vocabulary are introduced contextually throughout each unit. Reading, writing, and listening lessons should take 1.5 to 2 hours of classroom time to complete, and **English For Real** and speaking lessons are designed to be one hour each.

Answer keys are provided, as well as possible student responses to open-ended questions. All audio and video scripts are listed after activity instructions and answer keys.

Wide Angle Teacher's Guide

Unit 1 Interactions

**Unit Overview**

**Introduction to the unit**

The title of this unit – *Interactions* – summarizes the main themes: formal and non-verbal communication in formal and informal social interactions. These main themes are evident in the visuals throughout the unit, which show people communicating in many forms: verbal, non-verbal, and physical using body language for non-verbal communication.

In **Lesson 1**, the theme of interaction is reflected in the topic of on-based meeting arrangements and subsequent discussion activities. **Lesson 2** focuses on facial expressions and body language which demonstrate the theme of non-verbal communication. In **Lesson 3**, students learn to write emails using informal expressions, moving them to social engagement. **Lesson 4** is the theme of interaction is reflected in the unit video, which shows people meeting and making conversation in formal and informal situations. Finally, in **Lesson 5** students discuss the theme of interaction by listening to and engaging in small talk.

**Lessons**

**1.1 The New Office**

**Listening Skill** Greeting meaning from context

**Grammar in Context** Simple present and present continuous

- Use present verbs (Oxford 3000)
- Identify information and apply it to various contexts
- Identify difference in usage and form between simple present and present continuous
- Discuss whether technology keeps people apart or bring them together

**1.2 Talking Without Words**

**Reading Skill** Greeting

**Grammar in Context** Questions forms Do, did, and be

- Use vocabulary related to non-verbal communication and emotions (Oxford 3000)
- Practice skimming a text for the main idea
- Construct questions with do, did, and be
- Discuss whether gestures or facial expressions are more important in communicating meaning

**1.3 Making Connections**

**Grammar in Context** Tag questions in the present tense

**Vocabulary Development** Subjects of manner

**Writing Skill** Using informal expressions in emails

- Use various questions related to friendship
- Construct tag questions with be and do
- Practice forming and using subjects of manner (Oxford 3000)
- Write informal emails

**1.4 Hello and Goodbye**

**Real World English** Greeting and ending a conversation

- Analyze the way people start and end conversations
- Recognize the differences between formal and informal greetings and ending to a conversation
- Role play conversations saying hello and goodbye

**1.5 Making Small Talk**

**Speaking** Showing interest

**Pronunciation Skill** Using intonation to show interest

- Understand different topics used in small talk
- Practice using intonation to show interest
- Act out a scenario, making small talk at a party

**Resources**

**Class Audio** CD 1, Tracks 2-7

**Workbook** Unit 1, pages 1-7

**Oxford Reader Comprehension**

**Visual Aids** (Oxford 3000)

**Teacher's Resource Center**

Resources: City and town test

English for Real video

Grammar PDFs

Grammar Worksheets

Oxford Reference Worksheets: upper/lower

News articles

Word list

**Unit Opener**

**Student book page 1**

The unit opener photo shows three people in a gallery space. One of them is a guest on duty; the other two are a man and a woman admiring the art.

The photograph relates to the unit theme and subsequent activities because it focuses on non-verbal communication. For example, we can tell from the body language that the man is in the room to see a museum guard his space. He demonstrates that he is serious and professional. The woman and the man are engaged with the art, receiving "messages" from the

**Photographer**

**Eda Bayer**

Eda Bayer is a New York based award-winning documentary photographer. With more than 10 years of experience in several countries, he has worked for most leading international media like The New York Times, National Geographic, Time, The New Yorker, The Wall Street Journal, Discover, National Geographic, Foreign Policy, and the Guardian, among others. He is the recipient of accolades such as Fellow of the Royal Photographic Society and Arts for Social Improvement. La Caixa, Edmundo established the books Microscopio about nature, life, and its life in 1972. October 19th events of October 1st about the independence struggle in Catalonia. He has shown his photography at events in New York, Berlin, Budapest, Havana, Hong Kong, Moscow and Barcelona. Born in Barcelona, his grandfather lived in Chemical Engineering and also holds a Master's degree from the Spanish School of Media and Journalism.

**Unit Snapshot**

These three questions have been written to get the student attention and encourage them to read on. Answers may be found on the page numbers provided, but there is no right or wrong answer. Use the opportunity to have students predict what they will be learning in this unit.

For question 1, check student understanding of grip going through gestures and have them guess what type of problems sports could solve. For question 2, ask if students can tell when someone is smiling for real. For question 3, give students examples of types of friends from your own life, e.g. teacher friends, family friends, etc.

**Answers**

Students answer self on sample answers include:

1. Help you stop thinking.
2. A smile can tell you if a smile is real or fake.
3. I have many types of friends and friends, new friends, close friends, mixed friends, and family friends.

**Discussion Questions**

Ask students to describe the image, providing words to help them as necessary. For example, getting guests on duty, greeting, an pose. Now, ask specific questions about the picture and what students know. Where are they going in the picture? What are they doing? Are they communicating? Do they know each other? How is the man in the background dressed? What is his job?

**Answers**

1. After the questions about how they interact with each other and the art, add a few general questions. Do you go to museums? Why or why not? How often do you go to museums?

2. Direct students attention to the questions below the photo. For students to guess to discuss them.

3. Optionally, before asking students to answer the discussion questions, show the photographer video where Eda Bayer answers these questions from his perspective. It is very important because we can tell from the tone to talk with family and friends or need to be a little bit more formal. Emphasize making music with both hands, and their technology and it's so cool.

**Video Script**

I am starting to think that technology has a negative effect on interaction in societies with the most technology. Being this feeling of both isolation and false connection. So, maybe we'll have to stop using electronic devices so much and start looking at each other to communicate.





**Exercise 1**

1. Students use the words social networking site, forum, blog, face to face, and gaming by using examples, synonyms, and definitions and gestures, as appropriate for each, and asking if any students can call out the terms before you tell them.

2. Have students look at the list and choose their top five preferred modes of communication. Have them share with small groups and explain the reasons why. Alternatively, you can make a survey feedback with the same choices and have students interview one another in a class survey activity. Then identify the top five choices for the whole class and have a class discussion of the reasons why.

Step-by-step instructions are provided for the reading, writing, listening, and pronunciation skills practiced in each unit. Guidance is also provided for **Grammar in Context**, speaking activities, and **Oxford 3000 / 5000** vocabulary content. The Teacher's Guide also connects to the related **Grammar focus** reference page in the Student Book, where more explanations and examples can be found.

The **Real-World English Strategies** box elaborates on each **English For Real** lesson. These strategies include background information on cultural and pragmatic issues and an expansion activity for students to further explore these ideas.

The  indicates when an activity has an accompanying audio recording, along with CD and track numbers, as well as the audio script. The  indicates videos are available in a given lesson, as well as the video script. Oxford Reference materials are indicated by . The  indicates where students can participate in additional online practice.

Each unit in the Student Book focuses on a universal topic that will motivate and engage your students, allowing them to make personal connections to their lives. Every unit contains a reading lesson, a listening lesson, a writing lesson, and a speaking lesson. Additionally, every unit has an **English For Real** lesson to allow your students to learn practical expressions for a variety of situations. Grammar, vocabulary, and pronunciation points can be found throughout each unit of *Wide Angle* and are aligned with the CEFR international standard.

## Unit Opener

The first page of each unit offers a wealth of content to help students engage with the theme, starting with the **Unit Snapshot**, which contains interesting conversation questions to get students thinking about the upcoming content. The main feature of this page is a vibrant, intriguing image from Blink photography with discussion questions to generate interest in the theme and personalize the content. A short video from the Blink photographer is also introduced to bring the stories of these images to life. The **Real-World Goal**, listed at the bottom of the page in each unit, raises students' awareness of their learning, and shows the tangible benefits of their efforts.

[illegible]

## Pronunciation Skill

### Using Intonation to show interest

#### EXERCISE 1

- 1 Read the information in the box about **Tom**.
- 2 Explain the intonation in which someone can change the meaning of what is being said. For example, "That restaurant is on the way" can mean that it's not, that it is, or that it isn't. Give examples of how to use intonation to show interest, anger, or even criticism. Introduce these examples to the class first (a).  
(b) That restaurant is on the way.  
(c) That restaurant is on the way.  
(d) That restaurant is on the way.

A: Is a shop between the office and the bank?  
B: Yes, it is.

#### EXERCISE 2

- 1 Do a web search for the text 'Xenotranscends in English' in which a scientist explains how to genetically create a product. Try to find one that has examples in which the scientist is talking about the product. Read the text and explain the intonation, using the four examples in the box. Which are the most impressive. What intonation might he use to make a point of something important or when the target expression is on the border between being false and being true or being a repetition. Answer.

## More To Say...

### Focus: Students' understanding on intonation

#### Comparing Debates / Pairs

##### Activity Time

##### Ready

- 1 Give each pair of cards with expressions that people use to show interest when they are listening. Do a role-play where there is a real student debate that makes their voices high and low and shows interest.

What?	How?	Why?	When?	Where?
That's fascinating.	Wow.	That's amazing.	Really?	Right?

- 2 Make enough copies of each pair of students has a set of cards.
- 3 Bring a timer to the class.

#### 1. Student into pairs

- 1 Have there decide who will be the 'speaker' and who will be the 'interested listener'.
- 2 Give each pair a student's set of cards.
- 3 Give each pair a 30-second timer at the top of which they can stop at any time and discuss. Instruct the listeners to show interest using a set of four intonation expressions that the speakers are talking about they should try to use. Give each pair a 30-second timer to make the listening more impressive. As they work on each one, they should turn the

card over and say the next. The goal is to finish listening to the story with one or two lines of the cards face up. Set a 5 to 10 min timer on the clock.

#### Goal

- 1 Introduce the speakers to start talking their stories. Start with the first speaker.
- 2 Monitor student interactions by walking around and encouraging the listeners to use the expressions.
- 3 Correct their intonation as they use the expressions.
- 4 When the time goes for 30 seconds, have students switch roles and repeat the exercise.

#### Key Learning

Have students use up different patterns and repeat the activity again for this is interest.

## EXERCISE 7 NOTICE

- 1 Play the audio and direct students to listen and select a 5 A. Give them 1 minute to think about the audio and to be ready to answer the questions with the class.

#### Answers

1	2	3	4	5	6	7	8
2	5	A	4	6	8	3	7

#### EXERCISE 8

### EXERCISE 8 APPLY

- 1 Play the audio and ask students to practice, reacting to news and talking interesting.

2 Monitor student pronunciation activities if necessary.

#### EXERCISE 9

### EXERCISE 9 WHAT'S YOUR ANGLE?

- 1 Ask a student discussion with the questions provided.
- 2 Add additional questions. When I served the students that made difficult to take a waiter? Would it be easier if they had gone to the waiter's table?

3 Give the group of 10 to 15 small topics and make a list on the board.

#### Answers

1 Ask a student discussion with the questions provided. 2 Add additional questions. When I served the students that made difficult to take a waiter? Would it be easier if they had gone to the waiter's table?

3 Give the group of 10 to 15 small topics and make a list on the board.

#### Answers

1 Ask a student discussion with the questions provided. 2 Add additional questions. When I served the students that made difficult to take a waiter? Would it be easier if they had gone to the waiter's table?

## EXERCISE 10 INTERACT

- 1 Give each pair a card with a topic and ask them to prepare the scenarios and find requirements.
- 2 Give each pair a 5-minute timer. Have each pair work on the scenario and find requirements.
- 3 Instruct pairs to switch.
- 4 Give each pair a 5-minute timer. Have each pair work on the scenario and find requirements.
- 5 For more practice, have each pair take a card to work with and repeat the activity.
- 6 Monitor and offer feedback.

[illegible]

Lessons 1–3: Reading, Writing, and Listening Skills Practice

Every unit contains a well-scaffolded reading, writing, and listening lesson. These lessons follow the activation-presentation-practice-production method. This framework encourages teachers to first engage students in the material before exposing them to language content and also supports students by moving incrementally from more controlled, accuracy-focused practice, to freer, more fluency-focused production. Specific skills, such as reading to guess meaning from context, are identified in each lesson, reinforcing clear objectives for both teacher and student. Writing lessons adopt a process approach, offering pre-writing activities first, followed by activities to review, edit, and re-write. Throughout the book, readings and thought-provoking quotes can be found from **Oxford Reference**, a trusted source of over two million academic texts.

Lesson 4: English For Real

These lessons allow your students to communicate and adapt to a variety of situations they will encounter in everyday life. Each unit lesson has modern, engaging video content to demonstrate the type of language needed for different contexts. For example, a lesson may focus on the different language needed for making a request to a friend versus a request to a university professor. Students engage in prediction activities based on stills from videos and create roleplays based on the situations. In the student Online practice, they even have the opportunity to put themselves in the video and record one of the character’s lines, connecting class learning to their own lives.

Lesson 5: Speaking

The final lesson of each unit is dedicated to developing students’ speaking fluency, a key part of the *Wide Angle* series. A variety of activities in the Student Book, as well as Online Practice, build the language students need for effective communication.

Floating features

The following features are taught in context and appear flexibly throughout each unit, which enables teachers to introduce language naturally as communicative needs arise.

Pronunciation Skill

*Wide Angle* recognizes that pronunciation is a major factor that contributes to a speaker’s intelligibility, so pronunciation skills are practiced in each unit. Pronunciation Skill boxes practice both individual sounds and word stress, as well as broader features of intonation and connected speech. Pronunciation audio exposes students to natural models of English speech, and the tasks offer meaningful practice.

Grammar in Context

Key grammar for each unit is identified in **Grammar in Context** boxes. These boxes provide clear explanations for each grammar point. Example sentences are directly related to the content of each lesson, and grammar points build on one another throughout the text. Students can also reference the **Grammar focus** pages, located after the **Unit Review** pages.

Vocabulary

Thematic vocabulary from the **Oxford 3000** (levels 1-4) or **5000** (levels 5-6) is taught throughout each unit. The **Oxford 3000 / 5000** are word lists of the most important and relevant vocabulary for English learners. The vocabulary for each unit relates to the theme and is appropriate for the learners’ current level.



What’s Your Angle?

The **What’s Your Angle?** activities give students the opportunity to personalize and demonstrate their knowledge with multiple thought-provoking reflections in each unit. Students share their opinions on ideas from the unit, practice vocabulary they have learned, and deepen their communication skills.

Appendices

Unit Reviews

Each **Unit Review** allows students to demonstrate their learning and feel confident in their knowledge. Every unit review includes vocabulary and grammar practice in the Student Book, and additional practice online. **Discussion Point** encourages in-depth conversation prompted by Oxford Reference material. Based on **What’s Your Angle?** tasks, the **Zoom In** feature allows students to personalize and to demonstrate their knowledge from the unit with a series of speaking and writing tasks. Every **Zoom In** task is followed by a self-assessment, allowing students to reflect on what they know and what they still need to work on.

Grammar focus

The back of the *Wide Angle* student book features an additional page of supplementary grammar reference for each unit, designed to expand on the grammar points covered in the Student Book. While grammar points are introduced contextually within each unit, the **Grammar focus** pages provide helpful succinct rules and clear “formulas” to help students gain broader picture of the English grammar system.

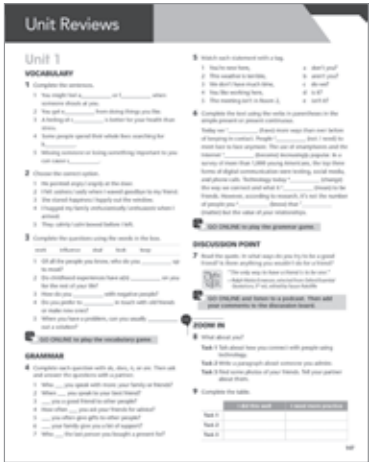
Additional Student Resources

Online Practice

The **Online Practice** component offers multiple opportunities for students to flexibly review and consolidate their in class learning. These online activities, which correspond to each unit of *Wide Angle* Student Book content, allow students to receive instant feedback on their work, boosting learner autonomy. Test activities are also included online.

Workbook

The printed Workbook offers additional practice for all features of the *Wide Angle* Student Book. The **Workbook** includes new readings to practice skills in each unit, listening comprehension in the **Unit Review Podcast**, support for **Discussion Board** writing, additional **English For Real** work, as well as grammar and vocabulary practice.







## Unit Overview

### Introduction to the unit

The title of this unit – *Self* – summarizes the main themes: introducing oneself, spelling names, and identifying personal information.

In **Lesson 1.1**, the idea of self is reflected in the following activities: expressing where you're from and what your country is famous for, reading about international students and their countries, and identifying nationalities. In **Lesson 1.2**, the following exercises demonstrate the theme of identity: creating questions with "be" to ask about personal information and using capital letters with proper nouns. In **Lesson 1.3**, students listen to audio about famous people from around the world, which showcases the theme of self. In **Lesson 1.4**, students watch a video and then practice greetings and introductions. Finally, in **Lesson 1.5**, the exercises summarize what students have learned about the theme of identity: giving and answering questions about personal information and spelling names.

## Lessons

### 1.1 We're Famous For...

**Grammar in Context** The verb *to be*: Positive and subject pronouns

**Reading Skill** Recognizing nouns and pronouns

**Vocabulary Development** Nationalities

- Identify subjects and their forms of *be*
- Identify pronouns that refer to nouns
- Use nationalities to talk about where people are from

### 1.2 I'm a Rising Star!

**Grammar in Context** Questions with *be*

**Writing Skill** Checking your work: Capital letters for proper nouns

- Construct *yes/no* and *wh-* questions with *be*
- Practice the numbers 1–20
- Use capital letters with proper nouns
- Complete a form

### 1.3 Who's Who?

**Listening Skill** Understanding content words in speech

**Grammar in Context** *Be*: negative

- Talk about jobs (Oxford 3000)
- Listen to information and apply it to various contexts

### 1.4 Nice to Meet You!

**Real World English** Greetings and introductions

- Apply different expressions to different situations
- Analyze the way people greet each other
- Create conversations

### 1.5 All About Me

**Pronunciation Skill** Sounds of the alphabet

**Speaking** Giving personal information

- Brainstorm personal information questions
- Practice spelling names
- Act out a scenario

## Resources

**Class Audio** CD 1, Tracks 2–6

**Workbook** Unit 1, pages 1–7

**Oxford Readers Correlations**

Japan (9780194655477)

**Teacher's Resource Center**

Assessments: Entry test, Unit test

English For Real video

Grammar focus

Grammar PPTs

Grammar Worksheets

Oxford Reference Worksheets: upper/lower

Vocabulary cards

Newslea articles

Word list

## Unit Opener

### Student Book page 3

The photo shows a young woman in South Africa fixing her hair before visiting some friends. The photo relates to the unit theme and subsequent exercises because it focuses on the idea of self, and how we think we see ourselves versus how others perceive us.

### Photographer

#### Krisanne Johnson

Krisanne Johnson (b. 1976) grew up in Xenia, Ohio. She graduated with a degree in journalism from the University of Colorado and pursued postgraduate work in visual communications at Ohio University. She is currently based in Brooklyn, NY. Since 2006, Krisanne has been working on long-term personal projects about young women and HIV/AIDS in Swaziland and post-apartheid youth culture. Krisanne's work has been exhibited internationally and has appeared in various magazines and newspapers, including *The New Yorker*, *TIME*, *The New York Times*, *Fader*, *The Wall Street Journal*, *US News & World Report*, *L'Espresso*, *Vanity Fair (Italy)*, *D la Repubblica*, *Courrier International*, *CNN* and *HUCK*.

### Unit Snapshot

- 1 Direct students' attention to the questions. Show a picture of silver jewelry and explain that the "land of silver" is a country in South America. Ask if they can guess which one.
- 2 For question 2, explain that a *career* is a job. Ask students for an example of an exciting one. Ask how you can get that job.
- 3 For question 3, have students make guesses. Tell them they will get the answer when they study Lesson 1.3.

### Discussion Questions

- 1 Direct students' attention to the questions below the picture. When you ask students to describe the image, provide words to help them as necessary. Ask specific questions about the picture, for example: *How old is she? Where is she from? Where is she going?*
- 2 Optionally, before asking students to answer the discussion questions, show the photographer video where Krisanne Johnson answers a couple of the questions from her perspective. Play it for students as many times as needed to check comprehension and discuss any vocabulary items.
- 3 For the questions about how she is the same as / different from them, encourage students to consider her age, male or female, and nationality.

#### Answers

Students' answers will vary. Sample answers include:

- 1 A young woman at home. She is fixing her hair.
- 2 We have black hair.
- 3 I am a boy, and she is a girl. I am older than her.

### Video Script

I took this photo at a young woman's home in Cape Town, South Africa. In this photograph, she is adjusting her hair before she goes to visit friends on a Sunday afternoon. She is the same as me because it is a very natural thing to

check your hair or outfit in the mirror before leaving the house. Our lives are similar because we both like to spend time with our families on Sunday or when we have a day off. She is different from me in a way too. We each have a different style of dress and haircuts. She has short hair and I have long hair. Our lives are different because we are different ages, we come from different countries and she is also a mother.

### Exercise 1

- 1 Ask students if they know the words *country*, *number*, *capital city*, *language*, and *continent*. Ask a few volunteers to share. Provide a brief explanation and examples if students are unsure.
- 2 Pronounce the words *Europe*, *French*, *Japan*, *100*, and *Ankara* for students. Direct students to match the words on the left with the words on the right. Call on students to share their answers. Write correct answers on the board.

#### Answers

1 c      2 d      3 e      4 b      5 a

### Exercise 2

- 1 Pose the question to the class: *What are your country and language?* Tell students to first write down their answers. Assist students as needed and check their work for correct spelling.
- 2 Ask each student the question and have them share their answers in pairs or groups of three. At this point, students may not be able to respond in complete sentences, so accept partial sentences or two-word answers. As students share, correct any pronunciation errors as needed.

### Real-World Goal

By the end of this unit, students will be able to introduce themselves to people because they will have learned the words for countries and nationalities, will have used the first person singular construction of *be* with their names, and will have had exposure to different ways of introducing through video and audio.

## Lesson 1.1 We're Famous For...

### Student Book pages 4 – 6

#### Exercise 1 ACTIVATE

- 1 First, direct students' attention to the title of the lesson, and ask if they know what *famous* means. Ask a few volunteers to share. Provide a brief explanation and examples if students are unsure. Ask students what they think the lesson will be about.
- 2 Before matching the countries to the items, ask students to look at the pictures with a partner and identify the items and/or actions shown. Ask for volunteers to share, and write their responses on the board. Then students should complete the exercise with a partner.
- 3 After completing the exercise, have students locate each country on a map. Refer students to the title of the lesson again and explain that each country is "famous for" the items in the pictures.

### Answers

- |                     |                      |
|---------------------|----------------------|
| 1 the United States | 6 the United Kingdom |
| 2 Egypt             | 7 Germany            |
| 3 South Korea       | 8 Spain              |
| 4 Argentina         | 9 Brazil             |
| 5 Mexico            | 10 Japan             |

## Grammar in Context

### The verb to be: Positive and subject pronouns

#### GO ONLINE

- Go over the Grammar in Context box with students.
- Tell students to make a list in their notebooks of subject pronouns and verbs, e.g. *I am, you are, he is*, etc.
- Explain to students that the (contracted) short form of *be* is common in conversation. Write the contractions on the board one at a time, and elicit the full form of each as you do: *I'm, you're, he's, she's, it's, we're, they're*. Say each short form aloud, modeling the correct pronunciation, and have students repeat after you.
- For additional information, see the Grammar focus on page 159 in the Student Book.

### Extra Practice

- Divide students into two teams and divide the board into two equal spaces. Number both spaces from 1 to 20 and fill in subject pronouns in random order on both sides.
- When you say *start*, students on both teams will take turns writing the correct form of *be* next to each subject pronoun on their numbered list.
- The team with the most correct in the shortest time is the winner. Correct any errors.

## Exercise 2 IDENTIFY

- First, review the meanings of subject pronouns and what they refer to with students by using gestures, e.g. *I* refers to oneself, *she* refers to a woman, etc. Remind students that *you* can refer to one person or several people and that *they* can refer to two or more people or things.
- Before choosing the correct form of *be*, ask students to underline the subject in each sentence. Check that students underlined the correct subject in each sentence. Then instruct students to complete the exercise with a partner. Tell students to refer to the list of subject pronouns and verbs they made while reviewing the Grammar in Context box as they work.
- After completing the exercise, select students to read the sentences. Explain any incorrect answers that students give.

### Answers

- |       |       |       |      |
|-------|-------|-------|------|
| 1 is  | 3 am  | 5 are | 7 is |
| 2 are | 4 are | 6 is  |      |

## Exercise 3 APPLY

- Go over the sample answer. Point out the first sentence from Exercise 2: *Germany is in Europe*. Explain that it has been rewritten as *It's in Europe*. *It's* replaces *Germany* because Germany is a country, a thing.
- Instruct students to work independently. Tell students to change the subjects they underlined in Exercise 2 to pronouns if needed and then use the short form of *be*. Assist students as needed.

- After completing the exercise, select students to read the sentences. Explain any incorrect answers that students give.

### Answers

- |                              |                         |
|------------------------------|-------------------------|
| 1 It's in Europe.            | 5 We're teachers.       |
| 2 You're in class.           | 6 He's from Japan.      |
| 3 I'm a student.             | 7 She's from Argentina. |
| 4 They are in South America. |                         |

## Exercise 4 WHAT'S YOUR ANGLE?

- Go over the instructions and sample answer with students. Show students that the answer to the question *Where are you from?* is *I'm from Brazil* and that the answer to the question *What is your country famous for?* is *We're famous for soccer, samba music, and coffee*. Refer to examples from Exercise 1 to remind students of the expression *famous for*.
- Instruct students to work independently to write their sentences. Encourage students to use the short form of *be* with a pronoun and to include at least three things their country is famous for. Assist students as needed.
- After completing the exercise, instruct students to form groups of 4–5 students. Tell students to ask each other the questions and respond with information from their sentences.

### Answers

Students' answers may vary. Sample answers include:  
*I'm from Brazil. We're famous for soccer, samba music, and coffee.*

## Exercise 5 INTEGRATE

#### OXFORD REFERENCE

- Ask students to read the text silently to see what information they can learn about the people.
- Check for general understanding. Ask: *What information did you learn about these people? Country, and...?* (language, currency, capital city, job)
- Ask students if they have any questions about vocabulary. They may need help with: *official, silver, currency, musician, scientist, businesswoman, and server*.

## Reading Skill

### Recognizing nouns and pronouns

#### GO ONLINE

Direct students to read the information in the Reading Skill box. Ask them to name other pronouns.

### Extra Practice

- Write three sentences on the board about students in your class. For example:  
*Amir is from the UAE.*  
*Maria is a student.*  
*Lee and Wong are Chinese.*
- Ask the class to add a follow-up statement for each sentence using a pronoun reference, for example: *He's a student. She's from Chile. They're in class.*

## Exercise 6 IDENTIFY

- Direct students to look back at the first profile. Elicit the two examples of noun/pronoun reference.
- Have students complete the activity independently.
- Call on individuals for the answers.

### Answers

#### Mariana Bianchi

Buenos Aires → It's

currency → It's ...

#### Kaito

My father...my mother → They're

#### Hanna and Emilia Fischer

Hanna and Emilia Fischer → We're

Germany → It's

#### Karim

the capital city / It's

## Exercise 7 APPLY

- 1 Read the directions and the table categories.
- 2 Have students work independently to complete the table. Ask them to compare their answers with a partner.
- 3 Elicit the answers from the class one column at a time. Help with pronunciation.

### Answers

#### Mariana

musician and student, Argentina, Buenos Aires, peso

#### Kaito

student, Japan, Tokyo, Tokyo, yen

#### Hanna and Emilia Fischer

businesswoman and server, Germany, Munich, Berlin, euro

#### Karim

teacher, Egypt, Alexandria, Cairo, Egyptian pound

## Exercise 8 WHAT'S YOUR ANGLE?

- 1 Have students complete the last row of the chart with their own information.
- 2 Call on individuals to share what they wrote. Write any new words on the board and have the class repeat them.

### Answers

Students' answers may vary. Sample answers include:

Student's name: Luiz

Job: student

Country: Brazil

Student's city: São Paulo

Capital city: Brasília

Currency: real

## Vocabulary Development

### Nationalities

#### GO ONLINE

Direct students to read the information in the Vocabulary Development box. Point out that nationality names are often, but not always, also used for languages.

## Exercise 9 BUILD

- 1 Direct students to work independently to complete the chart.
- 2 Elicit the answers from the class. Write them on the board and practice the pronunciation. In a few cases, the word stress changes when the "nationality" ending is added, and this can make the pronunciation tricky for students. For example, *Italy* vs. *Italian* and the nationalities ending with *-ese*.

### Answers

-n

Korean, Russian

-an

Chilean, Mexican

-ian

Italian, Canadian

-ish

Swedish, Spanish

-ese

Vietnamese, Japanese

## Extra Practice

Show a world map. Call on a student to come to the map, point to a country and name the country and nationality, and then choose the next student to continue the activity by doing the same. Don't allow repeats.

## Exercise 10 WHAT'S YOUR ANGLE?

- 1 Direct students to work in pairs to add other countries to the chart.
- 2 Have pairs share what they know about each country and then write sentences.
- 3 Call on one person from each pair to read what they wrote about one country. Elicit more information about that country from the rest of the class.

### Answers

Students' answers will vary. Sample answers include:

Mexico is a country in North America. Gael García Bernal is

Mexican. Tacos are an example of Mexican food.

## Extra Practice

Play a nationalities guessing game. Have students work in pairs to write a list of "clues" about a country, using blanks instead of country and nationality names. For example: \_\_\_\_\_ is in Asia. Kimchi is an example of \_\_\_\_\_ food. Hyundai is a \_\_\_\_\_ car company. Have the pairs exchange papers with another pair. Tell them to fill in the blanks. Call on individuals to read the completed sentences to the class.

## Lesson 1.2 I'm a Rising Star!

Student Book pages 7 – 9

## Exercise 1 ACTIVATE

- 1 Draw a star on the board and use gestures to illustrate the meaning of a "rising star." Elicit the meaning of the word *career*. If students have questions about the difference between *career* and *job*, explain that a person can have many different jobs in one career. If your students are Spanish speakers, make sure they understand that a *career* is a profession, not a course of study.
- 2 Direct students to read the items in the box and identify what they are, for example, *country* and *phone number*.
- 3 Have students work independently to complete the exercise.
- 4 Have the class call out the answers.

## Answers

First name: David  
Last name: Rodrigues  
Phone number: (801) 976-2105  
Email: d.rod.123@gmail.com  
City: Asheville  
Country: United States  
Date of birth: 12/15/99  
Age: 18

## Grammar in Context

### Questions with *be*

#### GO ONLINE

- 1 Direct students to read the information in the Grammar in Context box.
- 2 Review the relationship between statements and questions with *be*. Write a statement on the board: *He is a driver*. Ask the class to convert it into a *yes/no* question.
- 3 Elicit the possible short answers for the question on the board. (*Yes, he is. / No, he isn't.*) Point out that the positive short answer is never contracted. Ask students several questions that will have *yes* answers to emphasize the point, for example: *Is Pilar a student? Are we in class?*
- 4 Review the meaning of question words. Write answers on the board: *It's Carlos. It's at 12:00. I'm 32. They're in Peru.* Ask students to provide a question for each answer: *What's his name? When is lunch? How old are you? Where are they?*
- 5 For additional information, see the Grammar focus on page 159.

## Extra Practice

- 1 Make enough copies of the following questions so that each student can have one question:

Are you a musician?	Are you a student?
Is your birthday in April?	Is your birthday in June?
Are you an artist?	Are you 21 years old?
Is your family in China?	Is your family in Mexico?
Is it 3:00?	Is today Tuesday?
Is your name Maria?	Is your brother a teenager?
Are your parents at work?	Is your notebook blue?
Is your best friend at this school?	Are you happy today?
Are all the students in class today?	Is your birthday in October?
Is our teacher from Chile?	Is our teacher from Korea?

- 2 Distribute one question to each student and model a card-exchange activity. Ask a student one of the questions and direct him or her to answer with an appropriate short answer. Have the student ask you the question from his or her card and respond with a short answer. Then exchange cards with the student and move on to a new partner.
- 3 Have the students walk around asking and answering questions and exchanging questions cards. Announce that time is up and regroup when everyone has spoken to four or five partners.

## Exercise 2 IDENTIFY

Direct students to read the conversation and work individually to complete the questions.

### Answers

- |          |          |        |
|----------|----------|--------|
| 1 Are    | 4 What's | 7 how  |
| 2 What   | 5 where  | 8 When |
| 3 What's | 6 What's |        |

## Audio Script

### CD 1, Track 2

- Amanda Rising Stars Career College, this is Amanda. Can I help you?
- David Yes, I'd like to apply for some classes.
- Amanda OK. Are you a student here?
- David No, I'm not.
- Amanda OK. What's your name?
- David My first name is David, and my last name is Rodrigues.
- Amanda Thank you. What is your phone number?
- David It's (801) 976-2105.
- Amanda What's your email address?
- David It's d dot rod dot 1-2-3 at gmail dot com.
- Amanda OK. What's your address?
- David It's 12 Pleasant Street.
- Amanda And where are you from?
- David Asheville, North Carolina.
- Amanda Great. What's your date of birth?
- David It's 12/15/99.
- Amanda So how old are you now?
- David I'm 18.
- Amanda And what's your career choice?
- David I want to be a famous chef on TV.
- Amanda You will be, David! You're a rising star!
- David I hope so! When is the first class?
- Amanda It's on 9/1.
- David Thanks!

## Exercise 3 INTEGRATE

- 1 Play the audio and have students check their answers to Exercise 2.
- 2 Have students read the conversation aloud in pairs. Then have them switch roles and practice the conversation again.

### CD 1, Track 2

## Exercise 4 INTERACT

- 1 Elicit a few example questions from the class that they could ask a partner.
- 2 Have students work independently to write three questions to ask a classmate.
- 3 Put students in pairs and have them ask each other their questions, either taking turns after each question or switching after one partner has asked all three questions.
- 4 For more practice, have students switch partners and repeat.

## Exercise 5 VOCABULARY

- 1 Direct students to work independently to complete the chart.
- 2 Play the audio and have students repeat the numbers.
- 3 Review the pronunciation of numbers that may be difficult for them. Some examples are the ending sound in *five* and *twelve*, the beginning sound in *three* and *thirteen*, and the middle sound in *twenty*.



### Answers

one, 2, three, 4, five, six, seven, 8, nine, 10, eleven, twelve, 13, fourteen, fifteen, 16, seventeen, eighteen, 19, twenty

### CD 1, Track 3

### Exercise 6 WHAT'S YOUR ANGLE?

- 1 Direct students to read the example conversation.
- 2 As a class, brainstorm a list of possible important numbers, for example, age, phone number, date of birth, and street address number.
- 3 Model the conversation with a student. Take the Student A role and say a number that is important to you.
- 4 Have students practice with a partner and then switch roles.
- 5 Tell them to switch partners and practice again with a new number.

### Writing Skill

#### Checking your work: Capital letters for proper nouns

#### GO ONLINE

Direct students to read the information in the Writing Skill box. If your students use the Roman alphabet in their native language, point out that capitalization rules are not the same in every language. For example, in English, nationalities, months, and days are capitalized.

#### Extra Practice

- 1 Write two lists of words on the board using all lowercase letters, one list for Team A and one list for Team B. Include common nouns like *address*, *phone number*, and *country*, and proper nouns like some of your students' names and the names of a familiar city, country, and nationality.
- 2 Divide the class into two teams. Give one marker to a person on each team. Tell them that they are going to race each other. One at a time, each team member is going to race to the board and circle a letter that should be capitalized. Then they have to pass the marker to another member of their team, who will do the same thing. Once the first letters of all of the proper nouns are circled, the team should shout, *Done!*
- 3 Check their work. Correct any mistakes as a class. A team wins if they finish first and identify all of the proper nouns.
- 4 Repeat the activity as time allows, awarding points for each round that a team wins.
- 5 As a variation of this activity, you can mix in other mistakes among the words on the board, such as capital letters on common nouns that should be lowercase. Have students mark those incorrect letters with a slash (/).

### Exercise 7 IDENTIFY

- 1 Direct students to work independently to rewrite the incorrect sentences.
- 2 Have students compare their answers with a partner. Walk around and spot-check the answers. Ask the pairs to share any questions with the class.

#### Answers

- |                              |                             |
|------------------------------|-----------------------------|
| 1 His name is Rasheed.       | 4 OK                        |
| 2 My teacher is Ms. Collins. | 5 My doctor is Dr. Patel.   |
| 3 My friend is from Athens.  | 6 Are you from South Korea? |

### Exercise 8 WRITE

Have students work independently to complete the form with their own information.

### Exercise 9 IMPROVE

- 1 Review the kinds of words on the form that should be capitalized (names of people and places, including streets).
- 2 Ask students to review their forms and make corrections. Spot-check while they do this work.
- 3 Ask students who chose *other* to raise their hands. If they know which career they want to train for, write the English word for it on the board.

### Exercise 10 SHARE

- 1 Have two students model the beginning of the activity for the class.
- 2 Have students exchange books with a partner and practice asking and answering questions based on the form. For more practice, have them switch partners and practice again.
- 3 Monitor and correct any errors they make with the formation of questions with *be*. Alternatively, take notes on any mistakes you hear, and correct them as a class at the end of the activity.

### Exercise 11 WHAT'S YOUR ANGLE?

- 1 Elicit the names of specific companies, hotels, schools, or other places that might have English-language forms on their websites.
- 2 Have students work independently to find and complete the forms.
- 3 Ask them to share what they found with a partner. Elicit and answer questions about words on the forms.

## Lesson 1.3 Who's Who?

Student Book pages 10 – 11

### Exercise 1 ACTIVATE

- 1 Say and have students repeat the job titles.
- 2 Ask students to identify the job title that goes with the first picture (doctor). Then give students time to complete the exercise.
- 3 Call on individuals for the answers. After each answer, ask the class if they agree that it's a good job.
- 4 Say and have students repeat the salary amounts. Ask them to identify the highest and lowest starting salaries and maximum salaries. Ask them to share which of these jobs they would most like to have.

#### Answers

- |                    |                     |
|--------------------|---------------------|
| 1 a doctor         | 6 scientist         |
| 2 a soccer player  | 7 a race car driver |
| 3 an actor/actress | 8 an author         |
| 4 a teacher        | 9 musician          |
| 5 a businesswoman  | 10 an artist        |

#### Oxford 3000 words

businessman	author	musician	driver
actor	doctor	scientist	artist
actress	player	teacher	

## Exercise 2 WHAT'S YOUR ANGLE?

- 1 As a class, brainstorm a list of other jobs and write them on the board.
- 2 Have students work with a partner to talk about the jobs of people they know.
- 3 Have volunteers tell the class about someone they know who has a really good job.

### Answers

Students' answers will vary. Sample answers include:  
My friend is a nurse. My brother is a police officer. I'm a server at a restaurant.

## Listening Skill

### Understanding content words in speech

#### GO ONLINE

Direct students to read the information in the box, or have students read along silently as you read the information aloud. Demonstrate the meaning of *stress*. On the board, write: *The girls are in class*. Say it and use gestures to indicate that the words *girls* and *class* are stronger and higher pitched than the other words. Point out that content words are usually nouns and verbs.

### Extra Practice

- 1 Pair students and replay the audio from Lesson 1.2 Exercise 3 (CD 1, Track 2). Pause after each line and ask the partners to discuss which of the words was stressed. (For example, in David's first line, *I'd like*, *apply*, and *classes* are stressed.) Have the pairs share their answers with the class.
- 2 Continue with six or seven lines of the audio. Point out that in some cases, for example short answers and phone numbers, every word may be stressed.

## Exercise 3 APPLY

- 1 Play number 1 and draw students' attention to the sample answers.
- 2 Play the rest of the audio and have students work independently to complete the exercise.
- 3 Go over the answers by having the class call out the circled words.

### Answers

- 2 actress, Kenyan, Mexican
- 3 he, scientist, United Kingdom
- 4 she, woman, driver, United States
- 5 soccer, he, Uruguay
- 6 baseball, he, Japanese
- 7 artist, Japanese
- 8 businessman, Facebook

### Audio Script

#### CD 1 Track 4

- A She's a famous author from the United Kingdom. Her books are popular with adults and children.
- B She's an actress. She's Kenyan and Mexican.
- C He is not an actor or a sports player. He's a scientist and an author. He's from the United Kingdom.
- D Most race car drivers are men, but she isn't a man. She's a woman! She's a famous race car driver from the United States.
- E He's a great soccer player. He plays in Spain, but he isn't Spanish. He's from Uruguay.
- F He's a baseball player. He isn't from the United States, but he plays for an American team. He's Japanese.

- G She's a famous artist. She's Japanese. Her art is very interesting and popular.
- H He's a very famous businessman from the United States. He's the founder of Facebook.

## Exercise 4 INTEGRATE

- 1 Replay the audio and have students write the correct letter on each picture.
- 2 As you go over the answers, elicit any other information students know about each person.

### Answers

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

#### CD 1, Track 4

## Exercise 5 WHAT'S YOUR ANGLE?

- 1 Have students talk to a partner about famous people from their own country.
- 2 Call on volunteers to share some of the names and information with the class.

### Answers

Students' answers will vary. Sample answers include:  
Rafael Nadal is a tennis player from Spain.  
Haruki Murakami is an author from Japan.

## Grammar in Context

### Be: Negative

#### GO ONLINE

- 1 Direct students to read the information in the Grammar in Context box. Point out that negative forms in the third person can be contracted in two ways, for example: *he isn't* or *he's not*, *they're not* or *they aren't*.
- 2 Write *I'm not*, *he's not*, *he isn't*, *she's not*, *she isn't*, *it's not*, *it isn't*, *they're not*, and *they aren't* on the board. Elicit their full forms. Then elicit statements about things and people in the room using the contracted forms on the board.
- 3 For additional information, see the Grammar focus on page 159.

### Extra Practice

- 1 Find pictures of famous people that your students will recognize or people whose occupation is clear (a race car driver, a firefighter, etc.) Also include one picture of an item or an animal and one of two items or two animals. Bring in enough pictures so that each group of three students can have one.
- 2 Distribute a picture and a piece of paper to each group and tell them to write one positive and one negative sentence with *be* about the picture. When they finish, have them exchange pictures and papers and write new sentences about the new picture.
- 3 After each picture has been passed four times (so that eight sentences have been written about it), have the students pass them one more time. Tell the groups to check the sentences for errors but not to write any new ones. Have them hold up the picture and read the sentences to the class. Discuss any errors or incorrect information.

## Exercise 6 IDENTIFY

- 1 Have students work independently to complete the exercise.
- 2 Read the subject of each sentence and have the class call out the correct form of the verb.

### Answers

- |          |         |       |
|----------|---------|-------|
| 1 isn't  | 3 are   | 5 is  |
| 2 aren't | 4 isn't | 6 are |

## Exercise 7 USE

- 1 Have students work independently to complete the exercise.
- 2 Call on individuals to read the completed sentences aloud.

### Answers

- |             |                 |               |
|-------------|-----------------|---------------|
| 1 is, isn't | 3 are, aren't   | 5 are, is, is |
| 2 isn't, is | 4 isn't, is, is | 6 are, aren't |

## Exercise 8 WHAT'S YOUR ANGLE?

- 1 Call on students to share their dream job with the class. Write the jobs on the board.
- 2 Take a class poll. For each job on the board, ask students to raise their hands if it's one of their dream jobs.

### Answers

Students' answers will vary. Sample answers include:  
My dream job is a teacher. Juan's dream job is a soccer player.

## Lesson 1.4 Nice to Meet You!

Student Book pages 12 – 13

### Exercise 1 ACTIVATE

- 1 Direct students' attention to the video stills. Ask them what the two men (Max and Andy) are doing (shaking hands) and who the person is in the other picture (a teacher).
- 2 Have them discuss the questions with a partner.
- 3 Call on volunteers to share their ideas with the class.

### Exercise 2 IDENTIFY

- 1 Direct students to read the expressions in the chart. Explain that a *greeting* is a way to say hello and an *introduction* is when you tell someone your name.
- 2 Play the video and have them work independently to complete the chart.
- 3 Go over the answers as a class.

### Answers

- 1 Greeting, Friends/classmates, Teacher/student
- 2 Greeting, Friends/classmates
- 3 Introduction, Friends/classmates, Teacher/student
- 4 Introduction, Friends/classmates, Teacher/student
- 5 Greeting, Friends/classmates
- 6 Greeting, Friends/classmates
- 7 Greeting, Friends/classmates, Teacher/student
- 8 Introduction, Friends/classmates, Teacher/student

### English For Real Video Unit 1

## Real-World English

### Greetings and introductions

Read the information in the box aloud, modeling the intonation of the friendly and more formal greetings. Ask if students have any questions.

### Extra Practice

Have students greet or introduce themselves to three students sitting nearby. Tell them to say something different to each person.

### Real-World English Strategies

Greetings and introductions might seem like a straightforward topic to teach, but it may be important to sensitize your students to cultural differences. Cultures differ not only in terms of the words that are selected for greetings, but also in the body language of greetings: it can be a handshake, a hug, a kiss, or simply a brief nod.

- 1 Talk with your students about what is and is not appropriate in their home cultures and have them compare it with the behavior of the characters in the video. Focus in particular on how Kevin greets the professor.
- 2 Think of other scenarios when a culturally inappropriate greeting and body language might be used and have students act them out.
- 3 Ask students how they would feel if, for instance, they were hugged in a situation when they would only expect a handshake.
- 4 In addition to talking about how people of different status greet each other, it is also a good idea to talk about gender differences (male/male, male/female, female/female).

### Exercise 3 ANALYZE

Have students read the discussion questions and then play the video again. After watching, discuss their answers as a class.

### Video Script

#### English For Real Video Unit 1

##### Scene 1

Max	Hello? Oh...hello! Are you Andy?
Andy	Yeah, Are you Max?
Max	Yeah. Ah...hey, roommate! Good to meet you!
Andy	Yeah, you too. Here...let me...
Max	Thanks!

##### Scene 2

Kevin	Hey! Uh, is this College Writing?
Max	Yep! How's it going? I'm Max. Nice to meet you.
Kevin	I'm Kevin. Yeah, you too.
Max	Oh, here's my roommate!
Kevin	Andy! Hey...what's up?
Andy	Hey! How are you doing?
Kevin	Good, yeah. So...where are you from, Max?
Max	England. What about you?
Kevin	Minnesota.
Andy	We're both from Minnesota. We're old friends.
Prof. Lopez	Good morning. My name's Karen Lopez, and I'm your professor.
Max and Andy	Good morning!
Kevin	Hey! What's up?



## Exercise 4 ASSESS

- 1 Discuss the set of questions about each photo as a class.
- 2 Point out the different handshakes in the pictures and the fact that the two women are going to hug. Ask students if those greetings are used in their countries. Write the words, *shake hands*, *hug*, *bow*, *nod*, and *kiss* on the board to help students describe greetings. Students may be interested to know that formal handshaking customs vary in the English-speaking countries. For example, in the United States, both men and women greet with a firm handshake; in the UK, men and women greet with a lighter handshake; and in Australia, women initiate a handshake with a man but do not shake other women's hands. Informal greetings vary widely by area and age.

### Answers

Students' answers will vary. Sample answers include:

- 1 an office, a park, a mall, outside school
- 2 co-workers, friends, father/teacher and kids
- 3 "Good morning." "Hey, what's up?" "Hi, how are you?"

## Exercise 5 INTEGRATE

- 1 Go over the directions and check comprehension of the activity before students begin. For example, ask: *How many conversations do you write?* (2) *How many expressions from the box do you use in one conversation?* (4)
- 2 Have students work with a partner to write the conversations. Monitor and provide feedback.

## Exercise 6 INTERACT

- 1 Have each pair meet with another pair to act out their conversations. Tell each pair to listen and guess which images the other pair has written their conversations are for. If it is culturally appropriate in the area where you are teaching, tell students to act out the physical greeting (handshake or hug) as well.
- 2 For more practice, have each pair find a new pair to work with and repeat the activity.
- 3 Remind students to go online so that they can create their own version of the video.

## Lesson 1.5 All About Me

### Student Book page 14

## Exercise 1 ACTIVATE

Direct students' attention to the picture. Explain that the man is enrolling at a gym. Have the class brainstorm information the gym might need to know. Write their ideas on the board.

### Answers

Students' answers will vary. Sample answers include: name, phone number, address, age.

## Exercise 2 IDENTIFY

- 1 Give students a moment to look over the sentences before they listen. Play the audio and have them work independently to circle the correct answers.

- 2 Call on volunteers to say the answers for the class. Have the class spell the answers to 1, 2 and 4 and recite the phone number in 5. Encourage students to recite phone numbers one digit at a time.

### Answers

- |            |                      |                  |
|------------|----------------------|------------------|
| 1 Craig    | 3 Canada             | 5 (401) 769-2358 |
| 2 Mitchell | 4 116 Portnoy Street |                  |

### Audio Script

#### CD 1 Track 5

- Sandra What's your name?  
Craig Craig Mitchell.  
Sandra Greg?  
Craig No, Craig. C-R-A-I-G.  
Sandra How do you spell your last name?  
Craig M-I-T-C-H-E-L-L.  
Sandra Thanks. Where are you from, Craig?  
Craig I'm from Canada.  
Sandra What's your address here?  
Craig One sixteen Portnoy Street.  
Sandra How do you spell that?  
Craig P-O-R-T-N-O-Y.  
Sandra Thank you. And what's your phone number?  
Craig 4-0-1-7-6-9-2-3-5-8.  
Sandra Thank you.

## Pronunciation Skill

### Sounds of the alphabet

#### GO ONLINE

Read the information in the box aloud. Draw special attention to and model mouth positions for letters that may cause problems for your students. For example, focus on *j* and *g*; *p*, *v*, and *b*, or *c* and *z*.

## Exercise 3 DEVELOP

- 1 Play the audio and have students repeat the letters.
- 2 To check their pronunciation, write letters on the board. Point to them out of order and ask the class to say them.

#### CD 1 Track 6

### More to Say...Note

When saying the letters to spell something, it is important that students also learn to chunk the letters so they will be more easily understood. It will be useful to point out to them that when we spell words that are five letters or less, we usually say all the letters in one breath. When we spell longer words, we need to say the letters in groups of two, three, or four letters, for example *China*: C-H-I-N-A and *Burundi*: B-U-R / U-N-D-I or B-U-R / U-N / D-I.

### More to Say...Activity

**Focus:** Working with a partner, students chunk the letters while spelling longer city and country names.

**Grouping Strategy:** Pairs

**Activity Time:** 20 minutes

**Ready,**

- 1 Prepare a list of 15 country and city names of various letter lengths.
- 2 Write five of the country and city names on one piece of paper and make copies for half the class. This is List A.
- 3 Write five different country and city names on another piece of paper and make copies for the other half of the class. This is List B.

### Set...

- 1 Model the activity. Spell out a country or city with more than five letters on the board in all capital letters with dashes between them, for example: Z-I-M-B-A-B-W-E.
- 2 Introduce chunking to the students. Say and spell the example on the board. Repeat the spelling of the word, this time asking students to listen for where you pause between the letters. Repeat the spelling a third time, this time putting slashes (/) on the board between the letters where you pause (Z-I-M / B-A-B / W-E).
- 3 Divide the students into partners. Give one partner List A and the other partner List B.

### Go!

- 1 Give the students 3–5 minutes to look at their lists and chunk the letters of the longer words with "/" marks.
- 2 Have Partner A spell his or her words, taking care to chunk appropriately, while Partner B writes the letters he or she hears.
- 3 Instruct the students to switch roles when they are finished.
- 4 Monitor students' progress by walking around and correcting pronunciation errors.

## Exercise 4 WHAT'S YOUR ANGLE?

- 1 Model the activity with a student. Spell the name of a person or place that is important to you. Have the student spell it back to you and then ask you a question about it.
- 2 As students write the three names, remind them to use capital letters.
- 3 Have them practice spelling and asking questions in pairs. Tell partners not to show each other their writing but to try spelling the names back if they don't understand.
- 4 Some letters are difficult for students of certain language backgrounds to pronounce, such as *b* and *v* for Spanish speakers. If your students are having trouble understanding each other, teach them how to use example words, such as *b* as in *boy*, *v* as in *Victor*, *s* as in *Sam*, or *f* as in *Frank*.

### Answers

Students' answers may vary. Sample answers include:  
W-A-R-S-A-W (hometown)

## Speaking

### Giving personal information

#### GO ONLINE

Direct students to read the information in the box. Ask them which words they may need to spell aloud (name, street name, city name, school name, names of family members).

### Extra Practice

Have students turn to a partner and spell their first name, last name, and the name of the street they live on. Model the rhythm you would like them to spell at—not too fast and not too slow.

## Exercise 5 INTEGRATE

- 1 Direct students' attention to the ID card. Elicit a question. (What's your first name?)

- 2 Have students work independently to write the rest of the questions.
- 3 Call on individuals read a question to the class.

### Answers

What is your name?  
What is your member ID number?  
What is your date of birth? / When is your birthday?  
What is your address?

## Exercise 6 INTERACT

- 1 Have students write down the information they will use for their ID card. Explain that they need to invent a member ID number, but that the rest of the information should be real.
- 2 Demonstrate the correct rhythm for saying a birthdate (with pauses between the numbers). Explain that in the United States (but not in other English-speaking countries), the month comes before the day.
- 3 Say and have students repeat the question: *How do you spell that?*
- 4 Have students read the directions. Check comprehension of the activity. For example, say: *Raise your hand if you are Student B. What questions are you going to ask your partner? What should you do if you don't understand? Do you need to write the information? Raise your hand if you are Student A. Are you going to spell really fast? Are you going to spell really slowly?* Tell students to compare their written documents when they finish to see if they understood each other.

## Unit 1 Review

Student Book page 147

### Vocabulary

#### Exercise 1

##### Answers

- |           |                 |                 |
|-----------|-----------------|-----------------|
| 1 teacher | 3 soccer player | 5 businesswoman |
| 2 driver  | 4 musician      |                 |

#### Exercise 2

##### Answers

- |         |           |           |
|---------|-----------|-----------|
| 1 Peru  | 3 France  | 5 British |
| 2 Italy | 4 Mexican |           |

#### Exercise 3

##### Answers

- |     |     |     |     |      |
|-----|-----|-----|-----|------|
| 1 g | 3 e | 5 j | 7 d | 9 i  |
| 2 c | 4 h | 6 b | 8 f | 10 a |

**GO ONLINE** Encourage students to go online to play the vocabulary game.

### Grammar

#### Exercise 4

##### Answers

- |      |       |       |      |
|------|-------|-------|------|
| 1 is | 3 am  | 5 are | 7 is |
| 2 is | 4 are | 6 are |      |

#### Exercise 5

##### Answers

- |                          |                        |
|--------------------------|------------------------|
| 1 He's from South Korea. | 5 They're from Greece. |
| 2 It's a country.        | 6 You're a teacher.    |
| 3 I'm a student.         | 7 She's a musician.    |
| 4 We're good students.   |                        |

#### Exercise 6

##### Answers

- |                                 |                                       |
|---------------------------------|---------------------------------------|
| 2 No, she isn't.                | 5 No, they're not. / No, they aren't. |
| 3 No, it isn't. / No, it's not. | 6 No, they're not. / No, they aren't. |
| 4 No, I'm not.                  |                                       |

#### Exercise 7

- Tell students to think of a famous person that they are sure their partner will know. Elicit some of the *yes/no* questions they might ask to find out who it is, for example: *Is he/she an actor? Is he/she from Mexico? Is he/she Chinese?*
- Model the activity with a student. Then have students ask and answer *yes/no* questions in pairs, trying to guess the famous person their partner has chosen.

**GO ONLINE** Encourage students to go online further grammar reference and information and to play the grammar game.

### Discussion Point

#### Exercise 8

OXFORD REFERENCE

- Draw students' attention to the photograph. Explain that it's from a very famous TV show in the 1960s. Using gestures or drawings to clarify the meaning of *prisoner*, explain that the man is a prisoner and he is called Number 6.
- Put quotation marks on the board and explain that a *quote* is something somebody says.
- Read the quote aloud. Use gestures to illustrate the meaning of *free*. Ask students what it means. (For example, he is in prison, but he is still a person with a name.)
- Ask students to write a "quote" for themselves. Monitor and help with vocabulary.
- Have them share their quotes with a partner. Then call on volunteers to say their quotes for the class.

**GO ONLINE** Encourage students to go online to listen to the podcast and add their comments to the discussion board.

##### Answers

Students' answers will vary. Sample answers include:  
I am not afraid.  
I am a rising star!

### Zoom In

#### Exercise 9

- Conduct Task 1 as a walk-around activity. Have students walk around the classroom talking to different partners. Tell them to greet each new partner and take turns talking about themselves. Call time after five minutes or after each student has talked to several partners.
- Have students work independently to write three sentences about someone they know. Collect and correct their work or monitor and provide feedback.
- Have students do an image search for a famous person in a career that interests them. Tell them to print out the picture or save it on their phone. Have them sit in small groups, show the image, and talk about the person. (If students can't think of a specific person with the job they're interested in, tell them to find a picture and make up information about the person in the picture, for example, name, date of birth, and what city and country he or she is from.)

##### Answers

Students' answers will vary. Sample answers include:

- My name is Mina. I'm from Bulgaria. I'm an artist and a student.
- My neighbor is a great person. Her name is Hend. She's Egyptian, and she's 30 years old.
- This is a photo of Marisa Monte. She's a famous singer and musician from Brazil. She plays the guitar and writes songs.

#### Exercise 10

- Use gestures to demonstrate the difference between *I did this well* and *I need more practice*.
- Tell students to think about how they did on each of the tasks in Exercise 9 and to check the appropriate box. Remind them that they can review the online activities for any skills they need more practice with.

## Unit Overview

### Introduction to the unit

The title of this unit – *Things*– summarizes the main themes: describing and asking questions about common items and gifts.

In **Lesson 2.1**, the idea of things is reflected throughout, in activities where students talk about great gifts and prices. In **Lesson 2.2**, the theme continues as students describe products, read an ad, and then write their own ad. In **Lesson 2.3**, students listen to interviews about the things people carry in their bags. In **Lesson 2.4**, students watch a video and then practice using common polite expressions with strangers. Finally, **Lesson 2.5** summarizes what students have learned about things as they listen to two sisters asking and answering questions about gifts. They conclude the lesson by playing “Twenty Questions” to guess different things from the unit.

## Lessons

### 2.1 Great Gifts!

**Grammar in Context** Singular and plural nouns

**Reading Skill** Recognizing numbers in a text

**Vocabulary Development** Numbers 21–101

- Identify gift ideas
- Practice singular and plural nouns and articles
- Read about gift ideas for all ages
- Practice saying and writing numbers 21–101

### 2.2 You Need This!

**Grammar in Context** Demonstrative adjectives and pronouns

**Writing Skill** Checking your work: Basic spelling

- Write an ad for a product using adjectives and demonstrative adjectives
- Use adjectives to describe items (Oxford 3000)

### 2.3 What's in Your Bag?

**Grammar in Context** Possessive 's and possessive adjectives

**Listening Skill** Understanding numbers

**Pronunciation Skill** Pronouncing numbers

- Identify common items (Oxford 3000)
- Listen for information about what people have in their bags
- Identify and pronounce word stress in numbers
- Describe items in your bag

### 2.4 Excuse Me...

**Real-World English** Being polite to strangers

- Use common polite expressions
- Distinguish more polite from less polite expressions

### 2.5 Is It for Me?

**Speaking** Asking and answering questions

- Describe gifts and common items
- Ask and answer questions about common items

## Resources

**Class Audio** CD 1, Tracks 7–13

**Workbook** Unit 2, pages 8–14

**Oxford Readers Correlations**

The Wrong Trousers (9780194247573)

**Teacher's Resource Center**

Assessments: Unit test

English For Real video

Grammar focus

Grammar PPTs

Grammar Worksheets

Oxford Reference Worksheets: upper/lower

Vocabulary cards

Newslea articles

Word list

## Unit Opener

### Student Book page 15

The photograph helps set up the theme of things by presenting a man's office that includes several unusual items. Questions about the items in the room tie in to the idea of *Things* explored in the unit.

### Photographer

#### Edu Bayer

Edu Bayer is a New York-based award-winning documentary photographer. With more than 10 years of experience in several countries, he has worked for most leading international outlets like *The New York Times*, *National Geographic*, *Time*, *The New Yorker*, *The Wall Street Journal*, *Newsweek*, *Aljazeera*, *El País Semanal*, *Foreign Policy*, *Le Monde* and *The Guardian*, among others. He is the recipient of accolades such as Picture of The Year, Pulitzer Prize Finalist and Arts for Social Improvement La Caixa. Edu recently published the books *Microcatalunya* about rural life, and *Els fets de l'1 d'Octubre* (the events of October 1) about the independence struggle in Catalonia. He has shown his photography in exhibits in New York, Berlin, Budapest, Havana, Hong Kong, Valparaiso, and Barcelona. Born in Barcelona, Edu studied Chemical Engineering and also holds a master's degree from the Danish School of Media and Journalism.

### Unit Snapshot

- 1 Direct students' attention to the questions. Draw a gift box on the board and use pantomime and one example each to demonstrate the meanings of *expensive* and *exciting*. Elicit one or two other ideas for expensive and exciting gifts.
- 2 For question 2, explain the meaning of *inventor*: a person who makes something for the first time. Ask if students know who the inventor of the telephone was (Bell). Explain that they will see an ad for the first telephones later in the unit.
- 3 For question 3, have students hold up their bags if they have them. Explain that during this unit they will talk about what is inside their bags.

### Discussion Questions

- 1 Direct students' attention to the questions below the picture. When you ask students what things they can see in the picture, provide words to help them as necessary, for example, *models*, *sofa*, *hat*, *rug*. Encourage students to name the colors of every item.
- 2 Optionally, before asking students to answer the discussion questions, show the photographer video where Edu Bayer answers a couple of the questions from his perspective. Play it for students as many times as needed to check comprehension and discuss any vocabulary items.

#### Answers

Students' answers will vary. Sample answers include:

- 1 He is a (furniture) designer.
- 2 man, table, chairs, pen, paper, models, sofa.
- 3 The room is very white. The sofa looks comfortable.

### Video Script

This is Martin Azua. He is a famous product designer and he is designing a chair in his studio in Barcelona, Spain. Martin designs and makes new products. His work is in art museums around the world including Spain, Germany, and the United States. He works for large companies, but also creates personal objects.

I see an artist thinking about his goal. He's creating the feeling of an object. You can understand Martin's character through his clothes and the place he works.

### Exercise 1

Have students work independently to complete the exercise. Then tell them to compare their answers with a partner.

#### Answers

a book, a pen, a teacher, a notebook

### Exercise 2

Have students work with their partners to expand the list of things they need in the classroom. Elicit their ideas and write them on the board. Encourage students to check their spelling.

#### Answers

Students' answers will vary. Sample answers include: a dictionary, a translator, a calculator, a calendar

### Real-World Goal

By the end of this unit, students will be able to order a drink at a coffee shop because they will have learned how to recognize numbers, how to use adjectives, and how to ask and answer questions.

## Lesson 2.1 Great Gifts!

Student Book pages 16 – 18

### Exercise 1 ACTIVATE

- 1 Have students call out the names of things they see in the picture. Ask: *What do you think is happening in this picture? Why are the gifts there?*
- 2 Ask students to name occasions when they exchange gifts and to give good gift ideas for each occasion.
- 3 Use this opportunity to compare cultural information about gift-giving. For example, in the United States, people give gifts when someone moves into a new home (called a *housewarming gift*) and on Valentine's Day, but they don't give gifts for the New Year.

#### Answers

Students' own answers. Sample answers include: birthday – a box of chocolates, Valentine's Day – flowers



## Grammar in Context

### Singular and plural nouns

#### GO ONLINE

- 1 Direct students to read the information in the Grammar in Context box.
- 2 Say and have them repeat the example nouns in the box.
- 3 Write these nouns on the board: *book, student, apple, umbrella*.
- 4 Ask students to tell you if they require *a* or *an* (a book, a student, an apple, an umbrella).
- 5 Then elicit the plural forms (books, students, apples, umbrellas).
- 6 Write *university* on the board.
- 7 Point out that we use *a* before university because it doesn't begin with a vowel sound.
- 8 See the Grammar focus on page 160 for more information.

### Extra Practice

- 1 Play a memory game. Find a picture that includes a lot of items that students will know the words for, for example a classroom, or a city scene with cars, buses, and stores, and display it for the class for 30 seconds. (You could also choose individual pictures of about 20 items.)
- 2 Seat students in pairs or small groups. Tell them to work together to make a list of everything they remember from the picture, including a / an or the plural form as necessary.
- 3 When students are running out of ideas, elicit their answers and create a master list on the board. Display the picture again to see what they missed.

### Exercise 2 IDENTIFY

- 1 Tell students to look at the picture. Ask: *Where is the game?* Call on a volunteer to respond. Ask the class to agree or disagree with the answer. Then model how to label the game in the picture with the number 1. Elicit the article to go in front of it, and write it on the board.
- 2 Have students work independently to number the items in the picture and write *a* or *an* next to the remaining nouns.
- 3 Say the answers and have students repeat them.

#### Answers

2 a      3 a      4 an      5 a      6 a

### Exercise 3 APPLY

- 1 Have students work independently to write the plural forms in Exercise 2.
- 2 Say and have students repeat the plural forms.
- 3 Write *box* and *boxes* on the board.
- 4 Clap out the syllables to demonstrate that adding *-es* creates an extra sound.
- 5 Explain that this rule applies to nouns ending in *-s*, *-sh*, *-ch*, or *-z*.
- 6 Write *a bus / buses* and *lunch / lunches* on the board and have students repeat the singular and plural forms.

#### Answers

2 boxes      4 animals      6 picture frames  
3 bags      5 children

### Exercise 4 INTEGRATE

- 1 Have students read the text silently to decide which gifts are expensive and which are good for children.
- 2 Check their responses. Ask: *Which gifts are expensive?* (hot air balloon ride, some concert tickets) *Which are good for children?* (a fun game, coloring book and pencils, concert tickets)
- 3 Ask students if they have any questions about vocabulary. They may need help with *special, popular, expensive, exciting, Peruvian*.

#### Answers

There are six ideas: a picture frame, a fun game, colored pencils and coloring book, concert tickets, a Peruvian bag, and a hot air balloon ride.

### Exercise 5 IDENTIFY

- 1 Go over the examples in the chart with the class. Ask students to find the words in the article. Point out the singular and plural forms of the words and the corresponding headings in the chart.
- 2 Have students work independently to complete the chart in their books.
- 3 Tell them to compare their answers with a partner. Then say and have them repeat the answers.

#### Answers

Singular: friend, family, picture frame, picture, frame, game, (coloring) book, idea, bag, (hot air balloon) ride  
Plural: people, (colored) pencils, adults, children, (concert) tickets, (music) concerts, bags, students

### Exercise 6 WHAT'S YOUR ANGLE?

- 1 To help students answer the questions, write these words on the board and explain as necessary: *friend, parent, brother / sister*.
- 2 Direct students to ask and answer the questions with a partner.
- 3 Call on individuals to share their responses with the class.

#### Answers

Students' answers will vary. Sample answers include: concert tickets for my sister because she loves music

## Reading Skill

### Recognizing numbers in a text

#### GO ONLINE

- 1 Direct students to read the information in the Reading Skill box. Write *one* and *1* on the board and have them pronounce *word* and *numeral*.

### Extra Practice

- 1 Write sentences on the board to illustrate each of the concepts in the Reading Skill box. For example:  
*Jamal is 10 years old.*  
*The book is \$5.*  
*Today is January 8.*  
*The class is at 4:00.*
- 2 Ask the class to identify the kind of information in each sentence (age, price, date, time). Have them spell aloud the word for each numeral (t-e-n, f-i-v-e, e-i-g-h-t, f-o-u-r).

## Vocabulary Development

### Numbers 21 – 101

#### GO ONLINE

Direct students to read the information in the Vocabulary Development box.

#### Exercise 7 BUILD

- 1 Have students listen and repeat the numbers in the box.
- 2 Write several of the words on the board, for example, *thirty, fifty*. Underline the first syllable and use exaggeration to demonstrate that the stress falls heavily on the first syllable in these numbers.

#### CD 1, Track 7

#### Exercise 8 DEVELOP

- 1 Go over the example with the class. Direct students to work independently to write the remaining numbers.
- 2 Have students read the words aloud with a partner.
- 3 Write more numbers on the board and have students practice saying them: 27, 39, 48, 56, 61, 73, 82, 94, 110.

##### Answers

- |              |                |                |
|--------------|----------------|----------------|
| 2 fifty-two  | 4 sixty-four   | 6 seventy-five |
| 3 thirty-six | 5 eighty-seven |                |

#### Extra Practice

Do a numbers dictation. Have students write the words. Call on individuals to write the answers on the board. For example, *twenty-six, thirty-five, fifty-seven, ninety-eight, forty-two, eighty-three*.

#### Exercise 9 INTEGRATE

- 1 Read the directions and have students work independently to find the answers in the article.
- 2 Elicit the answers from the class. Ask students if they think the items are expensive.

##### Answers

- |                          |                                       |
|--------------------------|---------------------------------------|
| 1 a picture frame        | 4 a game                              |
| 2 concert tickets        | 5 a Peruvian bag                      |
| 3 a hot air balloon ride | 6 colored pencils and a coloring book |

#### Exercise 10 INTERACT

- 1 Direct students to work in pairs to write two additional gift ideas. Be prepared to help students with vocabulary for different items as necessary. For students who seem to be struggling with gift ideas, make some suggestions, such as a piece of clothing or a book.
- 2 Have the pairs meet with another pair to share their ideas.
- 3 Call on the groups to share some of their gift ideas and descriptions. Write the ideas on the board. Have the class decide which ones are good for children, which are exciting, and which are expensive.

##### Answers

Students' answers will vary. Sample answers include: a book, \$10–30

## Lesson 2.2 You Need This!

### Student Book pages 19 – 21

#### Exercise 1 VOCABULARY

- 1 Say and have students repeat the adjectives.
- 2 Ask students to identify the adjective that goes with the first picture (new).
- 3 Give students time to complete the exercise.
- 4 Call on individuals to read the completed sentences aloud. After each answer, ask the class if they agree with the description.

##### Answers

- |         |         |             |
|---------|---------|-------------|
| 1 new   | 4 black | 7 beautiful |
| 2 old   | 5 big   | 8 ugly      |
| 3 white | 6 small |             |

#### Oxford 3000 words

- |     |       |       |           |
|-----|-------|-------|-----------|
| big | small | ugly  | beautiful |
| new | old   | white | black     |

#### Exercise 2 USE

- 1 Go over the example with the class. Point out that the simple present of *be* is used with the prompts to make a complete sentence.
- 2 Have students work independently to complete the sentences with the simple present form of *be* and add articles, if necessary. Remind them to use capital letters and periods.
- 3 Play the audio and have students check their answers.

#### Audio Script

##### CD 1, Track 8

- 1 This music is old.
- 2 My bag is black.
- 3 It's an old school.
- 4 These phones are new.
- 5 Your children are beautiful.
- 6 Those are ugly houses.
- 7 That's a big country.

#### Exercise 3 ASSESS

##### OXFORD REFERENCE

- 1 Direct students' attention to the questions and the ad and give them a minute to read it.
- 2 Have students discuss the questions with a partner.
- 3 Call on individuals for their answers to the questions.
- 4 Direct students' attention to the asterisk and make sure they find the footnote.
- 5 Ask students what they know about Alexander Graham Bell. (He was born in Scotland, but he moved to Canada when he was 23, and later to the United States. He started the AT&T company, as part of Bell Telephone, in 1885. He was famous for the telephone, but he didn't like telephones and didn't have one in his office.)

##### Answers

- Students' answers will vary. Sample answers include:
- 1 a phone
  - 2 a year, the year of the invention of the telephone
  - 3 Bell Telephone Company, Alexander Graham Bell

## Exercise 4 IDENTIFY

- 1 Have students work independently to find the answers.
- 2 Have them compare their answers with a partner. Have the class call out the answers.

### Sample Answers

new (T-Phone), great (phones), not expensive (phones), rich (person), big (company)

## Grammar in Context

### Demonstrative adjectives and pronouns

#### GO ONLINE

- 1 Direct students to read the information in the Grammar in Context box.
- 2 Say and have them repeat the example sentences in the box.
- 3 Demonstrate the different pronunciation of *this* and *these*.
- 4 Use items in the room to reinforce the meaning of *this/that/these/those*. For example, point to a table that is not near you and say *This table?* or *That table?* Hold a book and say *This book* or *these books?*
- 5 Once they have practiced identifying the correct word, gesture at items near or far from individual students and elicit the correct form. For example, point at the clock on the wall and say *clock*. Then have the student say *that clock*.
- 6 For the pronouns, point at items and model questions with *what*. Then elicit the questions from the students. For example, point at the clock, and elicit, *What is that?*
- 7 See the Grammar focus on page 160 for more information.

### Extra Practice

- 1 Play Concentration on the board. Copy the following grid on the board with only the numbers in each box (don't include the words).

1 this	2 camera	3 pencil	4 these
5 bags	6 this	7 keys	8 that
9 those	10 that	11 books	12 phone
13 those	14 computer	15 these	16 wallets

- 2 Call on a student to choose numbers. Write the words that go with those numbers in the squares. For example, if the student chooses 6 and 11, write *this* and *books* in the corresponding squares. Ask the class if it's a match. If the words don't match (like *this* and *books*), erase them. If they do match, leave them on the board. Choose another student and continue play until the grid is filled. To keep the game challenging, don't allow students to take notes or help each other.

## Exercise 5 DEVELOP

- 1 Go over the example with the class. Point out that all of the prompts are used and unscrambled to make a sentence. No new words are added, as they were in Exercise 2.
- 2 Direct students to work independently to write the remaining sentences. Remind them to use capital letters and punctuation.
- 3 Have volunteers write the answers on the board.

### Answers

- 2 This phone is old.
- 3 Those are important books. / Those books are important.
- 4 That is a nice bag.
- 5 That car is expensive.
- 6 These pictures are big. / These are big pictures.

## Exercise 6 BUILD

- 1 Have students work independently to circle the correct the words.
- 2 Call on individuals to read the completed sentences aloud. Help with pronunciation of the demonstrative forms. Students may have trouble distinguishing between *this* and *these*, so write the answers to numbers 1, 3, and 5 on the board to help them check their answers.

### Answers

- |         |         |        |
|---------|---------|--------|
| 2 That  | 4 Those | 6 That |
| 3 These | 5 These |        |

## Writing Skill

### Checking your work: Basic spelling

#### GO ONLINE

- 1 Direct students to read the information in the Writing Skill box.
- 2 Have students hold up their dictionaries or identify the places in the student book where they might look up spelling (for example, the vocabulary list on page 19).
- 3 If necessary, review with students how to use the guide words in a dictionary to find words quickly.

### Extra Practice

Write *butiful* and *ugli* on the board and ask the class if they are spelled correctly. Have students find the words *beautiful* and *ugly* on page 19 and in their dictionaries. Ask a volunteer to correct the spelling.

## Exercise 7 IDENTIFY

- 1 Go over the example with the class. Then direct students to work independently to rewrite the incorrect sentences.
- 2 Have students compare their answers with a partner. Walk around and spot-check the answers. Ask volunteers to write the correct spellings on the board.

### Answers

- 2 wite; These glasses are white.
- 3 intresting; This ad is interesting.
- 4 neu; This is my new car.
- 5 cheep; These pens are cheap.
- 6 nise; That's a nice bag.

## Exercise 8 WRITE

- 1 Read the directions and elicit adjectives that students can use in their ads.
- 2 Have students work independently to create their ads. Encourage them to be creative, but set a time limit (three minutes) so they don't spend a lot of time drawing.

### Answers

Students' answers will vary. Sample answers include:  
This car is new. It is red and very beautiful.



## Exercise 9 IMPROVE

Ask students to review their ads and make corrections. Spot-check while they do this work.

## Exercise 10 SHARE

- 1 Have students share their ads in small groups. Alternatively, have students attach their ads to the classroom walls with tape, to create an "ad gallery." Then have them circle around the room reading all of the ads.
- 2 Elicit the favorite ads from each group and show them to the class (or take a class vote on the favorite ad in the gallery). Have the group (or volunteers) explain why it was their favorite.

## Exercise 11 WHAT'S YOUR ANGLE?

- 1 Elicit places where students can find ads in English. (For example, they can do an image search for a product they like: *car advertisement* or *jewelry advertisement*.)
- 2 Have students work independently to find an ad they like.
- 3 Ask them to share what they found with a partner.
- 4 Call on volunteers to share their ads with the class. Elicit and answer questions about the adjectives used in the ads.

## Lesson 2.3 What's in Your Bag?

Student Book pages 22 – 23

### Exercise 1 ACTIVATE

- 1 Say and have students repeat the words.
- 2 Ask students to identify the cell phone (7).
- 3 Give students time to complete the exercise.
- 4 Call on individuals for the answers.

#### Answers

- |              |                        |
|--------------|------------------------|
| 1 a wallet   | 5 glasses              |
| 2 a computer | 6 a picture of someone |
| 3 a car key  | 7 a cell phone         |
| 4 house keys | 8 money                |

#### Oxford 3000 words

phone	money	wallet
key	picture	computer

## Exercise 2 WHAT'S YOUR ANGLE?

- 1 Ask students to work independently to make a list of the items in their bags. Tell them to include the number in front of plural items and the article *a* or *an* in front of singular items.
- 2 Have them share their lists with the class.
- 3 Take a poll to find out how many people have each item. Ask: *Who has a lot of keys? Pencils? a phone? How many do you have?* Find out who has the largest number of keys and pictures.

### Grammar in Context

#### Possessive 's and possessive adjectives

##### GO ONLINE

- 1 Direct students to read the information in the Grammar in Context box.

- 2 Read and have students repeat the example sentences in the box.
- 3 Write several possessives and plurals on the board, for example: *John's, books, Ann's, tables, cars*. Ask students to identify which words are possessive and which are plural. Point out that the plurals do not take an apostrophe.
- 4 Use items in the room to elicit possessives. For example, hold up a student's book and say *Carla's book*. Then hold up a different student's book and elicit the possessive from the class.
- 5 Do the same to elicit possessive adjective + noun. For example, point to a student's bag and say: *His bag or her bag?*
- 6 See the Grammar focus on page 160 for more information.

### Extra Practice

- 1 Play a guessing game. Choose a group of five students and ask them each to give you a different item of theirs (phone, keys, notebook, etc.) without the class seeing what it is. Display the items and have the five students come to the front of the room.
- 2 Seat the rest of the students in groups. Tell the groups to make a list of which item belongs to whom (For example, *Carla's phone, Tony's notebook*). When they finish, call on a group to say their guess for the first item. (For example, *That's Carla's notebook*.) Ask the named student to respond with the correct answer (*No, that's not my notebook. That's his notebook*.) Continue, giving each group a chance to guess one of the items.

### Exercise 3 DEVELOP

- 1 Go over the examples with the class. Then have students work independently to complete the remaining sentences.
- 2 Ask them to take turns reading their sentences aloud with a partner.
- 3 At the end of the activity, help students consolidate what they've practiced by creating a chart on the board with two columns headings: subject pronouns and possessive adjectives. Make a list of subject pronouns: *I, you, he, she, it, we, they*. Then elicit their corresponding possessive adjectives from the class: *my, your, his, her, its, our, their*.

#### Answers

- |            |         |       |
|------------|---------|-------|
| 2 Daniel's | 4 her   | 6 our |
| 3 my       | 5 their | 7 his |

### Exercise 4 INTERACT

- 1 Put students in small groups. Direct them to take out items, for example their keys, phones, pens, and pictures.
- 2 Read the example questions aloud: *Is this Ahmed's book? Is this your book? Whose book is this?* Have students work with their groups to take turns asking each other about their items. Encourage them to use different kinds of questions (with *your*, with someone's name, and with *whose*). Monitor and provide feedback.

### Exercise 5 ASSESS

Ask students to guess who the woman with the microphone is. Ask them where she is. Elicit ideas about what is happening and what they are talking about.

## Answers

Students' answers will vary. Sample answers include:  
She is a reporter/journalist. She is outside, on the street.

### Exercise 6 INTEGRATE

Play the audio. Ask students if their answers to Exercise 5 were correct.

#### Audio Script

##### CD 1, Track 9

Mary This is Sunny Radio, 89 FM, and I'm Mary Simmons. It's time for "Mary on the Street," where I talk to people on the street and ask them questions. Today's question is: "What's in your bag?" Are you ready? Let's go!

### Exercise 7 IDENTIFY

- 1 Direct students to read the chart in preparation for listening. Pronounce the names.
- 2 Play the audio and have students work independently to complete the chart.
- 3 Check answers by saying each person's name and asking the class to call out which items that person has.

## Answers

Tanya: keys, phone, picture  
Carlos: keys, phone, books  
Rachel: keys, ID

#### Audio Script

##### CD 1, Track 10

Mary This is Sunny Radio, 89 FM, and I'm Mary Simmons. It's time for "Mary on the Street," where I talk to people on the street and ask them questions. Today's question is: "What's in your bag?" Are you ready? Let's go!

#### Part 1

Mary Hello, excuse me, miss. Miss?  
Tanya Yes?  
Mary Hi, I'm Mary Simmons from Sunny Radio. And you are?  
Tanya Tanya.  
Mary Tanya, could you please tell us what's in your bag?  
Tanya My bag? Oh. Well... here's my phone, my car key, my house keys, and my wallet with... a picture of my children and... 23 dollars and... 66 cents.  
Mary That's it?  
Tanya That's it! Haha!  
Mary OK, then!

#### Part 2

Mary Good morning, young man! I'm from 89 FM, Sunny Radio. Can I ask you something?  
Carlos Sure.  
Mary What's your name?  
Carlos Carlos.  
Mary What's in your bag, Carlos?  
Carlos My bag?  
Mary Yes.  
Carlos Umm... well... let's see... uhh... three books, a notebook... umm... four pens... my phone, my keys, my wallet... umm... 40 cents... oh, and an apple!  
Mary Thanks! Enjoy your apple, man.

#### Part 3

Mary Good morning, young lady. I'm Mary Simmons, from "Mary on the Street!"

Rachel Oh, yeah. Hi! What's your question today?  
Mary First, what's your name?  
Rachel Rachel.  
Mary Rachel. My question is: What's in your bag?  
Rachel Oh, this isn't my bag. It's my friend's bag.  
Mary So where's your bag?  
Rachel No bag! I don't need one. My keys, my ID, and money are in my wallet.  
Mary Wow, that's a big wallet! Well, what's in your friend's bag?  
Rachel It's her bag, not my bag! I don't know what's in it!  
Mary OK, OK, sorry! Thanks anyway! Well, thanks for joining me today! Again, I'm Mary Simmons, and this has been "Mary on the Street." I'll be back tomorrow with a new question. Until then, have a great day, everyone!

## Listening Skill

### Understanding numbers

#### GO ONLINE

- 1 Read the information in the box aloud.
- 2 Say the numbers and use exaggeration and gestures to demonstrate how stressed syllables are longer and higher-pitched.
- 3 Point out that even native speakers sometimes can't hear the difference between 13 and 30 and that they can make the difference clear by exaggerating the stressed syllable.

### Extra Practice

- 1 Write 30, 40, 50, 60, 70, 80, and 90 on one side of the board and 13, 14, 15, 16, 17, 18, and 19 on the other.
- 2 Say the numbers in random order and tell the class to point at the correct side of the board. Continue until most students are getting it right. Leave these numbers on the board for later pronunciation practice.

### Exercise 8 INTEGRATE

- 1 Ask students to read the sentences in preparation for listening.
- 2 Replay the audio. Have students work independently to complete the answers. Pause after each sentence and replay the audio if necessary.
- 3 Call on individuals to read the completed sentences aloud.

## Answers

- |                   |                 |
|-------------------|-----------------|
| 1 89              | 7 4/four        |
| 2 23/twenty-three | 8 40/forty      |
| 3 66/sixty-six    | 9 an/one        |
| 4 a/one           | 10 Rachel's     |
| 5 children        | 11 her/Rachel's |
| 6 3/three         |                 |

##### CD 1, Track 10

### Pronunciation Skill

#### Pronouncing numbers

#### GO ONLINE

Read the information in the box aloud. Have students repeat *sixteen* and *sixty*.

##### CD 1, Track 11

## More to Say...

**Focus:** Working in groups, students practice saying and hearing numbers.

**Grouping Strategy:** Whole class

**Activity Time:** 10 minutes

### Ready,

- 1 Prepare a list of 20 numbers in which the contrast is the stress (i.e. thirteen and thirty).
- 2 Write a large "A" on a piece of letter sized paper.
- 3 Write a large "B" on a different piece of letter sized paper. Make sure the letters are dark and large enough to be visible from a distance.

### Set...

- 1 Hang up the "A" and "B" papers on different sides of the classroom.
- 2 Explain to students that "A" is for stress on the first syllable of the number and "B" is for stress on the last syllable of the number.
- 3 Demonstrate with 3 or 4 numbers.

### Go!

- 1 Read one of the numbers from the list out loud.
- 2 Have students point to the "A" paper or "B" paper, depending on the stress.
- 3 Continue to read out numbers while students point out the stress pattern. Repeat and correct as necessary.
- 4 If students appear to be finding the activity quite easy, stop reading the numbers out loud and instead write them on the board. Correct orally as necessary.

## Exercise 9 NOTICE

Play the audio. Have students work independently to underline the stressed syllable.

### Answers

- |        |        |        |
|--------|--------|--------|
| 1 teen | 4 sev  | 7 teen |
| 2 fif  | 5 teen | 8 eigh |
| 3 teen | 6 thir |        |

### Audio script

#### CD 1, Track 12

fifteen	thirteen
fifty	thirty
fifty-five	eighty
seventeen	eighteen
seventy	

## Exercise 10 DEVELOP

Play the audio and ask students to repeat the numbers.

#### CD 1, Track 12

### Extra Practice

- 1 If they are not still on the board, write 30, 40, 50, 60, 70, 80, and 90 on one side of the board and 13, 14, 15, 16, 17, 18, and 19 on the other.
- 2 Have students work with a partner to practice pronouncing the numbers. Student A says one of the numbers and Student B points to the correct side of the board. Assist pairs who are having trouble understanding each other.

## Exercise 11 WHAT'S YOUR ANGLE?

- 1 Read the directions and give students a minute to choose the items.
- 2 Have them ask each other about the items. *Is this new? Is this old? Is this small?*
- 3 Ask students to explain their items to the class. *This is an old wallet. These are my new keys. This is my ring. It's very small.* Write the names of any unusual items on the board.

### Answers

Students' answers will vary. Sample answers include:  
This is an old wallet. These are my new keys. This is my small ring.

## Lesson 2.4 Excuse Me...

Student Book pages 24 – 25

### Exercise 1 ACTIVATE

- 1 Direct students' attention to the video stills. Ask: *Are they at home or in a coffee shop? (in a coffee shop) What is the man doing? (He's on the phone.)* Ask them to discuss questions 1–3 with a partner.
- 2 Call on volunteers to share their ideas with the class.

### Answers

Students' answers will vary. Sample answers include:

- 1 I'm on my phone a lot in coffee shops.
- 2 My sister is always on her phone.
- 3 No, it's not OK to use your phone when talking to other people.

## Exercise 2 IDENTIFY

- 1 Direct students to quickly read the sentences and look at the pictures.
- 2 Play the video and have them work independently to complete the activity.
- 3 Go over the answers as a class. Students may have questions about *I'd like*. Use pantomime to demonstrate that it means *I want* but is more polite.

### Answers

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

## English For Real Video Unit 2

### Real-World English

#### Being Polite to Strangers

- 1 Read the information in the box aloud, modeling the intonation of the polite expressions.
- 2 Have students repeat each of the expressions.
- 3 Act out different situations and model using the expressions. For example, gesture for a student to hand you his or her pen.
- 4 Say *Thank you*. Pass it to a different student and gesture for him or her to say *Thank you*.
- 5 Respond with *You're welcome*.
- 6 Model the use of *Excuse me* as a polite interruption: *Excuse me, is this your pen?* And model it as a way of getting attention by calling out to someone in the back of the room.

## Extra Practice

- 1 Make enough copies of this grid so that you can distribute one "card" to each student:

a coffee	some tea
a donut	a sandwich
some water	an apple

- 2 Write the words on the board and tell the students to decide which item they want. That is the item they will ask for. Then distribute the cards and explain that this is the item they have.
- 3 Tell students they will walk around politely asking for the thing they want and politely answering yes or no depending on the thing they have. Model with several students before you begin. For example, say to a student: *Excuse me, I'd like a coffee, please.* Indicate that the student should respond based on the card their holding (*Here's some coffee! or I'm sorry, I don't have coffee.*) Then ask another student the same question.
- 4 Have the students walk around politely asking and answering questions. Call time when everyone has spoken to four or five people.

## Real-World English Strategies

Your students might need a further elaboration concerning the difference between *Excuse me* and *I'm sorry*. To supplement the information provided in the chapter, you can explain that *Excuse me* is usually used as an attention-getter or an apology for a minor inconvenience (for instance, if you bump into somebody or if you sneeze). *I'm sorry* is typically used to express regret in case of more serious offenses, such as stepping on someone's foot or not having done something you are expected to do (like the barista in the video who keeps her customers waiting). You can also mention three other useful expressions, namely *Thanks*, *You're welcome*, and *Pardon?* *Thanks* is used to express gratitude. *You're welcome* is a common response to *Thanks*, while *Pardon?* is used to ask for clarification, for example if the hearer missed something in what the speaker said. To help your students collect more examples of authentic use of these politeness expressions, you can assign a field research task.

- 1 If you teach in an English-speaking country, ask your students to keep a log in which they record at least five situations in which *Excuse me* and *I'm sorry* are used. If you teach in an EFL context, you can ask them to record conversations from their favorite TV-shows.
- 2 Ask students to bring in their logs and the five situations they recorded.
- 3 Using their logs, students can then create short multiple-choice quizzes for their classmates. For each multiple-choice item, students can provide a brief description of a situation they observed (1–2 sentences), and then provide a list of response choices. For example: *A man accidentally cuts off a woman who is standing in line to a cash register at a supermarket. He realizes his mistake and says:*
  - a. Pardon?
  - b. Excuse me.
  - c. I'm sorry.
  - d. You are welcome.

## Exercise 3 ANALYZE

Play the video again. Discuss the questions as a class.

### Sample Answer

Max, Andy, and Sarah the barista are polite. The man with the phone is not polite.  
 Max: "Excuse me?" He buys Andy's coffee.  
 Andy: "Thanks, Max!"  
 Sara: "Have a great day!"  
 Man: "Oh, are you in line?" He's on his phone and doesn't say "excuse me."

### Video Script

#### English For Real Video Unit 2

##### Scene 1

Max The line is a little long!  
 Andy Right. Ugh...  
 Max Uh, excuse me? Excuse me?  
 Man Oh, are you in line?  
 Andy Uh, yes we are.  
 Man 1 Right. OK.  
 Andy No problem.

##### Scene 2

Max Ahem!  
 Andy Excuse me?  
 Sarah Oh, hi there. Sorry about that. How can I help you?  
 Andy I'd like one small black coffee uh, and a regular tea please.  
 Sarah Sure. That's three dollars and seventy-nine cents.  
 Andy Oh no! My wallet's at home!  
 Max No problem, I got this.  
 Sarah Twenty-one cents is your change.  
 Max Thanks!  
 Sarah Have a great day!  
 Andy Thanks, Max!  
 Max You're welcome!  
 Andy Next time, it's on me!  
 Sarah Hi, can I help you? Uh...hello? Next?

## Exercise 4 IDENTIFY

- 1 Have the students work independently to choose the correct polite expression.
- 2 Ask students to work in pairs to read the conversations. Call on a pair to read each conversation for the class. Provide feedback on pronunciation, focusing on the polite expressions.

### Answers

2 a      3 a      4 b      5 c      6 a

## Exercise 5 INTEGRATE

- 1 Go over the directions and check comprehension of the activity before students begin. For example, ask: *How many conversations do you prepare?* (1) *How many expressions from the box do you use in one conversation?* (2) To make sure you get a variety, take a poll to see which situation each pair is choosing. If many have chosen the same situation, ask for volunteers to switch.
- 2 Have students work with a partner to prepare and practice the conversations. Encourage them to try it without writing, but allow them to take notes if it makes them more comfortable. Monitor and provide feedback.

### Answers

Students' answers will vary. Sample answers include:

- 1 A: Excuse me, I'd like a new notebook.  
B: OK. Here are some notebooks you might like.  
A: Thanks!  
B: You're welcome.
- 2 B: Excuse me, that's my seat.  
A: What? No, it's my seat.  
B: My ticket is for 24A. This is seat 24A.  
A: Oh, I'm sorry!
- 3 A: Excuse me?  
B: Yes, how can I help you?  
A: I'd like a coffee, please.  
B: Just give me a minute, please.  
A: No problem.  
B: Here's your coffee. That's three dollars.  
A: Thank you.  
B: You're welcome. Have a nice day!

### Exercise 6 INTERACT

- 1 Have each pair meet with another pair to act out their conversations.
- 2 For more practice, have each pair find a new pair to work with and repeat the activity.
- 3 Remind students to go online so that they can create their own version of the video.

## Lesson 2.5 Is It for Me?

### Student Book page 26

#### Exercise 1 ACTIVATE

- 1 Direct students' attention to the picture. Ask: *What is happening in the photo?* (Someone is getting gifts.)
- 2 Have students work independently to complete the chart. Write their ideas for possible gifts on the board. Have the class vote on which one they think is the best guess for what's in the gift bag.

### Answers

Students' answers will vary. Sample answers include: chocolate (possible), a car (not possible)

#### Exercise 2 WHAT'S YOUR ANGLE?

- 1 Give students a minute to discuss the question in pairs.
- 2 Call on volunteers to share their responses. Ask the class which of the "perfect gifts" they think is most likely.

### Answers

Students' answers will vary. Sample answers include: A perfect gift for me is a book.

#### Exercise 3 IDENTIFY

- 1 Give students a moment to read the questions in preparation for listening.
- 2 Play the audio and have students work independently to answer the questions. Encourage them to write the answers in complete sentences. Replay the audio if necessary.

- 3 Have students compare answers with a partner. Call on individuals to write their answers on the board.
- 4 Write *favorite* and *only* on the board and elicit the meanings or use pantomime to explain them. Replay the end of the conversation to see if students get the joke.

### Answers

- 1 It's for her sister (Jenna).
- 2 No, it's not big.
- 3 No, it's not expensive.
- 4 It's a small notebook.
- 5 It's blue and yellow.

### Audio Script

#### CD 1, Track 13

- Jenna Hi, Izzy!
- Izzy Hey, Jenna.
- Jenna What's in that big bag?
- Izzy This bag? Oh, just a few things.
- Jenna Are they gifts? I see a gift box.
- Izzy Well...one thing in the bag is a gift.
- Jenna Really? Is it for your friend Joe?
- Izzy No, it's not.
- Jenna Is it for Mom?
- Izzy No.
- Jenna Is it for me?
- Izzy Yes, it's your gift. But...
- Jenna Oh! Is it something fun?
- Izzy Well, yes...but it's not *exciting*, really...
- Jenna How big is it?
- Izzy It's not big.
- Jenna Is it expensive?
- Izzy No, it's not expensive.
- Jenna What color is it?
- Izzy It's blue and yellow.
- Jenna Hmm...is it something for school?
- Izzy That's possible.
- Jenna Is it a pen?
- Izzy No, it's not a pen.
- Jenna Is it a book?
- Izzy No, but close.
- Jenna Is it a notebook?
- Izzy Yes, it's a small notebook where you can write your ideas.
- Jenna Let me see!
- Izzy OK, here it is.
- Jenna Oh, it's *beautiful*! Thank you, Izzy! You're my favorite sister!
- Izzy I'm your *only* sister...

### Speaking

#### Asking and answering questions

##### GO ONLINE

- 1 Direct students to read the information in the box.
- 2 Elicit examples of question words and write them on the board (who, what, where, when, why, how).
- 3 Have students repeat the question words.
- 4 Write partial questions on one side of the board: \_\_\_\_\_  
*old is she? \_\_\_\_\_ is the class? \_\_\_\_\_ is that? \_\_\_\_\_ are you in this class?*
- 5 Have students work with a partner to complete the questions. Call on individuals to share a question with the class and fill in the blanks. For example, *How old is she? When is the party? What's that? Why are you in this class?*
- 6 Elicit possible answers to the questions. For example: *She's 20 years old. It's in New York. It's a book. I want to learn English!*



### Extra Practice

- 1 Find pictures of interesting-looking people, preferably with some items nearby. For example, search for pictures of "a doctor," "a teacher," "a student," "an actor," and "a singer." Collect enough pictures so that you can give one to each group of 3 or 4 students.
- 2 Pass out a picture to each group and ask the students to write 5 questions about it. (For example, *What is his name? Where is he from? What is his job? Is he at work? Is he happy?*) Circulate and assist as necessary.
- 3 When the groups finish their questions, have them pass the picture and the questions to a different group. Tell the new group to use their imaginations to answer the questions. Have the groups present the pictures with the completed questions and answers to the class, or put them on the wall for the students to look at.

### Exercise 4 INTEGRATE

- 1 Read the instructions. Have students work independently to write the questions. Monitor and provide feedback.
- 2 Call on individuals to read a question aloud. Encourage them to listen carefully to each other so that there are no repeats as you go around the room.

### Exercise 5 INTERACT

- 1 Model the activity. Think of an object in the room and have students call out questions until they guess the answer (or have asked 20 questions).
- 2 Have students play "Twenty Questions" in pairs or groups of three. Monitor and provide feedback on their questions. After the activity, find out who chose the most difficult item to guess.

## Unit 2 Review

Student Book page 148

### Vocabulary

#### Exercise 1

##### Answers

- |           |            |         |
|-----------|------------|---------|
| 1 keys    | 3 computer | 5 money |
| 2 picture | 4 glasses  |         |

#### Exercise 2

##### Answers

- |                |               |              |
|----------------|---------------|--------------|
| 2 eighty-eight | 4 fifty-six   | 6 twenty-one |
| 3 ninety-nine  | 5 thirty-five |              |

**GO ONLINE** Encourage students to go online to play the vocabulary game.

### Grammar

#### Exercise 3

##### Answers

- |         |             |         |
|---------|-------------|---------|
| 2 Cats  | 4 orange    | 6 books |
| 3 Those | 5 expensive |         |

#### Exercise 4

##### Answers

- |           |          |       |
|-----------|----------|-------|
| 1 Brian's | 3 My     | 5 Her |
| 2 His     | 4 Maya's | 6 Our |

#### Exercise 5

If necessary, explain the meaning of *near* and *far*. Use gestures and examples in the classroom to demonstrate and confirm understanding.

##### Answers

- |         |         |        |
|---------|---------|--------|
| 2 those | 4 These | 6 that |
| 3 That  | 5 this  |        |

**GO ONLINE** Encourage students to go online for further grammar reference and information and to play the grammar game.

### Discussion Point

#### Exercise 6

OXFORD REFERENCE

- 1 Draw students' attention to the photograph. Ask if they saw the moon last night.
- 2 Read the quote aloud. Draw stars on the board. Use gestures to illustrate the meaning of *belongs*, *best*, *free*, and *gleam*.
- 4 Ask students if they agree that the best things in life are free. Elicit examples and write them on the board (for example, love, family, friends, health).
- 5 Ask students if there is a similar quote to "the best things in life are free" in their native language.

##### Answers

Students' answers will vary. Sample answers include: Yes, I think the best things in life are free. For example, I love beautiful sunsets, and they are free.

**GO ONLINE** Encourage students to go online to listen to the podcast and add their comments to the discussion board.

### Zoom In

#### Exercise 7

- 1 Task 1: Give students a minute to think of their favorite things and how they will describe them. Have them talk to a partner. When they finish, ask them to switch partners and repeat the activity. Continue until everyone has spoken to three or four partners.
- 2 Task 2: Check comprehension of the activity. Ask: *Are you writing about three gifts for one person?* (No.) *How many people?* (3) *How many gifts?* (3) Have students work independently to write their sentences. Ask them to share the sentences in small groups or collect and correct their work.
- 3 Task 3: Model the activity by sharing an item or picture of your own. Go over the directions and ask students to bring in or take a picture of their items for the next day. At the beginning of the next class, have them share and discuss their items in small groups. If some students haven't brought anything, encourage them to listen and ask questions about their partners' items.

##### Answers

Students' answers will vary. Sample answers include:

- 1 My two favorite things are my phone and my bed. My phone is new and very fast. My bed is big and soft.
- 2 This gift is for my friend Joe. It's a funny book. This gift is for my sister. It's a fun game. My sister is ten years old. This gift is for my grandmother. It's a big phone.
- 3 This is a picture of my car. It's old and ugly, but it's a good car. It's important to me.

#### Exercise 8

- 1 Use gestures and examples to demonstrate the difference between *I did this well* and *I need more practice*.
- 2 Tell students to think about how they did on each of the tasks in Exercise 7 and to check the appropriate box. Remind them that they can review the online activities for any skills they need more practice with.

##### Answers

Students' answers will vary.

## Unit Overview

### Introduction to the unit

The title of this unit – *Places* – summarizes the main themes: naming, describing, and giving directions to places.

In **Lesson 3.1**, the idea of places is reflected throughout, in activities where students talk about places in a community and at a corporate headquarters. In **Lesson 3.2**, the theme continues as students describe locations, read about Cuzco, Peru, and then write about their own hometown. In **Lesson 3.3**, students will listen to a conversation between a tourist and the host of her vacation rental. They discuss the home and other places in the city. In **Lesson 3.4**, students watch a video and then practice giving directions to places. Finally, **Lesson 3.5** summarizes what students have learned about places as they listen to people talking in a tourist information office and then role-play an interaction between a tourist and a guide.

## Lessons

### 3.1 Welcome to Headquarters!

**Grammar in Context** *There is...* and *There are...*

**Reading Skill** Identifying and understanding proper nouns

- Identify places in the community (Oxford 3000)
- Practice statements with *there is* and *there are*
- Write sentences about places in your town
- Explain why a company headquarters is or isn't a fun place to work

### 3.2 Tips for Travelers

**Vocabulary Development** Prepositions of place

**Grammar in Context** Imperatives (commands)

**Writing Skill** Check your work: Subject-verb agreement

- Use prepositions of place to talk about places on a map
- Use imperatives (commands)
- Write a description of your hometown

### 3.3 A Place to Stay

**Listening Skill** Understanding why you are listening: Specific information

**Grammar in Context** *There is / There are: Yes/no* questions and negative answers

- Listen for information about a vacation rental
- Use negative statements and *yes/no* questions with *there is / there are*
- Identify rooms in a home (Oxford 3000)
- Describe an apartment

### 3.4 Take a Right!

**Real-World English** Giving directions

- Distinguish polite uses of the imperative from rude uses of it
- Follow and give directions

### 3.5 What a Great Place!

**Pronunciation Skill** Weak sound of *are* in *there are*

**Speaking** Asking where places are

- Describe a city
- Ask and answer questions about places

## Resources

**Class Audio** CD 1, Tracks 14–17

**Workbook** Unit 3, pages 15–21

**Oxford Readers Correlations**

San Francisco (9780194655217)

**Teacher's Resource Center**

Assessments: Unit test, Progress test

Class video

English For Real video

Grammar focus

Grammar PPTs

Grammar Worksheets

Oxford Reference Worksheets: upper/lower

Vocabulary cards

Newslea articles

Word list



## Unit Opener

### Student Book page 27

The photograph helps set up the theme of places by presenting an interesting place. Questions about where this place is and what it is like tie into the idea of places explored in the unit.

### Photographer

#### Quinn Ryan Mattingly

Quinn Ryan Mattingly (b. 1979, USA) is a freelance photographer and videographer based in Vietnam for more than a decade. Having first moved abroad after university graduation, a year in Europe led him to change continents, first landing in South Korea in 2005. This would spark his interest in photography. He accepted the invitation of a friend to visit Vietnam in 2006, immediately falling in love with the country and the lifestyle. His personal work focuses on long-term photojournalistic projects, telling the stories of the less than fortunate residents of Vietnam and the South East Asia region, while his professional work is split between editorial and commercial assignments and commissions for many various local and international clients such as *The New York Times*, *The Washington Post*, World Health Organization, The Global Fund, and Samsung, among many others.

### Unit Snapshot

- 1 Direct students' attention to the questions. Discuss the meaning of *lake* and *hairstresser*, using gestures or visuals as needed. Ask if either one of those things is near your school. Explain that *HQ* is short for *headquarters*, the location of a company's main office. In *Lesson 3.1* they will read about the headquarters for British Airways.
- 2 For question 2, elicit the meaning of *beach*. Ask if students like to visit the beach when they're on vacation and if yes, why. Explain that they will be learning about a city called Bondi Beach.
- 3 For question 3, show students New Orleans on a map. Find out if they know anything about it. Take a quick class poll to find out if students think New Orleans is expensive or not. Explain that they will hear about a place to stay in New Orleans in *Lesson 3.3*.

### Discussion Questions

- 1 Direct students' attention to the questions below the picture. When you ask students to describe the place, provide words to help them as necessary, for example, *river*, *boat*, *jungle*, *row*, *foggy*. Ask if they would like to visit this place.
- 2 Optionally, before asking students to answer the discussion questions, show the photographer video where Quinn Ryan Mattingly answers the questions from his perspective. Play it for students as many times as needed to check comprehension and discuss any vocabulary items.

#### Answers

Students' answers will vary. Sample answers include:

- 1 It's a river. It's in Southeast Asia. It's beautiful. I see people in boats.
- 2 I love the beach. It's hot and sunny.

### Video Script

These people are traveling down a river near Hanoi, Vietnam. They are going to visit some very important buildings. These buildings are very old and famous. People sing songs and write poems about them. Every winter, people travel on this river to go to a big festival.

This is the Suoi Yen River. It is about one hour from the city of Hanoi. There is a small town near here. For most of the year, the town is peaceful and quiet. In January or February each year, there is a big festival. Then the town becomes crowded with visitors.

I love places that have natural beauty. I also love places where people can be close to nature. This kind of place is perfect for me to photograph.

### Unit Opener Exercise

- 1 Give students a minute to read the questions and think about their answers.
- 2 Ask them to discuss the questions with a partner. Then call on volunteers to share some of their answers with the class.

#### Answers

Students' answers will vary. Sample answers include:

- 1 I think Chichen Itza is beautiful.
- 2 You find pyramids in Chichen Itza.
- 3 It is beautiful because the pyramids are very big.
- 4 Yes, it is famous.
- 5 It is old.
- 6 I go there with my class and my family.
- 7 I learn about history.

### Real-World Goal

By the end of this unit, students will be able to give basic directions in English because they will learn how to use imperatives, identify different places by name, and use prepositions of place. Elicit ideas about who might need directions in English (for example someone at a local tourist attraction). They can also practice this skill with other students who are studying English.

## Lesson 3.1 Welcome to Headquarters!

Student Book pages 28 – 30

### Exercise 1 ACTIVATE

- 1 Say and have students repeat the words.
- 2 Ask students to identify the word that goes with the first picture (bank). Read the example sentence aloud.
- 3 Give students time to complete the exercise.
- 4 Call on individuals to read their sentences aloud. After each answer, ask the class if they agree with the description.
- 5 Provide extra practice with the pronunciation of *museum* and *supermarket*. Write them on the board and underline the stressed syllable: museum, supermarket. Have students clap out the syllables and stress the underlined one.

## Answers

- 2 This is a café.
- 3 This is a restaurant.
- 4 This is a supermarket.
- 5 This is a museum.
- 6 This is a store.
- 7 This is a park.
- 8 This is an airport.

## Oxford 3000 words

airport      restaurant      park      bank  
museum      store      supermarket

## Exercise 2 WHAT'S YOUR ANGLE?

- 1 Read the examples. Elicit the name of a famous restaurant or park in your area.
- 2 Have students work independently to write their lists.
- 3 Call on individuals to share their ideas with the class. For each place, ask the class if they ever go there.

## Answers

Students' answers will vary. Sample answers include:

bank: DK Bank  
restaurant: Shelly's Seafood  
café: The Sweet Spot  
park: Holland Park  
supermarket: Food Mart  
museum: Allendale Art Museum  
store: Mandy's  
airport: Newark International Airport

## Grammar in Context

### There is... and There are...

#### GO ONLINE

- 1 Direct students to read the information in the Grammar in Context box.
- 2 Say and have them repeat the example nouns in the box. Then create a chart on the board, putting the singular nouns on the left side and plural nouns on the right side:

Singular nouns (There is)	Plural nouns (There are)
an airport	many tall buildings
one café	
a lake	

- 3 Add a few more examples of place names on each side. Then model using them in sentences with *There is* and *There are*. Point to the other nouns in your chart and call on volunteers to make similar sentences with *There is* and *There are*.
- 4 Make statements with *there is* and *there are* about the classroom, and have students call out *true* or *false*. For example: *There is one clock. There are two doors.*
- 5 Students may have questions about the difference between *there is* and *it is*. Demonstrate the difference by writing two sentences about an item in the room. *There is a book on the desk. It is blue.*
- 6 See the Grammar focus on page 161 for more information.

## Extra Practice

- 1 Put students in groups of three or four. Tell them take items out of their bags (for example keys, phones, books, or dictionaries) and place them on the table (or on their desks).
- 2 Tell the groups to pass a paper and take turns writing sentences about the items. Give them two minutes to write as many accurate sentences as they can, for example: *There are two phones. There is one blue notebook.*
- 3 Announce that time is up and ask the groups how many sentences they have. Have the "winners" read their sentences to the class. Call on other groups to read sentences that are different from the winners' sentences.

## Exercise 3 IDENTIFY

- 1 Direct students to read number 1 and elicit the answer (There are). Remind them to capitalize words at the beginning of a sentence.
- 2 Have students work independently to complete the sentences.
- 3 Call on individuals to read the answers aloud.

## Answers

- |                      |                      |
|----------------------|----------------------|
| 1 There are          | 5 There's / There is |
| 2 There's / There is | 6 There's / There is |
| 3 There are          | 7 There are          |
| 4 There are          | 8 There are          |

## Exercise 4 INTERACT

- 1 Read the example sentences aloud. Write *There are lots of restaurants* and *One restaurant* on the board. Point out that the sentence uses *one* to refer to *one of the many* restaurants and ask if the next word should be *is* or *are*.
- 2 Have students work independently to write sentences and then share their ideas with a partner.
- 3 Have several students write example sentences on the board. Assign a different place to each one. Go over the sentences with the class. Ask the class to identify any forms that could be contracted.

## Answers

Students' answers will vary. Sample answers include:  
There is an art museum in my town. There are many banks in my town. One bank is DK Bank.

## Exercise 5 ASSESS

- 1 Have students read the ad silently. Ask them what city they see in the map (London).
- 2 Tell students to read the questions and choose their answers. Then play the video.
- 3 Go over the answers as a class.

## Answers

- |     |     |
|-----|-----|
| 1 b | 2 a |
|-----|-----|

## Video Script

### British Airways

This is British Airways. It is Britain's biggest airline company. The airline has about three hundred planes. They fly to one hundred and sixty-nine cities around the world. The British Airways headquarters is near Heathrow Airport in London. The headquarters is called

Waterside. It cost 200 million pounds. About four thousand people work here. It's a very large building — about nine thousand square meters. It is the size of a small town. There is a street in the center of the building. There are offices on the left and right side. On the street, there is a supermarket and a small shop. There is also a hairdresser's. There are two cafés. They sell drinks and food. People come here to have a drink and a chat. There is also a large restaurant. The restaurant is by a lake.

## Reading Skill

### Identifying and understanding proper nouns

#### GO ONLINE

- 1 Direct students to read the information in the Reading Skill box.
- 2 Dictate a list of five nouns – some common nouns and some proper nouns, for example: *airport, Don's Donut Shop, Pete's Pet Store, bank, and art museum*. Tell students to write the numbers 1 through 5 on their papers. Then tell them to write *C* if the word (or phrase) they hear is a common noun or *P* if the word (or phrase) is a proper noun.
- 3 Go over the answers to your list as a class (*C, P, P, C, C* for the nouns above).

### Extra Practice

- 1 Write a mix of common and proper nouns on the board. Use all lowercase letters. For the proper nouns, use the names of local places that students wrote about in Exercises 2 and 4, students' names, and the name of your school. For the common nouns, use the matching place words, for example, *bank, school, park, student, man, and woman*.
- 2 Hand out markers to students in pairs or threes. Ask students to come to the board and change the words that should be capitalized.

### Exercise 6 IDENTIFY

- 1 Have students look at the text and identify the first proper noun (British Airways).
- 2 Direct students to work independently to read the text and make a list of the proper nouns.
- 3 Have the class call out the nouns. Point out that sometimes proper nouns are noun phrases. For example, *British Airways* is an adjective + a noun, but both words are part of the name, so they are both capitalized.

#### Answers

5: British Airways, Britain, Heathrow Airport, London, Waterside

### Exercise 7 DEVELOP

- 1 Direct students' attention to the sample answer. Say: *Waterside is the name of the headquarters*. Have students work independently to complete the activity.
- 2 Call on individuals to say the answers for the class. Ask students to check that they capitalized all of the proper nouns.

#### Answers

- 2 London
- 3 Britain
- 4 British Airways
- 5 Heathrow Airport

### Exercise 8 APPLY

- 1 Direct students' attention to the sample answer. Ask them to find the answer in the text in Exercise 6.
- 2 Have students work independently to complete the exercise with information from the text.
- 3 Call on individuals to read the answers aloud. Ask the students if their answers should be capitalized (no).

#### Answers

Students' answers will vary. Sample answers include: there is: a street, a small shop, a hairdresser's, a large restaurant there are: offices, two cafés, four thousand workers

### Exercise 9 ASSESS

- 1 Read the first sentence. Ask students to identify the line in the text that has the answer (the second sentence).
- 2 Have students compare their answers with a partner. Read each statement and have the class respond with *true* or *false*. For each true answer, ask students to identify the line in the text that provides the information. For each false answer, ask students to give the correct information.

#### Answers

- |         |         |
|---------|---------|
| 2 True  | 5 True  |
| 3 False | 6 True  |
| 4 False | 7 False |

### Exercise 10 WHAT'S YOUR ANGLE?

- 1 Direct students to read the sample answer. Point out the introductory phrase *In my opinion*. The sample includes reasons that Waterside is a fun place to work; ask students why some people might think it's not a fun place to work (for example, it's very close to the airport or there are too many people).
- 2 Have students share their opinions with a partner.

#### Answers

Students' answers will vary. Sample answers include: I'd like to work at British Airways because I can go shopping during my lunch break.

## Lesson 3.2 Tips for Travelers

Student Book pages 31 – 33

### Exercise 1 ACTIVATE

- 1 Direct students' attention to the map. Ask them to point to Bondi Beach Public School, Campbell Parade, and Gould Street. Then read the first sentence aloud: *Bondi Beach Public School is between Campbell Parade and Gould Street*. Emphasize the word *between* and, if necessary, use gestures to reinforce its meaning.
- 2 Ask students to work independently to read the other two sentences and find the places on the map.

## Vocabulary Development

### Prepositions of place

#### GO ONLINE

- 1 Direct students to read the information in the Vocabulary Development box. Read the example sentences aloud.

- 2 Use items in the room and familiar places to reinforce the meaning of the prepositions of place. For example, point to a book on a table and say: *Is the book in the table or on the table? Is this school on Center Street or near Center Street?* Use items or people in the classroom to illustrate the difference between *next to* and *near*.

### Extra Practice

- 1 Select items in the room, such as a pen, a bag, and a book.
- 2 Call on volunteers to move the objects to match each sentence that you read aloud. For example, say, *The pen is in the bag.*
- 3 Allow the first volunteer to move the objects in relation to one another accordingly.
- 4 Ask the class to give a thumbs-up if they think the volunteer is correct or a thumbs-down if they think he or she is incorrect.
- 5 Allow them to look at the chart in the book for help or to correct any mistakes.
- 6 Continue with more sentences, each time calling on a new volunteer to move the objects.

### Exercise 2 USE

- 1 Read the example sentences and ask students to find Bondi Park and the café on Hall Street. Call on a volunteer to provide another example.
- 2 Have students talk about places on the map in pairs. Call on individuals to share a sentence with the class.

#### Answers

Students' answers will vary. Sample answers include: Gertrude & Alice Café is on Hall Street. It's between Chambers Avenue and Consett Avenue. Nando's Restaurant is next to Adina Hotel.

### Exercise 3 WHAT'S YOUR ANGLE?

- 1 Read the sample sentences. Have students work independently to write about where they live. Remind them of the vocabulary they learned for different places on page 28. Encourage them to use those words in their sentences as well, if they're relevant.
- 2 Ask them to share their sentences with a partner. Circulate and provide feedback on their use of prepositions of location.

#### Answers

Students' answers will vary. Sample answers include: My house is on Preston Road. It is near a school. There is a park next to the school.

## Grammar in Context

### Imperatives (commands)

#### GO ONLINE

- 1 Direct students to read the information in the Grammar in Context box. Say and have them repeat the example sentences in the box. Elicit the meaning of *I'd like*, which they learned in Unit 2 (a more polite way to say *I want*).
- 2 Write some behaviors on the board: *speak English, eat, text, work with your classmates, ask questions, go to sleep*. Ask students to make imperative statements with *Please \_\_\_ in the classroom* (Please speak English, Please don't text).
- 3 See the Grammar focus on page 161 for more information.

### Extra Practice

- 1 Play a quick game of *Simon Says*. Explain that you are going to give the class several commands. They should only obey the command if you say *Simon Says first*: *Simon says stand up. Simon says sit down. Raise your hand.*
- 2 If they obey the command without your having said *Simon Says* (for example, if they raise their hands in the previous example), they are out.
- 3 Continue the game until only one student is left.
- 4 To eliminate students near the end, consider speaking faster and/or doing the gestures yourself so they're more likely to copy you and make a mistake.
- 5 Integrate negative sentences as well. Be sure to use verbs that students are familiar with.

### Exercise 4 DEVELOP

- 1 Read the example aloud. Ask students to work independently to complete the exercise.
- 2 Have them compare their answers with a partner. Ask individuals to read the answers for the class.

#### Answers

- 2 Try the café on Wairos Avenue.
- 3 Stay at the hotel near the beach.
- 4 Don't turn right on Campbell Parade.
- 5 Don't visit the park at night.
- 6 Eat dinner at the new restaurant.

### Exercise 5 ASSESS

- 1 Direct students' attention to the website. Ask: *Do you think TripsTips.us is a school site or a travel site?* (travel)
- 2 Ask students to read the reviews silently and determine which are positive and which are negative.
- 3 Call on individuals for the answers.

#### Answers

The reviews for Strasbourg and San Juan are positive. The review for Springfield is negative.

### Exercise 6 IDENTIFY

- 1 Ask students to find the first command, or imperative form, in the article (Rate). Have them work independently to underline the rest of the imperative forms.
- 2 Have the class call out the answers in order.

#### Answers

Rate your hometown here!  
Tell us about the town or city where you're from.  
Help people decide where to go and what to see!  
Visit Strasbourg this summer!  
Come and see it!  
Go shopping or sit at a cute café in the center of town.  
Come in the summer or fall, but don't visit in winter.  
Enjoy San Juan all year.  
Visit our beautiful beaches.  
Walk down the streets by the colorful, old Spanish houses.  
Eat Puerto Rican food by the ocean.  
Listen to Latin music at our fun clubs, too.  
 And don't forget about our parks and museums!  
Don't go to Springfield.  
Don't come here.  
Go there instead!

## Exercise 7 PLAN

- 1 Direct students' attention to the chart. Ask: *Where do you write the things to do?* (Under the +.) *Where do you write the things not to do?* (Under the –.)
- 2 Have students compare their plans with a partner. Ask how many people wrote the same things as their partner.

### Sample Answers

+

Sit at a cute café.

Visit the beautiful beaches in San Juan.

Go to an interesting city.

–

Don't visit Strasbourg in winter.

Don't forget about the parks and museums.

Don't go to Springfield.

## Exercise 8 WHAT'S YOUR ANGLE?

- 1 Ask the class to brainstorm some adjectives they can use to describe parts of their city (for example, beautiful, ugly, fun, interesting, famous, expensive, cold, warm, colorful).
- 2 Check comprehension of the task. Ask: *Do you need to write sentences?* (No, just take notes.)
- 3 Have students work independently to write the notes. Circulate and help as needed.

### Answers

Students' answers will vary. Sample answers include:

adjectives: nice, small, friendly

do: play tennis, go swimming, sit at a café, go shopping, walk your dog

don't: go to the hairdresser, eat at Mike's Restaurant

## Writing Skill

### Check your work: Subject-verb agreement

#### GO ONLINE

- 1 Direct students to read the information in the Writing Skill box. Have students identify the subject and verb *be* in the first two example sentences (I'm, It's). Have them identify the singular and plural nouns in the second set of examples (restaurant, Main Street, museums, town).
- 2 Write a few sentences on the board with subject-verb agreement errors: *Barcelona are a beautiful city. There is a lot of great restaurants. One restaurant I love am El Glop. There are a good café on Genova Street.*
- 3 Have volunteers come to the board and correct them.

### Extra Practice

- 1 Make five copies of the sentence below and put them on the wall with some distance between them. Divided the class into five teams and have each team line up in front of one of the papers, far enough away that they can't read the sentences.
- 2 Give the first person in line a red pen and explain the game. The first student will run to the paper, correct one incorrect sentence, and then pass the red pen to the next person and go to the end of the line. They will continue until a team member decides the sentences are all correct, at which point they will shout "Finished!" Tell them it is OK to change a previous teammate's correction if they disagree with it, but they can only make one correction in any turn.

- 3 When a team finishes, check the paper. If everything is correct, they win. If not, they are eliminated and play continues. Read the final corrections aloud.

### Sentences:

- |  |
|--|
| 1 There's an airport in this town.         |
| 2 There aren't any restaurant around here. |
| 3 Mexico City are a fun place to visit.    |
| 4 There's two stores on this street.       |
| 5 Our hotel are near the beach.            |
| 6 Her books is on the table.               |
| 7 Madrid is the capital of Spain.          |
| 8 There isn't any banks in this area.      |
| 9 There's schools near the park.           |
| 10 The beach in this area are beautiful.   |

### Answers

- 1 correct
- 2 There aren't any restaurants around here.
- 3 Mexico City is a fun place to visit.
- 4 There are two stores on this street.
- 5 Our hotel is near the beach.
- 6 Her books are on the table.
- 7 correct
- 8 There aren't any banks in this area.
- 9 There are schools near the park.
- 10 The beach in this area is beautiful.

## Exercise 9 APPLY

### OXFORD REFERENCE

- 1 Ask students to read the first two sentences. Elicit the answer to number 1 (are). Have them work independently to complete the exercise.
- 2 Have students compare answers and read the paragraph with a partner. Go over the answers as a class.

### Sample Answers

- |           |           |           |       |            |
|-----------|-----------|-----------|-------|------------|
| 1 are     | 3 's / is | 5 are     | 7 are | 9 are      |
| 2 's / is | 4 's / is | 6 is / 's | 8 are | 10 is / 's |

## Exercise 10 WRITE

- 1 Read the directions and check comprehension of the activity. *What city are you writing about?* (my hometown) *Do you need to rate it?* (yes) *What do you need to include in your writing?* (*there is / there are*, imperatives, prepositions of place) Remind them to use their notes from Exercise 7.
- 2 Have students work independently to write their reviews.

### Answers

Students' answers will vary. Sample answers include:

Fair Lawn: A Fun Family Town (3.5 stars)

Fair Lawn is a nice town for your family. There is a community pool near the middle school. It has a sandy beach. Go there to swim and play during the summer months. There are also many parks with playgrounds for children and activities for adults. Play tennis or basketball and walk your dog! There are cute cafes in town, but don't eat at Mike's Restaurant. The food is terrible and expensive. And don't go to Anna's Styling for a haircut. The prices are high and the haircuts are ugly. Go to Ridgewood, the town next to Fair Lawn, for a haircut instead.



## Exercise 11 IMPROVE

Ask students to look over their reviews and make corrections. Spot-check while they do this work.

## Exercise 12 SHARE

- 1 Have students share their reviews with a partner. For further practice, have them switch partners and share again.
- 2 Take a class poll to find out how many people gave their hometown five stars.

### Answers

Students' answers will vary. Sample answers include:  
Yes, it is. / No, it isn't.

## Lesson 3.3 A Place to Stay

Student Book pages 34 – 35

### Exercise 1 ACTIVATE

- 1 Ask students to look at the ad and answer the question.
- 2 Elicit the meaning of *host* in this ad (someone who has guests stay at their home). Have students identify New Orleans on a map and ask if they know anything about it (famous for its jazz music, Cajun food, and Mardi Gras festival).

### Answers

A room for rent, like Airbnb

### Exercise 2 IDENTIFY

- 1 Give students a moment to look at the exercise. Play the audio and have them work independently to choose the correct answers.
- 2 Call on students to read the completed sentences aloud.

### Answers

1 b                      2 b                      3 a

### Audio Script

#### CD 1, Track 14

Melanie Hello, Keisha?  
Keisha Yes, are you Melanie?  
Melanie Yes, hi!  
Keisha Hi, nice to meet you! Welcome to New Orleans! Come in.  
Melanie Thanks!  
Keisha This is the living room.  
Melanie Wow, it's really big! And there are lots of pictures ...  
Keisha Oh yes, I love my cat pictures! The kitchen is right here, next to the living room. There's coffee and tea. Help yourself any time. And follow me. This is my bedroom. This is Simone's room. She's the other guest here. And here's your room.  
Melanie Great, thanks. Wow, more cat pictures! Is there a cat in the house?  
Keisha Oh no, there isn't. I don't like real cats! Only pictures of cats. Now, is there anything I can tell you about the city?  
Melanie Oh, yes. How much is the room?  
Keisha It's \$75 for one night but only \$100 for two nights.  
Melanie Great, that's really cheap! And are there any fun things to do near here?  
Keisha Oh, of course there are! There are lots of fun things to do. There's a great seafood restaurant with live music, and there is an art museum nearby. The restaurant is called Bubba's. It's my favorite place for lunch.  
Melanie Bubba's?

Keisha Yes—B-U-B-B-A-'-S – Bubba's. And the museum is near the restaurant—it's in City Park.  
Melanie It sounds great, thanks.  
Keisha Oh! And here's your key.  
Melanie Oh, yes, thanks! That's important!

## Listening Skill

### Understanding why you are listening: Specific information

#### GO ONLINE

- 1 Read the information in the box aloud.
- 2 Pose a hypothetical situation, and ask students what information they would need to listen for. For example: *Imagine you see a commercial for a new TV that you like. What information did you need to listen for if you want to buy that TV?* (the name/location of the store, the name of the TV, the price of the TV)

### Extra Practice

- 1 Put students in pairs or small groups. Give each pair or group an item or service that they want (for example, a smartphone, a daycare center, a sofa, a restaurant).
- 2 Tell them to imagine that they see or hear an ad for that item or service. Ask them to make a list of all of the information they need to listen for.
- 3 Have each pair or group report back to the class.

### Exercise 3 INTEGRATE

- 1 Have students look over the sentences and find the key words (pictures, living room, two nights, restaurant, gives).
- 2 Ask them to identify the sentences where they will listen for a number (3) and a name (4).
- 3 Play the audio and have students work independently to complete the activity.
- 4 Have the class call out the answers.

### Answers

1 cats                      3 \$100                      5 a key  
2 big                      4 Bubba's

#### CD 1, Track 14

## Grammar in Context

### There is / There are: Yes/no questions and negative statements

#### GO ONLINE

- 1 Direct students to read the information in the Grammar in Context box. Read and have students repeat the example sentences in the box.
- 2 Write two true and two false statements about your city and classroom on the board, for example: *There is a park downtown. There are a lot of restaurants on 3rd Street. There is a cat in this room. There are a lot of students in this room.*
- 3 Ask students which sentences are not true and elicit the negative forms to correct them.
- 4 Ask students to turn the statements on the board into questions, for example: *Is there a park downtown?* Elicit and write the correct *yes* or *no* short answer for each question.
- 5 See the Grammar focus on page 161 for more information.

### Extra Practice

- 1 Model the activity. Bring a bag with different items in it to the front of the room. Tell the class you are going to ask them if certain items are in the bag. They have

to guess if the item is in the bag, and if so, how many there are.

- 2 For example, ask, *Is there a pen in the bag?* Have a volunteer guess: *Yes, there are two pens in the bag.* Give the correct answer, revealing the items from the bag, if they are there: *No, there aren't any pens in the bag.*
- 3 Either continue the activity as a whole class, or divide the class into pairs or groups to play on their own with separate bags of items.

### Exercise 4 APPLY

- 1 Go over the examples with the class. Then have students work independently to complete the remaining sentences.
- 2 If necessary, replay the audio from Exercises 2 and 3 so that students can check the information.
- 3 Call on two students to read each question/answer pair aloud.

#### Answers

- |                           |                         |
|---------------------------|-------------------------|
| 2 Is / No, there isn't.   | 5 Is / Yes, there is.   |
| 3 Are / No, there aren't. | 6 Are / Yes, there are. |
| 4 Is / Yes, there is.     |                         |

### Exercise 5 WHAT'S YOUR ANGLE?

- 1 Elicit the names of companies like Rent Away. Have students discuss the questions with a partner.
- 2 Call on volunteers to share their ideas with the class. As students share, make a pros/cons list on the board.

#### Answers

Students' answers will vary. Sample answers include:  
I don't use companies like Rent Away. I like hotels.

### Exercise 6 VOCABULARY

- 1 Say and have students repeat the words.
- 2 Ask students to identify the word that goes on line 1 (living room). Have students complete the exercise independently.
- 3 Ask them to compare their answers with a partner. Then have the class call out the answers. Provide extra practice with the pronunciation of *bathroom* and *bedroom*.

#### Answers

- |               |            |
|---------------|------------|
| 1 living room | 4 hall     |
| 2 kitchen     | 5 bedroom  |
| 3 dining room | 6 bathroom |

### Oxford 3000 words

bedroom      kitchen      hall      bathroom

### Exercise 7 WHAT'S YOUR ANGLE?

Go over the instructions. Encourage students to focus on the rooms in their plans—what size they are, how many there are, and where they go. Set a time limit (two minutes) and tell them not to spend too much time drawing furniture and other details in the rooms.

### Exercise 8 INTERACT

- 1 Read the instructions. Check comprehension of the activity. For example, ask: *Who is Student A?* (the host) *What information can Student A give?* (the price, the number of bedrooms/bathrooms, other good things

about the apartment) *What questions can Student B ask?* (Is there a \_\_\_\_ in the house? Are there any fun things to do around here?)

- 2 Have students conduct the role play and then switch roles. For more practice, have them find a new partner and repeat the activity. Circulate and provide feedback on their use of questions and short answers with *there*.

#### Answers

Students' answers will vary. Sample answers include:

- |  |
|--|
| A Hi. I'm interested in renting your apartment. What does it look like?  |
| B The apartment has a big living room. Next to the living room is a small kitchen. There is also a big bedroom. There is a small bathroom between the living room and the bedroom. |
| A Are there any good restaurants near the apartment?   |
| B Yes, there's a great Italian restaurant on Maple Avenue.   |

## Lesson 3.4 Take a Right!

Student Book pages 35 – 37

### Exercise 1 ACTIVATE

- 1 Direct students' attention to the video stills. Ask: *What do you think the woman's problem is? What do you think Max is telling her?* Encourage students to make predictions using clues in the pictures.
- 2 Give students time to read the questions. Then play the video.
- 3 Have the class call out the answers.
- 4 Write the abbreviations *St.* and *Ave.* on the board and ask students what they stand for (Street and Avenue). Do the same with other words that students might need to refer to streets in your area, for example *Rd.* (road), *Cir.* (circle), or *Blvd.* (boulevard).

#### Answers

- |                   |         |            |
|-------------------|---------|------------|
| 1 campus building | 2 knows | 3 big, red |
|-------------------|---------|------------|

### English For Real Video Unit 3

### Real-World English

#### Giving directions

- 1 Read the information in the box aloud, demonstrating the intonation of the rude and the polite statements. Have students repeat the direction sentences and the polite statements.
- 2 Have a volunteer stand. Give him or her directions around the class: *Go straight three steps! Take a right. Walk two steps. Turn left!*

#### Extra Practice

- 1 Call on two volunteers to come to the front of the room. Tell them you are going to put an object (for example, a phone or a book) in a particular spot in the room. One student will close his or her eyes so he or she cannot see where the object is. The other student will give directions so that his or her partner can find the object. (The student can either walk around the room with his or her eyes closed, or he or she can walk with his or her eyes open if the object is obscured or hidden.)
- 2 Call on different volunteers and repeat the activity.

## Real-World English Strategies

It may seem that learning how to ask for and give directions in a foreign language is a matter of memorizing a few expressions, but it is important for your students to know when it is and isn't appropriate to use imperatives. Spend some time discussing and explaining why the imperatives in the *Rude* column on page 36 are rude (i.e., they are not directions or instructions, but rather expressions of the speaker's preferences or selfish desires). It may also be useful to brainstorm some expressions that they can use when they have trouble understanding directions given by someone else, for example, *Sorry, can you say that again?* or *Could you show me on a map?*

- 1 To help your students practice giving and receiving directions, have them make flash cards with sentence starters and useful phrases such as *Excuse me, how do I get to...?* or *Go two blocks and...*
- 2 When completing Exercise 4 and 5, have students place the flashcards on a table in front of them. As they act out the dialogue and practice giving each other directions, they pick out the phrases they need to help them structure the dialogue.

### Exercise 2 APPLY

- 1 Direct students to locate the X on the map. Elicit its location (on Washington Street between 6th and 7th Streets). Explain that this is the starting location.
- 2 Play the video and have them work independently to complete the activity.
- 3 Call on students to describe the locations of the shop and the University Commons building.

#### Answers

The shop is on the corner of 7th Street and Washington Street.  
The University Commons building is on the corner of Wells Avenue and High Street.

#### Video Script

##### English For Real Video Unit 3

Woman Excuse me...hi.  
Max Hello. Can I help you?  
Woman Where's uh, Rowan Hall? There's a lecture and... I'm lost.  
Max Rowan Hall? Sure. It's at the University Commons, on the corner of High Street and Wells Avenue.  
Woman Oh! What street is this?  
Max This is Seventh street.  
Woman Oh, wow. I'm really lost.  
Max That's OK. So here's Seventh Street. Go straight. There's a shop on the corner. Then walk a few blocks and turn left on Main Street.  
Woman OK. So ... Seventh, and then left on main.  
Max Right. So, walk on Main Street until you see High Street and take a right. The Commons is the big red building on the corner of Wells Ave. There are two entrances. Use the left entrance for Rowan Hall.  
Woman OK. Got it. Thank you so much!  
Max Bye... sorry. It's that way.  
Woman Whoops! Thanks again.  
Max No problem!

### Exercise 3 ANALYZE

- 1 Provide students with some language they can use to answer the questions. Say: *When you ask for directions, are you polite or rude? Do you usually say "excuse me," "please," and "thank you"? What are some things you can say when*

*someone asks you for directions?* (for example, *of course, no problem*)

- 2 Have students discuss the questions in small groups.

#### Answers

Students' answers will vary. Sample answers include:

- 1 Yes, I ask people for directions in the street when I am lost. I am polite. I say, "Excuse me. Where is \_\_\_?"
- 2 Yes, I ask my friends and strangers differently. I am more polite with strangers.
- 3 I try to help. I give simple, clear directions.

### Exercise 4 INTEGRATE

- 1 Go over the directions and check comprehension of the activity before students begin. For example, ask: *Are you asking about the shop and the university, or are you putting a new place on the map?* (a new place) *Do you tell your partner the directions, or do you write them?* (write them)
- 2 Have students work independently to write the directions. Then have them swap papers with a partner. Tell the pairs to discuss any problems with the directions. Circulate and provide feedback.
- 3 For more practice, have the students find new partners and practice giving their directions orally, without looking at the papers.

#### Answers

Students' answers will vary. Sample answers include:

Turn left on Washington Street. Walk three blocks. Turn right onto 4th Street. Cross Main Street. Then turn right on the next street, Wells Street. The store is on Wells Street between 4th and 5th Streets.

### Exercise 5 INTERACT

- 1 Go over the directions and check comprehension of the activity before students begin. Ask: *What can Student A say?* (for example, *Excuse me, Where is the...?*, *Can you help me?*) Ask: *What can Student B say?* (for example, *Sure, No problem, Go right/straight*)
- 2 Have students practice in pairs. Call on volunteer pairs to perform their role play for the class.
- 3 Remind students to go online so that they can create their own version of the video.

## Lesson 3.5 What a Great Place!

Student Book page 38

### Exercise 1 ACTIVATE

Direct students' attention to the pictures and the word list. Elicit their descriptions of the pictures.

#### Answers

Students' answers will vary. Sample answers include:

It's an old city. It's beautiful. There are old buildings in the center of town. There's an old castle near the town. The town is next to the water.



## Exercise 2 ASSESS

- 1 Tell students they are going to listen to a conversation in a tourist information office. Ask for a couple of guesses about what the tourist might ask.
- 2 Play the audio. Ask if students' guesses were correct.

### Audio Script

#### CD 1, Track 15

- A Good morning...do you speak English?  
B Yes, hello. Welcome.  
A Thanks!  
B Is this your first time in Helsingør?  
A Yes, it is. It's my first time in Denmark!  
B Oh, great. This is a wonderful place.  
A Is there a lot to see here?  
B Oh, yes. There are lots of beautiful old buildings in the center of town. There are also hotels, cafés, and restaurants. Are you interested in seeing Kronborg castle?  
A Yes! It's the castle from Shakespeare's *Hamlet*, right?  
B Right. And it's also a museum. It's very near the center of town. Just walk down this street here next to the water for fifteen minutes.  
A Wow! Cool. So...yeah, we're near the water. Are there any beaches near here?  
B Yes, absolutely! There's one beach near the castle, but there are usually lots of people there. The nice beaches are a bit far.  
A Hmm. Is there a place to rent bikes near here?  
B Yes, there's one in the hotel right next to the train station. Here's a free map of the town for you.  
A Perfect. Thanks!  
B Is there anything else I can help you with?  
A Yes... Is there a bathroom in this building?  
B Yes. Go out this door and take a left.  
A Thanks!  
B You're welcome. Enjoy your visit!

## Exercise 3 INTEGRATE

- 1 Give students a moment to read the questions in preparation for listening again.
- 2 Play the audio and have students work independently to choose the answers.
- 3 Call on volunteers to read the completed sentences aloud.

### Answers

- |                               |                 |
|-------------------------------|-----------------|
| 1 Denmark                     | 4 aren't        |
| 2 Shakespeare's <i>Hamlet</i> | 5 train station |
| 3 museum                      | 6 is            |

#### CD 1, Track 15

## Pronunciation Skill

### Weak sound of *are* in *there are*

#### GO ONLINE

- 1 Direct students to read the information in the box. Play the audio.
- 2 Write examples on the board to contrast *they are* and *there are*: *They're good students. There are good students at this school. They're at the park. There are a lot of parks in this city.*
- 3 Pronounce the sentences and point out that it can be very difficult to hear the difference between *there are* and *they're*. We know which is which because of the grammar.

#### CD 1, Track 16

### Extra Practice

- 1 Dictate a series of sentences with *they are* and *there are*, and have students write *they are* or *there are* based on what they hear. For example:

1. *There are three restaurants on this street.*
  2. *They're at the Chinese restaurant.*
  3. *They're with family and friends.*
  4. *There are seven people at the dinner table.*
- 2 Go over the answers as a class.

### Answers

- |             |             |
|-------------|-------------|
| 1 There are | 3 They're   |
| 2 They're   | 4 There are |

## Exercise 4 DEVELOP

Play the audio and have students repeat the sentences.

#### CD 1, Track 17

### More to Say...

**Focus:** Working in groups; students talk about pictures using *there is* and *there are*.

**Grouping Strategy:** Groups of 2–3 students.

**Activity Time:** 20–30 minutes

#### Ready,

- 1 Collect magazine pictures of different city scenes. You should have enough pictures so that each group of 2–3 students can look at a different picture.
- 2 Hang the pictures up around the classroom.

#### Set...

- 1 Explain to students they are going to look at some pictures and talk about them using *there is* and *there are*.
- 2 Pre-teach any necessary vocabulary.
- 3 Put the students into groups of two or three.
- 4 Stand each group in front of a different picture.

#### Go!

- 1 Set a timer for two minutes.
- 2 Have students take turns saying sentences about the picture.
- 3 When two minutes are up, move the groups to a new picture.
- 4 Circulate and remind students to blend the /r/ sounds together in *there are*.
- 5 Repeat until most groups have had a chance to talk about all of the pictures.

#### Keep Going!

- 1 Regroup as a class.
- 2 Have volunteers share some of their sentences with the class about the same picture.

## Exercise 5 WHAT'S YOUR ANGLE?

- 1 Elicit the names of places that students think are fun or interesting. Ask for a couple of examples of what they might say about each place.
- 2 Have students choose a place and work independently to write a description of it.

### Answers

Students' answers will vary. Sample answers include: New York City is an exciting place. There are many excellent restaurants. They make and sell every kind of food. There are also many theaters with fantastic plays. You can see famous and talented actors there.

## Speaking

### Asking where places are

#### GO ONLINE

Direct students to read the information in the box. Say and have students repeat the sample questions.

#### Extra Practice

- 1 Think of a place you like that students probably won't know much about. Tell them the name of the place and elicit their questions about it. Encourage them to ask questions with *Is there / Are there any* and a variety of question words. Give them the answers (if you can).
- 2 Alternatively, play a game of Twenty Questions. Have students guess the name of the place that are more likely to know after you answer their *yes/no* questions about it.

### Exercise 6 INTEGRATE

- 1 Have students ask a partner the name of his or her place. Tell them not to share any other information about it.
- 2 Have them work independently to write questions they can ask their partner about the place. Circulate and provide feedback.

#### Answers

Students' answers will vary. Sample answers include:  
Are there any parks? What are they called? Is there a famous building? Where is it?

### Exercise 7 INTERACT

- 1 Read the instructions. Then have students meet with their partners and perform the role play.
- 2 For extra practice, have students switch partners and perform the role play again. Point out that they may need to change some of their questions to fit their new partner's place.

#### Answers

Students' answers will vary. Sample answers include:  
A Welcome to Barcelona! There are lots of fun things to do here.  
B Thanks! Are there good cafés and restaurants?

## Unit 3 Review

Student Book page 149

### Vocabulary

#### Exercise 1

##### Answers

- |              |                    |
|--------------|--------------------|
| 2 in a café  | 6 in a supermarket |
| 3 in a hotel | 7 in a museum      |
| 4 in a park  | 8 at an airport    |
| 5 in a shop  |                    |

#### Exercise 2

##### Answers

- |      |        |        |           |
|------|--------|--------|-----------|
| 1 in | 3 in   | 5 on   | 7 between |
| 2 on | 4 near | 6 near | 8 in      |

**GO ONLINE** Encourage students to go online to play the vocabulary game.

### Grammar

#### Exercise 3

##### Answers

- |            |            |
|------------|------------|
| 1 Eat      | 3 Take     |
| 2 Don't go | 4 Go, Turn |

#### Exercise 4

##### Answers

- |          |          |       |
|----------|----------|-------|
| 1 aren't | 3 isn't  | 5 are |
| 2 are    | 4 aren't |       |

#### Exercise 5

##### Answers

- Are there any good restaurants near the beach?
- Is there a nice café in the town center?
- Are there any interesting museums in the city?
- Is there a bank near here?
- Is there a cheap hotel near the train station?

**GO ONLINE** Encourage students to go online for further grammar reference and information and to play the grammar game.

### Discussion Point

#### Exercise 6

**OXFORD REFERENCE**

- Read the quote aloud. Elicit examples of things that are sweet (candy, cake). Ask students if the phrase is true for them.
- Explain that this is a very common expression in English. If students do an image search for *home sweet home*, they will find many items like pillows, wall decorations, and key rings with these words.

##### Answers

Students' answers will vary. Sample answers include:  
It means that home is a happy, special place. It is true for me.

**GO ONLINE** Encourage students to go online to listen to the podcast and add their comments to the discussion board.

### Zoom In

#### Exercise 7

- Task 1: Elicit some examples of places near the school. Point out that there are two parts to the task (saying why the place is interesting and giving directions to it). Have students work in pairs. Call on one or two volunteers to talk about a place and give directions.
- Task 2: Elicit the names of places students might write about. Ask students for examples of what they might say about the places. Have students work independently to write their sentences. Ask them to share the sentences in small groups or collect and correct their work.
- Task 3: Have students do an image search for a city that interests them. Tell them not to choose the city you are in. Have them share their pictures in small groups. Then ask volunteers to show their picture to the class and say one interesting thing about it.

##### Answers

Students' answers will vary. Sample answers include:

- Carla's Café is near the school. Their coffee is delicious, and they play good music. To get to Carla's Café, turn left out of the main entrance to the school, and walk two blocks. The café is on the corner of Baldwin Avenue and Troy Road.
- The Luxury Loft is a beautiful hotel downtown. The rooms are big, modern, and clean. It is expensive, but the location is great. It is near the airport and next to the park.
- Answers will vary depending on the photograph that students select.

#### Exercise 8

- Use gestures and examples to demonstrate the difference between *I did this well* and *I need more practice*.
- Tell students to think about how they did on each of the tasks in Exercise 7 and to check the appropriate box. Remind them that they can review the online activities for any skills they need more practice with.

##### Answers

Students' answers will vary.

## Unit Overview

### Introduction to the unit

The title of this unit – *Life* – summarizes the main themes: describing and asking questions about family, everyday activities and routines, and what makes us happy.

In **Lesson 4.1**, the idea of life is reflected throughout, in activities where students read about the March family from *Little Women* and talk about their own families and everyday activities. In **Lesson 4.2**, the theme continues as students take a survey and discuss the things that make them happy in their day-to-day lives. In **Lesson 4.3**, students listen to some advice about daily routines that can help people be successful in life. In **Lesson 4.4**, students watch a video about asking for the time. Finally, **Lesson 4.5** summarizes what students have learned as they watch a video about a typical day in a woman's life and then describe their own weekly routines to a small group.

## Lessons

### 4.1 My Famous Family

**Grammar in Context** Simple present

**Pronunciation Skill** /s/, /z/, /ɪz/ in simple present verbs

**Writing Skill** Using *also* and *too*

- Identify basic family members (Oxford 3000)
- Practice saying and using simple present verbs
- Read a description of a famous family
- Describe your family

### 4.2 How Happy Are You?

**Reading Skill** Identifying key words: Nouns, verbs, and adjectives

**Grammar in Context** Simple present: *Yes/no* questions

- Describe daily activities (Oxford 3000)
- Ask and answer questions about activities that make you happy or unhappy

### 4.3 Be Successful!

**Grammar in Context** Simple present: Negative forms

**Listening Skill** Contractions (short forms) with *be* and simple present negatives

**Vocabulary Development** Prepositions of time: *On, in, and at*

- Listen for information about the habits of successful people
- Listen for negative forms in the present tense
- Talk about your favorite days of the week
- Describe what a successful student does and doesn't do

### 4.4 Time to Go!

**Real-World English** Asking for the time

- Distinguish more polite from more familiar ways of asking for the time
- Ask for the time in different situations

### 4.5 A Day in the Life

**Speaking** Describing habits or routines

- Use the simple present to talk about things you do and don't do
- Describe your weekly routines

## Resources

**Class Audio** CD 1, Tracks 18–23

**Workbook** Unit 4, pages 22–28

**Oxford Readers Correlations**

The Adventures of Tom Sawyer (9780194654890)

**Teacher's Resource Center**

Assessments: Unit test

Class video

English For Real video

Grammar focus

Grammar PPTs

Grammar Worksheets

Oxford Reference Worksheets: upper/lower

Vocabulary cards

Newslea articles

Word list

## Unit Opener

### Student Book page 39

The photograph helps set up the theme of life by showing people going about their daily lives in a city. These people are on the bus, most of them sleeping, and probably on their way to work. This photograph connects to how people go about their lives every day, and also how they recharge their batteries.

### Photographer

#### Edu Bayer

Edu Bayer is a New York-based award-winning documentary photographer. With more than 10 years of experience in several countries, he has worked for most leading international outlets like *The New York Times*, *National Geographic*, *Time*, *The New Yorker*, *The Wall Street Journal*, *Newsweek*, *Al Jazeera*, *El País Semanal*, *Foreign Policy*, *Le Monde* and *The Guardian*, among others. He is the recipient of accolades such as Picture of The Year, Pulitzer Prize Finalist and Arts for Social Improvement La Caixa. Edu recently published the books *Microcatalunya* about rural life, and *Els fets de l'1 d'Octubre* (the events of October 1) about the independence struggle in Catalonia. He has shown his photography in exhibits in New York, Berlin, Budapest, Havana, Hong Kong, Valparaiso, and Barcelona. Born in Barcelona, Edu studied Chemical Engineering and also holds a master's degree from the Danish School of Media and Journalism.

### Unit Snapshot

- 1 Direct students' attention to question 1. Have students turn to page 41 and identify Louisa May Alcott's name on the book cover. Ask them if they know anything about this story.
- 2 For question 2, elicit some of students' ideas, for example: *family, friends, having fun*. Tell them they will read about what makes people happy in Lesson 4.2.
- 3 For question 3, have students name some of their favorite actors. Ask: *Do you think he/she is happy? rich? busy?* Tell them they will watch a video about an actress in Lesson 4.5.

### Discussion Questions

- 1 Direct students' attention to the questions below the picture. Provide words to help them as necessary, for example: *highway, bus, sleeping, truck*.
- 2 Optionally, before asking students to answer the discussion questions, show the photographer video where Edu Bayer answers a couple of the questions from his perspective. Play it for students as many times as needed to check comprehension and discuss any vocabulary items.

#### Answers

Students' answers will vary. Sample answers include:

- 1 They are traveling / riding on a bus.
- 2 No, it isn't. I walk to school.
- 3 I go to work / school. I eat lunch. I watch TV.

### Video Script

These people are on a bus from New York City to Washington, D.C. It is early in the morning. The people had to get up early and rest during the trip, which usually lasts around five hours.

People travel all the time in the United States. They travel for work, for tourism, or to visit family. Cities are so spread out in this huge country, with many miles of roads between them. There is more space between people and places here. It may not be a coincidence that this is the place where cars first became popular.

My mornings are quite different depending on the work I will do that day or if I am on a trip. That is something I love about my profession: that every day is different and you never really know. When I am at home for instance, I like to prepare a nice breakfast in the kitchen, listen to the news on the radio and talk with my partner. Some days, I do yoga or run in the park. After that, I sit in my studio and spend several hours working on my computer.

### Exercise 1

- 1 Go over the words in the list. Explain *chores* (wash the dishes, take out the trash, cook dinner). Explain that they will add all of the numbers together to get the *total*.
- 2 Have students work independently to write the number of hours they do each thing and total the hours.

#### Answers

Students' answers will vary. Sample answers include:

Work or study:	46
Do chores:	14
Cook and eat:	20
Have fun	5
Sleep:	56
Total:	141

### Exercise 2

- 1 Have students talk to a partner about how much time they spend on each activity. Encourage them to think and talk about other activities that are not on the list as well, such as commuting, or traveling, to school or work.
- 2 Monitor students' conversations. If necessary, remind them how to say larger numbers. Take note of any common errors you overhear that you would like to review with the class.
- 3 Ask volunteers to share a number that was very different for themselves and for their partner, for example: *I work for 30 hours every week. Tomas works for 10 hours every week.*

#### Answers

Students' answers will vary. Sample answers include:

I sleep for 56 hours a week. That's eight hours every night.

### Real-World Goal

By the end of this unit, students will be able to ask someone for the time because they will learn the simple present form, questions, different ways of telling time, and formal and informal ways of asking for the time.

## Lesson 4.1 My Famous Family

Student Book pages 40 – 42

### Exercise 1 ACTIVATE

- 1 Say and have students repeat the words in the box.
- 2 Read the example sentence aloud and ask students to point to the wife and the son. Elicit more statements about the woman. (She's his mother. She's her mother. She's their mother.)
- 3 Have students work with a partner to take turns making statements about the picture. Tell them to make as many statements as they can about each person. Circulate and provide feedback.

#### Answers

Students' answers will vary. Sample answers include: They're their children. She's his sister. He's her husband. She's their mother.

### Oxford 3000 words

mother	husband	son	brother
father	wife	daughter	sister

### Exercise 2 WHAT'S YOUR ANGLE?

- 1 Have the class brainstorm some famous families and write the ideas on the board.
- 2 Direct students to talk to a partner about one or more of the families on the board.
- 3 Call on individuals to share their ideas with the class.

#### Answers

Students' answers will vary. Sample answers include: The Weasleys are a famous family from the Harry Potter books. My favorite family members are Fred and George because they are very funny. I like everyone in the family except the brother, Percy.

## Grammar in Context

### Simple present

#### GO ONLINE

- 1 Read the first two sentences in the grammar box. Elicit more examples of habits and routines, for example: *I wake up at 7:00. I eat lunch in the cafeteria.*
- 2 Read the next two sentences in the grammar box. Elicit more examples of facts and opinions, for example: *I have a bicycle. I like apples.*
- 3 Direct students to read the rest of the information in the box.
- 4 See the Grammar focus on page 162 for more information.

### Extra Practice

- 1 Say eight sentences and ask students to write down the present tense verb they hear:
  1. *She reads a lot of books.*
  2. *My mother loves apples.*
  3. *They live in Texas.*

4. *I like comic book movies.*
5. *He has a nice car.*
6. *My brother works at a restaurant.*
7. *I take classes at night.*
8. *My sisters go to college.*

- 2 Ask volunteers to write the verbs on the board. Go over them with the class. As you check each verb, remind students of the subject. For example, for sentence 1: *The verb is reads. Is the subject she or they?*

#### Answers

- |         |        |         |        |
|---------|--------|---------|--------|
| 1 reads | 3 live | 5 has   | 7 take |
| 2 loves | 4 like | 6 works | 8 go   |

### Exercise 3 IDENTIFY

#### OXFORD REFERENCE

- 1 Direct students' attention to the picture of the book cover. Ask if *Little Women* is an old book or a new one. Ask how many sisters are in the picture (4).
- 2 Tell students to read the article silently and make a dot under the verb in each sentence. Answer any questions they have about vocabulary.

#### Answers

tells, is, works, misses, have, writes, wants, loves, has, spends, spend

### Exercise 4 ASSESS

- 1 Have students read the questions and then look at the text again. Then ask students to work independently to write the answers.
- 2 Call on individuals to share their answers with the class.
- 3 Ask students if they know about this book or one of the movies based on it. There have been three *Little Women* movies, in 1933, 1949 and 1994, as well as a TV miniseries in 1978.
- 4 Elicit the verbs that students noted in the previous activity. Ask students to identify the subject of each verb.

#### Answers

- 1 Mrs. March is busy, happy, and kind.
- 2 Jo has three sisters. Their names are Meg, Beth, and Amy.
- 3 She's 12 years old.
- 4 Beth loves music.
- 5 Jo wants to write books.
- 6 The Laurences are the Marches' neighbors.

### Pronunciation Skill

/s/, /z/, / ɪz/ in simple present verbs

#### GO ONLINE

Play the audio and ask students to listen and read the information in the box. Provide single and plural examples for each of the phonetic symbols in the final sound (class, classes; buzz, buzzes; push, pushes; catch, catches; judge, judges)

CD 1, Track 18



## More to Say...

**Focus:** Working in groups, students practice differentiating between the different pronunciations of -s endings.

**Grouping Strategy:** Groups of 2–4 students.

**Activity Time:** 20 minutes

### Ready,

- 1 Create a handout similar to the chart in the answer box. Make a word bank, or include this suggested one: *buys, digs, fills, grabs, hits, looks, laughs, loses, loves, misses, pushes, reads, runs, shows, stops, swims, watches, wears.*
- 2 Make a copy of the handout for each group.

### Set...

- 1 Put the students into groups.
- 2 Give each group a handout.

### Go!

- 1 Set a timer for 5–10 minutes.
- 2 Have students work together to say the words from the word bank out loud and determine which category they belong to. Tell them to write the words into the correct column.
- 3 Circulate and help students as necessary.
- 4 Check the answers as a class.

### Answers

/s/	/z/	/ɪz/
laughs	grabs	misses
looks	reads	loses
stops	digs	watches
hits	fills	pushes
	swims	
	runs	
	wears	
	loves	
	shows	
	buys	
	shows	

## Exercise 5 NOTICE

- 1 Have students work independently to write the number of syllables.
- 2 Play the audio and have students check their answers.
- 3 Go over the answers as a class and clap out the syllables for each of the two-syllable verbs.

### CD 1, Track 19

### Answers

1 1,1	3 1,2	5 1,2
2 1,1	4 1,2	6 1,1

## Exercise 6 DEVELOP

- 1 Play the audio and have students repeat.
- 2 Have students repeat the last row again and clap out the syllables. Point out that *finishes* has 3 syllables.

### CD 1, Track 20

## Exercise 7 WHAT'S YOUR ANGLE?

- 1 Go over the example answers in the chart. Have the class brainstorm other words they might want for the last column. For example: *smart, funny, busy, tall, short, works at a restaurant, loves football*. Tell students that if they don't have family, they can write about friends.
- 2 Have students work independently to complete the chart.

### Answers

Students' answers will vary. Sample answers include: Tony, my brother, 18, server, funny, intelligent, tall, lives in Mexico City

## Exercise 8 INTERACT

- 1 Write "notes" about someone from your family on the board, similar to what the students have in their charts. Then model the activity by using the notes to talk about the person in complete sentences, for example: *My brother Tony is 18. He's a student. He also works at a restaurant. He's a server.*
- 2 Have students talk to a partner about the family members in their charts. Circulate and provide feedback on the use of present-tense verbs. Go over any common errors with the class after the activity.

## Writing Skill

### Using *also* and *too*

#### GO ONLINE

- 1 Direct students to read the information in the Writing Skill box.
- 2 Read the first two examples aloud and check comprehension. *Do we put also before the verb be or after the verb be?* (after) *Do we put also before other verbs or after other verbs?* (before)
- 3 Read the last sentence. Explain that *too* is usually at the end of the sentence. Sometimes writers use a comma before it, but this is optional.
- 4 Point out that we don't use *also* and *too* together in the same sentence.

### Extra Practice

- 1 Write several sentences on the board that will be true for your students or for someone they know. For example:  
*I have a car.*  
*I speak Spanish.*  
*I'm a student.*  
*I live in [name of your city].*  
*I like football.*  
*I have brown hair.*  
*I come to class every day.*  
*I eat dinner with my family.*
- 2 Divide the class into an A side and a B side. Explain that students on the A side will read one of the statements from the board. Students on the B side will respond with *too* or *also*, referring to someone they know, for example: *My father also has a car* or *My friend Maria speaks Spanish, too.*
- 3 After four or five A/B exchanges, have the sides swap roles and call on several more students.

## Exercise 9 PREPARE

- 1 Go over the example as a class. Then have students work independently to rewrite the second sentences for the remainder of the items.
- 2 Call on individuals to read their sentences aloud for the class.

### Answers

- 1 I have three children, too.
- 2 I have a brother, too.
- 3 Our neighbors also have a cat.
- 4 My brothers are also students.
- 5 Her husband's parents are from India, too.
- 6 My boss's name is also Jeff.

## Exercise 10 WRITE

- 1 Read the directions and check comprehension of the activity: *Do you write about only one person?* (no)
- 2 Have students work independently to write about their families. Circulate and provide feedback.

### Answers

Students' answers will vary. Possible examples include:  
My parents live in San Juan. Their names are Rosa and Diego.  
My mother works in an office. She's smart and funny. My father is smart and funny, too. He's a teacher.

## Exercise 11 IMPROVE

Read the checklist aloud. Ask students to review their descriptions and make corrections. Spot-check while they do this work.

## Exercise 12 SHARE

- 1 Have students share their papers with a partner. Tell them to talk about what is similar about their families.
- 2 Call on individuals and ask them to share one similarity between themselves and their partners using *also* or *too*, for example: *I have two sisters. Mei also has two sisters.*

# Lesson 4.2 How Happy Are You?

Student Book pages 43 – 45

## Exercise 1 ACTIVATE

- 1 Say and have students repeat the verbs.
- 2 Ask students to identify the verb that goes with the first picture (get).
- 3 Give students time to complete the exercise.
- 4 Call on individuals to read the completed phrases aloud. Reinforce the vocabulary by asking questions about each one, for example: *Do you get up early? Do you get ready for school in the morning or in the evening?*

### Answers

- |          |         |      |         |
|----------|---------|------|---------|
| 1 get up | 3 sleep | 5 do | 7 spend |
| 2 get    | 4 have  | 6 go | 8 go    |

## Oxford 3000 words

- |       |     |       |
|-------|-----|-------|
| spend | get | sleep |
| have  | go  | do    |

## Exercise 2 WHAT'S YOUR ANGLE?

- 1 Read the example sentences aloud. Elicit different ways to finish the sentence *I have breakfast \_\_\_\_\_*, for example: *at home, late on Sundays, with my parents.*
- 2 Have students work independently to write their sentences.
- 3 Ask them to share their sentences with a partner. Call on individuals to say something about their partners, for example: *Carlos has breakfast with his brother.*

### Answers

Students' answers will vary. Sample answers include:  
I do my homework after school. I get up early every day. I go to library in the afternoon.

## Reading Skill

### Identifying key words: Nouns, verbs, adjectives

#### GO ONLINE

- 1 Direct students to read the information in the Reading Skill box.
- 2 Write two sentences on the board, for example: *My brother gets up early in the morning. My sister works in an office.* Ask the class to identify the key words in your sentences (brother, gets up, morning; sister, works, office).

### Extra Practice

- 1 Say five sentences. After each one, have students work with a partner to make a list of the key words they heard. Here are some example sentences:
  1. *My little sister loves funny movies.*
  2. *My mother goes to the gym in the morning.*
  3. *My friend Mary works at a restaurant in the city.*
  4. *I sleep on Saturdays and Sundays.*
  5. *Clara goes to the store on Market Street.*
- 2 After students have discussed the last sentence, call on individuals for the answers. Ask them to say which key words are nouns, verbs, or adjectives.

### Answers

- 1 little, sister, loves, funny, movies
- 2 mother, goes, gym, morning
- 3 friend, Mary, works, restaurant, city
- 4 sleep, Saturday, Sunday
- 5 Clara, goes, store, Market Street

## Exercise 3 IDENTIFY

- 1 Read the directions. Have students look at the survey in Exercise 4. Pre-teach the word *survey* by asking what a list of questions is called.
- 2 Tell them to look at the key words in the box and then look through the survey as quickly as possible to find them at least once. Tell them to make a dot under each word when they find it. Set a timer for one minute to encourage them to scan quickly for the key words.
- 3 Have students work independently to write the words in the correct column in the chart.

### Answers

Nouns: time, friends, gym  
Verbs: sleep, laugh, help  
Adjectives: great, tired, happy

## Exercise 4 INTEGRATE

- 1 Have students work independently to complete the survey.
- 2 Show students how to score their survey and read the results. Ask: *Do you have one thing you want to change about your routine? What is it?* Take answers from volunteers.

### Answers

Students' answers will vary. Sample answers include:  
I sleep six hours every night, but I want to sleep more!

## Exercise 5 IDENTIFY

- 1 Point out that the directions say, *Read the survey again*. The answers are from the survey, not their own ideas. Have students work independently to complete the exercise.
- 2 Have the class call out the answers. After each one, ask the students to identify where they found it in the survey.

### Answers

- |        |         |         |
|--------|---------|---------|
| 1 True | 3 False | 5 False |
| 2 True | 4 True  |         |

## Grammar in Context

### Simple present: Yes/no questions

#### GO ONLINE

- 1 Direct students to read the information in the Grammar in Context box.
- 2 Say and have them repeat the example sentences in the box.
- 3 See the Grammar focus on page 162 for more information.

### Extra Practice

- 1 Write several sentence endings on the board, for example: Here are some example sentences:  
*get up early*  
*go to a gym*  
*talk on the phone a lot*  
*sleep late on the weekends*  
*eat lunch at school*
- 2 Model the following activity with a group of four or five students. If you have a large class, have the group come to the front of the room for the demonstration. Tell students to listen carefully to each other's answers because they will need to remember them.
- 3 Use the first phrase to ask one of the group members, *Do you get up early?* and elicit the short answer. After the student answers, indicate that he / she should ask a new question of the next student, using one of the phrases on the board. Continue around the group until the last student asks you a question.
- 4 Next, switch to third person, using the information you learned in the first round, for example: *Does Maria talk on the phone a lot?* Have the students go around the circle again, taking turns asking and answering third-person questions about others in the group.

- 5 After you model the activity, have the students conduct it in small groups. Circulate and provide feedback.

## Exercise 6 APPLY

- 1 Go over the example with the class. Have students work independently to write the questions. Remind them to use capital letters and question marks.
- 2 Have volunteers write the questions on the board.

### Answers

- 1 Do you get up early?
- 2 Does he go to the gym?
- 3 Do your friends spend time together on weekends?
- 4 Do you do homework in the evening?
- 5 Does your roommate have a job?

## Exercise 7 USE

Have students work independently to write three questions. Tell them not to use any of the questions from Exercise 6.

### Answers

Students' answers will vary. Sample answers include:  
Do you have lunch with friends?

## Exercise 8 INTERACT

Read the directions and check comprehension of the activity. *Does your partner look at your question or listen to your question?* (listen) *When do you check your partner's writing?* (after the question is written) Review expressions they can use if they don't understand, for example: *Can you repeat that?* or *Please repeat the question.*

## Exercise 9 WHAT'S YOUR ANGLE?

- 1 Elicit things that make students happy. Write their ideas on the board using the base form of the verb, for example: *go to beach, ride a bicycle, cook big meals, play computer games.*
- 2 Have students work independently to write two questions using the ideas on the board or their own ideas.

### Answers

Students' answers will vary. Sample answers include:  
Do you go to the beach in the summer? Do you ride a bicycle?

## Exercise 10 INTERACT

- 1 Go over the example with the class. Emphasize that students should add details after responding with a short answer.
- 2 When students finish, have them switch partners and repeat the activity. Circulate and help as necessary.

### Answers

Students' answers will vary. Sample answers include:  
A: Do you go to the beach in summer?  
B: No, I don't. I don't live near a beach.  
A: Do you ride a bicycle?  
B: Yes, I do. I like to ride in the mountains.

## Lesson 4.3 Be Successful!

Student Book pages 46 – 47

### Exercise 1 ACTIVATE

- 1 Elicit definitions or examples for the word *successful* (have a good job, make a lot of money, get famous, reach goals). Explain that being successful can mean different things to different people.
- 2 Read the directions and have students work with a partner to complete the activity.
- 3 Elicit their answers. Discuss any disagreements.

#### Answers

Students' answers will vary. Sample answers include: spend time with family, work on weekends, get up early in the morning.

### Grammar in Context

#### Simple present: Negative forms

##### GO ONLINE

- 1 Direct students to read the information in the Grammar in Context box.
- 2 Read and have students repeat the example sentences in the box.
- 3 Check comprehension: *Do you use "s" on the verb after don't or doesn't?* (no)
- 4 Write a few verbs on the board, for example: *get up, sleep, have*. Call out different subjects and elicit the negative forms.
- 5 See the Grammar focus on page 162 for more information.

#### Extra Practice

- 1 Write some sentence endings on the board, for example:  
*play football after school*  
*exercise in the morning*  
*work in the evening*  
*spend a lot of time at the beach*  
*call my parents every day*
- 2 Call on a student to make a negative statement about him- or herself using one of the phrases on the board, for example: *I don't play football after school.*
- 3 Then call on another student to make a statement about the first student, for example: *Oscar doesn't play football after school.*
- 4 Continue until all of the phrases have been used.

### Exercise 2 INTEGRATE

- 1 Read the example sentences. Have students work independently to write the sentences.
- 2 Call on individuals to read their sentences for the class. Provide feedback on the use of present tense verbs.

#### Answers

Students' answers will vary. Sample answers include:

- 1 A successful person doesn't go to work late.
- 2 A successful person spends / doesn't spend time with family.
- 3 A successful person has / doesn't have a lot of free time.
- 4 A successful person watches / doesn't watch a lot of TV.
- 5 A successful person doesn't go to bed late at night.

- 6 A successful person works / doesn't work on weekends.
- 7 A successful person doesn't play games at work.
- 8 A successful person gets up early in the morning.

### Exercise 3 IDENTIFY

Direct students' attention to the poster. Ask:  
*What is the poster for? What day? What time? Where?*  
*Do you think Ray Rich is successful?*

#### Answers

Students' answers will vary. Sample answers include:  
It's for a talk by Ray Rich. He talks about being successful.

### Listening Skill

#### Contractions (short forms) with *be* and simple present negatives

##### GO ONLINE

Have students read the information in the box. Read the example sentences aloud at a natural speed and tell students to focus on your pronunciation of the negative forms.

#### Extra Practice

Write *Be* on one side of the board and *Other verb* on the other side of the board. Make negative statements and ask students to point to the correct side of the board. Example statements:

*I don't stay up late at night.*

*My brother isn't a student.*

*My friends aren't in class today.*

*My sister doesn't live here.*

*My parents don't work on the weekends.*

*I'm not from Texas.*

### Exercise 4 IDENTIFY

- 1 Go over the directions and play the audio. Have students work independently to circle the correct answer.
- 2 Replay the audio and elicit the answers. Have students tell you the verb they heard.

#### Answers

Students' answers will vary. Sample answers include:

- 1 positive
- 2 negative
- 3 negative
- 4 negative
- 5 positive

#### Audio Script

##### CD 1 Track 21

- 1 I go to work early. / I go to work early.
- 2 They aren't good students. / They aren't good students.
- 3 You don't listen to the teacher. / You don't listen to the teacher.
- 4 He's not busy at work. / He's not busy at work.
- 5 She's in town for business. / She's in town for business.

### Exercise 5 ASSESS

- 1 Direct students to read the directions and the answer choices in preparation for listening.
- 2 Play the audio and have students work independently to choose the answer.

#### Answers

a

## Audio Script

### CD 1, Track 22

I'm a happy man. I'm successful. I do a good job. I make a lot of money. It's not hard. It's easy! Listen. I'll tell you what I do.

#### Number one

I clean my desk every morning. It's true! Monday, Tuesday, Wednesday, Thursday, Friday, Saturday... Clean desk, clear mind. Simple, right?

#### Number two

I work on Saturdays. I'm not lazy! Sunday is my only day off. I don't work on Sundays.

#### Number three?

When I'm at the office, I work. I don't talk to my friends. I also don't use the Internet. I work in the morning and in the afternoon. In the evening, I talk to my friends. Or I talk to people like you about how to be successful!

#### Number four

My friends are all successful people. They have money. See, I believe that if our friends are rich and successful, we're rich and successful, too.

#### Number five

I don't watch TV. Really, I don't! TV isn't good. It's not interesting. It doesn't help you to be successful.

## Exercise 6 INTEGRATE

- 1 Replay the audio and ask students to circle the answers. Stop after number 4 and call on students to read sentences 1-4 aloud using the correct verb form.
- 2 Play the rest of the audio and call on students to read the last five sentences.

### Answers

- |                 |                 |
|-----------------|-----------------|
| 1 It's not hard | 6 doesn't use   |
| 2 cleans        | 7 are           |
| 3 works         | 8 doesn't watch |
| 4 doesn't work  | 9 isn't         |
| 5 doesn't talk  |                 |

### CD 1, Track 22

## Exercise 7 WHAT'S YOUR ANGLE?

Take a class poll to see if students think that Ray gives good or bad advice. Tell them it's OK to vote twice. Call on volunteers to explain their opinions.

### Answers

Students' answers will vary. Sample answers include:  
He gives bad advice because he says friends need to be rich and successful—he only thinks about money. He gives good advice because he works every day and doesn't watch TV.

## Vocabulary Development

### Prepositions of time: On, in, and at

#### GO ONLINE

- 1 Direct students to read the information in the Vocabulary Development box. Read and have students repeat all of the examples in the box.
- 2 Make sure students can hear the difference between *Tuesday* and *Thursday*. Write them on opposite sides of the board. Say them several times and have students point to the one you are saying. When they can do this easily, shield your mouth with a piece of paper so they can't see you forming the words and practice a few more times.

## Exercise 8 BUILD

- 1 Play the audio and have students repeat the days. Have them tell a partner their favorite day and time of day.
- 2 Call on volunteers to share their answers with the class.

### Answers

Students' answers will vary. Sample answers include:  
My favorite day of the week is Saturday. I have an art class in the morning, and I go to the movies with my friends in the evening. My favorite time of day is 7:00 in the evening. That's when I usually have dinner with my family.

### CD 1, Track 23

## Exercise 9 USE

- 1 Have students work independently to complete the sentences.
- 2 Call on volunteers to read the completed sentences aloud.
- 3 Model how to make a sentence "true for you." For example, number 1 could be *I sleep late on weekends* or *I don't sleep late on weekends*.

### Answers

- |          |      |
|----------|------|
| 1 on     | 4 at |
| 2 at, in | 5 on |
| 3 at, in |      |

Students' answers will vary. Sample answers include:  
I don't sleep late on weekends.  
I do housework at 8 in the morning on weekends.

## Exercise 10 INTERACT

- 1 Read the directions. Elicit a sample sentence from the class, for example: *A successful student comes to class every day*. Have students work with a partner to write three "dos and don'ts" for successful students.
- 2 Call on pairs to share one of their ideas with the class. Write the ideas in *Dos* and *Don'ts* columns on the board. Continue going around the room until the students are out of ideas.
- 3 Have the class vote on the two most important ideas in each column.

### Answers

Students' answers will vary. Sample answers include:  
A successful student comes to class on time, listens to the teacher, does all of the work, asks questions, and helps classmates. A successful student doesn't miss class, text in class, or sleep in class.

## Lesson 4.4 Time to Go!

### Student Book pages 48 – 49

## Exercise 1 ACTIVATE

- 1 Direct students' attention to the video stills. Ask them to say what they see, for example: *Max has a watch*.
- 2 Have them work independently to write the times in numbers.
- 3 Have volunteers write the answers on the board.



### Answers

1 10:00	5 10:45	8 4:10
2 8:00	6 2:05	9 3:30
3 5:45	7 1:30	10 11:15
4 9:55		

## Exercise 2 USE

- 1 Have the students look at the pictures and say the times with a partner. Call on individuals to say them for the class.
- 2 For more practice with *past* and *to*, use a round wall clock. Move the hands and have students practice calling out the times. If you don't have access to a wall clock, you can search for an interactive teaching clock online or make a paper clock using a fastener for the hands so they can be moved.

### Answers

- 1 four fifteen / quarter past four
- 2 three twenty-five
- 3 eight (minutes) past eight / eight oh eight
- 4 one forty-eight / twelve (minutes) to two
- 5 nine thirty / half past nine
- 6 six twelve / twelve (minutes) past six

## Exercise 3 IDENTIFY

- 1 Give students a moment to look over the exercise. Then play the video and ask them to work independently to choose the answers.
- 2 Call on individuals to read the completed sentences aloud.

### Answers

- 1 b      2 a      3 b      4 b      5 a

## English For Real Video Unit 4

### Real-World English

#### Asking for the time

- 1 Read the information in the box aloud, modeling the polite intonation.
- 2 Have students repeat each of the examples.
- 3 Write *friend or stranger?* on the board. Ask several different students the time, using the more polite and the more informal forms. Have the class guess if you are asking a friend or a stranger.

#### Extra Practice

- 1 Distribute small slips of paper or index cards, one to each student. Ask the students to choose a time (not the current time) and write it on the card in the *00:00* format. Or, to make sure you get a wide variety of times, do this step yourself before you distribute the cards.
- 2 Model a card exchange activity. Have several students stand. Using language from the Real-World English box, ask one of the students for the time and have him or her respond with the time on their paper. Indicate that the student should then ask you for the time, respond with the time on your card, and then switch cards and find a new partner.
- 3 Tell students to walk around the classroom asking each other the time and exchanging cards. Encourage them to use both the more direct and the more polite forms. Call time when everyone has spoken to 4 or 5 partners.

### Real-World English Strategies

The concept of time varies cross-culturally. For example, the American culture values efficiency and therefore often stresses the importance of saving time, whereas in other cultures, for example in South America or in Mediterranean countries, time is not necessarily perceived as a commodity, and people tend to focus more on enjoying the moment. Introduce your students to the expression *Time is money* as a starting point for a discussion about cultural differences in the perception of time. Consider also talking about what it means to be "on time" in different cultures – is it acceptable to come early (before the scheduled time) and late (after the scheduled time), and how early or how late? As an extension activity, you can go into more details about what to say when one is early or late.

- 1 Write up a few scenarios in which different people arrive either too late and too early to various events (e.g., You are invited to a dinner party but miss your bus and arrive a half an hour late. What do you say to the host?).
- 2 If you have time for it in class, you can have your students work in pairs and write the scenarios themselves.
- 3 Distribute the ready scenarios to pairs or group of students and have them discuss how they would respond.
- 4 Each pair/group role-plays their scenario in front of the class. Do the others agree or disagree about how they handled being early or late?

## Exercise 4 ANALYZE

- 1 Replay the video and have students work independently to write the questions they hear. Pause the video after each scene to give students time to write.
- 2 Have students compare their answers with a partner. Call on individuals to say the answers for the class. Ask: *Why does the student say "excuse me"?* (because he or she is talking to a stranger)

### Answers

- What time is it? (Max)  
What's the time? (Andy)  
Excuse me, what time is it? (a student)  
Does anybody have the time? (Kevin)

#### Video Script

##### English For Real Video Unit 4

###### Scene 1

- Andy      Ugh... where is it? I'm late!  
Max      Late? You're not late. It's 10:10.  
Andy      Uh, yes, I am!  
Max      Wait... How is that possible? What time is it?  
Andy      The power is out. The clock is wrong. I don't know. 10:25 maybe?  
Max      There's no power...?  
Andy      Uh...do you have your phone?  
Max      Yeah, but I always turn it off and put it in my rucksack before class... Just a second...  
Andy      OK...What's the time?  
Max      It's 10:30. Half past. Time to go!

## Scene 2

Andy We're just in time.

Max Yep...and the clock here is wrong too!

Voices

off-camera Excuse me, what time is it? Sorry, I don't know...

Kevin Ugh! Does anybody have the time?

Max I do. It's 10:45. Quarter to eleven.

Kevin Aw, phew... I'm on time! What's up guys?

Nice watch, Max.

## Exercise 5 PREPARE

- 1 Go over the directions. Tell students to include at least three sentences in their dialogue. Write this example on the board and model it with a student:

A: Excuse me, do you know what time it is?

B: Sorry, I don't know. I don't have my phone.

A: That's OK. Thanks.

Ask the class if the conversation is between friends or strangers (strangers).

- 2 Have students work with a partner to prepare and practice the conversations. Circulate and provide feedback.

### Answers

Students' answers will vary. Possible examples include:

Friends:

A: Hey, Marco. What time is it?

B: I don't know. I don't have a watch.

A: Do you have a phone?

B: Oh yeah. It's 10:00.

## Exercise 6 INTERACT

- 1 Have each pair meet with another pair to act out their conversations. Tell the pairs to guess whether their partners' conversation is between friends or strangers.
- 2 For more practice, have each pair find a new pair to work with and repeat the activity.
- 3 Remind students to go online so that they can create their own version of the video.

# Lesson 4.5 A Day in the Life

Student Book page 50

## Exercise 1 ACTIVATE

### GO ONLINE

- 1 Direct students' attention to the picture. Ask them to guess Meera's two jobs.
- 2 Play the video, ask students for their answers, and write the correct answers on the board.

### Answers

She's an actress/actor and a tutor/teacher.

### Video Script

#### ▶ Meera's Day

Meera Hi, I'm Meera. I'm an actor.

Interviewer What do you do?

Meera I'm an actor, but I also tutor high school students. So this is what we call the Eustachian tube. Here we have this definition right here. OK?

Interviewer Where do you work?

Meera I work in different places. Sometimes I work in a theater, and sometimes I work on a movie set.

Interviewer What time do you work?

Meera I start work at different times every day. At the theater, I start work at about 6 p.m. Movies start much earlier. On a movie set, I usually start at 6 in the morning. For tutoring, I work from 4 to 7 p.m.

Interviewer When do you finish work?

Meera The theater runs very late. Sometimes I don't finish until after midnight. Days on a movie set are long, too.

Interviewer When do you go home?

Meera Since I work very late, I usually go home right after work.

Interviewer What are you in right now?

Meera Right now I'm in a play called "Richard the Second" by Shakespeare. We have performances eight times a week.

Interviewer Who do you play in Richard the Second?

Meera In Richard the Second, I play the queen. Her character is very different from me. So it's a very fun part to play.

Interviewer What's your favorite thing about being an actor?

Meera My favorite thing about being an actor is that every day is different. I work all the time, but I'm very happy... with both my jobs.

## Exercise 2 INTEGRATE

- 1 Give students a minute to read the questions. Then replay the video and have them work independently to circle the answers.
- 2 Call on individuals to read the completed sentences aloud.

### Answers

- |                   |             |
|-------------------|-------------|
| 1 movies          | 5 late      |
| 2 different times | 6 goes home |
| 3 6 p.m.          | 7 different |
| 4 4 to 7 p.m.     |             |

## Speaking

### Describing habits or routines

#### GO ONLINE

- 1 Direct students to read the information in the box.
- 2 Read and have students repeat the examples.

### Extra Practice

- 1 Write the days of the week on the board. Tell the students about your schedule, for example: *I teach English class Monday to Friday. Tuesday and Thursday I go to the gym at about 4:00. I eat dinner every evening at 6:30. On Saturdays I sleep late.*
- 2 Call on individuals to share something about their schedule. As they do, write the verb phrases on the board, for example: *go to class, eat lunch, spend time with friends, play football, do homework.*
- 3 Have students use the words on the board to tell a partner three things about their schedule.

## Exercise 3 WHAT'S YOUR ANGLE?

Read the example aloud. Check comprehension of the activity. Ask: *Do you need to write complete sentences?* (no) Have students work independently to write five activities that are in their schedules.

### Answers

Students answers will vary. Sample answers include:  
Saturday: sleep late, eat breakfast, spend time with friends, play computer games, go to a restaurant.

## Exercise 4 APPLY

Read the directions and check comprehension of the activity. Ask: *Do you write a sentence in each box or an activity in each box?* (an activity)

### Answers

Students answers will vary. Sample answers include: get up early, watch TV, play football, spend time with friends, go to work, eat dinner, go to class, watch TV, do housework

## Exercise 5 INTERACT

- 1 Model the activity. Tell students about your schedule, using activities they have written on their cards. Tell them to make a small dot next to any activity you say and to call "Bingo" when they have three in a row. When you have a winner, check comprehension of the activity. Ask: *Do you just read the words on your card, or do you talk about your routines using complete sentences?* (complete sentences)
- 2 Seat students in small groups to play the game. For extra practice, play more than one round. The first time, tell students to make a small x to mark the words they hear. Reconfigure the groups and play again. This time have students circle the words they hear. (To reconfigure groups so that students have all new partners, assign each group member a number 1-4. Then have all the number 1s sit together and all the number 2s sit together, etc.)

## Unit 4 Review

Student Book page 150

### Vocabulary

#### Exercise 1

##### Answers

- |             |            |          |
|-------------|------------|----------|
| 1 Monday    | 4 Thursday | 7 Sunday |
| 2 Tuesday   | 5 Friday   |          |
| 3 Wednesday | 6 Saturday |          |

#### Exercise 2

##### Answers

- |                 |                  |
|-----------------|------------------|
| 1 Ben           | 4 Leslie and Ben |
| 2 Ryan and Matt | 5 Matt           |
| 3 Alicia        | 6 Leslie         |

**GO ONLINE** Encourage students to go online to play the vocabulary game.

### Grammar

#### Exercise 3

##### Answers

is, works, goes, starts, eats, finishes, doesn't go, has, sleeps, does

#### Exercise 4

##### Answers

- |         |           |         |
|---------|-----------|---------|
| 1 don't | 3 doesn't | 5 do    |
| 2 have  | 4 work    | 6 don't |

#### Exercise 5

##### Answers

- 1 Do you spend time with your family?
- 2 Does she do homework on Sunday nights?
- 3 Do I make good coffee?
- 4 Do they get up early?
- 5 Do you go to bed at 10?

**GO ONLINE** Encourage students to go online for further grammar reference and information and to play the grammar game.

### Discussion Point

#### Exercise 6

OXFORD REFERENCE

- 1 Direct students to read the discussion point silently.
- 2 Read the quote aloud. Write the word *routine* on the board and elicit its meaning (things you do regularly or every day). Ask students for some examples of routine activities (go to work, do housework, make dinner). Ask what the writer of the quote means by "life" (fun, activities that make you happy).
- 3 Ask students the discussion questions. Take a poll to see how many students don't have time to do fun things.

##### Answers

Students' answers will vary. Possible examples include:  
I work and go to school. I don't have time for fun. / I'm not busy on the weekends. I spend time with friends on Saturday and Sunday.

**GO ONLINE** Encourage students to go online to listen to the podcast and add their comments to the discussion board.

### Zoom In

#### Exercise 7

- 1 Task 1: Give students a minute to think of the activities they want to talk about. Have them talk to a partner. When they finish, ask them to switch partners and repeat the activity.
- 2 Task 2: Model the activity by talking about someone in your family. For example: *My husband is a teacher. He goes to work every morning at 7:00. He eats lunch at school with the other teachers. He comes home at 4:00 and cooks dinner.* Have students work independently to write their sentences. Remind them to check for *s* on present tense verbs. Ask them to share the sentences in small groups or collect and correct their work.
- 3 Task 3: Model the activity by sharing a picture of your own family or of a famous family that students may not know much about. Describe the people in the picture. *These are my parents. They live in Los Angeles. My mother is very smart and kind. She doesn't work now.*

##### Answers

Students' answers will vary. Sample answers include:

- 1 I exercise every day, and I spend a lot of time with my friends. I don't stay up late on weekdays, and I don't stay late at work.
- 2 My roommate takes a long shower every morning at 6, and he sings. He doesn't wash his dishes. He plays loud music at night.
- 3 This is a picture of my family and me. That's me, that's my brother next to me, and those are my parents.

#### Exercise 8

Tell students to think about how they did on each of the tasks in Exercise 7 and to check the appropriate box. Remind them that they can review the online activities for any skills they need more practice with.

##### Answers

Students' answers will vary.

## Unit Overview

### Introduction to the unit

The title of this unit – *Travel* – summarizes the main themes: describing and asking questions about ways to travel.

In **Lesson 5.1**, the idea of travel is reflected throughout, in activities where students identify ways to travel and talk about travel preferences and frequency. In **Lesson 5.2**, the theme continues as students read about transportation and then describe and evaluate transportation in their city. In **Lesson 5.3**, students read about new possibilities for travelers and talk about apps they use when they travel. In **Lesson 5.4**, students watch a video and then practice asking a train or bus station employee to repeat information. Finally, **Lesson 5.5** summarizes what students have learned about places as they listen to people buying bus and train tickets and then role-play an interaction between a traveler and a bus or train station employee.

## Lessons

### 5.1 By Train or by Plane

**Listening Skill** Listening for specific information

**Grammar in Context** Adverbs of frequency

- Identify types of transportation (Oxford 3000)
- Practice statements with adverbs of frequency
- Talk about how people like to travel

### 5.2 I Hate Driving Here!

**Grammar in Context** *like / love / hate* + a verb in the -ing form

**Writing Skill** Using *for example*

- Read opinions about city transportation
- Use *like / love / hate* + a verb in the -ing form to talk about travel preferences (Oxford 3000)
- Write an opinion letter

### 5.3 Do You Share?

**Reading Skill** Using headings

**Vocabulary Development** Agent nouns: verb + -er and noun + -ist

**Grammar in Context** The simple present: *wh*-questions

**Pronunciation Skill** Falling intonation in *wh*-questions

- Read about the sharing economy
- Practice forming and using agent nouns
- Ask and answer simple present *wh*-questions
- Talk about which sharing services you use

### 5.4 Huh? What?

**Real-World English** Asking someone to repeat something

- Distinguish formal from informal ways of asking someone to repeat something
- Ask someone to repeat something and respond to requests for repetition

### 5.5 A Ticket to Somewhere

**Speaking** Buying tickets

- Request a one-way or round-trip ticket
- Make and respond to requests for repetition

## Resources

**Class Audio** CD 1, Tracks 24–28

**Workbook** Unit 5, pages 29–35

**Oxford Readers Correlations**

England (9780194655439)

**Teacher's Resource Center**

Assessments: Unit test

English For Real video

Grammar focus

Grammar PPTs

Grammar Worksheets

Oxford Reference Worksheets: upper/lower

Vocabulary cards

Newslea articles

Word list



## Unit Opener

### Student Book page 51

The photograph helps set up the theme of travel by presenting two different kinds of transportation. Questions about how these people are traveling and where they are going tie into the idea of travel explored in the unit.

### Photographer

#### Krisanne Johnson

Krisanne Johnson (b. 1976) grew up in Xenia, Ohio. She graduated with a degree in journalism from the University of Colorado and pursued postgraduate work in visual communications at Ohio University. She is currently based in Brooklyn, NY. Since 2006, Krisanne has been working on long-term personal projects about young women and HIV/AIDS in Swaziland and post-apartheid youth culture. Krisanne's work has been exhibited internationally and has appeared in various magazines and newspapers, including *The New Yorker*, *TIME*, *The New York Times*, *Fader*, *The Wall Street Journal*, *US News & World Report*, *L'Espresso*, *Vanity Fair* (Italy), *D la Repubblica*, *Courier International*, *CNN*, and *HUCK*.

### Unit Snapshot

- 1 Direct students' attention to the questions. Discuss the meaning of *dangerous* (likely to hurt you). Ask students if they think walking, driving, or taking the bus in the city is more dangerous.
- 2 For question 2, discuss the meaning *share*. Demonstrate by "sharing" a book with a student. Explain that ride-sharing is sharing a car. Ask students to name the ride-sharing companies in your area. Tell them they will read about these kinds of companies in Lesson 3.
- 3 For question 3, show students a map of Australia. Point out Toowoomba and Brisbane and have them guess the distance.

### Discussion Questions

- 1 Direct students' attention to the questions below the picture. When you ask students to talk about how they like to travel, provide words to help them as necessary, for example: *train, plane, boat*.
- 2 Optionally, before asking students to answer the discussion questions, show the photographer video where Krisanne Johnson answers a couple of the questions from her perspective. Play it for students as many times as needed to check comprehension and discuss any vocabulary items.

#### Answers

Students' answers will vary. Possible answers include:

- 1 by bike, by car/bus
- 2 by car, by train, by plane
- 3 Yes, I do. / No, I don't.

### Video Script

This is a photograph of a family on their way home. I took this in the countryside of Ohio.

The family is traveling by buggy, a vehicle pulled by horses. The older sister is following the buggy, on her bike because it's a nice day.

My favorite way to travel is by car. I like to see the landscapes in different towns and cities to see how everyone lives.

### Unit Opener Exercise

- 1 Tell students the quiz is just for fun. They should guess the answers if they don't know.
- 2 Take a poll for each question to find out how students answered. Read the correct answers out or have students search for them online. Point out the cities on a world map.

#### Answers

- |     |     |     |     |
|-----|-----|-----|-----|
| 1 b | 2 c | 3 a | 4 c |
|-----|-----|-----|-----|

### Real-World Goal

By the end of this unit, students will be able to buy a ticket from a person because they will learn how to use information questions, how to identify different types of transportation, and how to ask for repetition when they don't understand.

## Lesson 5.1 By Train or by Plane

### Student Book pages 52 – 53

#### Exercise 1 ACTIVATE

- 1 Say and have students repeat the words.
- 2 Ask students to identify the word that goes with the first picture (by subway).
- 3 Give students time to complete the exercise.
- 4 Call on individuals to read the completed sentences aloud.

#### Answers

- |             |                 |
|-------------|-----------------|
| 1 by subway | 5 by bike       |
| 2 by train  | 6 by car        |
| 3 by boat   | 7 by motorcycle |
| 4 by plane  | 8 by bus        |

#### Oxford 3000 words

car	bike	plane	boat
motorcycle	train	bus	

#### Exercise 2 USE

- 1 Direct students to read number 1 silently. After a moment to allow everyone time to find the answers, have the class call them out.
- 2 Have students work independently to complete the exercise.
- 3 Call on individuals to read the completed sentences aloud.

#### Answers

- |                |          |              |
|----------------|----------|--------------|
| 1 bus, bus     | 4 bike   | 6 boat       |
| 2 plane        | 5 subway | 7 motorcycle |
| 3 train, train |          |              |

### Exercise 3 WHAT'S YOUR ANGLE?

- 1 Read the directions and the sample answer. Explain the meaning of *convenient* (easy to use). Have students talk to a partner about their preferences.
- 2 Call on individuals to share their ideas with the class.

#### Answers

Students' answers may vary. Possible answers include:  
I like to go by plane because it's fast.  
I like to go by bus because it's cheap.

### Exercise 4 IDENTIFY

- 1 Direct students to look at the picture and read the directions and answer choices.
- 2 Play the audio and have students work independently to circle the answer.
- 3 Have the class call out the answer.

#### Answers

b

#### Audio Script

##### CD 1, Track 24

- Haley So, Emma...let's talk about Lauren and Chad's wedding.  
Emma OK.  
Haley It's in June. That's in three months. So, I think we need to buy our plane tickets soon.  
Emma Plane tickets? They're so expensive. Why don't we just go by car?  
Haley Are you crazy? It's a *ten*-hour drive!  
Emma So? I often go on long road trips. It's fun! I drive some, we stop, and then you drive some. Easy.  
Haley No, no, no, no. I drive two hours every day to go to and from work. I don't want to be in a car for ten hours on my vacation.  
Emma Well, there's always the train...  
Haley Ugh, no way. I never travel *anywhere* by train. It's usually slow and expensive. By train, it's a six-hour trip to the wedding. By plane, it's only a two-hour trip, and it's not much more expensive than the train.  
Emma Well...  
Haley Listen. I always find good deals, right? Let me look on the Internet. I usually find cheap plane tickets!  
Emma OK, OK.  
Haley All right. I think we should stay for a week after the wedding. Then we'll have time to hang out at the beach, see the town, visit a museum... What do you think?  
Emma That sounds good. Maybe we can rent bikes and see the town by bike.  
Haley Yeah, I like that idea! OK, where's my computer? Let's look for tickets and a cheap hotel!

### Listening Skill

#### Listening for specific information

##### GO ONLINE

- 1 Read the information in the box aloud.
- 2 Ask students for examples of specific information. Ask:  
*I want to know where the train goes—what do I listen for?* (city names) *I want to know the price of the bus ticket—what do I listen for?* (numbers)

#### Extra Practice

- 1 Divide the class into four quadrants A, B, C, and D. Write the following assignments on the board:  
A: *How much will I spend?*  
B: *What is it like?*  
C: *How do I get there?*  
D: *What places do I visit?*

- 2 Ask the students of each quadrant: *What will you listen for?* (A: prices, B: descriptions, adjectives; C: transportation, D: city names)
- 3 Read this story. Tell students to write all of the key words for their own assignment:  
*We are traveling to Hawaii next week. I'm so happy! Hawaii is warm and beautiful this time of year. We're going by plane to Honolulu. Those tickets cost about \$400. Then we're going by boat to Maui. That's about \$120 for all of us. It's so green on Maui—I can't wait to see it again!*
- 4 Elicit the key words from students in each quadrant.  
(A: \$400 + \$120; B: warm, beautiful, green; C: plane, boat; D: Hawaii, Honolulu, Maui)

### Exercise 5 APPLY

- 1 Go over the sentences and elicit the kind of information that is missing. (1-2 transportation; 3 adjective / description; 4 transportation, number; 5 transportation, place)
- 2 Replay the audio and have students work independently to complete the sentences.
- 3 Call on volunteers to read the completed sentences aloud.

#### Answers

- |         |                |               |
|---------|----------------|---------------|
| 1 plane | 3 expensive    | 5 bikes, town |
| 2 car   | 4 plane, two/2 |               |

##### CD 1, Track 24

### Grammar in Context

#### Adverbs of frequency

##### GO ONLINE

- 1 Direct students to read the information in the Grammar in Context box. Say and have them repeat the adverbs of frequency.
- 2 Write a positive and a negative sentence on the board with a regular verb and with the verb *be*. For example, *I eat breakfast in the morning. I don't take the subway. The train is on time. The bus isn't expensive.*
- 3 Using the first sentence, elicit the placement for an adverb of frequency. Then make the statement with two or three different adverbs and tell students to raise their hands when the sentence is true for them. Repeat the process with each sentence. For example, *I always eat breakfast in the morning. I never eat breakfast in the morning. The bus isn't usually expensive. The bus isn't always expensive.*
- 4 For additional information, see the Grammar focus on page 163 of the Student Book.

### Extra Practice

- 1 Divide the class into small groups and give each group a copy of these five sentences:  
a I go to bed late.  
b Planes aren't comfortable.  
c I am late for class.  
d I take the subway to class.  
e I eat a big dinner.
- 2 Tell students to pass the paper around the group. Each student needs to add an adverb of frequency to one of the sentences. They should not repeat adverbs. Tell them to call out when all of the sentences are done.
- 3 When most of the groups have finished, call on an individual to read sentence 1 aloud with an adverb of frequency. Continue around the class, telling students not to repeat the adverbs.

## Exercise 6 INTEGRATE

- 1 Do number 1 together as a class and write the answer on the board.
- 2 Have students work independently to write the rest of the sentences.
- 3 Call on volunteers to write them on the board.

### Answers

- 1 I never travel by car in the city.
- 2 She usually sees her friends in the evenings.
- 3 They never stay home for vacation.
- 4 We often visit the countryside.
- 5 I sometimes practice English with strangers.
- 6 You always get cheap plane tickets.

## Exercise 7 WHAT'S YOUR ANGLE?

- 1 Read the directions and elicit an example of changing a sentence to make it "true for you" with Exercise 6 number 1. Point out that they'll need to change some of the sentences to *I* and remind them to change the verbs accordingly.
- 2 Have students work independently to write the sentences.

### Answers

- Students' answers will vary. Possible answers include:
- 1 I sometimes travel by car in the city.
  - 2 I often see my friends in the evening.
  - 3 I usually stay home for vacation.
  - 5 I never visit the countryside.
  - 5 I often practice English with strangers.
  - 6 I usually get cheap plane tickets.

## Exercise 8 INTERACT

Call on students to share their answers with the class. After each one, ask for a volunteer who has a different version of the same sentence. Encourage students to elaborate on their answer. For example, ask: *Why don't you drive in the city? What evenings do you usually see your friends?*

## Lesson 5.2 I Hate Driving Here!

Student Book pages 54 – 56

### Exercise 1 ACTIVATE

- 1 Direct students' attention to the question and the sample answer. Ask them to talk to a partner and make a quick list of every place they get information about their communities.
- 2 Have students share their ideas with the class. List them on the board so there are no repeats.

### Answers

Students' answers will vary. Possible answers include: city website, flyers on café walls, local newsletters, friends, university website, social media

### Exercise 2 IDENTIFY

- 1 Direct students' attention to the picture. Ask: *What kind of transportation are they using?* (cars)
- 2 Read the title and the first paragraph aloud. Ask: *What is the San Pedro Sun?* (a newspaper) Point to the three

readers' names. Ask: *Who are Dana Smith, Marlon Jimenez, and Heidi Fletcher?* (readers)

- 3 Have students read the comments silently and mark a small + or – for each negative or positive comment. When they finish reading, elicit their answers. Then ask for any questions about vocabulary.

### Answers

Students' answers will vary. Possible answers include:

#### Dana Smith:

I usually love riding my bike... / but it's difficult in this town.

#### Marlon Jimenez:

I love taking the subway for many reasons. / I don't always like taking the bus because it's sometimes late and a bit slow....

#### Heidi Fleischer:

We have great transportation. / I hate sitting in my car and waiting at every red light.

## Exercise 3 IDENTIFY

- 1 Have students work independently to mark the statements true or false. Tell them to correct the false answers and mark the place in the text where they found the true answer.
- 2 Have the class call out the answers. For each false statement, elicit a correction (2. Dana loves riding her bike; 7. Heidi wants a hot air balloon taxi, but she's joking).

### Answers

- |         |         |
|---------|---------|
| 1 True  | 5 True  |
| 2 False | 6 True  |
| 3 True  | 7 False |
| 4 True  |         |

## Exercise 4 VOCABULARY

- 1 Have students work independently to choose the correct verbs.
- 2 Play the audio and have students check their answers. Call on individuals to read the completed sentences aloud.

### Answers

- |              |        |
|--------------|--------|
| 1 ride, bike | 5 ride |
| 2 drive      | 6 sail |
| 3 walk, take | 7 fly  |
| 4 take       |        |

### Audio Script

#### CD 1, Track 25

- 1 A lot of people ride their bikes to work, but it's often dangerous to bike in the city.
- 2 Some people drive their car downtown, but there's usually a lot of traffic.
- 3 I usually walk to the subway station, and then I take the train to the office.
- 4 Sometimes I take the bus to class.
- 5 When I ride the train, it's nice to look out the window.
- 6 On weekends, we often sail our boat on the lake.
- 7 When I travel from the United Kingdom to the United States, I usually fly with British Airways.

## Exercise 5 USE

- 1 Direct students' attention to the verbs. Elicit transportation nouns that go with *ride* and *take* (ride the bus / subway / train; take the bus / subway / train / a taxi / an Uber).
- 2 Read the example sentence aloud. Elicit an example for *ride* from a volunteer.

- Have students work with a partner to take turns making a statement about themselves with each verb. Tell them that both partners should make a sentence using each verb. Check comprehension of the task. Say: *You are Student A and Student B. Who makes a sentence with ride?* (Both)
- Call on individuals to share one of their sentences with the class.

### Answers

Students' answers will vary. Possible answers include:  
I never sail. I fly to Mexico every summer.

### Oxford 3000 words

ride sail fly take  
drive walk bike

## Grammar in Context

### like / love / hate + a verb in the -ing form

- Direct students to read the information in the Grammar in Context box.
- Check comprehension of the spelling rules. Write these verbs on the board: *drive, sleep, sit, write*. Elicit sentences from the class for each word, for example: *I hate driving in the rain, I love sleeping late on the weekends, I like sitting near the door. I like writing poetry*. Ask the students to write the sentences and then compare them with a partner. Have volunteers write the sentences on the board.
- For additional information, see the Grammar focus on page 163 of the Student Book.

### Extra Practice

- Have the class brainstorm a list of activities they like, love, and hate doing. Write the activities on the board. (For example, eating ice cream, cleaning the house, playing football, going to school, studying English, waking up early).
- Play a memory game. Have the students stand in a circle, or if you have a large class, form two or three large circles. Direct the first student to say *I like / love / hate + one of the activities from the board or his or her own idea*. Tell the second student to repeat the first student's information and then add their own sentence. (For example, *She hates cleaning the house, I like eating ice cream.*) Continue around the circle until you come back to the first student, who needs to remember what everyone said.

## Exercise 6 WHAT'S YOUR ANGLE?

- Read the directions and have students work independently to draw an emoticon on each picture
- Have the class brainstorm some additional activities and write them on the board, for example: *walk, drive, run*. Tell them to write two more activities with an emoticon for each.

### Answers

Students' answers will vary. Possible answers include:  
going to movies 😊, cleaning the house 😊

## Exercise 7 INTEGRATE

- Read the example question. Elicit an example for number 2. (Do you like flying?)
- Have students work independently to write questions.

### Answers

- Do you like biking?
- Do you like flying?
- Do you like taking the bus?
- Do you like reading (at / in the park)?
- Do you like shopping (for clothes)?
- Do you like getting up early?

Students' other answers will vary. Possible answers include:  
Do you like going to the movies?  
Do you like cleaning the house?

## Exercise 8 INTERACT

- Go over the instructions and the sample question and response. If necessary, review the correct short answer forms.
- Direct students to ask and answer their questions from Exercise 7 in pairs. For more practice, have them switch partners and repeat the activity.
- Call on individuals to share something they learned about their partner. For example, *Maria doesn't like biking*.

### Answers

Students' answers will vary. Possible answers include:  
Yes, I do. / No, I don't.

## Writing Skill

### Using for example

#### GO ONLINE

- Direct students to read the information in the box.
- Draw their attention to the punctuation. Ask: *Is for example at the beginning of the sentence or in the middle of the sentence?* (at the beginning) *Where is the comma?* (after for example)

### Extra Practice

- Make enough copies of the sentence strips below so that each group of 3 or 4 students can have a set:

Julia travels a lot.
She goes to France, Vietnam, and Taiwan every year.
Carlos loves doing all kinds of sports.
He plays baseball, basketball, and tennis.
There are a lot of problems with the roads in this city.
Main St. is closed for repairs right now.
She loves running for several reasons.
It's good for her health and it makes her feel good.
Mark hates flying for several reasons.
It's expensive and uncomfortable.

- Cut the sentence strips and scramble each set before you distribute them to the groups. Tell the students to work together to match the sentences up and add *for example* where appropriate.
- Call on a student from each group to share one of their answers with the class.

### Answers

- 1 Julia travels a lot. For example, she goes to France, Vietnam, and Taiwan every year.
- 2 Carlos loves doing all kinds of sports. For example, he plays baseball, basketball, and tennis.
- 3 There are a lot of problems with the roads in this city. For example, Main St. is closed for repairs right now.
- 4 She loves running for several reasons. For example, it's good for her health and it makes her feel good.
- 5 Mark hates flying for several reasons. For example, it's expensive and uncomfortable.

### Exercise 9 INTERACT

- 1 Go over the directions and first item. Elicit other possible ways to travel around Europe that can be used in sentences with *for example* (*For example, you can travel by train.*).
- 2 Have students work with a partner to come up with example sentences for the remaining items.
- 3 Call on students to write their examples on the board. Go over them with the class, reviewing how each one is an example of the provided statement.

### Answers

Students' answers will vary. Possible answers include:

- 1 For example, there are airports in many cities.
- 2 For example, I clean my house, ride my bike, and visit my friends.
- 3 For example, some people take the subway. Other people take taxis.
- 4 For example, Abdullah is from Riyadh, and Zehra is from Azerbaijan.
- 5 For example, it's loud and dirty.
- 6 For example, it's exciting, and there's a subway.

### Exercise 10 WHAT'S YOUR ANGLE?

- 1 Ask the class to brainstorm some positive and negative aspects of transportations in your area.
- 2 Have students work independently to complete their charts. Tell them to choose the ideas that are most important to them.

### Answers

Students' answers will vary. Possible answers include:

#### Positive:

The buses are cheap.  
There are lots of buses.  
Parking is free.  
The train is fast.  
The roads are new.

#### Negative:

There are too many cars.  
The buses are dirty.  
There aren't many trains.

### Exercise 11 INTEGRATE

- 1 Read the directions and direct the students' attention back to the San Pedro Sun readers' comments on page 54. Review the comments. Point out that they express an opinion (*I like / love / hate \_\_\_ing*); they include an example beginning with *for example*; and the first and third readers' responses, which express negative opinions, include an idea for improvement with *we need*. Have students identify the frequency words in each comment (Dana's comment: *usually, always*; Marlon's comment: *always, usually, not always, sometimes*; Heidi's comment: [none]).
- 2 Have students work independently to write their opinions about the transportation in their town or city.

### Answers

Students' answers will vary. Possible answers include:

I like taking the subway. It's fast and it's not expensive. But there are some problems. For example, sometimes it's not clean and there's no place to sit. We need more subway cars!

### Exercise 12 IMPROVE

Go over the checklist. Ask students to look over their writing and make corrections. Spot-check while they do this work.

### Exercise 13 SHARE

- 1 Have students share their written opinions with a partner. For further practice, have them switch partners and share again.
- 2 Call on individuals to share what was similar or different about their and their partners' opinions.

## Lesson 5.3 Do You Share?

Student Book pages 57 – 59

### Exercise 1 ACTIVATE

Have students discuss where they find each of the items. Elicit the names of the apps they use for each item.

### Answers

Students' answers will vary. Possible answers include:

- 1 I usually ask my friends for recommendations. Sometimes I read reviews online.
- 2 I search different websites for the best prices for plane tickets.
- 3 I usually take public transportation to the airport. For example, I take the subway or the bus. I look up the routes and prices online.
- 4 I like looking at magazines, newspapers, and event listings on social media to find things to do in a city.

### Exercise 2 WHAT'S YOUR ANGLE?

- 1 Have students talk to a partner about the apps they use when they travel.
- 2 Call on individuals to share their ideas with the class. Encourage them to give more information than just the name of the app; have them explain what they use each one for.



### Answers

Students' answers will vary. Possible answers include: apps for finding lodging, for transportation and parking, for restaurant and tourism recommendations, and for photo sharing

## Reading Skill

### Using headings

#### GO ONLINE

- 1 Read the information in the box aloud.
- 2 Ask students to look at the article and tell you how many headings there are (4). Explain that reading the headings first to see how information is organized can help make it easier to understand the article.

### Extra Practice

- 1 Write three "headings" on the board: *Things to Do*; *The Best Food*; and *Getting Around the City*. Using the names of specific places in your city, ask students where they would find information about a park (*Things to Do*), a train or bus station (*Getting Around the City*), and a restaurant (*The Best Food*).
- 2 Put students in small groups. Tell them to imagine these are the headings in an article about your city. Ask them to work together to make a list of things that might appear in each section.
- 3 Have individuals share some of the ideas from their groups.

## Exercise 3 ASSESS

- 1 Give students a moment to find the answers to all of the questions. Have the class call out the answers.
- 2 Ask students to read the article silently.

### Answers

- 1 four
- 2 the definition of sharing economy
- 3 section 4: Where do you eat?
- 4 section 3: How do you get a round?

## Exercise 4 IDENTIFY

- 1 Have students work independently to complete the exercise.
- 2 Call on individuals to read the completed sentences aloud.

### Answers

- 1 b
- 2 a
- 3 a
- 4 b
- 5 b

## Vocabulary Development

### Agent nouns: +er and +ist

#### GO ONLINE

Direct students to read the information in the Vocabulary Development box. Read the example sentences aloud. Elicit any examples of -er or -ist nouns they can think of and write them on the board.

## Extra Practice

- 1 Create a set of flashcards for each pair of students. Put these words on the front of the cards:

buyer	seller	dancer
singer	giver	winner
loser	runner	thinker
user	worker	bicyclist
guitarist	violinist	biologist

and these definitions on the back:

a person who buys something	a person who sells something	a person who dances
a person who sings	a person who gives	a person who wins
a person who loses	a person who runs	a person who thinks
a person who uses something	a person who works	a person who bicycles
a person who plays guitar	a person who plays the violin	a person who works in biology

- 2 Have Partner A read the definitions on the back and Partner B guess the -er or -ist word. Tell them to switch roles and repeat the activity when they finish.

## Exercise 5 IDENTIFY

- 1 Direct students to look quickly through the reading for agent nouns.
- 2 Call on individuals to read the sentences where they found the nouns.

### Answers

travelers, tourists, drivers, riders

## Exercise 6 INTEGRATE

- 1 Point out the chart headings. Direct students to work independently to complete the chart.
- 2 Go over the answers as a class.

### Answers

teacher	scientist
rider	artist
traveler	motorcyclist
driver	tourist

## Exercise 7 WHAT'S YOUR ANGLE?

- 1 Read the example sentences. Give students another example about yourself. For example, *I'm a teacher. I'm also a pretty good singer and an OK artist.*
- 2 Put students in pairs to discuss their answers to the question. Circulate and take note of any common errors you overhear that you would like to review in the class.
- 3 Have students report back about the agent nouns they used and heard. Keep a list on the board.

### Answers

Students' answers will vary. Possible answers include: *I'm a runner. I'm also a good driver.*

## Grammar in Context

### The simple present: *wh*- questions

#### GO ONLINE

- 1 Direct students to read the information in the Grammar in Context box. Read and have students repeat the example questions in the box.
- 2 Write on board: *Do you study?* and elicit the answer (Yes, I do). Then restate the question with *What / Where / When / Why / How* and elicit the answers. Say: *These are information questions because you have to answer with more information than just yes or no.*
- 3 For additional information, see the Grammar focus on page 163 of the Student Book.

### Extra Practice

- 1 Recreate this chart on the board:

What	do	you	work
Where	does	he	study
Why		she	take the train
When		we	get to school
How		they	
		your friends	
		your brother	

- 2 Have students work with a partner to create questions using each of the subjects once. The first pair to finish wins, but all of the questions have to make sense (be "good questions").
- 3 When the first pair calls out that they are finished, ask them to read their questions to the class. Don't accept questions that don't make sense (like *Why does he get to school?*) After the students read each question, elicit a possible answer from the class. Sample questions and answers: *Where do you work? At a restaurant. What does he study? English. Why does she take the train? It's fast. When do we get to school? At 9:00. How do they get to school? By bus. Where do your friends study? At this school. When does your brother work? On Saturdays.*

### Exercise 8 INTEGRATE

- 1 Go over the directions and the first example. Point out that students have to supply *do* or *does* as appropriate and look in the article on page 57 for the answers.
- 2 Have students read their questions and answers with a partner. Call on pairs to read each question and answer for the class.

#### Answers

- 1 When do people use Zipcar? When they need a car for a few hours
- 2 What do people and companies use the Internet for? To share bikes, cars, and rooms
- 3 What services do people use for ride sharing? Hitch-A-Ride, Uber, Lyft
- 4 Why do people use bike-sharing services? It's cheap, easy, and fun.
- 5 What do sites like HomeAway do? Connect travelers to people with a room or house to rent
- 6 How much does CouchSurfing.com cost? It's free.
- 7 Where do tourists eat with meal-sharing apps? In local people's homes

## Pronunciation Skill

### Falling intonation in *wh*- questions

#### GO ONLINE

- 1 Ask students to read the information in the box and then play the audio.
- 2 Provide additional examples of *yes/no* and *wh*- questions, modeling the intonation: *Do you study English? Are you a teacher? Where do you take classes? When does your class begin?* Have students repeat the questions after you.

#### CD 1 Track 26

### More to Say...

**Focus:** Working in groups, students practice using appropriate intonation when asking questions.

**Grouping Strategy:** Groups of 2–4 students

**Activity Time:** 20 minutes

#### Ready,

Gather a blank piece of paper for each student.

#### Set...

- 1 Give each student a piece of paper.
- 2 Put the students into groups.
- 3 Have students write six questions they would like to ask their classmates. Three should be *yes/no* questions and three should be *wh*- questions.
- 4 Instruct them to draw intonation arrows over the questions, rising for the *yes/no* questions and rising/falling for the *wh*- questions.

#### Go!

- 1 Have the students stand up and move around the class, asking other students the questions and answering their classmates' questions.
- 2 Circulate to make sure they remember to use the appropriate intonation.

### Exercise 9 DEVELOP

- 1 Have students look over the sentences. Tell them to make a small mark where they think the pitch rises.
- 2 Play the audio and have them listen and check their answers. Then replay the audio one item at a time and have them repeat the questions. Elicit where the pitch rises.

#### Answers

Words with strongest rise:

- 1 sharing
- 2 stay
- 3 ride-sharing
- 4 favorite
- 5 find

#### CD 1, Track 27

## Exercise 10 INTERACT

- 1 Read the instructions. Check comprehension of the activity. For example, say: *You ask the question. Your partner answers. Then what?* (You ask another question of your own for more information.)
- 2 Have students ask and answer questions in pairs. Circulate and provide feedback on their use of *wh-* questions and question intonation.
- 3 Have volunteer pairs reproduce one of their exchanges for the class.

### Answers

Students' answers will vary. Possible answers include:

A: Where do you usually stay on vacation?

B: I usually stay at a hotel.

A: What's your favorite hotel?

B: I like Marriott hotels.

## Lesson 5.4 Huh? What?

Student Book pages 60 – 61

### Exercise 1 ACTIVATE

- 1 Direct students' attention to the video stills. Ask: *What do you think Max's problem is?* Encourage students to make predictions using clues in the pictures.
- 2 Give students time to read the directions and the sample answer. Call on volunteers to share their ideas.

### Answers

Students' answers will vary. Sample answers include:  
I don't understand when people are too quiet. I say: "Can you repeat that, please?" or "Can you speak louder?"

### ▶ Exercise 2 IDENTIFY

- 1 Give students a minute to read the exercise. Then play the video and have them work independently to choose the correct answers.
- 2 Have the class call out the answer for each item.

### Answers

1 b      2 c      3 b      4 b      5 b

### ▶ English For Real Video Unit 5

### ▶ Exercise 3 ANALYZE

- 1 Direct students' attention to the Real-World English box on page 61. Ask them to read the information silently. Then have them read the questions in Exercise 3.
- 2 Replay the video. Have students discuss their answers to the questions. Call on students to answer the questions for the class.

### Answers

- 1 Huh? What? Sorry?
- 2 Sorry, could you repeat that?
- 3 Max is more direct with Andy because they are friends. Andy is more formal with the attendant because they are strangers.

## Video Script

### ▶ English For Real Video Unit 5

#### Scene 1

- Andy      My mom loves cooking for guests.  
Max      Huh? What?  
Andy      I said, my mom loves cooking. Her food is amazing.  
Max      Oh! Good!  
Andy      What's that?  
Max      Sorry?  
Andy      What is that?  
Max      This? It's an audio book for class. I hate carrying those big art books.  
Announcer      May I have your attention please. Passengers for train sixty-four, please go to gate five.  
Max      Hey, do you have the tickets?  
Andy      Right. Yeah, they're here.  
Max      What?  
Andy      I said, I have them.  
Max      No. Not you... The announcement.  
Andy      I think he said... go to track five.  
Max      That's our train! Come on!

#### Scene 2

- Announcer      All passengers for train 64 please go to track six.  
Andy      Excuse me.  
Attendant      Can I help you?  
Andy      Where's the line for train 64?  
Attendant      There's a gate change. Go to track six for train 64.  
Andy      Sorry, could you repeat that?  
Attendant      Sure... Train 64 now leaves from gate six.  
Andy      Oh!      OK. Thanks.  
Max      Hey Andy! Over here!

## Real-World English

### Asking someone to repeat something

- 1 Read the information in the box aloud, demonstrating the intonation of the more direct and more polite questions.
- 2 Check students' comprehension of formal versus informal ways of asking for repetition. Write *friends* on the left side of the board and *strangers* on the right side of the board. Say the repetition phrases at random. After each one, have the class point to the side of the board that reflects the correct register.

### Extra Practice

- 1 Write six statements and questions on the board:
  - a The train leaves at 6:00.
  - b The movie tickets are \$15.
  - c How is the food at Rosie's Restaurant?
  - d There aren't any subway stations near my house, but here's a bus stop.
  - e My friend is from Korea. Her name is Yuna.
  - f I want to go downtown. Do I need the 64 bus?
- 2 Have students work in pairs. Student A says the statement or question from the board. Student B asks Student A to repeat him/herself using one of the direct questions from the Real-World English box. Student A responds by repeating only the important information or by rephrasing. Tell the pairs to take turns in the A and B roles.
- 3 When they've finished, have them repeat the activity using the formal questions from the Real-World English box.

## Real-World English Strategies

When asking someone to repeat something, we use different expressions depending on the social distance between the speaker and the listener, for example, with friends versus with your boss. Another issue to consider is whether it is appropriate to ask someone to repeat something at all. In the video, as well as in the scenarios in Exercise 4, your students encounter one-on-one interactions between two people. As a follow-up, you can present your students with scenarios that involve different groups of people.

- 1 Ask them if it is OK to interrupt and ask for clarification in the following situations:
  - A president speaks to a large group of voters
  - A group of colleagues discuss something in a lunchroom
  - A famous scholar speaks at a conference
  - A teacher is giving a lecture/an explanation to a class of students
- 2 Help your students to come up with possible questions to use in these situations.
- 3 Prompt the students to consider whom they would ask to repeat what they did not understand: the speaker, a person next to them? Would they do it during the talk/discussion, or wait until it's finished? If they think it is not acceptable to ask questions in some of these situations, what could they say or do as an alternative to make sure they understood the message?

### Exercise 4 PREPARE

- 1 Direct students to read the situations and work independently to make notes about what Student A might say. Check comprehension of the activity. Ask: *Are you going to write statements or questions?* (questions) *Do you need to write complete questions?* (no, just notes) *Do you write Student B's answers?* (no)
- 2 Have students work independently to write the notes.

#### Answers

Students' answers will vary. Possible answers include:

##### Situation 1:

So, where in China are you from?

Do you have any brothers and sisters?

##### Situation 2:

Excuse me, when is the next bus to the city?

##### Situation 3:

Is there a good place to eat here? How do I get there from here?

I'm sorry, what? Can you repeat the name of the street?

Huh? *What's* the name of the street?

### Exercise 5 INTERACT

- 1 Model a role play of Situation 1 with a student. Have the student start the conversation with one of the questions from his or her notes. Play the role of B, asking the student to repeat his or her questions and then providing your own answers. Afterwards, point out that you used the more polite forms (*Could you repeat that, please?* and *Sorry, could you say that again?*) because in the role play you were strangers.

- 2 Have the students practice in pairs. Remind them that they only need to do one role play, but that they should act out a complete conversation, not just a question and answer.

#### Answers

Students' answers will vary. Possible answers include:

A: Excuse me, what time is the next bus to the city?

B: Sorry. Could you say that again?

A: The bus to the city. What time is it?

B: The next bus to the city?

A: Yes.

B: It's at 2:00.

A: Great. Thank you!

B: No problem.

### Exercise 6 ANALYZE

- 1 Have the students discuss the questions with their partners.
- 2 Call on students to share their answers with the class.

#### Answers

Students' answers will vary. Possible answers include:

1. I asked *wh-* questions.

2. I said *huh?* and *what?* because we were friends in the role play.

3. I repeated the street names and the direction words.

4. I chose the important words.

### Exercise 7 INTERACT

- 1 Have students choose a new role-play and practice in pairs. Call on volunteer pairs to perform their role play for the class.
- 2 Remind students to go online so that they can create their own version of the video.

## Lesson 5.5 A Ticket to Somewhere

Student Book page 62

### Exercise 1 ACTIVATE

- 1 Direct students' attention to the tickets. Ask them to read the tickets to see what kind of information they are listening for (times and prices).
- 2 Play the audio and have students work independently to complete the answers. Call on students to share the answers with the class.

#### Answers

1 10 / ten

4 2 p.m.

2 2:40

5 8:30 p.m.

3 48 dollars / \$48

6 \$91.98 / 91 dollars and 98 cents

## Audio Script

### CD 1, Track 28

#### Conversation A

- Traveler 1 Hello. I need a round-trip ticket to Brisbane. Are there tickets for the ten o'clock bus?
- Bus company worker Let me check... Yes, I have three tickets left.
- Traveler 1 Great!
- Bus company worker When do you return?
- Traveler 1 Tomorrow afternoon.
- Bus company worker There's a bus at 2:40 p.m. tomorrow.
- Traveler 1 I'm sorry, what time?
- Bus company worker 2:40.
- Traveler 1 That's perfect.
- Bus company worker OK. That's 48 dollars.

#### Conversation B

- Traveler 2 Excuse me, how much is a one-way ticket to Toronto?
- Train company worker For when?
- Traveler 2 For today, as soon as possible.
- Train company worker There's a train at 2 p.m. It arrives in Toronto at 8:30 p.m.
- Traveler 2 That's fine.
- Train company worker OK, it's ninety-one ninety-eight.
- Traveler 2 I'm sorry, how much?
- Train company worker Ninety-one ninety-eight.

## Exercise 2 ASSESS

Read the questions and elicit the answers. Ask students if they usually buy one-way or round-trip tickets.

### Answers

Ticket B is one-way. Ticket A is round-trip. One-way means you go somewhere, in one direction. Round trip means you go somewhere and then come back, in two directions.

## Exercise 3 IDENTIFY

- 1 Direct students to answer the questions. Replay the audio so they can check their answers.
- 2 Ask students how the traveler asks the worker to repeat information (1. What time? 2. How much?)

### Answers

Conversation A: the time of the bus tomorrow  
Conversation B: the price of the ticket

### CD 1, Track 28

## Exercise 4 WHAT'S YOUR ANGLE?

- 1 Read the directions and sample answer. Ask students to discuss the question with a partner.
- 2 Call on students to share what they learned about their partner. For example, *Jana travels by train because it's more comfortable. She doesn't like the bus.*

### Answers

Students' answers will vary. Possible answers include:  
I usually travel by bus. There aren't any trains near my home.

## Speaking

### Buying tickets

#### GO ONLINE

- 1 Direct students to read the information in the box.
- 2 Pronounce and have them repeat *I'd like*.

## Extra Practice

- 1 Copy the following bus schedule onto the board.

1-way prices	departure	Canton	Windale
\$10 to Canton	7:00	8:00	9:30
\$20 to Windale	9:00	10:00	11:30

- 2 Write the sentence frames on the board:  
*I'd like / I need a round trip / one-way ticket to \_\_\_\_\_ at \_\_\_\_\_.*  
*How much is a round trip / one-way ticket to \_\_\_\_\_?*  
Ask students to practice with a partner using the information on the board. Tell them to take turns as the ticket seller and the ticket buyer.
- 3 Have each pair meet with another pair of students and perform their role plays for each other.

## Exercise 5 PREPARE

- 1 Have the class brainstorm some places they'd like to go and when.
- 2 Have students work independently to write their ideas.

### Answers

Students' answers will vary. Possible answers include:  
I want to go to Mexico City this weekend. I need a round-trip train ticket.

## Exercise 6 INTERACT

- 1 Model the role play with a volunteer. Take the part of the customer and have the student be the employee.
- 2 Next, have students practice role-playing in pairs. For more practice, have them switch partners and repeat the activity.
- 3 Have volunteer pairs perform their role-plays for the class or within groups of students, if a class is larger or students are unwilling to volunteer. Ask the students who are listening to say what information was repeated.

### Answers

Students' answers will vary. Possible answers include:  
A: I'd like to buy a train ticket, please.  
B: OK. Where do you want to go?  
A: I want to go to Mexico City.  
B: I'm sorry. Could you repeat that?  
A: Mexico City.  
B: Oh, Mexico City. Thank you. And when do you want to leave.  
A: This weekend. On Saturday.  
B: There's a train that leaves at 10 a.m. on Saturday.  
A: That's fine.  
B: Do you want a one-way or a round-trip ticket?  
A: A round-trip ticket, please.



## Unit 5 Review

Student Book page 151

### Vocabulary

#### Exercise 1

##### Answers

- |             |              |            |
|-------------|--------------|------------|
| 1 driver    | 3 scientists | 5 tourists |
| 2 guitarist | 4 writer     |            |

#### Exercise 2

##### Answers

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

**GO ONLINE** Encourage students to go online to play the vocabulary game.

### Grammar

#### Exercise 3

##### Answers

- 1 b      2 b      3 a      4 b      5 a

#### Exercise 4

##### Answers

- 1 How do you usually get to work?
- 2 Why do people take the subway?
- 3 How do you go to the airport?
- 4 How do I buy tickets for a concert?
- 5 What ride-sharing app do you use?

**GO ONLINE** Encourage students to go online for further grammar reference and information and to play the grammar game.

### Discussion Point

#### Exercise 5

OXFORD REFERENCE

- 1 Read the quote aloud. Explain the meaning of *companion* (someone you are with) and *get rid of* (throw away). Ask: *Why does the writer say it's difficult to get rid of a traveling companion? How do people feel if you say you want to be alone?*
- 2 Discuss the questions. Have students give examples of people they travel with. Take a poll to find out who has experience with traveling alone.

##### Answers

Students' answers will vary. Possible answers include:  
I usually travel with my parents / friends from school.  
I like to travel alone because I go where I want to. / I don't like to travel alone because there is no one to talk to.

**GO ONLINE** Encourage students to go online to listen to the podcast and add their comments to the discussion board.

### Zoom In

#### Exercise 6

- 1 Task 1: Elicit a few examples from the class of things they love or hate doing. Then have students talk to a partner about them. Call on students to share what they learned about their partners.
- 2 Task 2: Elicit a few example sentences from the class to describe how they travel to class, work, and around town. Have students work independently to write their sentences. Ask them to share the sentences in small groups or collect and correct their work.
- 3 Task 3: Have students do an image search for a place they like visiting. Tell them to choose a place they actually go to—not want they want to go to. Have them share their pictures in small groups. Then ask volunteers to show their picture to the class and say one interesting thing about it.

##### Answers

Students' answers will vary. Possible answers include:

- 1 I love cooking. I do it twice a day, in the morning and at night. I hate washing dishes. I also do this twice a day, after I cook.
- 2 I usually take the subway to get to class. My job is near the school, so I usually walk there. When I go out around town for fun, I sometimes take the subway or walk. Sometimes I use a ride-sharing app to get home late at night. Sometimes I ride my bike in nice weather.
- 3 I like visiting my friend Melanie's house. I like going there because it's a warm, happy place and we always have fun. I go once a year by train or by plane because she doesn't live near me.

#### Exercise 7

Tell students to think about how they did on each of the tasks in Exercise 6 and to check the appropriate box. Remind them that they can review the online activities for any skills they need more practice with.

##### Answers

Students' answers will vary.

## Unit Overview

### Introduction to the unit

The title of this unit – *Skills* – summarizes the main themes: identifying and describing things that students can do and are good at.

In **Lesson 6.1**, the idea of skills is reflected throughout, in activities where students talk about things they know how to do – their “superpowers” and read about people with unusual skills. In **Lesson 6.2**, the theme continues as students write a social media profile describing what they can and can’t do well. In **Lesson 6.3**, students will listen to an interview with someone who has many skills and talk about which skills are suitable for specific jobs. In **Lesson 6.4**, skills come up in the context of learning how to start and continue a conversation. Finally, **Lesson 6.5** summarizes what students have learned about places as they prepare a “video audition” for a job they’d like to have.

## Lessons

### 6.1 What’s Your Superpower?

**Grammar in Context** *can / can’t* for ability

**Pronunciation Skill** *can / can’t*

**Reading Skill** Taking notes with important words

- Identify verbs for common skills (Oxford 3000)
- Practice statements with *can / can’t*
- Read and take notes about people with unusual skills
- Invent a new superhero and describe his / her abilities

### 6.2 Amira Online

**Grammar in Context** Adverbs of manner

**Writing Skill** Checking your work: Word order

- Identify words for common activities (Oxford 3000)
- Use adverbs of manner
- Write a social media profile

### 6.3 Are You a Polymath?

**Grammar in Context** *Yes/no* questions with *can*

**Listening Skill** Recognizing statements as questions

**Vocabulary Development** adjective + *at* + noun

- Vocabulary Development adjective + *at* + noun
- Ask *yes/no* questions with *can*
- Identify questions about skills
- Match skills to occupations
- Practice using adjective + *at* + noun to talk about what people are good and bad at

### 6.4 How about You?

**Real-World English** Keeping the conversation going

- Identify different ways to begin or continue a conversation
- Maintain an extended conversation

### 6.5 I Can Do That!

**Speaking** Talking about abilities

- Listen for job skills
- Create an “audition video” for a job you want

## Resources

**Class Audio** CD 1, Tracks 29–34

**Workbook** Unit 6, pages 36–42

**Oxford Readers Correlations**

The Teacher’s Secret and Other Folk Tales (9780194629584)

**Teacher’s Resource Center**

Assessments: Unit test, Progress test

Class video

English For Real video

Grammar focus

Grammar PPTs

Grammar Worksheets

Oxford Reference Worksheets: upper/lower

Vocabulary cards

Newslea articles

Word list

## Unit Opener

### Student Book page 23

The photograph helps set up the theme of skills by showing a young boy doing a complicated bike trick. Questions about what he is doing, how he learned it, and how he will continue to hone his abilities will tie into the idea of skills explored in the unit.

### Photographer

#### Krisanne Johnson

Krisanne Johnson (b. 1976) grew up in Xenia, Ohio. She graduated with a degree in journalism from the University of Colorado and pursued postgraduate work in visual communications at Ohio University. She is currently based in Brooklyn, NY. Since 2006, Krisanne has been working on long-term personal projects about young women and HIV/AIDS in Swaziland and post-apartheid youth culture. Krisanne's work has been exhibited internationally and has appeared in various magazines and newspapers, including *The New Yorker*, *TIME*, *The New York Times*, *Fader*, *The Wall Street Journal*, *US News & World Report*, *L'Espresso*, *Vanity Fair (Italy)*, *D la Repubblica*, *Courier International*, *CNN* and *HUCK*.

### Unit Snapshot

- 1 Direct students' attention to the questions. For question 1, direct students to the picture of Stephen Wiltshire on page 66. Ask what he is doing (drawing). Ask students to guess why he's looking up (he's remembering / thinking about what to draw).
- 2 For question 2, discuss the meaning of *polymath*. Draw a polygon on the board and explain that *poly* means many and a polygon has many sides. A polymath is a person with many skills.
- 3 For question 3, elicit the students' ideas. For example, languages, knowledge about a place, good with people.

### Discussion Questions

- 1 Direct students' attention to the questions below the picture. Elicit ideas from the class.
- 2 Optionally, before asking students to answer the discussion questions, show the photographer video where Krisanne Johnson answers a couple of the questions from her perspective. Play it for students as many times as needed to check comprehension and discuss any vocabulary items.

#### Answers

Students' answers will vary. Sample answers include:

- 1 He's riding a bike / doing a trick on his bicycle.
- 2 I'm a good singer.
- 3 Children learn to share, clean their rooms, and ride a bicycle.

### Video Script

I took this photo on a neighborhood street in Cape Town, South Africa. It is a photo of children playing games in the street.

This young boy built a small ramp with his friends and they would take turns jumping the ramp with their bikes to see how high they could each get.

When children play, they learn important social skills. They learn how to make friends and how to communicate with other children. They also learn how to work together. The boys in this photo worked together to build the ramp. Afterward, they enjoyed playing on it together.

### Unit Opener Exercise

- 1 Read and have students repeat the words. Check comprehension of the task: What number is the skill you want the most? (1) How many numbers do you need? (11) If students are having trouble thinking of another skill, tell them to think of something specific for one of the categories. For example, volleyball, Chinese, baking bread.
- 2 Ask them to discuss their ranking with a partner. Take a poll to find out how many people had each skill as number 1. Elicit the additional skills that students came up with.

#### Answers

Students' answers will vary. Sample additional skills include: dance, sewing, people skills, swimming, making furniture.

### Real-World Goal

By the end of this unit, students will be able to start a conversation with someone they don't know because they will learn how to talk about skills and interests and strategies for beginning and continuing a conversation.

## Lesson 6.1 What's Your Superpower?

Student Book pages 64 – 66

### Exercise 1 ACTIVATE

- 1 Say and have students repeat the verbs.
- 2 Ask students to identify the verb that goes with the first picture (speak).
- 3 Give students time to complete the exercise.
- 4 Say and have students repeat the completed phrases.

#### Answers

- |               |            |
|---------------|------------|
| 1 speak       | 4 see      |
| 2 climb       | 5 remember |
| 3 draw, paint | 6 jump     |

### Oxford 3000 words

see	draw	paint	speak
jump	climb	remember	

### Exercise 2 USE

- 1 Elicit the completed sentence for number 1 (Street artists paint on the wall).
- 2 Have students work independently to complete the exercise.
- 3 Play the audio and ask students to check their answers.
- 4 Call on individuals to read the completed sentences for the class.

## Answers

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

### CD 1, Track 29

## Grammar in Context

### Can / can't for ability

#### GO ONLINE

- 1 Direct students to read the information in the Grammar in Context box. Explain that *abilities* are things you know how to do.
- 2 Provide additional examples by talking about yourself. For example: *I can cook. I make really good food! I can swim. I swim every weekend. I can't sing. I sound terrible!*
- 3 Point out that *can* is always with a base verb, even if the subject is *he* or *she*. *He can speak English. She can't fly.*
- 4 For additional information, see the Grammar focus on page 164 of the Student Book.

### Extra Practice

- 1 Make signs that say *can* and *can't* and put them on opposite sides of the room.
- 2 Have the class stand. Tell them that when you say a verb, they need to go to the side of the room to indicate whether they can or can't do that thing.
- 3 Call out verbs, pantomiming if necessary to illustrate their meanings: *drive a car, drive a truck, drive a bus, sing a song, sing a Taylor Swift song, use a computer, fix a computer, make spaghetti, cook an egg*. After the students move to the sides, make statements about them: *Julia can drive a car. Martin can't drive a truck. No one can drive a bus.*

### Exercise 3 INTEGRATE

- 1 Go over the first two examples.
- 2 Have students work independently to write the sentences.
- 3 Have volunteers write the sentences on the board. Point out the base verb form in each sentence. Leave the sentences on the board for the More to Say activity below.

## Answers

- 1 She can speak many languages.
- 2 She can't speak many languages.
- 3 can run.
- 4 I can't fly.
- 5 The children can climb trees.
- 6 He can't swim.
- 7 We can't remember phone numbers.
- 8 You can dance.

## Pronunciation Skill

### can / can't

#### GO ONLINE

- 1 Direct students to read the information in the box. Read the example statements to demonstrate the importance of stress in identifying whether someone is saying *can* or *can't*.
- 2 Write *can* on one side of the board and *can't* on the other. Make statements and ask students to point to the correct side of the board. Once most of them are doing

it correctly, hide your mouth so that they can't use visual cues. Here are some statements you can use:

*I can speak Chinese.*

*I can't ride a bicycle.*

*I can't swim.*

*I can draw a flower.*

*I can fix a bicycle.*

*I can't paint a picture.*

### Exercise 4 NOTICE

- 1 Say a couple of sentences to demonstrate nodding your head when you say *can* and shaking it when you say *can't*.
- 2 Play the audio. Have students listen and repeat the sentences. Tell them to nod when they say *can* and shake their heads when they say *can't*. Watch to make sure they are identifying the words correctly.

### CD 1, Track 30

## More to Say...

**Focus:** As a class, students practice differentiating between stressed and reduced words, *can't* and *can*.

**Grouping Strategy:** Whole class.

**Activity Time:** 5 minutes

Ready,

Use the students' sentences from Exercise 3 to practice the pronunciation of *can* and *can't*.

### Set...

- 1 Explain to students that using body movements has been proven to help them focus on stressing the right word(s).
- 2 Demonstrate stressing words with an open hand and reducing words with a closed fist, as pictured here:



Paul Craft/Shutterstock

### Go!

- 1 Say a sentence out loud with the appropriate hand movements.
- 2 Have students chorally repeat each sentence several times, mimicking your hand movements.
- 3 Repeat with the remaining sentences.
- 4 Correct as necessary.

## Exercise 5 PREPARE

Have students work independently to circle the word that makes each sentence true for them.

## Exercise 6 INTERACT

- 1 Go over the directions. Tell students to make a chart with the columns + and -. Ask them to listen to their partners and write the things they can or can't do in the correct column. Model this on the board with a volunteer.
- 2 Have students work with a partner. Circulate and provide feedback on pronunciation.

## Exercise 7 WHAT'S YOUR ANGLE?

- 1 As a class, brainstorm the names of superheroes.
- 2 Read the example sentence about Spider-man. Have students talk to their partners. Call on students to share the most interesting superpower they talked about.

### Answers

Students' answers will vary. Sample answers include:  
Ant Man can get really small or really big. He can't run faster than a bullet. Wonder Woman can jump really high. She can't change her size.

## Exercise 8 IDENTIFY

- 1 Direct students' attention to the title of the article. Ask them if they think real people can have superpowers. Ask them to guess why the title says that real people have superpowers.
- 2 Ask students to read the article and identify what skill each person has.
- 3 Elicit the answers from the class. Ask if they have any vocabulary questions.

### Answers

Beth Rodden: climbing  
Daniel Kish: echolocation  
Stephen Wiltshire: remembering and drawing

## Reading Skill

### Taking notes with important words

#### GO ONLINE

- 1 Direct students to read the information in the box.
- 2 Write a sentence on the board: *Spider-man's superpower is that he can climb tall buildings.* Ask students to identify the important words and say how they would take notes on this sentence. For example, *Spider-man – climb buildings.*

### Extra Practice

- 1 Have students practice identifying important information using a familiar text. Distribute a piece of butcher or poster paper and marker to each group of 3 or 4 students. Tell them to turn to the story *The Marches* on page 41. Ask the students to work together to decide which words would be important to include in notes about the story and to write their notes on the paper. Tell them not to write complete sentences.
- 2 When the groups finish, post the papers in the front of the room and have the class discuss which ones are clearest, have too much information, and don't have enough information.

### Answers

Students' answers will vary. Sample answers include:  
*Little Women*, Louisa May Alcott  
March family  
Mrs. March- happy, busy, kind  
Mr. March – army, Civil War  
Daughters:  
Jo- 15, intelligent, writer, similar to author  
Meg – 16, pretty, wants rich important husband  
Beth – 13, musician, often sick  
Amy – blonde, beautiful  
Laurence family = neighbors

## Exercise 9 INTEGRATE

- 1 Read the directions. Point out that their notes should fit on the line and they should focus on the important words. Have students work independently to write their notes.
- 2 Have students compare their notes with a partner. Tell them to check their partner's notes for any words that aren't really necessary.
- 3 Call on two or three students to read their notes to the class for each person. Point out that different versions can be correct.

### Answers

Students' answers will vary. Sample answers include:  
Person 1: Beth Rodden, 1980, rock climber, California  
Person 2: Daniel Kish, 1966, bike, echolocation, "Batman"  
Person 3: Stephen Wiltshire, 1974, artist, 30-foot picture, Tokyo, 30-minute helicopter ride

## Exercise 10 ASSESS

- 1 Have students work independently to complete the exercise. Ask them to correct the false sentences. (2. Tori Allen was born in 1988. 3. Daniel Kish can't see. 4. Daniel Kish is known as "Batman." 7. Stephen Wiltshire is British.)
- 2 Call on students for the answers. Ask them how they corrected the false sentences.

### Answers

- |         |         |
|---------|---------|
| 1 True  | 5 True  |
| 2 False | 6 True  |
| 3 False | 7 False |
| 4 False |         |

## Exercise 11 WHAT'S YOUR ANGLE?

- 1 Have students discuss the question with a partner.
- 2 Call on several students to share their answers with the class.

### Answers

Students' answers will vary. Sample answers include:  
Stephen Wiltshire's power is the most interesting to me because I can't draw or remember details clearly.

## Exercise 12 INTERACT

- 1 Read the directions. Tell students to work together to come up with interesting superpowers and to give their new superhero a name.
- 2 Have the groups present their superhero to the class. Each group member can say one of the sentences they wrote.



Then have the class decide which of the superheroes would win in a fight.

### Answers

Students' answers will vary. Sample answers include:  
Our superhero is PlastiGirl to look like anyone. She can change her face. She can change her hair and skin. She can't change her size.

## Lesson 6.2 Amira Online

Student Book pages 67 – 69

### Exercise 1 ACTIVATE

- 1 To introduce the subject, begin by asking students what the phrase is for sites like Facebook or Instagram (social media). Elicit some more examples. Ask if they think social media is a good thing or a bad thing and why.
- 2 Put students in small groups. Direct their attention to the examples. Have them work in groups to discuss the questions.
- 3 Call on students to share the social media sites used by the group members and how they use them. Take a poll to find out how many people use each site.

### Answers

Students' answers will vary. Sample answers include:  
I share videos with friends on Snapchat. I follow celebrities on Twitter.

### Exercise 2 VOCABULARY

- 1 Say and have students repeat the words.
- 2 Ask students to identify the word that goes with the first picture (play tennis).
- 3 Give students time to complete the exercise.
- 4 Have the class call out the answers.

### Answers

- |                       |                   |
|-----------------------|-------------------|
| 1 play tennis         | 4 play the guitar |
| 2 play basketball     | 5 sing a song     |
| 3 play computer games | 6 take photos     |

### Oxford 3000 words

play                      play tennis  
take photos          sing a song

### Exercise 3 USE

- 1 Ask students to work independently to complete the exercise.
- 2 Ask individuals to read the answers for the class.

### Answers

- 1 take photos
- 2 play tennis, play basketball
- 3 sing songs; play the guitar
- 4 play computer games

### Exercise 4 ASSESS

- 1 Direct students to read the questions and then read the social media post to find the answers.
- 2 Elicit any questions about vocabulary. Ask students if they ever do copy / paste quizzes like this on social media.

### Answers

- 1 playing computer games, reading
- 2 cleaning the house and cooking
- 3 fix computers, make good tea, speak Turkish
- 4 Turkey
- 5 play tennis / sports, sing, draw / paint

## Grammar in Context

### Adverbs of manner

#### GO ONLINE

- 1 Direct students to read the information in the Grammar in Context box. Say and have them repeat the example sentences in the box.
- 2 Draw students' attention to the placement of the adverbs. We usually place adverbs of manner after the verb or verb phrase (sing, fix computers), but it's possible to put them before the verb if normal placement could cause confusion. For example, in the last example, if *happily* were at the end, it might apply only to *post them on Instagram* and not to *take photos*.
- 3 For additional information, see the Grammar focus on page 164 of the Student Book.

### Extra Practice

- 1 Write a verbs and adverbs in two columns on the board:

sings	well
dances	beautifully
runs	quickly
speaks	fast
plays soccer	badly
plays guitar	
cooks	
drives	

- 2 Have students work in pairs to make short sentences using the words on the board and a famous person (real or fictional).
- 3 Call on students to share their sentences with the class. (For example, *Bruno Mars sings beautifully. Beyoncé dances well.*)

### Exercise 5 IDENTIFY

- 1 Have students work independently to look through Amira's post for the adverbs.
- 2 Call on students to read aloud the sentences with the adverbs.

### Answers

I can fix computers quickly.  
Coffee lovers drink my tea happily!  
I speak Turkish well.  
I can't play tennis well.  
I can run fast, though!  
I sing badly.  
I can't draw or paint well.

## Exercise 6 INTEGRATE

- 1 Read the example aloud. Point out that *beautiful + ly* results in a double *l*.
- 2 Have students work independently to complete the sentences and then compare their answers with a partner.
- 3 Call on students to read the completed sentences aloud.

### Answers

- |               |             |
|---------------|-------------|
| 1 beautifully | 5 well      |
| 2 quietly     | 6 loudly    |
| 3 angrily     | 7 carefully |
| 4 fast        |             |

## Exercise 7 WHAT'S YOUR ANGLE?

- 1 Have students take notes about themselves. Tell them to think of at least three things they do well and two they do badly.
- 2 Tell them to share their answers with a partner. Call on students to tell you the most interesting things they learned about their partners.

### Answers

Students' answers will vary. Sample answers include:  
I drive well, I bake cookies well, I swim well; I speak French badly, I play basketball badly.

## Exercise 8 WRITE

- 1 Go over the social media post and elicit some of the students' answers to the questions.
- 2 Have students work independently to write their social media post.

## Writing Skill

### Checking your work: Word order

#### GO ONLINE

- 1 Direct students to read the information in the Writing Skill box. Elicit examples of adverbs of manner and adverbs of frequency and write them on the board. For example, manner: *fast, well, slowly, quickly, loudly, quietly*; frequency: *always, usually, sometimes, often, rarely*.
- 2 Write two simple sentences on the board: *I play the piano. I drive*. Elicit ways to lengthen the sentences using the adverbs. For example, *I play the piano loudly. I sometimes play the piano quietly. I never drive fast*.

### Extra Practice

- 1 Put students in pairs and give each pair five sentences:  
*a. My uncle plays the guitar.*  
*b. My sister speaks English.*  
*c. My brother can't ride his bicycle.*  
*d. My friend is late to class.*  
*e. I do my housework.*
- 2 Have the pairs work together to add at least one adverb of manner or frequency to each sentence. For example, *My uncle sometimes plays the guitar loudly.*
- 3 Call on students to read their sentences to the class.

## Exercise 9 INTEGRATE

- 1 Direct students' attention to the example. Ask why *beautifully* is in the wrong place (because it's between the verb and the direct object).

- 2 Have students work independently to correct the rest of the sentences and then compare answers with a partner.
- 3 Call on individuals to read the corrected sentences aloud.

### Answers

- 1 Maya sings opera beautifully.
- 2 I can paint pictures well.
- 3 My sister can't swim fast.
- 4 Our neighbor speaks Korean well.
- 5 We always ride our bikes safely.
- 6 The students always talk loudly.
- 7 Karim plays soccer badly.

## Exercise 10 IMPROVE

Go over the checklist. Ask students to look over their letters and make corrections. Spot-check while they do this work.

## Exercise 11 SHARE

- 1 Have students share their posts with a partner. For further practice, have them switch partners and share again.
- 2 Call on students to share one interesting thing they learned about their partners.

## Lesson 6.3 Are You a Polymath?

Student Book pages 70 – 71

### Exercise 1 ACTIVATE

- 1 Ask students if they can think of any famous people from history. Ask students to give their names and say what they are famous for. Help with vocabulary and pronunciation as needed.
- 2 Say and have students repeat the words in the box. Read the questions aloud and tell students to discuss them briefly with a partner.
- 3 Elicit the answers from the class. Ask where each person was from.

### Answers

Students' answers may vary. Sample answers include: DaVinci is a famous Italian inventor and artist. Ben Franklin is a famous American inventor, thinker, and writer. Avicenna is a famous Persian doctor and thinker.

## Grammar in Context

### Yes/no questions with *can*

#### GO ONLINE

- 1 Direct students to read the information in the Grammar in Context box. Read and have students repeat the example questions and answers in the box.
- 2 Write two statements with *can* on the board and elicit from the class how to turn them into questions. For example, write *Clara can paint well. Al can drive a truck*. Elicit the yes/no questions (Can Clara paint well? Can Al drive a truck?) and the possible short answers (Yes, he/she can. No, he/she can't.).
- 3 For additional information, see the Grammar focus on page 164 of the Student Book.

## Extra Practice

- Write questions like these on scratch paper, one word on each sheet of paper. Use all capital or all lowercase letters and do not include a question mark.
  - CAN YOU DANCE WELL
  - CAN YOUR BROTHER SING
  - CAN YOU PAINT A PICTURE
  - CAN YOUR SISTERS SPEAK ENGLISH
  - CAN YOUR CHILDREN PLAY THE PIANO
  - CAN THE TEACHER SPEAK SPANISH
- Group students and give each group a sentence. Tell them to put the words in question order and hold them up (or stand and hold it) so the class can see it.
- Have one person from each group read the group's question aloud. Elicit the possible short answers from the rest of the class.

## Exercise 2 DEVELOP

Ask students to look at the first item. Elicit the question. Then have students work independently to write the questions.

### Answers

- Can the teacher read and write Mandarin?
- Can you do math?
- Can Lady Gaga sing?
- Can Brazilians speak Portuguese?
- Can you write music?
- Can your friend draw beautiful pictures?

## Exercise 3 INTERACT

- Have students ask and answer the questions from Exercise 2 in pairs.
- Call on pairs to say the questions and answers for the class.

### Answers

Students' answers may vary, except questions 3 and 4:  
3 Yes, she can.  
4 Yes, they can.

## Exercise 4 IDENTIFY

- Have students read the question. Tell them the men in Exercise 1 are polymaths. Elicit any guess they have about what *polymath* means.
- Play the audio and elicit their answers to the questions. If they say they know a polymath, ask what the person knows how to do.

### Answers

Students' answers may vary. Sample answers include:  
A polymath is a person who knows a lot about many subjects and can do many different things well.

### Audio Script

#### CD 1, Track 31

A polymath is a person who knows a lot about many subjects and can do many different things well. Leonardo DaVinci, Benjamin Franklin, and Avicenna are all famous polymaths from history. But are there any polymaths around today? Let's find out!  
With me today is Mira Minkova, a very special university professor.

## Listening Skill

### Recognizing statements as questions

#### GO ONLINE

- Read the information in the box aloud.
- Write a period on one side of the board and a question mark on the other. Say these sentences as both statements and questions and have the class point to the correct side of the board. *You have a new car. She can write music.*

#### CD 1, Track 32

### Extra Practice

- Group students and give each group three cards, one that says *Oh, really?*, another that says *Yes, he can*, and another that says *Yes, she can*. Tell the students that when you make a statement, they should hold up the *Oh, really?* card and when you say a question they should hold up one of the answer cards. Say the following, pronouncing them sometimes as statements and sometimes as questions: *He can run fast, She can paint well, He can fix a computer, She can swim.*
- Once most groups are getting the responses correct, have them respond chorally instead of the holding up the cards. Say another set of sentences, sometimes as statements and sometimes as questions: *He can speak three languages, She can drive a bus, He can play the guitar.*

## Exercise 5 NOTICE

- Play the audio and have students work independently to circle *statement* or *question*.
- Replay the audio one item at a time. Ask students to repeat the statement or question that they heard.

### Answers

- |             |             |
|-------------|-------------|
| 1 question  | 4 statement |
| 2 statement | 5 question  |
| 3 question  | 6 question  |

### Audio Script

#### CD 1, Track 33

- You can play the guitar?
- He has three brothers.
- They don't go to college?
- She's good at sports.
- You can't draw or paint?
- She never travels by train?

## Exercise 6 INTEGRATE

- Remind students that they heard the introduction to the radio show. Ask: *What is the interview about?* (polymaths) Give them a moment to look over the questions. Then play the audio. Pause the audio occasionally to give students time to write.
- Call on students to read the completed questions aloud.

### Answers

- 1 What do you teach at the university?
- 2 Can you play an instrument?
- 3 You play in concerts?
- 4 Where do you play?
- 5 Can you speak many languages?
- 6 You can speak six languages?
- 7 Do you also write?
- 8 You have a book out, too?
- 9 Are you good at sports?

### Audio Script

#### CD 1, Track 34

- Interviewer With me today is Mira Minkova, a very special university professor. Mira, what do you teach at the university?
- Mira I teach math and music.
- Interviewer Math and music! Wow. Can you play an instrument?
- Mira Yep, I can play the violin and the piano. I sometimes play in concerts.
- Interviewer You play in concerts? That's exciting. Where do you play?
- Mira Oh, Europe, the United States, Asia...all over the world, really.
- Interviewer Can you speak many languages?
- Mira Yes. I speak English, Bulgarian, Russian, French, German...and a little Japanese, too.
- Interviewer You can speak six languages? That's great! So... what else are you good at?
- Mira Well, I read a lot, so I can talk about a lot of things, like ...science...and history. I sometimes give talks at the university.
- Interviewer That's interesting! Do you also write?
- Mira Yeah, sometimes. I have a book out about great women in history.
- Interviewer You have a book out, too? You can do *everything*! Tell me: Are you good at sports?
- Mira Haha, no, I'm terrible at sports! And I can't cook, either!

#### Exercise 7 IDENTIFY

- 1 Replay the audio and ask students to circle the answers.
- 2 Elicit the answers from the class.

### Answers

- 1 math, languages, writing
- 2 the violin, the piano
- 3 Russian, German, Japanese

#### CD 1, Track 34

### Vocabulary Development

adjective + *at* + noun

#### GO ONLINE

- 1 Read the information in the box aloud.
- 2 Write *I'm good at...*, *I'm great at...*, *I'm bad at...*, and *I'm terrible at...* on the board. Elicit a variety of ways to complete the sentences from the class.

#### Exercise 8 WHAT'S YOUR ANGLE?

- 1 Go over the directions. Have students work independently to write the sentences.
- 2 Have students share their sentences with a partner. Ask if the pairs have anything in common.

### Answers

Students' answers will vary. Sample answers include: I'm great at soccer. I'm good at English. I'm bad at playing the piano. I'm terrible at video games.

### Exercise 9 USE

- 1 Read the directions and the model conversation. Point out the words *math* and *banker* in the chart. Model the conversation again with a positive answer (Yes, I'm great at math. / You can be a banker!).
- 2 Have partners take turns asking and answering questions with the chart. Call on pairs to repeat one of their conversations for the class.

### Answers

Students' answers will vary. Sample answers include:  
A: Are you good at driving?  
B: Yes, I'm great at driving!  
A: You can be a race car driver.

### Exercise 10 WHAT'S YOUR ANGLE?

- 1 Give students a minute to make a list of interesting things they can do. Circulate around the room, and provide them assistance with vocabulary as needed.
- 2 Model the walk-around activity. Using some interesting things you can do, ask students about the activities until you get a "yes" answer. For example: *Can you make a pizza?* *Can you do crossword puzzles?* *Can you play chess?* *Can you edit a video?* Encourage students to answer with *No, I'm bad at / terrible at ...* or *Yes, I'm good at...* when appropriate. Demonstrate that they should get all information through asking and answering questions, not by showing each other their lists.
- 3 Have students walk around the room asking questions. Call *Time!* to stop the activity after three minutes.
- 4 Call on students to share who they had something in common with and which skills no one else had.

### Answers

Students' answers will vary. Sample answers include: Both Mateo and I are good at making pizza. No one else can play chess well.

## Lesson 6.4 How about You?

Student Book pages 72 – 73

### Exercise 1 ACTIVATE

- 1 Direct students' attention to the video stills. Ask them where Max and Kevin are and what they think they're talking about.
- 2 Have students discuss the questions with a partner. Call on students to share their ideas with the class.

### Answers

Students' answers will vary. Sample answers include: Start a conversation with someone you don't know by saying, *Excuse me* first or asking about the weather. With someone you know, you can say *hey* and ask about their weekend. Keep the conversation going by asking questions.

## Exercise 2 ANALYZE

- 1 Have students work independently to complete the chart.
- 2 Discuss each question with the class. Ask students if there are any cultural differences. For example, how well would they have to know someone before they asked about their religion, whether they were married, or how much money they make?

### Answers

Good conversation starters: 1, 3, 5  
Bad conversation starters: 2, 4, 6

## Exercise 3 IDENTIFY

- 1 Read the directions. Then play the video.
- 2 Have students discuss their answers with a partner and then share their ideas with the class.

### Answers

Students' answers will vary. Sample answers include:  
I think Max is better because sometimes Kevin doesn't know what to say. OR I think Kevin is better because he asks a lot of questions.

## English For Real Video Unit 6

### Real-World English

#### Keeping the conversation going

- 1 Read the information in the box aloud, demonstrating the intonation of the questions. Have students repeat the example response questions.

#### Extra Practice

- 1 Write some common topics of conversation on the board: music, TV, school. Ask students to work with a partner to think of one thing they might say or a question they might ask to keep a conversation on that topic going. For example, music: *I like Taylor Swift. How about you? Do you go to concerts? Do you sing?*; TV: *What's your favorite show? When is it on? What's it about?*; school: *What are you studying? Who's your teacher? Do you like that class?*
- 2 Write the three categories on the board. Call on students to share their ideas. Write two of their questions for each topic on the board. Ask if any of the questions would not be appropriate to ask someone you don't know well. Leave this work on the board for Exercise 5.

### Real-World English Strategies

Carrying on a conversation does not come naturally to everyone. In addition to the expressions used for keeping the conversation going that your students practice in this unit, you can help them brainstorm some other strategies to use when a conversation comes to an awkward pause. Divide your class into small groups and assign each of the groups one of the following topics to discuss:

- Write at least five general questions you can ask someone you have just met, e.g., *What do you do in your free time?*
- It's better to use open-ended questions than yes/no questions to carry on a conversation. Rewrite these yes/no questions so that they help you carry on the conversation, e.g., *Do you have any hobbies?* – *What hobbies do you have?*

- Some topics and questions can make people uncomfortable. Make a list of topics that are OK to bring up the first time you meet someone (e.g., hobbies, family) and topics that you should avoid (e.g., sex, religion)

When the groups are ready, ask them to share their ideas with the whole class. Alternatively, you can have students form new groups with at least one representative from each original group (so, 3–6 students). Some learners may be more comfortable sharing ideas with just a few other individuals versus the whole class.

You can also follow up on the exercises in this unit by having students practice appropriate and inappropriate ways of keeping a conversation going in English.

- 1 Go back to the beginning of the video and replay the greeting between Max and Kevin. Ask students to imagine the situation is taking place in their home country (it may be a good idea to pair up your students by the country of origin for this task if you are working with students of various backgrounds). Have them write a new dialogue that includes appropriate follow-up questions they would ask in their country.
- 2 Then ask students to perform the interaction in front of the whole class.
- 3 Together, analyze the ways in which the pairs kept the conversation going and decide if it would be appropriate if they use the same questions in the United States or another English-speaking country, both with people we know and with strangers.
- 4 Finally, pick out a few questions that would be inappropriate in English and together, brainstorm how people from English-speaking countries would react to them (these reactions can also be role-played).

## Exercise 4 IDENTIFY

- 1 Play the video again, pausing if necessary to give students time to write the questions.
- 2 Have students compare what they wrote with a partner. Call on individuals to share their answers with the class.

### Answers

Students' answers will vary. Sample answers include:  
Max: I'm an art major. How about you? What about American football?  
Kevin: So, you're an artist, right? This place is great, right? I play tennis. What about you?

### Video Script

#### English For Real Video Unit 6

Max Hey, Kevin. How are you?  
Kevin I'm good. How's it going?  
Max Everything's good, thanks.  
Kevin So, you're an artist, right?  
Max Yes. Well, I'm an art major. How about you?  
Kevin I don't know. Right now I have a lot of science and technology classes.  
Max Oh...well, we have time!  
Kevin Hey. That's good! I can't paint or draw.  
Max You can't? Not at all?  
Kevin Nah, I don't like art very much. Oh, I mean...uh...I don't like making art...or, like, going to museums and stuff. But your art is great!  
Max Right. Thanks...  
Kevin What about you? You probably love going to museums.



Max Well, yes, actually... I do.  
 Kevin This place is great, right?  
 Max Yeah. I can watch football... uh, soccer, every Saturday morning at 11 a.m.!  
 Kevin Oh. Right. Yeah, I don't really like... Sorry, I mean, I can't play soccer very well, so...  
 Max I see.  
 Kevin Oh, I'm terrible at kicking! But Andy... Andy can play soccer well! He's great at it.  
 Max Oh. What about American football?  
 Kevin I love watching American football but ... I can't play. I play tennis. What about you?  
 Max Tennis? I play tennis. I can play well, actually.  
 Kevin Cool! Maybe we can play sometime.  
 Max Sure. Yeah. Sounds great.  
 Kevin OK, well, gotta go. See you in class!  
 Max Right! Have a good weekend.

### Exercise 5 INTEGRATE

- 1 Go over the directions and the sample answer. Check students' comprehension of the activity before students begin. Ask: *How many topics do you write about?* (one) *How many questions do you write about the same topic?* (three)
- 2 Have the class brainstorm a list of topics (in addition to music, TV, and school from the Extra Practice above), for example: travel, work, sports, movies, games, hometowns, clothing, or hobbies.
- 3 Have students work independently to write their questions. Tell them to think of new questions that are not on the board.
- 4 Have students share their questions with a partner. Circulate and provide feedback. If you notice any common errors, make a note of them and review them on the board before going on to the next exercise.

#### Answers

Students' answers will vary. Sample answers include: Where do you work? How many hours do you work? Do you like it? Do you play any sports? Do you like to watch football? Who's your favorite team?

### Exercise 6 INTERACT

- 1 Go over the directions. Tell students not to refer to their papers – the point is to keep a conversation going naturally, which they can't do if they're reading. Remind them that they can use *So...* to introduce a change of topic if the conversation stops.
- 2 If conversation dies down and you want students to have more practice, have them switch partners and repeat the activity.

#### Answers

Students' answers will vary. Sample answers include:  
 A: Hi. Do you come here often?  
 B: Yes, I do. I work down the street. This is my favorite coffee shop in the area.  
 A: You work nearby? What do you do?  
 B: I'm an engineer.  
 A: Oh, interesting. Do you enjoy your job?  
 B: Mostly, but it can be stressful. What do you do?  
 A: I'm a student. I take classes at the university.  
 B: What do you study?  
 A: I study English.  
 B: Interesting. Well, good luck to you. Enjoy your coffee.  
 A: Thanks. You too. Have a nice day.

### Exercise 7 ANALYZE

- 1 Go over the directions. Tell pairs to work together to analyze their conversations.
- 2 Call on volunteers to share their ideas with the class.

#### Answers

Students' answers will vary. Sample answers include: It is easy for me to talk about work and school, but it's more difficult to talk about music and travel. I need to practice more questions on those topics.

## Lesson 6.5 I Can Do That!

Student Book page 74

### Exercise 1 ACTIVATE

- 1 Ask students if they have ever looked for a job. Where do you they usually look? Ask them what a job ad is and what information they are likely to find in one.
- 2 Direct students' attention to the pictures and the titles in the job ads. Ask them which job they'd like the most.
- 3 Give them time to read the ads. Tell them to make notes about the skills each job requires.
- 4 Call on students to share their ideas with the class.

#### Answers

Students' answers will vary. Sample answers include:  
 1 must be good at sports, math, or reading; like children; and want to help  
 2 can ride a bike, can speak other languages, knows the city, and likes exercise  
 3 can play music, dance, or sing  
 4 likes and knows about games, is good at computers and selling

### Exercise 2 IDENTIFY

- 1 Tell students they are going watch a video about someone who wants one of the jobs in Exercise 1. They need to decide if he has all the skills he needs.
- 2 Play the video. Ask what job the man has and what skills he has and doesn't have.

#### Answers

Students' answers will vary. Sample answers include: He wants to be a musician for the show at Center Stage Restaurant. He can sing and play the guitar (but he can't dance).

### Emiliano's Talents

### Exercise 3 IDENTIFY

- 1 Give students a moment to read the questions in preparation for listening again.
- 2 Play the video and have students work independently to choose the answers.
- 3 Call on volunteers to read the completed sentences aloud.

#### Answers

1 a      2 a      3 b      4 b      5 b

## Video Script

### Emiliano's Talents

Emiliano Hi, I'm Emiliano. I'm 23 years old from New York City, and this is my audition tape. I can play guitar, I can sing, and today I want to play some songs for you. I can play the blues. Or I can play some Cuban music. And some flamenco—I can play some flamenco.

Interviewer Now can you dance some flamenco?

Emiliano No way, I can't dance at all.

Interviewer So, Emiliano, is music a big part of your life?

Emiliano Man, music is my life. I play all day at home, outside. Sometimes I practice all night long. All my friends are musicians. So we're always playing, but when we're not, we're listening, and we go to concerts together. This is one of my songs and it's called "I Can't Have." *You are the only girl I dream of, the only girl I speak of; you're what I can't have. I know that my mind should move on, groove on, find a new one, but I just can't shake you. You're what I can't have. I can't have all I ever want. I can't have all I ever need. All I want, all I dream, I never get the loving from you that I need.* Well that's my music. I hope you like it. I know I'm the best choice for the show. So pick me. I can't wait. *Loving you is all I want to do. It's all I want to do. It's all I want to do."* Pick me.

### Exercise 4 WHAT'S YOUR ANGLE?

- 1 Direct students to read the information in the box. Say and have students repeat the sample statements.
- 2 Have students work independently to read the ads and make notes.

## Speaking

### Talking about abilities

#### GO ONLINE

- 1 Point out the sentence *I can't work weekends* in the box. Explain that we often use *can* to talk about things that are possible or not possible for us, not just our skills.
- 2 Go over the last sentence in the box. Explain that *a variety of phrases* means "different ways."

### Extra Practice

- 1 Write on the board: *I am..., I'm good at..., I have..., I like...*
- 2 Have students stand and find a partner. Tell them to take turns completing the sentences while they talk about their abilities. When they are finished, they move on to a new partner and repeat the activity, but they can change the way they complete the sentences if they want to. Continue the activity until every student has talked to three or four people about his/her abilities.

### Exercise 5 INTERACT

- 1 Have the class brainstorm jobs they would like. Explain that students will be making an "audition video" for a job of their choice. Give them two minutes to prepare, but tell them that they won't be able to read or look at notes while they are speaking.

- 2 Have students meet with a partner. Tell them to explain what job they are auditioning for before they begin. Remind them that they should start off by introducing themselves.

### Answers

Students' answers will vary. Sample answers include:  
Hi, my name is David Campos. I'm very interested in the bike tour guide job. I love to ride bikes, and I am in great shape. I'm friendly and I'm good at talking to people. This city is my hometown and I can talk about it easily. I have good language skills—I can speak Spanish, Portuguese, and English. I can work evenings and weekends.

### Exercise 6 INTERACT

- 1 Go over the directions. Tell listening partners to listen politely, take notes, and ask follow-up questions. For more practice, have students switch partners and repeat the activities.
- 2 Call on students to share something interesting they learned about their partners.

### Answers

Students' answers will vary. Sample follow-up questions include:  
Do you own a bike? Can you speak while you ride? Are you comfortable talking in front of large groups? Do you have any experience as a tour guide?

## Unit 6 Review

Student Book page 152

### Vocabulary

#### Exercise 1

##### Answers

- |         |        |         |
|---------|--------|---------|
| 1 see   | 3 draw | 5 take  |
| 2 speak | 4 play | 6 climb |

#### Exercise 2

##### Answers

- 1 play tennis; I play tennis with my friends on Sundays.
- 2 remember information; Sometimes I can't remember information on tests.
- 3 play computer games; My brother plays computer games all day.
- 4 sing songs; Sometimes we sing songs to practice our English.
- 5 paint pictures; My daughter paints pictures of our house.
- 6 jump high; My dog can jump high.

#### Exercise 3

##### Answers

Students' answers will vary.

#### Exercise 4

##### Answers

Students' answers will vary. Sample answers include:

- 1 She's great at explaining things.
- 2 They're good at sports.
- 3 You're great at painting.
- 4 I'm not good at music. / I don't have any music skills.
- 5 He's great at languages.

**GO ONLINE** Encourage students to go online to play the vocabulary game.

### Grammar

#### Exercise 5

##### Answers

- |               |         |             |
|---------------|---------|-------------|
| 1 terrible    | 3 great | 5 excellent |
| 2 beautifully | 4 good  |             |

#### Exercise 6

##### Answers

- 1 Can you draw a nice picture?
- 2 Can Vanya play the piano?
- 3 Can the students remember the words?
- 4 Can your roommate play basketball?
- 5 Can I speak Spanish well?

**GO ONLINE** Encourage students to go online for further grammar reference and information and to play the grammar game.

### Discussion Point

#### Exercise 7

OXFORD REFERENCE

- 1 Draw students' attention to the photograph. Ask what Michael Phelps is holding (an Olympic medal).
- 2 Read the quote aloud. Then read the questions and elicit students' opinions. Ask: *Do you think there's any problem with being really great at something like Michael Phelps is?* (For example, maybe he doesn't have time for friends, family, or fun.) *Do you think there's any problem with trying to be good at many things?* (For example, maybe you won't be really good at anything.)

##### Answers

Students' answers will vary. Sample answers include: It's important to be great at one thing because it provides more satisfaction. / It's important to be good at many things because life changes – some things you can't do when you're old.

**GO ONLINE** Encourage students to go online to listen to the podcast and add their comments to the discussion board.

### Zoom In

#### Exercise 8

- 1 Task 1: Tell students to think of something unusual they can do. Have them walk around the class asking each other *What can you do?* When they find someone who can do something they can't, tell them to ask follow-up questions. For example, *Where do you...? When do you...?*
- 2 Task 2: Elicit ideas for activities students might write about and some reasons why they like them. (It's fun / healthy / exciting / interesting.) Have students work independently to write their sentences. Ask them to share the sentences in small groups or collect and correct their work.
- 3 Task 3: Have students do an image search for someone they admire. Have them share their pictures in small groups. Then ask volunteers to show their picture to the class and say one interesting thing about the person's abilities.

##### Answers

Students' answers will vary. Sample answers include:

- 1 What are you good at? / Can you play an instrument? What instrument can you play? Do you play in concerts?
- 2 I can make great breakfasts. I don't always make big breakfasts, but I usually make them on the weekends. I invite my friends. I like it because it's fun
- 3 This is Adele. She's a singer. She's really good at writing songs.

#### Exercise 9

Tell students to think about how they did on each of the tasks in Exercise 8 and to check the appropriate box. Remind them that they can review the online activities for any skills they need more practice with.

##### Answers

Students' answers will vary.

## Unit Overview

### Introduction to the unit

The title of this unit – *Reasons* – summarizes the main themes: explaining reasons and making excuses. In **Lesson 7.1**, the theme “reasons” is reflected in activities where students learn how to use descriptions of the weather as an explanation for how they feel or for why something happened. In **Lesson 7.2**, the theme continues as students read about two women and identify the reasons they are famous. In **Lesson 7.3**, they watch a video where a man explains his reasons for a trip around the world. In **Lesson 7.4**, students learn to apologize and give a reason for why something happened. Finally, **Lesson 7.5** summarizes what students have learned as they prepare a role play including an apology and an excuse.

## Lessons

### 7.1 Come Rain or Shine

**Grammar in Context** Simple past of *be*

**Writing Skill** Adding information: Using *because*

- Identify kinds of weather (Oxford 3000)
- Practice saying and using simple past of *be*
- Write about reasons for liking or not liking the weather
- Describe an event where the weather was important

### 7.2 Famous Firsts

**Vocabulary Development** Dates

**Reading Skill** Understanding *and* and *but*

**Grammar in Context** Simple past with *be*: Questions

- Talk about important dates
- Understand sentences connected with *and* and *but*
- Read about two famous women
- Ask and answer past tense questions
- Talk about someone who did something first

### 7.3 Around the World

**Listening Skill** Listening for the beginning and ending of sentences

**Grammar in Context** Simple past: Regular verbs

**Pronunciation Skill** Simple past endings, /t/, /d/, /ɪd/

- Listen for information about a journey around the world
- Listen for and use regular simple past verbs
- Talk about a time you helped someone

### 7.4 Oops! My Mistake!

**Real-World English** Apologizing

- Identify and practice ways to apologize for something small and for something important
- Role-play a situation where you give and accept an apology

### 7.5 Excuses, Excuses!

**Speaking** Making excuses

- Listen for apologies and excuses
- Role-play giving an apology and making an excuse

## Resources

**Class Audio** CD 2, Tracks 2–8

**Workbook** Unit 7, pages 43–49

**Oxford Readers Correlations**

The Coldest Place on Earth (9780194654951)

**Teacher's Resource Center**

Assessments: Unit test

Class video

English For Real video

Grammar focus

Grammar PPTs

Grammar Worksheets

Oxford Reference Worksheets: upper/lower

Vocabulary cards

Newslea articles

Word list

## Unit Opener

### Student Book page 75

The photograph helps set up the theme of reasons by showing groups of people engaged in conversation. By thinking about what the people are saying and why, students will begin to engage with the idea of explaining reasons.

### Photographer

#### Gianni Cipriano

Gianni Cipriano (b. 1983) is a Sicilian-born independent photographer based in Napoli, Italy. His work focuses on contemporary social, political, and economic issues. Gianni regularly works for *The New York Times* and has been documenting the ongoing upheaval in Italian politics for *L'Espresso* weekly magazine since 2013. His editorial work has also appeared in *TIME*, *Wired*, *The Wall Street Journal*, *Le Monde Magazine*, *The Guardian Weekend Magazine*, *MSNBC.com*, *lo Donna*, *Ventiquattro*, *IL*, *Courrier International*, *Vanity Fair*, and *Esquire*, among others. After studying aerospace engineering and architecture, he graduated from the Documentary Photography and Photojournalism Program at the International Center of Photography in New York in 2008. He has received recognition and awards from POYI (Picture of the Year International), American Photography, New York Photo Awards, International Photography Awards and the Ian Parry Scholarship. Gianni's work has been showcased in group exhibitions in venues such as the Rencontres d'Arles, FOL/Lima Biennale of Photography, MOPLA, Lumix Festival for Young Photojournalism.

### Unit Snapshot

- 1 Direct students' attention to question 1. Elicit their opinions. Ask them to explain why rain can or can't be fun. (For example: It can be fun to step in puddles if you want to play. / It's not fun to get wet when you are wearing nice clothes for work or a party.)
- 2 For question 2, have students look on page 80 for the picture of the astronaut. Elicit her name (Valentina Tereshkova).
- 3 For question 3, explain the meaning of *charity*: an organization (like a company) that helps people or gives money to people. Elicit ideas about how different charities raise money. Invite students to share their experiences either donating to or soliciting money for a charity.

### Discussion Questions

- 1 Direct students' attention to the questions below the picture. Encourage them to answer. Provide any words or expressions they need to express their ideas, such as, *I'm interested in* and *make friends*.
- 2 Optionally, before asking students to answer the discussion questions, show the photographer video where Gianni Cipriano answers a couple of the questions from his perspective. Play it for students as many times as needed to check comprehension and discuss any vocabulary items.

### Answers

Students' answers will vary. Sample answers include:

- 1 They are at a fancy party.
- 2 I like to talk about sports/politics/music/friends/movies; I'm interested in those things.
- 3 They can get to know each other better / make friends.

### Video Script

This is a picture of Claudina Melis' 100<sup>th</sup> birthday in Perdasdefogu, Italy. Claudina and her eight brothers and sisters are the oldest living family in the world. The youngest sister is Mafalda. Her brothers and sisters call her "the little one." Mafalda is 79 years old.

The people are here to celebrate Claudina's 100<sup>th</sup> birthday. Perdasdefogu is a small village. Fewer than 2,000 people live there. About one third of the people in the village are the children, grandchildren, and great-grandchildren of Claudina and her brothers and sisters.

People enjoy talking about things that happened to them. Some people enjoy telling stories and listening to other people's stories. Talking can also create new friendships.

### Exercise 1

- 1 Direct students to read the questions and ask you any questions they have about vocabulary.
- 2 Have students work independently to note their answers.

### Answers

Students' answers will vary. Sample answers include:

- 1 I need it for college.
- 2 I like it. All my friends live here.
- 3 I get up at 7 a.m. I have classes at 8.
- 4 I play soccer. It's fun.
- 5 I want to go to Madrid. My uncle lives there.

### Exercise 2

- 1 Have students discuss their answers with a partner.
- 2 Call on students to share one thing that was the same or different about themselves and their partner.

### Real-World Goal

By the end of this unit, students will be able to apologize to someone because they will have learned how to use the past tense, how to say they are sorry for a big or small offense, and how to explain reasons and provide excuses.

## Lesson 7.1 Come Rain or Shine

### Student Book pages 76 – 78

### Exercise 1 ACTIVATE

- 1 Say and have students repeat the sentences in the box.
- 2 Ask the class to identify one sentence that goes with the first picture.
- 3 Have students work individually to write the sentences under the pictures.
- 4 Call on students to read the answers for the class.



### Answers

- 1 There are gray clouds in the sky. The weather is bad. There's a lot of rain and wind.
- 2 It's nice and cool.
- 3 It's warm. The sun is out.
- 4 It's hot!
- 5 There's a lot of snow. It's cold.

### Oxford 3000 words

warm	weather	cold
sun	rain	cool
clouds	wind	hot
sky	snow	

### Exercise 2 VOCABULARY

- 1 Read the example sentence. Give them another example that is true for you. For example, *I like hot days. I like going swimming when the sun is out.*
- 2 Direct students to talk to a partner about the kind of weather they like and what they like doing.
- 3 Call on individuals to share what they learned about their partners.

### Answers

Students' answers will vary. Sample answers include:  
I like cool days. I like to go hiking.

### Exercise 3 WHAT'S YOUR ANGLE?

Direct students' attention to the pictures. Ask how the weather is in each photo. Elicit their favorite photos and why they like them.

### Answers

Students' answers will vary. Sample answers include:  
I like the picture of the children playing in the snow. I love playing in the snow.

## Grammar in Context

### Simple past of *be*

#### GO ONLINE

- 1 Read the information in the grammar box aloud. Have students repeat the example sentences.
- 2 Write several simple sentences on the board with the present simple of *be* and elicit the past tense forms. For example: *I'm happy. My parents aren't home. It's hot. You are in class.*
- 4 For additional information, see the Grammar focus on page 165 of the Student Book.

## Extra Practice

- 1 Read a short story to the class and ask them to raise their hands every time they hear the past tense of *be*.  
*I remember my weekend in the mountains last fall. It was really fun. I was with my friends from school. We were very happy. There was a lot of snow, but it wasn't too cold!*
- 2 Tell students there were five examples of the past tense of *be*. Read the story again, and ask students to write the subject and the verb for each of those five examples. Do the first one together to be sure they understand that they shouldn't write the whole sentence. (It was, 2. I was, 3. We were, 4. There was, 5. it wasn't)
- 3 Have students compare their answers with a partner. Tell them to work with their partner to see if they can remember the story. Emphasize that they don't need to remember every word. Call on students to tell the story back to you

### Exercise 4 IDENTIFY

- 1 Have students work independently to read the photo descriptions and underline the past forms.
- 2 Call on volunteers to read aloud the sentences with the verbs they underlined.
- 3 Point out other words in the photo descriptions that indicate past time (that day, last summer).

### Answers

Picture 1 (top left) was, wasn't  
Picture 2 (top right) was, was, were, was, was  
Picture 3 (bottom left) was, was, were, were, was, was  
Picture 4 (bottom right) was, was, were, was, was

### Exercise 5 INTEGRATE

- 1 Go over the example in number 1. Have students find the information about the weather in the first photo description.
- 2 Have students work independently to answer the questions.
- 3 Ask students to compare their answers with a partner. Call on students to say the answers for the class.

### Answers

Students' answers will vary. Sample answers include:  
1 There was a lot of rain. The weather was bad.  
2 There was a lot of snow.  
3 They were at the beach.  
4 The weather was beautiful and they were all together. It was also one friend's birthday.  
5 He was sick.  
6 The weather was beautiful.

### Exercise 6 WHAT'S YOUR ANGLE?

- 1 Read the directions. Give students time to think of two events or find the photos on their phones.
- 2 Have students share their photos or talk about their events with a partner. For more practice, have them switch partners and repeat the activity.
- 3 Call on individuals to share something they learned about their partners.

### Answers

Students' answers will vary. Sample answers include:  
I was in Hawaii. It was warm and sunny. We were on the beach all day.

## Writing Skill

### Adding information: Using *because*

#### GO ONLINE

- 1 Direct students to read the information in the Writing Skill box.
- 2 Read the example sentence aloud and check comprehension. *Does because start a new sentence?* (no) *Is there a comma before because?* (no) *What wh- question word do you think because answers?* (why)
- 3 Have students look back at the *why* questions in Exercise 4 (items 2, 4, and 5). Ask them to answer the question again, this time using *because* in their responses (2 They weren't at school because there was a lot of snow; 4 They were happy because the weather was beautiful; 5 He was at home because he was sick).

### Extra Practice

- 1 Prepare sheets of paper with a single clause in large letters. Write main clauses on half of them and *because* clauses on the other half. Make enough so that each pair of students will have one. For example:

We were happy	because the weather was beautiful.
He was sad	because his friends weren't there.
She was in bed	because she was sick.
They were at the beach	because there was no school.
There was no school	because it was summer.
There was no game	because there was too much rain.
The mountains were beautiful	because there was a lot of snow.
The climb was difficult	because it was very hot.
My friend was happy	because it was his birthday.
The teacher wasn't happy	because the students were late.

- 2 Divide the class into pairs and give the pairs on one side of the room the main clauses. Give the other side of the room the *because* clauses. Tell everyone to hold up their cards so students on the other side can see them. Ask them to discuss with their partners which of the cards on other side could be the beginning / ending of their sentence.
- 3 Call on pairs one at a time to match themselves up with a pair on the other side, stand together along the sides of the room, and read the resulting sentence aloud to the class. If any pairs are "stranded" at the end because all of their good matches are taken, have the students make exchanges until everyone has a good match.

## Exercise 7 IDENTIFY

- 1 Have students read the exercise in preparation for listening. Play the audio and ask them to match the sentences.
- 2 Call on students to read the two parts of the sentence aloud, connecting them with *because*.

### Answers

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

### Audio Script

#### CD 2, Track 2

- 1 My sister wasn't at work yesterday because she was sick.
- 2 The streets were dangerous yesterday because there was a lot of snow.
- 3 We were at the beach because the weather was warm.
- 4 The children were at home all day because the weather was cold.
- 5 My roommate wasn't home yesterday because he was at his parents' house.
- 6 There weren't any people in the park this morning because there was rain.

## Exercise 8 WHAT'S YOUR ANGLE?

- 1 Read the first item and call on students to say if they like or don't like snow and to give a reason. Then have students work independently to complete the exercise.
- 2 Have students share their completed sentences with a partner. Call on individuals to share one of their sentences with the class.

### Answers

Students' answers will vary. Sample answers include:

- 1 I like snow because it's beautiful and fun.
- 2 I like hot weather because I love swimming at the beach.
- 3 In my opinion, the weather yesterday wasn't nice because it was cold.
- 4 I wasn't happy yesterday because I was tired.
- 5 We were outside a lot last weekend because the weather was nice and cool.

## Exercise 9 WRITE

- 1 Read the directions and check comprehension of the activity: *Are you writing about the present or the past?* (the past) *Do you need to write about the weather?* (yes) *Do you need to use because to give a reason?* (yes)
- 2 Have students work independently to write about their photos or remembered events. Circulate and provide feedback.

### Answers

Students' answers will vary. Possible examples include:

I was in the mountains with my family. It was cold, but I was happy because there was snow.

## Exercise 10 IMPROVE

Read the checklist aloud. Ask students to review their descriptions and make corrections. Spot-check while they do this work.

## Exercise 11 SHARE

- 1 Have students share their papers and photos (if they have them) with a partner. Tell them to ask questions even if their partner doesn't have a photo.
- 2 Call on individuals and ask them to share something they learned about their partners.

## Lesson 7.2 Famous Firsts

Student Book pages 79 – 81

### Exercise 1 ACTIVATE

- 1 Ask students what a calendar is (a representation of months, weeks, days, and dates for particular period of time). Show, or ask students to show you, any examples of calendars that are on hand, such as a calendar on a smartphone or one that hangs on the classroom wall. Ask them if they can identify any of the parts of the calendar.
- 2 Say and have students repeat the months.
- 3 Elicit answers to the questions from the class.

#### Answers

Students' answers will vary. Sample answers include:

- 1 It's March right now.
- 2 Children's Day is in June.
- 3 It's hot in August.

## Vocabulary Development

### Dates

#### GO ONLINE

- 1 Direct students to read the information in the Vocabulary Development box. Read and have students repeat the ordinal numbers and years in the box.
- 2 Point out that the numerical date is written month/day/year in American English.

#### Extra Practice

- 1 Conduct a date dictation. Say ten dates (pronouncing the ordinal number) and ask students to write them in numerical form in the order month / day / year. For example, say:
  - 1 March third, twenty fifteen
  - 2 December fifteenth, two thousand eighteen
  - 3 February second, nineteen ninety-five
  - 4 July twenty-first, eighteen oh two
  - 5 August first, two thousand one
  - 6 June fifth, nineteen ninety-eight
  - 7 January thirtieth, nineteen eighty
  - 8 April thirteenth, twenty twelve
  - 9 October eighteenth, twenty twenty-four
  - 10 May twenty-fifth, sixteen oh three
- 2 Have volunteers write them on the board (in numerical form). Correct and have students repeat each date.

#### Answers

- |              |              |
|--------------|--------------|
| 1 3/3/2015   | 6 6/5/1998   |
| 2 12/15/2018 | 7 1/30/1980  |
| 3 2/2/1995   | 8 4/13/2012  |
| 4 7/21/1802  | 9 10/18/2024 |
| 5 8/1/2001   | 10 5/25/1603 |

## Exercise 2 BUILD

- 1 Have students work with a partner to say the dates aloud.
- 2 Play the audio and have them repeat.

### Audio Script

#### CD 2, Track 3

- 1 December fourteenth, nineteen eleven
- 2 March sixth, nineteen thirty-seven
- 3 September twenty-second, nineteen forty-four
- 4 July thirty-first, fourteen ninety-two
- 5 June twelfth, nineteen fifty-nine
- 6 November eighteenth, two thousand twelve
- 7 July twenty-fourth, eighteen ninety-seven
- 8 January second, seventeen oh one

## Exercise 3 WHAT'S YOUR ANGLE?

- 1 Model the activity by telling students two important dates from your own life and having them guess why the dates are important. For example, you might say your birthday, your child's birthday, your anniversary, your graduation date, the date of your favorite holiday, the first and last day of school.
- 2 Have students share their important dates with a partner. For more practice, have them switch partners and repeat the activity. Call on students to share one thing they learned about a partner.

## Reading Skill

### Understanding *and* and *but*

#### GO ONLINE

- 1 Direct students to read the information in the Reading Skill box.
- 2 Point out the comma before *and* and *but*. Elicit the subject of each clause (Roald Amundsen, he; women pilots, Amelia Earhart and her teacher). Explain that when there is a new subject after *and* or *but* and both parts of the sentence are long, we often use a comma.

#### Extra Practice

- 1 Write a sentence beginning with several possible completions on the board, like this:

The old man is very rich, and	he lives in a small house.
The old man is very rich, but	he owns a big company.
	he isn't happy.
	he gives a lot of money to his children.
	he wasn't rich as a child.
	his brother is poor.
	his parents were too.
	he wants to use his money to help people.

- 2 Have students work in pairs to connect the two parts of the sentence. Call on students to say sentences for the class. Discuss any differences of opinion.

### Answers

The old man is very rich, and: he owns a big company, he gives a lot of money to his children, his parents were too, he wants to use his money to help people.  
The old man is very rich, but: he lives in a small house, he isn't happy, he wasn't rich as a child, his brother is poor.

### Exercise 4 IDENTIFY

- 1 Read the directions and the example. Have students work individually to complete the exercise.
- 2 Have the class call out the answers and settle any disagreements.

### Answers

- |             |             |             |
|-------------|-------------|-------------|
| 1 Related   | 3 Different | 5 Related   |
| 2 Different | 4 Different | 6 Different |

### Exercise 5 INTEGRATE

- 1 Read the example sentence. Have students work independently to write the rest of the sentences.
- 2 Call on students to read the sentences aloud.

### Answers

- 2 I like taking the train, but I don't like flying because it's scary.
- 3 Yesterday was cold and rainy, but today is warm and sunny.
- 4 The Wright brothers were the first to fly an airplane in 1903, but they weren't the first people to have the idea.
- 5 The first men to step on the moon in 1969 were the astronauts Neil Armstrong and Buzz Aldrin, and their flight was called Apollo 11.
- 6 Many people were excited about Apollo 11, but some people were nervous because it was dangerous.

### Exercise 6 ASSESS

- 1 Explain that *skim* means to read something quickly for the gist, or the main idea. Tell students they have 30 seconds find the answer to the question. Set a timer.
- 2 Call time and have the class call out the answers. Ask students which words helped them locate the information, such as *the first woman*.

### Answers

Amelia Earhart was famous because she was the first woman to fly solo across the Atlantic. Valentina Tereshkova was famous because she was the first woman in space.

### Exercise 7 IDENTIFY

OXFORD REFERENCE

- 1 Have students read the article silently. Tell them to underline *and*, *but*, and important dates.
- 2 Have volunteers read the sentences with *and* and *but* to the class.
- 3 Point out that most of the examples of *and* and *but* connect two complete ideas, or clauses, and are preceded by a comma. Ask students to identify the examples of and that connect two nouns and don't have a comma (she and her plane; 70 hours and four minutes).

### Answers

Amelia Earhart was born in Kansas on July 24th, 1897. When Amelia was young, airplanes were still new. She learned to fly in 1921. There weren't many women pilots then, but her teacher, Neta Snook, was a woman.  
On May 20th, 1932, she flew solo across the Atlantic. People were excited because she was the second person to do this, and she was the first woman to do it!  
Amelia wanted to be the first woman to fly around the world, but sadly she wasn't. On July 2nd, 1937, she and her plane were lost in the Pacific Ocean during the trip.  
Valentina Tereshkova was born in Russia on March 6th, 1937. As a young woman, she was a factory worker, but she was also interested in parachuting. She applied to be a cosmonaut in 1962, and she was selected partly because of her parachuting experience.  
On June 16th, 1963, Valentina was the first woman to go into space. Her space flight was Vostok 6. Many people were excited about it because she was a woman and also because her flight was longer than all of the American astronauts' flights. She was in space for 70 hours and four minutes.

### Exercise 8 IDENTIFY

- 1 Have students work independently to complete the chart with dates on the left and events on the right.
- 2 Tell them to compare their answers with a partner. Help the pairs resolve any disagreements.

### Answers

Dates	Events
7/24/1897	Amelia is born.
1921	Amelia learns to fly.
5/20/1932	Amelia flies solo across Atlantic.
1937	Amelia and her plane are lost. Valentina is born.
1962	Valentina applies to be cosmonaut.
6/16/1963	Valentina flies on Vostok 6.

## Grammar in Context

### Simple past with *be*: Questions

#### GO ONLINE

- 1 Direct students to read the information in the Grammar in Context box.
- 2 Say and have them repeat the example questions in the box.
- 3 For additional information, see the Grammar focus on page 165 of the Student Book.

### Extra Practice

- 1 Copy this grid on a piece of paper and make enough copies so that there is one for each group of three or four students:

where	how	yesterday
when	was	at school
why	Jon	the party
were	they	the weather

- 2 Cut each grid into squares with one word or phrase on each. Give a set to each group of students. Tell the groups to arrange the words into questions. Have them choose a secretary to write each question. Explain that they can re-use the words as many times as they want. The group that creates the most correct questions in two minutes is the winner.

- 3 Call time and find out who has the most questions. Have that group read their questions aloud. When they finish, ask other groups to say any questions that the winners hadn't included.

#### Answers

Answers will vary. Sample answers include:

Where was Jon yesterday?  
When was the party?  
Why were they at school?  
Was Jon at school?  
Were they at the party yesterday?  
How was the weather yesterday?

### Exercise 9 INTEGRATE

- 1 Have students work independently to write answers to the questions. Ask them to compare their answers with a partner.
- 2 Call on students for the answers.

#### Answers

- 1 Kansas (USA)
- 2 Neta Snook
- 3 in the Pacific Ocean
- 4 She was a factory worker.
- 5 Russia
- 6 It was longer than the American astronauts' flights.

### Exercise 10 APPLY

Go over the directions. Ask students to work independently to write two new questions. Explain that they should write questions which are answered in the article. Ask: *Is Was Amelia Earhart married? a good question?* (No, because it's not answered in the article.)

#### Answers

Students' answers will vary. Sample answers include:  
Why were people excited about Amelia Earhart?  
What was special about her teacher?  
Why wasn't Amelia the first woman to fly around the world?  
Why was Valentina Tereshkova selected to be a cosmonaut?  
How long was she in space?

### Exercise 11 INTERACT

Have students ask and answer their questions with a partner. Call on a few students for sample questions and answers.

### Exercise 12 WHAT'S YOUR ANGLE?

- 1 Have the class brainstorm achievements they might want to research, for example: the first person to climb a particular mountain, to become a billionaire, to win a Nobel prize, to win an Olympic medal, to go into space, to swim across a body of water, to discover something, to serve in a political office.
- 2 After students have done their research, have them tell the class what they learned. If your class is large, have students share their information in groups of four. Reconfigure the groups two or three times and have them share again.

#### Answers

Students' answers will vary. Sample answers include:  
Anthony Quinn was the first Mexican-born actor to win an Oscar. He won it in 1952.  
Yang Liwei was the first Chinese person in space. He went into space in 2003.

## Lesson 7.3 Around the World

Student Book pages 82 – 83

### Exercise 1 ACTIVATE

- 1 Ask students to look at the photo and the caption. Elicit answers to the questions.
- 2 Point out Swaziland on a map. Ask students what they think about this kind of volunteer work. *Is it important? Would it make you feel good? Would you want to do it?*

#### Answers

- 1 Swaziland
- 2 women
- 3 business and health

### Exercise 2 WHAT'S YOUR ANGLE?

Elicit answers from the class. Tell them about charities that you contribute to.

#### Answers

Students' answers will vary. Sample answers include:  
I give money to Habitat for Humanity. They build houses for people.

### Listening Skill

Listening for the beginning and ending of sentences

#### GO ONLINE

- 1 Have students read the information in the box and then play the audio.
- 2 Check comprehension. Ask: *When do speakers usually pause?* (at the end of the sentence, at a comma) *When does a speaker's voice sometimes go up?* (at the end of a [yes/no] question)

#### CD 2, Track 4

#### Extra Practice

- 1 Write the following on the board or project it:  
*The Audubon Society protects birds and the places birds live they have hundreds of groups in the United States and around the world people give money to them and they use it for education land and other projects they also have a magazine.*
- 2 Read it aloud, pausing where the punctuation should be. Have students work with a partner to decide where the periods and commas should go.
- 3 Elicit the answers and correct the sentences on the board.

#### Answers

The Audubon Society protects birds and the places birds live. They have hundreds of groups in the United States and around the world. People give money to them, and they use it for education, land, and other projects. They also have a magazine.



### Exercise 3 NOTICE

- 1 Read the directions. Play number 1 and elicit the answer.
- 2 Play the rest of the audio and have students work independently to complete the exercise.
- 3 Have the class call out the answers. Replay the audio if there are any disagreements.

#### Answers

- 1 we      2 it      3 they      4 how      5 finally

#### Audio Script

#### CD 2, Track 5

- 1 We didn't travel by car, plane, or train. We traveled by boat.
- 2 How was the weather in Australia? It was very hot.
- 3 Were the people nice? They were really friendly.
- 4 Steve's charity raised a lot of money. How much money do they have now?
- 5 They traveled through China, Laos, and Thailand. Finally, they traveled back to London.

### Exercise 4 IDENTIFY

- 1 Direct students' attention to the picture and ask them what they see. Ask what they think the video will be about. Give them a moment to read the sentences.
- 2 Play the video and have students work independently to complete the sentences. Call on students to read the completed sentences aloud.

#### Answers

Students' answers will vary. Sample answers include:

- 1 fire engine
- 2 raise money for charity
- 3 Follow That Fire Engine
- 4 Moscow
- 5 the USA
- 6 boat

#### Round the World Charity

### Grammar in Context

#### Simple past: Regular verbs

##### GO ONLINE

- 1 Direct students to read the information in the Grammar in Context box.
- 2 Read and have students repeat the example sentences in the box.
- 3 Direct students' attention to the spelling of *raised*, *planned*, and *studied*. Explain the rules and give additional examples:
  - 1) For words that end in *e*, we add *d*.
  - 2) For words that end in consonant-*y* (like *study*, *carry*, and *copy*), we change the *y* to *i* and then add *-ed*.
  - 3) For words that end in consonant-vowel-consonant (like *stop*), we double the last consonant, except when the word ends in *w*, *x*, *y*, or *z*.
- 4 For additional information, see the Grammar focus on page 165 of the Student Book.

#### Extra Practice

- 1 Say these sentences and ask students to listen and write the regular verbs they hear.
  1. I called my mother yesterday.
  2. My brother opened the door.

3. When I was a child, I wanted a horse.
4. She asked the teacher a question.
5. The baby cried all night.
6. The bus stopped in front of my house.
7. The children played outside.
8. It rained all day yesterday.

- 2 Tell students to compare their answers with a partner. Re-read the sentences in case they missed some.
- 3 Confirm the correct spelling of the regular past tense verbs by calling on volunteers to write them on the board.

### Exercise 5 INTEGRATE

- 1 Replay the video and have students work independently to complete the sentences.
- 2 Have volunteers write the answers on the board.

#### Answers

- |           |            |
|-----------|------------|
| 1 wanted  | 6 traveled |
| 2 planned | 7 visited  |
| 3 called  | 8 returned |
| 4 started | 9 appeared |
| 5 used    | 10 raised  |

#### Video Script

#### Round the World Charity

This is Steve Moore. In 2011, Steve left London and began an amazing journey. He traveled across five continents, visited 28 countries and drove over 26,000 miles. How did he do this? He didn't travel by car, van, or bus. He drove a large red fire engine called *Martha*. Why did he do this? He did it because he wanted to raise money for charity. So he got a fire engine and asked some friends to help. Together they planned the journey of a lifetime. They called their journey "Follow That Fire Engine." They drove from London, across Europe, to Moscow. Then they traveled through China, Laos, and Thailand. They took the truck to Australia and drove to Brisbane. Then they went to New Zealand. From New Zealand they went to the USA. They drove across the USA. Then they returned to Europe by boat. Finally, they drove through Europe back to London. So was the journey a success? The journey was a huge success. Steve and his friends met lots of people and saw lots of things. They wrote a blog and they appeared on TV. Best of all they raised £120,000 for charity. All thanks to a large red fire engine.

### Exercise 6 WHAT'S YOUR ANGLE?

Read the questions. Elicit reasons the trip was a good idea (the journey was a success, they met a lot of people and saw a lot of things, they raised a lot of money). Ask students if there are any reasons they think it wasn't a good idea (maybe he used a lot of gasoline, maybe there are easier ways to raise money for charity). Take a class poll to find out if students think the trip was a good idea overall.

#### Answers

Students' answers will vary. Sample answers include:  
The trip was a good idea because he raised a lot of money for charity.

### Pronunciation Skill

#### Simple past endings: /t/, /d/, and /ɪd/

- 1 Ask student to read the information in the box. Pronounce the example words in the box.
- 2 Clap out the syllables for *start*, *started* and *end*, *ended*.

## Exercise 7 NOTICE

- 1 Direct students to look through the list of words and make a guess about how many syllables they will hear.
- 2 Play the audio and have students work independently to write the numbers.
- 3 For each item, have students raise one or two fingers to indicate how many syllables are in the word. For any words that some students missed, clap out the syllable(s) and have the class repeat the word.

### Answers

1 2    2 1    3 2    4 1    5 1    6 1    7 2    8 1

## CD 2, Track 6

## Exercise 8 APPLY

- 1 Have students work independently to circle the correct pronunciation.
- 2 Play the audio and have them check their work and repeat the words.

### Answers

1 /ɪd/    3 /t/    5 /t/    7 /t/    9 /d/  
2 /ɪd/    4 /t/    6 /t/    8 /d/    10 /d/

## CD 2, Track 7

### More to Say...

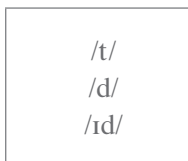
**Focus:** Working in partners, students practice correctly pronouncing *-ed* endings

**Grouping Strategy:** Groups of 2–3 students

**Activity Time:** 20 minutes

#### Ready,

- 1 Have a blank sheet of paper for each student.
- 2 Prepare another paper with /t/, /d/ and /ɪd/ written on it in big letters and evenly spaced. Make a copy of this handout for each group.



#### Set...

- 1 Put the students into groups and distribute the blank sheets of paper and the /t/, /d/ and /ɪd/ handout.
- 2 Have students write a list of ten words with *-ed* endings that they want to correctly pronounce on their blank sheets of paper.
- 3 Have them mark the correct pronunciation of each *-ed* ending on their list after each word as /t/, /d/ or /ɪd/. Remind the students not to show their lists to their partners.

#### Go!

- 1 Have the students take turns reading words from their lists. When reading, students should focus on correctly pronouncing the *-ed* ending. When listening, students should point to the sound that they hear on the /t/, /d/ and /ɪd/ handout.
- 2 Circulate, correct, and assist as necessary.

## Exercise 9 WHAT'S YOUR ANGLE?

- 1 Read the question and elicit a few examples from different students. Tell them an example of your own.
- 2 Have students tell a partner about who they helped and what they did. For more practice, have them switch partners and repeat the activity.

### Answers

Students' answers will vary. Sample answers include:  
I helped my brother with his math homework. I helped my mother clean the house. I helped the teacher pass out papers.

## Lesson 7.4 Oops! My Mistake!

Student Book pages 84 – 85

## Exercise 1 ACTIVATE

- 1 Direct students' attention to the video stills. Ask where Andy is. Ask them to predict what the video will be about.
- 2 Have students look at the pictures. Elicit ideas about what happened. Students may need the expressions *bumped into*, *hit*, and *embarrassed*.

### Answers

Students' answers will vary. Sample answers include:  
The woman's bags hit the other woman. She feels embarrassed.  
The man on the bicycle almost hit the woman with the baby.  
She is angry.

## Real-World English

### Apologizing

- 1 Read the information in the box aloud, modeling the polite intonation.
- 2 Have students repeat each of the examples.
- 3 Point out the structures after *I'm really/so sorry* (*for* + *-ing* form or sentence/clause).
- 4 Ask students what they think the people in the pictures in Exercise 1 said.

### Extra Practice

- 1 Write the following expressions in large letters on separate pieces of paper: *Oops, sorry! / Sorry I'm late! / Sorry about that! / My mistake! / I'm really sorry* \_\_\_\_\_  
./ *I'm very sorry* \_\_\_\_\_ / *I'm so sorry* \_\_\_\_\_. Make enough copies of each so that every student can have a paper.
- 2 Read the situations below aloud. Ask students to hold up their apology if they think it fits the situation. Pantomime the situations as necessary to help students understand.
  - a You lightly bump into your classmate as you're sitting down.
  - b You knock over your friend's coffee and it spills everywhere.
  - c Your phone rings while you're in a meeting.
  - d You leave your schoolbag on the sofa so your roommate has to move it to sit down.
  - e You are five minutes late to a meeting with your teacher.
  - f You promised your friend a ride home from school, but you forgot and left without them.

- Have students look around at the papers being held up to see if they agree that the apology is appropriate. Discuss any differences of opinion. For the more serious situations (probably b and f), elicit ways to build on the apology. For example, *I'm so sorry. Can I buy you a new cup of coffee?* or *I'm so sorry for forgetting. I feel really bad.*

### Real-World English Strategies

Apologizing is a complex speech act that requires a lot of cultural sensitivity and tact. In some cultures, the person issuing an apology is expected to provide extensive reasons to explain what happened, for example: *I am really, really sorry I'm late. I didn't hear my alarm and then missed the bus. Then there was a lot of traffic, and the bus arrived late. Then on my way from the bus stop I slipped and fell...* On the other hand, in other cultures, it is acceptable to avoid the blame. For example, note the difference between, *I'm sorry, the bus was late and I'm sorry I'm late, I missed the bus.* In the first sentence, the speaker avoids responsibility and places the blame on the bus, whereas in the second sentence, the speaker assumes the agency. You can raise your students' awareness about the differences in apology performance between their native language and English.

- Have students revisit the video and ask them to identify the situations that preceded an apology: not taking out the trash, tissues strewn on the floor, being late, and knocking over a cup of tea.
- Have students in pairs or small groups analyze what each speaker offered as a reason to follow up on the apology. Then discuss whether the apology was appropriate, too little, or too much from their personal point of view.
- How would they apologize in each situation in their first language? Would they give the same reasons?

### Exercise 2 ANALYZE

- Discuss the first situation as a class. Find out if everyone agrees that it's "bad." Have students work independently to complete the exercise.
- Have the class call out the answers. Discuss any disagreements.

#### Answers

Suggested answers

1 big 2 small 3 small 4 small 5 big 6 big

### Exercise 3 INTERACT

- Elicit an answer for number 1. Have students work with a partner to discuss the rest of the situations.
- Call on students to share their answers. Elicit alternatives from the class.

#### Answers

Students' answers will vary. Sample answers include:

- I'm really sorry I'm so late! I missed the bus!
- Sorry, my mistake!
- Oops! I'm so sorry about that!
- Hi. Sorry I'm late!
- Grandma, I'm so sorry I missed your party! I was sick and stayed in bed all day.
- I'm really sorry I wasn't nice to you last night. Yesterday was a very bad day for me.

### Exercise 4 IDENTIFY

Play the video. Ask students to raise their hands every time they hear Andy apologize.

#### Answers

Oh.... Sorry about that. / Oops! Sorry about that. / So sorry I'm late. / Oh, no...oops, my mistake!

### English For Real Video Unit 7

### Exercise 5 INTEGRATE

- Give students a moment to read the exercise. Replay the video and tell them to work independently to choose the answers.
- Call on students for the answers.

#### Answers

1 b 2 b 3 c 4 a 5 a 6 c

### Video Script

### English For Real Video Unit 7

#### Scene 1

Max Andy What happened in there?  
 Andy What? What do you mean?  
 Max Uh, it was your turn to empty the trash last night.  
 Andy Oh.... Sorry about that. I was sick... I mean, I am sick.  
 Max It's OK. I can do it. Ew...there are tissues on the floor. You missed the basket!  
 Andy Huh? Oops! Sorry about that. I was never good at basketball!

#### Scene 2

Prof Lopez Hello, Andy, Hi Max.  
 Andy Hi Professor Lopez. So sorry I'm late.  
 Prof Lopez What happened? You weren't in class.  
 Andy I was at health services, and then I stopped to buy tea.  
 Max I'm late too. Sorry.  
 Prof Lopez That's OK. Have a seat.  
 Andy ACHOOO!  
 Andy Oh, no... oops, my mistake!  
 Kevin Aw, man! What is that? Tea? You don't drink tea!  
 Max That's OK, Andy. I got this.  
 Andy Thanks...  
 Max Here... Take mine.  
 Prof Lopez Don't worry, guys. That's just scrap paper!

### Exercise 6 ANALYZE

Have students discuss their answers with a partner. Then call on individuals to share their ideas with the class.

#### Answers

Students' answers will vary. Sample answers include:  
 None of them were important. The professor wasn't angry about them being late and the papers were scrap paper. / Being late to an appointment with a professor was important, so Andy explained what happened.

### Exercise 7 INTERACT

- Have the students work with a partner to brainstorm situations. Call on several pairs to share their ideas with the class.
- Tell the partners to work together to write a conversation of at least three exchanges.

#### Answers

Students' answers will vary. Sample answers include:  
 Being late, missing an appointment, forgetting someone's birthday

## Exercise 8 SHARE

- 1 Have each pair meet with another pair to perform their role plays and discuss the questions. For more practice, swap the pairs and have them perform their role plays for new partners.
- 2 Ask volunteers to perform their role play for the class.

### Answers

Students' answers will vary. Sample answers include:  
 A: Hi Mary. I'm so sorry I'm late.  
 B: It's OK. I was late, too! My bus was really slow today.  
 A: That was my problem, too!

## Lesson 7.5 Excuses, Excuses!

Student Book page 86

### Exercise 1 ACTIVATE

- 1 Tell students to look at the title of the lesson. Ask them what an *excuse* is (a reason you give to explain your behavior). Elicit examples, such as, *I didn't call you on your birthday because we were away and my cell phone didn't work there*. Briefly discuss the difference between good and bad excuses.
- 2 Direct students' attention to the pictures. Ask them to describe what they see and guess the relationships between the people. Students may need words like *nurse*, *push*, *wheelchair*, and *wash dishes*.
- 3 Play the audio and have them work independently to number the pictures.
- 4 Have the class call out the answers.

### Answers

a 2      b 1      c 4      d 3

### Audio Script

#### CD 2, Track 8

- 1  
 A Good morning, Daniela. You missed class yesterday. Were you OK?  
 B Yeah, I was with my grandmother all day because she needed help around the house. Sorry I missed class.  
 A Oh, that's OK. Why don't you borrow someone's notes?  
 2  
 A Hey, don't forget. My party is next Saturday, May 4<sup>th</sup>.  
 B Ohhh, sorry, I can't go! I work at the hospital on Saturdays.  
 A Ah. That's too bad.  
 3  
 A Hello, Melissa?  
 B Hi, Kim! I just listened to your message. Sorry for not calling you back yesterday. My phone was off all day.  
 A Oh it's OK! It wasn't important.  
 4  
 A Hey, you're good at writing. Can you help me with my essay this afternoon?  
 B Oh... no, not today. Sorry! I'm really tired.  
 A That's OK. Maybe tomorrow?  
 B Maybe, I'm pretty busy all week.

## Exercise 2 IDENTIFY

- 1 Give students a minute to read the reasons and excuses. Replay the audio and have them work independently to complete the chart.
- 2 Call on students for the answers.

### Answers

Conversation	Reason for apology	Excuse
1	missed class	was with grandmother
2	can't go to party	works on that day
3	missed phone call	phone wasn't on
4	can't help with essay	is tired

#### CD 2, Track 8

### Exercise 3 WHAT'S YOUR ANGLE?

Read the example aloud. Ask students to discuss their situations with a partner. Then call on individuals to share with the class.

### Answers

Students answers will vary. Sample answers include:  
 I missed class because I had to take my mother to the doctor. / I didn't call my friend back because my phone was at home.

## Speaking

### Making excuses

#### GO ONLINE

- 1 Direct students to read the information in the box.
- 2 Read the examples aloud, modeling the apologetic intonation.

### Extra Practice

- 1 Make slips of paper with these situations on them, enough so that you can provide each student with one:  
*You weren't at my party last night.*  
*You weren't in school yesterday.*  
*You missed your doctor appointment.*  
*You were late to work today.*  
*You were late to study group.*  
*I called you twice yesterday.*  
*I visited you, but you weren't home.*  
*You missed the football game.*
- 2 Before you give out the slips of paper, brainstorm some excuses and write them on the board. For example:  
*I'm so sorry. I was at my grandmother's house. / I was sick. / The trains were slow.*
- 3 Using one of the slips of paper, model a walk-around, card-exchange activity. For example: Approach a student and say, *Hey, Carla. You weren't at my party last night!* Encourage the student to respond with an apology and one of the excuses on the board. Then have her say the situation on her paper and you respond with an apology and excuse. When you are finished, switch papers, and go talk to a new student with your new slip of paper.
- 4 After you have modeled this a couple of times, have the class stand and begin the activity. Encourage them to talk to people on the other side of the room.
- 5 After most students have switched partners and papers three or four times, call time and have them sit down.

## Exercise 4 INTEGRATE

Direct students to read through the scenarios and excuses with a partner. Tell them to choose one and write the conversation. Remind them to include an apology along with an excuse.

### Answers

- 1 A: I moved last weekend. I needed help. Where were you?  
B: I'm sorry for not helping you. I was in California for work.
- 2 B: I cooked dinner yesterday and invited you. Where were you?  
A: Sorry I wasn't there! I was really sick.
- 3 A: Can you drive me to the airport this afternoon?  
B: I'm sorry, but I have class in the afternoon.
- 4 B: I visited you on Sunday, but you weren't home. Where were you?  
A: Oh, sorry. I was at the park because the weather was beautiful.

## Exercise 5 INTERACT

- 1 Have the pairs role-play their scenarios and then choose another scenario to role-play in the opposite role. Tell them to practice apologetic intonation.
- 2 Have students regroup and perform their role plays for another pair of students.



## Unit 7 Review

Student Book page 153

### Vocabulary

#### Exercise 1

##### Answers

- |                      |                        |
|----------------------|------------------------|
| 1 May eighteenth     | 4 April eleventh       |
| 2 July twenty-fourth | 5 October thirty-first |
| 3 February tenth     |                        |

#### Exercise 2

##### Answers

- |          |        |        |
|----------|--------|--------|
| 1 clouds | 3 rain | 5 snow |
| 2 hot    | 4 cool | 6 sun  |

**GO ONLINE** Encourage students to go online to play the vocabulary game.

### Grammar

#### Exercise 3

##### Answers

- |          |           |          |
|----------|-----------|----------|
| 1 was    | 4 were    | 7 wasn't |
| 2 were   | 5 weren't | 8 was    |
| 3 wasn't | 6 was     | 9 were   |

#### Exercise 4

##### Answers

- 1 Was the movie interesting?
- 2 Where were you on Sunday?
- 3 Were your friends home yesterday?
- 4 Why wasn't he at work on Saturday?
- 5 Why weren't you at the party?

#### Exercise 5

##### Answers

- Students' answers will vary. Sample answers include:
- 1 We walked home after class because the weather was beautiful.
  - 2 My parents arrived late at the airport.
  - 3 I cooked breakfast for my roommates today.
  - 4 My friend used my phone and called her mother.
  - 5 The students talked about their weekends in class today.
  - 6 My friend played soccer on Friday.
  - 7 You answered my question. Thank you.

**GO ONLINE** Encourage students to go online for further grammar reference and information and to play the grammar game.

### Discussion Point

#### Exercise 6

OXFORD REFERENCE

- 1 Direct students to read the discussion point silently.
- 2 Read the quote aloud. Ask the students to guess what *cut class* means. Explain that it means to miss class without a good excuse.

- 3 Ask students if they agree that education is important to success. Elicit ways that education helps people.

##### Answers

Students' answers will vary. Sample answers include:  
Education helps you get a good job, makes you better at your job, and can help you be prepared for different kinds of jobs.

**GO ONLINE** Encourage students to go online to listen to the podcast and add their comments to the discussion board.

### Zoom In

#### Exercise 7

- 1 Task 1: Give students a minute to think about how they will answer the questions. Have them talk to a partner. When they finish, ask them to switch partners and repeat the activity.
- 2 Task 2: Elicit examples of "bad things" they may have done (for example, missing or arriving late for an event, forgetting something, breaking or spilling something, hurting someone's feelings). Show students how to begin and end an email with *Dear* \_\_\_\_, *Sincerely*, or *Best*. Have them work independently to write their emails. Have students send you the email or share it with a partner.
- 3 Task 3: Model the activity by sharing a picture of an important event from your life. Describe what happened and tell them the dates. *This is a photo of my college graduation. I graduated in 2012. It was a very happy day. My whole family was there.*

##### Answers

- Students' answers will vary. Sample answers include:
- 1 Last Saturday, I was in Shanghai. I was there because my grandparents live there. The weather was nice and cool.
  - 2 Dear Walid: I'm sorry I wasn't nice to you yesterday. I was sad because my father was sick. I wasn't angry at you. Please call me today. Thank you!
  - 3 This is a photo of me and my first roommate at college. I started college on September 1st, 2002. It was a really great year. My roommate was a friendly and fun person.

#### Exercise 8

Tell students to think about how they did on each of the tasks in Exercise 7 and to check the appropriate box. Remind them that they can review the online activities for any skills they need more practice with.

##### Answers

Students' answers will vary.

## Unit Overview

### Introduction to the unit

The title of this unit – *History* – summarizes the main theme: talking about the past.

In **Lesson 8.1**, the idea of history is reflected in activities where students talk about famous historical landmarks and learn irregular past tense forms and past time expressions. In **Lesson 8.2**, the theme continues as students read a family history and create a timeline before writing about their own history. In **Lesson 8.3**, students read and discuss the recent history of fashion and practice past tense questions. In **Lesson 8.4**, students learn to react appropriately to other people's news. Finally, **Lesson 8.5** summarizes what students have learned as they discuss historical achievements that interest them.

## Lessons

### 8.1 A Ritzy Business

**Grammar in Context** Simple past of irregular verbs

**Listening Skill** Use visuals to help you understand

**Vocabulary Development** Time expressions

- Practice irregular verbs
- Listen for information about the Ritz Hotel
- Practice using time expressions
- Describe a good or bad experience at a hotel

### 8.2 Bank Clerk to Photographer

**Grammar in Context** Simple past: Negative

**Writing Skill** Using sequence words

- Create a timeline of important life events
- Read a family history
- Use sequence words to connect ideas
- Write your biography

### 8.3 They Wore That?

**Reading Skill** Scanning for specific information

**Grammar in Context** Simple past: *Yes/no* questions

- Identify clothing items (Oxford 3000)
- Read about how fashion has changed
- Talk about what you wore when you were younger

### 8.4 Congratulations!

**Real-World English** Reacting to news

- Identify and practice ways to react to good and bad news
- Analyze appropriate reactions to different situations

### 8.5 Making History

**Pronunciation Skill** Rising and falling intonation in statements

**Speaking** Talking about dates

- Listen for information about the four-minute mile
- Tell about an exciting historical event

## Resources

**Class Audio** CD 2, Tracks 9–13

**Workbook** Unit 8, pages 50–56

**Oxford Readers Correlations**

London (9780194655491)

**Teacher's Resource Center**

Assessments: Unit test

English For Real video

Grammar focus

Grammar PPTs

Grammar Worksheets

Oxford Reference Worksheets: upper/lower

Vocabulary cards

Newslea articles

Word list

## Unit Opener

### Student Book page 87

The photograph helps set up the theme of history because it shows ancient ruins. By thinking about the place in the picture, students will begin to reflect on past events and people.

### Photographer

#### Gianni Cipriano

Gianni Cipriano (b. 1983) is a Sicilian-born independent photographer based in Napoli, Italy. His work focuses on contemporary social, political, and economic issues. Gianni regularly works for *The New York Times* and has been documenting the ongoing upheaval in Italian politics for *L'Espresso* weekly magazine since 2013. His editorial work has also appeared in *TIME*, *Wired*, *The Wall Street Journal*, *Le Monde Magazine*, *The Guardian Weekend Magazine*, *MSNBC.com*, *lo Donna*, *Ventiquattro*, *IL*, *Courrier International*, *Vanity Fair*, and *Esquire*, among others. After studying aerospace engineering and architecture, he graduated from the Documentary Photography and Photojournalism Program at the International Center of Photography in New York in 2008. He has received recognition and awards from POYI (Picture of the Year International), American Photography, New York Photo Awards, International Photography Awards and the Ian Parry Scholarship. Gianni's work has been showcased in group exhibitions in venues such as the Rencontres d'Arles, *FOLI* Lima Biennale of Photography, MOPLA, Lumix Festival for Young Photojournalism.

### Unit Snapshot

- 1 Direct students' attention to question 1. If students haven't heard of the Ritz Hotel, have them look at the picture on page 88 and ask them whether it looks cheap or expensive.
- 2 For question 2, have students look at the picture of platform shoes on page 93 or find a different picture of platform shoes online. Ask students if they know when those shoes were popular.
- 3 For question 3, if students don't know the answer, ask them to guess what country the person was from (England).

### Discussion Questions

- 1 Direct students' attention to the questions below the picture. Encourage them to answer and provide any words or expressions they need to express their ideas.
- 2 Optionally, before asking students to answer the discussion questions, show the photographer video where Gianni Cipriano answers a couple of the questions from his perspective. Play it for students as many times as needed to check comprehension and discuss any vocabulary items.

### Answers

Students' answers will vary. Sample answers include:

- 1 We can learn about how the people lived and what kind of technology they had.
- 2 I learn about history in school, from watching historical movies, and from visiting historical places and museums.
- 3 Teotihuacan is a very old city near Mexico, D.F. It has famous pyramids. Tourists go there from all over the world.

### Video Script

This is the Greek Theater in Taormina, Italy. You can see Mount Etna behind the theater. Ancient Greeks built the theater thousands of years ago for plays and concerts. Today, the theater is famous. People still go to the Greek Theater to see plays and concerts.

Places like this tell us what was important to people in the past. The ancient Greeks built this theater here because the ocean and the mountain make this a beautiful place to watch plays. They built the theater in a special way to make sound louder, so everyone could hear the actors on stage. The things we know and do today come from many years of history that came before.

You can read about history in books. You can also visit museums or historic places. One way to learn about history is to ask questions when you go somewhere. What happened? Who was there? Where did it happen? When did it happen? Why did it happen? When you answer these questions, you understand more about the past, and you understand how the past created the world we live in today. I like to visit historic places, look at maps, and read books to learn about history.

### Unit Opener Exercise

- 1 Direct students to read the questions and ask any if they have any questions about vocabulary.
- 2 Have students work independently to choose their answers. Point out that they aren't expected to know the correct answers, but they should try to make educated guesses. The idea is for this quiz to get them thinking about the topics and theme of the unit.
- 3 Go over the answers with the class. Consider projecting or showing images of Blackbeard the pirate and Florence Foster Jenkins. Ask students what they know about pirates. Point out that the actress Meryl Streep recently played the role of Florence Foster Jenkins in a Hollywood movie.

### Answers

- |     |     |     |     |
|-----|-----|-----|-----|
| 1 b | 2 b | 3 c | 4 b |
|-----|-----|-----|-----|

### Real-World Goal

By the end of this unit, students will be able to write an online review of an historic place in their country because they will have learned how to use the simple past tense along with past time expressions and sequencing words to organize their ideas. They also will have created timelines, described landmarks, and talked about historical achievements.

## Lesson 8.1 A Ritzy Business

Student Book pages 88 – 89

### Exercise 1 ACTIVATE

- 1 Read the lesson title aloud. Ask students if to guess what *ritzy* might mean and/or what they think the lesson will be about. Note that the lesson title is also a pun—or a play on words—relating to the English idiom, *risky business*, which refers to a risky plan or a gamble.
- 2 Ask students to look at the photos and identify the places they recognize. (Burj Al Arab, the Taj Mahal, the Great Wall.)
- 3 Elicit the names of famous buildings in the country you are in now. If students are from different countries, invite them to talk about famous buildings in their native countries and to share pictures of them as they name and describe them.

#### Answers

Students' answers will vary. Sample answers include:  
The National Congress is a famous building in Buenos Aires. It was built in the early 1900s. It's famous because the parliament meets there.

### Grammar in Context

#### Simple past of irregular verbs

##### GO ONLINE

- 1 Read the information in the grammar box aloud. Have students repeat the present and past tense forms.
- 2 For additional information, see the Grammar focus on page 166 of the Student Book.

#### Extra Practice

- 1 Write the base forms of the verbs in the grammar box on the board. Say them and have students call out the past tense forms. as you write. Then say them out of order and have the class respond with the past forms.
- 2 When it seems like most students know most of the past-tense forms, play a ball-toss game: Have students stand in a circle. Say a student's name and throw a ball (or an eraser or a soft toy) to that student. Say one of the verbs and have the student respond with the past form. Then have the student choose someone else, throw the ball, and say a new verb. Continue until everyone has had one or two turns.

### Exercise 2 WHAT'S YOUR ANGLE?

- 1 Read the example sentences. Give them another example that is true for you. For example, *A few years ago I went to Barcelona and saw the Sagrada Familia. It's a cathedral designed by the famous architect Gaudi. They began building it over a hundred years ago and it's still not finished!*
- 2 Direct students to talk to a partner.
- 3 Call on students to share something their partner said.

## Listening Skill

### Use visuals to help you understand

#### GO ONLINE

- 1 Direct students to read the information in the Listening Skill box.
- 2 Bring in a picture of the Mayan pyramid and one of Saint Basil's Cathedral. Have students look at the picture of the Mayan pyramid. Say: *The Mayan pyramid stands in a green field. What do you think field means?* (accept pointing as well as verbal answers) Then tell students to look at Saint Basil's Cathedral. Say: *Saint Basil's Cathedral is famous for its nine colorful domes. What do you think dome means?*

#### Extra Practice

- 1 Look online for a short video clip about a famous building that interests you or that might interest your class.
- 2 Preview the video and identify a few vocabulary words that students may not know but that they can glean from the images in the video.
- 3 Write the words you've chosen on the board and pronounce them for the students. Then play the video clip and ask students to listen for the words and guess their meanings.

### Exercise 3 ASSESS

- 1 Read the directions and ask students to discuss the pictures and make guesses about the video.
- 2 Elicit some of their guesses, but don't comment—any guess is acceptable.

#### Answers

Students' answers will vary. Sample answers include:  
It's about a man who lived a long time ago. It's about rich people.

### Exercise 4 APPLY

Play the audio. Ask students which of their guesses were correct.

#### Audio Script

##### CD 2, Track 9

The Ritz Hotel is in the center of London. The hotel got its name from the first owner, Cesar Ritz. Cesar Ritz was born in Switzerland in 1850. He spent time working in restaurants and hotels in the late 1800s. Then, in 1898, he opened the Ritz Hotel in Paris. In 1906, he opened the Ritz Hotel in London. He wanted the hotel to look like a building in Paris. The grand, French style was new to people in London. Some people thought it was ugly and didn't like it. In its first two years, the hotel lost money. But in the 1920s and 30s, the hotel was very popular. Many rich and famous visitors went there, like movie stars, writers, and princes. Everyone knew the Ritz hotel. In fact, people began to use the word "ritzy" to describe any place with a beautiful, expensive style and high prices. Today, a room at the Ritz can cost from 400 to 4,000 pounds a night! There are other ways to spend money, too. For every guest in the hotel, there are two workers.

### Exercise 5 IDENTIFY

- 1 Have students work independently to choose the correct answers based on what they remember from the first audio.
- 2 Replay the audio and have them check their answers.
- 3 Call on students to read the completed sentences aloud.

## Answers

1 b 2 c 3 a 4 b 5 b 6 b

## CD 2, Track 9

### Exercise 6 INTEGRATE

- Read the directions. Check comprehension of the task: *Do you just copy the verb from the box into the right sentence? (No, you write it in past tense.)*
- Have students work independently to complete the sentences. Then tell them to share their answers with a partner.
- Call on students to read the completed sentences aloud.

## Answers

1 got 4 went  
2 spent 5 knew  
3 lost 6 began

## Vocabulary Development

### Time expressions

#### GO ONLINE

- Direct students to read the information in the Vocabulary Development box. Read the time expressions and have students repeat them.
- Ask questions to check comprehension: *What was last month? What was last year? Did we have class last Tuesday? Last night? When did we start class? (in + the month) When is our next holiday? (on + date) When were you born? (in + year)*

### Extra Practice

- Copy this grid on a piece of paper and make enough copies for each group of three or four students. Cut them into slips of paper and distribute a set to each group, face down.

last year	last month	last week
yesterday	on Monday	in January
in 2010	in the 1990s	in the
last night	in 2016	last Thursday

- Model the activity. Pick a slip of paper and make a true statement with it. For example, for the slip of paper that reads *last year*, say *I worked at this school last year*. Ask the students to say if your sentence is true or false. Pick another slip of paper and make a false statement. For example, *I bought a house yesterday*. Have students guess.
- Tell students to take turns picking cards and making true or false statements to their groups. Tell the groups to guess if the statements are true or false.

### Exercise 7 USE

- Have students work independently to read the paragraphs and circle the correct expressions.
- Read the paragraph aloud, pausing for the class to call out the correct answers.

## Answers

1 ago 5 1800s  
2 1800s 6 1900s  
3 in 7 last  
4 in 8 Now

### Exercise 8 WHAT'S YOUR ANGLE?

Read the example aloud. Give students a minute to think about what they will say. Tell them to take notes if they want, but not to write it all down.

### Exercise 9 INTERACT

- Have students tell their partners their story. For more practice, have them switch partners and repeat the activity. Ask who had similar stories.
- Call on students to tell the class their story. Ask the class to listen for the verbs and time expressions.

## Answers

Students' answers will vary. Sample answers include:  
Two years ago, I stayed at a terrible hotel in Los Angeles. It was expensive, but it wasn't clean and the shower was broken. In the morning we asked for our money back and we went to a different hotel.

## Lesson 8.2 Bank Clerk to Photographer

Student Book pages 90 – 92

### Exercise 1 ACTIVATE

- Have students look at the timeline. Ask: *What happened in 1980? (Gilberto was born.) What happened in 2015? (He had a child.)*
- Give students a moment to read the questions. Then elicit the answers from the class.

## Answers

1 Portugal 2 the United States 3 photographer

### Exercise 2 WHAT'S YOUR ANGLE?

- Ask several students to share what year will be on the first line. Elicit ideas for important events that might not be on Gilberto's timeline (bought a car, learned to drive, met best friend, won an award, went to Europe).
- Have students create their own timeline. Tell them to write the year and the event.

### Exercise 3 INTERACT

- Have students share their timeline with a partner.
- Call on pairs to explain whether their timelines were similar, and if yes, how.

## Answers

Students' answers will vary. Sample answers include:  
Our timelines are similar. We were both born in 2002, and we both started high school in 2016.



## Exercise 4 IDENTIFY

- 1 Direct students' attention to the picture and explain that it is of Gilberto and his family. Have them work independently to read the story and find three details that aren't on the timeline. Tell them to make a small dot near the information.
- 2 Call on students to share the answers with the class.

### Answers

Students' answers will vary. Sample answers include:  
He was born in a small town. He lived with his parents and grandparents. He went to college at the University of Lisbon. He made good money at the bank. His wife's name is Lisa. She is a photographer.

## Grammar in Context

### Simple past: Negative

#### GO ONLINE

- 1 Direct students to read the information in the grammar box.
- 2 Read the example sentences. Check comprehension: *Do you use the past tense verb form after didn't?* (no)
- 3 For additional, see the Grammar focus on page 166 of the Student Book.

### Extra Practice

- 1 Write a list of negative past tense verbs on the board:

didn't play	didn't work
didn't go	didn't buy
didn't see	didn't eat
didn't visit	didn't call
didn't come	didn't take

- 2 Elicit several sentences. Tell student to use time words.  
For example: *I didn't play soccer last weekend. I didn't go to a movie last night.*
- 3 Put students in groups of four. Tell them to take turns making negative statements using the verbs on the board and time words. Tell them to go as fast as they can and to raise their hands when they've gone through all of the words.
- 4 Once a few groups have raised their hands, call on students to make statements with the verbs.

## Exercise 5 IDENTIFY

- 1 Read the directions and the example. Have students work independently to underline the past tense verbs in the story.
- 2 Have them compare their lists of verbs with a partner.

### Answers

#### Positive:

was (born), grew up, began, finished, went, finished, got, made, was, left, started, decided, came, got, began, met, was, got, had

#### Negative:

didn't have, didn't like, didn't feel, didn't know, didn't speak, didn't stop, didn't work

## Exercise 6 INTEGRATE

- 1 Give students a moment to look over the sentences in preparation for listening.

- 2 Play the audio and have students work independently to complete the sentences.
- 3 Have students compare their answers with a partner. Then call on individuals to read the completed sentences aloud.

### Answers

- |                 |               |
|-----------------|---------------|
| 1 started       | 4 learned     |
| 2 didn't finish | 5 wrote       |
| 3 didn't want   | 6 didn't like |

### Audio Script

#### CD 2, Track 10

- 1 I started college in 2004.
- 2 I didn't finish my studies.
- 3 I didn't want to work at a big company.
- 4 I quickly learned to play guitar.
- 5 I wrote some cool songs.
- 6 My parents didn't like my music.

## Exercise 7 WHAT'S YOUR ANGLE?

- 1 Read the example aloud. Point out that students need to write both a negative and a positive sentence. Have students work independently to write their sentences.
- 2 Have students read their sentences to a partner. Tell partners to listen for the correct form of the past tense verbs.
- 3 See the Grammar focus on page 166 for more information.

### Answers

Students' answers will vary. Sample answers include:

- 1 I grew up in Indonesia. I didn't grow up in Australia.
- 2 I lived with my grandparents. I didn't live with my parents.
- 3 I liked playing. I didn't like school.
- 4 I had a cat. I didn't have a dog.
- 5 I knew about my country. I didn't know about other countries.
- 6 I spoke Vietnamese. I didn't speak Spanish.
- 7 I played games. I didn't play an instrument.

## Writing Skill

### Using sequence words

#### GO ONLINE

- 1 Direct students to read the information in the Writing Skill box. Read the example sentences aloud.
- 2 Discuss the meanings of the words. Point out that *later* isn't used to describe an action that is immediately after the first one.

### Extra Practice

- 1 Write this timeline on the board or make enough copies for each pair of students.

#### Ana's Timeline

1992 born in Boston  
1994 moved to Los Angeles  
2009 went to college  
2010 got a part-time job at the bookstore  
2013 graduated, moved to Oregon  
2014 started job at ABC Company  
2016 got married

- 2 Elicit ways to connect the first two events with a sequence word. (Ana was born in Boston in 1992. Two years later, / After that, / Later, in 1994, she moved to Los Angeles.)
- 3 Have partners work together to write pairs of sentences about Ana using the sequence words.
- 4 Call on students to write sentence pairs on the board.

## Exercise 8 USE

- 1 Read the first two examples aloud. Have students work independently to combine the sentences using sequence words.
- 2 Have students share their answers with a partner. Ask if any pairs used different sequence words in the same item. Ask them to read both versions to the class. Discuss whether both are appropriate.

### Answers

Students' answers will vary. Sample answers include:

- 3 They got married in 2002. Two years later, their daughter was born.
- 4 Vinit moved to London, and then he started college.
- 5 We arrived here in August. One month later, we began classes.
- 6 Jeannie studied business in college. Later, she opened a small business.
- 7 She took piano lessons. Next, she decided to take singing lessons.
- 8 I traveled around South America for six months. After that, I came home and got a job.

## Exercise 9 WRITE

- 1 Read the directions. Tell students to refer to their timelines on page 90. Check comprehension of the activity: *Should you use sequence words?* (yes) *Should you use sequence words between every two sentences?* (no) *Do you need to use both negative and positive verbs?* (yes)
- 2 Have students work independently to write their bios. Circulate and provide feedback.

### Answers

Students' answers will vary. Sample answers include:

I was born in Indonesia. I lived with my parents and my two brothers. I went to elementary school in Jakarta. Then we moved to Chile because my father got a job here. I didn't speak Spanish, and I wasn't very happy at first. Then I met some friends and I joined a soccer team. Now this is my home.

## Exercise 10 IMPROVE

Read the checklist aloud. Ask students to review their descriptions and make corrections. Spot-check while they do this work.

## Exercise 11 SHARE

- 1 Have students share their bios with a partner. Tell them to use the checklist to in Exercise 10 to check their partner's work.
- 2 Call on individuals and ask them to share something they learned about their partners.

## Lesson 8.3 They Wore That?

Student Book pages 93 – 95

### Exercise 1 VOCABULARY

- 1 Say and have students repeat the words in the box. Draw students' attention to the pictures in Exercise 3. Ask them to identify the skirt.
- 2 Have students work independently to label the clothing items. Tell them to check their answers with a partner.

### Answers

1950s

a hat, a skirt, a T-shirt, a jacket, a pair of jeans

1960s

dresses

1970s

a pair of shoes

1980s

a pair of pants

1990s

a shirt

### Oxford 3000 words

shirt	shoes	pants	jeans
jacket	dress	skirt	hat
pair			

## Exercise 2 WHAT'S YOUR ANGLE?

- 1 Have students work with a partner to describe the clothing items of people in the classroom.
- 2 Call on students to point out and name the clothing items (and colors) they see in the class.

### Answers

Students' answers will vary. Sample answers include:

Juan is wearing a blue T-shirt. Maritza is wearing a pink skirt. Boris is wearing a pair of jeans.

## Exercise 3 ASSESS

- 1 Draw students' attention to the pictures and the title of the article. Ask them what they think the article will be about (how clothes change over time).
- 2 Have students read the article silently. Then elicit their answers to the questions.

### Answers

Students' answers will vary. Sample answers include:

Women's clothes changed more than men's clothes. In the '50s, '60s, '80s, and '90s, the men wore jeans and T-shirts. It's very similar. Women wore dresses in the '50s, '60s, and '70s, and the styles were very different. Then in the '80s they started to wear pants.

## Reading Skill

### Simple past: Scanning for specific information

#### GO ONLINE

Direct students to read the information in the Reading Skill box. Explain that scanning is the skill they may use when they take a test; they read a question and then quickly look through the text for key words that will help them find the answer.

### Extra Practice

- 1 Have students practice scanning for several pieces of information in the reading.
- 2 First, tell them to look through it to find out which years are covered. Tell them to raise their hands when they've found all of the dates (50's, 60's, 70's, 80's, 90's)
- 3 Tell students to scan the reading for the word *crazy* to find out which decade the article describes as having crazy clothes. Tell them to raise their hands when they've finished.

## Exercise 4 IDENTIFY

- 1 Tell students to scan for the clothing items on the left to find the correct decades.
- 2 Have the class call out the answers. Go over the clothing items, pointing to the pictures and eliciting descriptions of the clothing items. (For example, a maxi dress is a long dress, platform shoes are tall shoes,

### Answers

- 1 '70s    2 '90s    3 '50s    4 '80s    5 '60s

## Exercise 5 WHAT'S YOUR ANGLE?

Have students talk to a partner about the clothes they like and wear. Call on students to share their ideas with the class.

### Answers

Students' answers will vary. Sample answers include:  
I like some clothing styles from the '80s. For example, I like to wear tight pants and big shirts.

## Grammar in Context

### Simple past: Yes/no questions

#### GO ONLINE

- 1 Direct students to read the information in the Grammar in Context box.
- 2 Read and have students repeat the example sentences in the box. Point out that we use the base form of the verb with *did*.
- 3 For additional information, see the Grammar focus on page 166 of the Student Book.

### Extra Practice

- 1 Distribute to each student a slip of paper with a verb phrase on it, for example:

eat an apple	wear jeans
clean the house	eat at a restaurant
drive to work	visit a friend
ride a bus	take a train
watch TV	go to the park
play soccer	go shopping
text a friend	take a vacation
help a friend	wake up early
wear a blue shirt	call a friend
go to the store	cook dinner
wear a hat	wear bell-bottom jeans

- 2 Elicit and write a few past time periods on the board. For example, *yesterday*, *last weekend*, *last summer*.
- 3 Using one of the slips of paper, model a walk-around, card-exchange activity. For example: Approach a student and say, *Did you eat an apple last night?* Encourage the student to respond with a short answer. Then have him ask you a past-tense question using the verb phrase on his paper. Respond with a short answer. When you are finished, switch papers, and go talk to a new student with your new slip of paper.
- 4 After you have modeled this a couple of times, have the class stand and begin the activity. Encourage them to talk to people on the other side of the room. Monitor

their exchanges, making note of any common errors you want to review at the end of the activity.

- 5 After most students have switched partners and papers four or five times, call time to end the activity and have them sit back down. Go over any common errors you heard with the class.

## Exercise 6 INTEGRATE

- 1 Play the first item and have students find the answer. Point out that there are two choices for each yes or no answer, and they need to select the one that goes grammatically with the question.
- 2 Play the rest of the audio and have students circle their answers.

### Answers

- |                    |                    |
|--------------------|--------------------|
| 1 Yes, they were.  | 4 No, they didn't. |
| 2 Yes, they did.   | 5 Yes, they were.  |
| 3 No, they didn't. | 6 Yes, they did.   |

### Audio Script

#### CD 2, Track 11

- 1 Were big, baggy pants popular in the 1990s?
- 2 Did people like bright colors in the 1980s?
- 3 Did men wear tie-dyed T-shirts in the 1950s?
- 4 Did women wear platform shoes in the 1950s?
- 5 Were jean jackets popular in the 1980s?
- 6 Did women wear long dresses in the 1970s?

## Exercise 7 IMPROVE

Replay the audio one item at a time and have students say their answers aloud. Clarify where necessary.

#### CD 2, Track 11

## Exercise 8 INTERACT

- 1 Read the directions and elicit some example answers. (For example: In my country men wore tie-dyed shirts and bell-bottomed jeans, but women didn't.) Ask them to look back at the article and make notes about how clothes have changed in their own country.
- 2 Have students ask their partners about clothing items from the article.
- 3 Call on students to share something they learned from their partner.

## Exercise 9 WHAT'S YOUR ANGLE?

Direct students to work independently to make notes about what they usually wore as a child.

### Answers

Students' answers will vary. Sample answers include:  
I wore jeans and T-shirts a lot. I didn't wear dresses.

## Exercise 10 INTERACT

- 1 Direct students' attention to the sample answer. Point out that they can talk about what they wore as a child and as a teenager and what they wear now.
- 2 Have students talk to a partner about what they wore. For more practice, have them switch partners and repeat the activity.
- 3 Call on students to share what was similar or different about how they and their partners dressed.
- 4 Point out the girl in the picture. Ask if they ever dressed like her and if they like what she is wearing.

### Answers

Students' answers will vary. Sample answers include:  
My partner wore jeans and T-shirts a lot. I wore T-shirts, but I didn't usually wear jeans. I wore shorts or other pants.

## Lesson 8.4 Congratulations!

Student Book pages 96 – 97

### Exercise 1 ACTIVATE

- 1 Look at the lesson title. Ask students when they might say congratulations to someone else. Elicit different situations.
- 2 Direct students' attention to the four video stills. Elicit answers to the questions from the class.

### Answers

Students' answers will vary. Sample answers include:  
In the first picture, Max got good news. He's happy and smiling. / In the second picture, the news isn't good. He doesn't look happy.

### Exercise 2 ASSESS

- 1 Give students a chance to skim the questions and answers before playing the video. Encourage them to think about (and perhaps underline or circle) any key words that they might want to listen for while they watch.
- 2 Play the video. Have students work independently to complete the exercise.
- 3 Call on students for the answers. Ask them if they would feel the same way in each situation.

### Answers

1 a	2 a	3 a	4 a
5 a	6 a	7 b	8 b

### Video Script

#### English For Real Video Unit 8

##### Scene 1

Andy Hey... how's it going?  
Max Hey! You're in a good mood.  
Andy Yeah! I passed my big history test!  
Max Really? Congratulations! Brilliant! Wow! You were so worried.  
Andy I know. I studied all month.  
Max Yeah...Speaking of studying. I have a big test tomorrow. Here. Enjoy the TV!  
Andy Don't you want to watch your favorite show?  
Max Can you record it for me? Thanks!

##### Scene 2

Kevin Hey, Max.  
Andy Hi.  
Max Hey. How's it going?  
Andy Uh, we just got tickets home for winter break.  
Max Wow... That's uh, great. Wait ... we?  
Kevin Yeah. We ride the train together.  
Max Oh...That's cool.  
Kevin Yeah. What about you, Max? London?  
Max No. I can't go home. The tickets are very expensive right now.  
Andy Oh, no! That's too bad.  
Kevin Yeah.  
Max Oh, well. I won a free pass to the Art Museum. Now, I can use it during break!  
Kevin / Andy Congratulations!

## Real-World English

### Reacting to news

- 1 Direct students to read the information in the box.
- 2 Read and have students repeat the reaction expressions, modeling appropriate intonation.

### Extra Practice

- 1 Write the following expressions on the board:  
*Wow! That's great!*  
*That's cool!*  
*Congratulations!*  
*Oh, I'm sorry.*  
*That's too bad.*  
*Oh, no!*
- 2 Have students work in groups to come up with six statements, one for each of the reactions on the board.
- 3 Tell the group members to take turns reading the statements aloud to the class. Call on students from other groups to give an appropriate response. Provide feedback on pronunciation and tone of voice.

## Real-World English Strategies

The English language has an extremely rich collection of expressions that can be used to react to good news. Together, you can compile a classroom inventory of how to respond to good news.

- 1 Ask your students to list expressions that can be used to react to good news as they listen to the conversation in the video.
- 2 Draw their attention to the expressions listed in the Real-World English box on page 96 and have them add those to their lists.
- 3 Ask your students to conduct a simple experiment outside of the classroom. Tell them to pick one of the positive situations in Exercise 5 (or to come up with their own) and to say it in their interactions with at least five different people over the course of a week (e.g., *Hey, how is it going? – Great, my sister just had a baby!*).
- 4 Tell the students to pay attention to the responses they get and to record those responses and bring them back to class.
- 5 The compiled inventory can be displayed on the classroom walls, or students can write them down in their notebooks or personal dictionaries.

English also has a wide array of expressions that can be used in response to bad news. It is interesting to note that sometimes, responses such as *That's a shame* or *That's too bad* are used sarcastically and express superficial sympathy for someone's unfortunate situation. To expose your students to this nuanced meaning, you can play some video clips from the TV show *Seinfeld*. Draw their attention to the nonchalant tone when *That's a shame* expresses sarcasm. Encourage them to come up with their own situations that do not really call for sympathy and ask them to practice with a partner.

### Exercise 3 IDENTIFY

Have students work independently to match the situations and reactions.

### Answers

1 e      2 a      3 c      4 b      5 d

## Exercise 4 ANALYZE

- 1 Ask students to compare their answers from Exercise 3 with a partner and discuss the questions.
- 2 Call on students to share their answers to the questions. Discuss any disagreements.

### Answers

Students' answers will vary. Sample answers include:  
I chose *Wow! That's amazing news!* for number 4 because getting married is the most exciting situation. My voice gets higher when I say an excited response and lower when I say things like *I'm sorry to hear that*.

## Exercise 5 INTERACT

- 1 Read the directions. Assign two volunteers the role of Student A and Student B, and have them model the activity, taking turns to saying the first sentences on their lists and reacting appropriately.
- 2 Have students practice in pairs. Encourage them to personalize the prompts to make them more specific and realistic. For example, Student B should name a particular famous person for item 5 and say a particular restaurant for item 6. Circulate and provide feedback.

### Answers

Students' answers will vary. Sample answers include:

#### Student A's news

- 1 A: I got a new job! It pays well.  
B: Wow! That's great!
- 2 A: I just bought a house!  
B: Oh! Congratulations!
- 3 A: My friend is in the hospital.  
B: Oh no! (More feeling)
- 4 A: I lost my new phone!  
B: That's too bad.
- 5 A: It's my birthday.  
B: Happy birthday!
- 6 A: I spilled coffee on my new white shirt!  
B: Oh no!

#### Student B's news

- 1 B: My sister had a baby today!  
A: Oh, that's great!
- 2 B: I lost my job.  
A: Oh, I'm sorry.
- 3 B: I missed my bus, and the next one comes in an hour.  
A: Oh no! (Less feeling)
- 4 B: I won a trip to Hawaii!  
A: Wow! Congratulations!
- 5 B: I met Beyoncé!  
A: Wow, that's great!
- 6 B: I just ordered food from Mama Gina's, and it was bad.  
A: Oh no!

## Exercise 6 ANALYZE

- 1 Have each pair meet with another pair and discuss the situations in Exercise 5. Call on students to share their opinions with the class.
- 2 Remind students to go online so that they can create their own version of the video.

### Answers

Students' answers will vary. Sample answers include:

- 1 *More serious:*  
Your friend is in the hospital.  
You lost your job.  
*More exciting:*  
You got a new job. It pays well.  
Your sister had a baby today.  
You bought a house.  
You won a trip to Hawaii.
- 2 *Less serious:*  
You lost your phone.  
You missed your bus. The next one is in an hour.  
You spilled coffee on your new white shirt.  
You ordered food from a restaurant, and it was bad.  
*Less exciting:*  
It's your birthday.  
You met a famous person you love.
- 3 I used an excited tone of voice for exciting things and a very sad or serious voice for serious things.

## Lesson 8.5 Making History

Student Book page 98

### Exercise 1 ACTIVATE

OXFORD REFERENCE

- 1 Direct students' attention to the photo of the runner. Ask students if they like to run, if they like to watch racing in the Olympics, and if they can name any famous runners.
- 2 Direct them to read the sentences and guess the correct answers by putting a small dot below them.
- 3 Play the audio and have students check their guesses and circle the correct answers. Have the class call out the answers.

### Answers

- |                           |           |
|---------------------------|-----------|
| 1 Sweden                  | 4 1999    |
| 2 possible                | 5 Morocco |
| 3 3 minutes, 59.4 seconds |           |

### Audio Script

#### CD 2, Track 12

For many years, people wanted to run a mile in under four minutes. Many people thought it wasn't possible. Gunter Haegg, a runner from Sweden, ran a mile in 4 minutes 1.4 seconds. He held this record for nine years. On May 6, 1954, an English runner, Roger Bannister, broke the record. He ran a mile in three minutes and fifty-nine point four seconds. In 1999, the Moroccan runner Hicham El Guerrouj set a new record. He ran a mile in three minutes and forty-five point one four seconds. That's the record to this day.

### Pronunciation Skill

#### Rising and falling intonation in statements

#### GO ONLINE

- 1 Ask students to read the information in the box. Pronounce the example sentence in the box, modeling the intonation.
- 2 Say several sentences and ask students to identify the words where the intonation rises and falls:  
A runner from Morocco held the world record.  
People didn't think it was possible.  
Someone finally broke the record.



## Exercise 2 NOTICE

- 1 Play the audio and have students work independently to circle the words with rising and falling pitch.
- 2 For each item, elicit the answer; then replay the item and have students repeat it.

### Answers

- 1 Many, possible
- 2 held, nine
- 3 Roger, broke, record
- 4 ran, three, seconds
- 5 Hicham, Guerrouj, record
- 6 That's, day

## CD 2, Track 13

### More to Say...

**Focus:** Working in pairs, students practice rising and falling intonation on the focus word.

**Grouping Strategy:** Pairs

**Activity Time:** 30 minutes

#### Ready,

- 1 Create cards similar to the examples below.
- 2 If possible, find pictures of the two people on the cards to show to the students.

Usain Bolt From: Jamaica Nationality: Jamaican Date of Birth: August 21, 1986 Home: Kingston, Jamaica Olympic Medals: 6 gold medals for 100 and 200 meters	Mo Farah From: Somalia Nationality: British Date of Birth: March 23, 1983 Home: Portland, Oregon, USA Olympic Medals: 4 gold medals for 5K and 10K
--	--

#### Set...

- 1 Put the students into pairs.
- 2 Introduce Usain Bolt and Mo Farah to the students. Show the pictures.
- 3 Pre-teach any new vocabulary.
- 4 Give each student an information card. One student in each partner should get the Usain Bolt card and the other should get the Mo Farah card.
- 5 Instruct the students to read the information on their card silently.

#### Go!

- 1 Set the timer for five minutes.
- 2 Have the students take turns making complete sentences from the notes on their cards and focus on rising and falling on the last stressed word of each sentence. When they are listening, they should take notes.
- 3 When the timer goes off, have students switch roles. Set the timer for another five minutes.
- 4 Circulate and correct students' intonation as necessary.
- 5 When students are finished, have them check their notes with the information on their partner's card.

### Keep Going!

- 1 For homework, have students write their own cards about famous people they know.
- 2 Give them time to present the information to the class the next day and have everyone take notes.

## Exercise 3 WHAT'S YOUR ANGLE?

Elicit ideas for achievements from the class. Encourage students to come up with a wide variety of ideas so that they don't all talk about the same thing. They could include Olympic, professional sport, or local sport achievements. Students who aren't interested in sports could choose an achievement in science, business, or the arts.

### Answers

Students answers will vary. Sample answers include:  
Chicago Cubs won World Series in 2016  
Played Cleveland Indians  
First time Cubs won in 100+ years

## Speaking

### Talking about dates

#### GO ONLINE

- 1 Direct students to read the information in the box.
- 2 Read and have students repeat the sample dates.

### Extra Practice

Tell students that they are going play a guessing game. You will name a famous event and they need to guess the month, day, and year of the event. (No phones!) Have them tell a partner their guess before you give the class the answer. Then, find the winner by having students who were "close" say their guess for the class. (The closest guess is the winner.)

#### Events:

*First moon landing (7/20/1969)*  
*Brazil's first World Cup title (6/29/1958)*  
*Shakespeare died (4/23/1616)*  
*Columbus landing in the New World (8/3/1492)*  
*First iPhone (1/9/2007)*

## Exercise 4 INTERACT

Have students talk to a partner about the events they chose in Exercise 3. Circulate and provide feedback on pronunciation of dates.

## Exercise 5 SHARE

- 1 Call on students to share their events with the class.
- 2 As an alternative, and for more practice, have students line up according to the date of their events. Tell them to stand from the oldest event on the left to the most recent event on the right. In order to figure out where to stand, they need to tell each other the dates and try to put themselves in order. When they are lined up, start on the left have them say their event and the date. Reshuffle the line as necessary.

## Unit 8 Review

Student Book page 154

### Vocabulary

#### Exercise 1

##### Answers

- 1 on      2 in      3 In the      4 ago      5 last

#### Exercise 2

##### Answers

- |                        |             |
|------------------------|-------------|
| 1 a pair of blue jeans | 4 a skirt   |
| 2 a shirt              | 5 a T-shirt |
| 3 a dress              | 6 a jacket  |

**GO ONLINE** Encourage students to go online to play the vocabulary game.

### Grammar

#### Exercise 3

##### Answers

- |          |           |
|----------|-----------|
| 1 spent  | 5 thought |
| 2 had    | 6 made    |
| 3 wrote  | 7 took    |
| 4 bought |           |

#### Exercise 4

##### Answers

- Did Europeans eat chocolate in the 1400s?
- Did the ancient Greeks have cars?
- Did Mozart write music?
- Did Cleopatra live in Mexico?
- Did Marilyn Monroe act in movies?
- Did people in China drink tea 1,000 years ago?

#### Exercise 5

##### Answers

- |                    |                   |
|--------------------|-------------------|
| 1 Yes, they did.   | 4 No, she didn't. |
| 2 No, they didn't. | 5 Yes, she did.   |
| 3 Yes, he did.     | 6 Yes, they did.  |

**GO ONLINE** Encourage students to go online for further grammar reference and information and to play the grammar game.

### Discussion Point

#### Exercise 6

OXFORD REFERENCE

- Direct students to read the discussion point silently.
- Ask students when L.P. Hartley lived (1895 to 1972). Ask what he meant by "a foreign country" (a strange, unfamiliar place).
- Elicit answers to the discussion questions. Ask for examples of how the past was different from or similar to today.

##### Answers

Students' answers will vary. Possible examples include: I think the past was very different. People didn't have technology so they didn't know much about places and people that were far away. They didn't have good medicine so they died very young.

**GO ONLINE** Encourage students to go online to listen to the podcast and add their comments to the discussion board.

### Zoom In

#### Exercise 7

- Task 1: Give students a minute to think about what they will say. Have them talk in small groups about things they did and didn't do last weekend. Circulate and provide feedback on their past tense verbs.
- Task 2: Elicit examples of people they might want to write to. Have students work independently to write their questions. Ask students to share their questions with a partner. Call on students to share one of their questions with the class.
- Task 3: Model the activity by sharing one of your own childhood photos. *This is December 31st, 1985. I was at a New Year's party with my family.* Have students share and talk about their photos in small groups. If any students don't have pictures, tell them to find a picture online of an event that happened when they were a child.

##### Answers

Students' answers will vary. Sample answers include:

- Last weekend I went to a concert with my friends. I also cleaned the house. I didn't watch any movies, and I didn't study.
- I'd like to write to Tomoe Gozen, the 12<sup>th</sup>-century Japanese female samurai. Here are my questions: Did you learn to fight when you were very young? Did you know other female fighters? Did you have problems with the men in the army?
- This photo is from 2002. I was 12 years old. We visited my grandparents in Japan. I had a great time!

#### Exercise 8

Tell students to think about how they did on each of the tasks in Exercise 7 and to check the appropriate box. Remind them that they can review the online activities for any skills they need more practice with.

##### Answers

Students' answers will vary.

## Unit Overview

### Introduction to the unit

The title of this unit – *Comforts* – summarizes the main themes: identifying and describing things that give us comfort.

In **Lesson 9.1**, the idea of comfort is reflected throughout, in activities where students talk about food that they enjoy eating and making, including their favorite “comfort food.” In **Lesson 9.2**, the theme continues as students read about “glamping,” a more comfortable way of vacationing in nature. In **Lesson 9.3**, students talk about physical comforts like being hungry or thirsty. In **Lesson 9.4**, comfort comes up in the context of learning to make and accept or reject offers of food. Finally, **Lesson 9.5** summarizes what students have learned as they prepare and conduct a role play of ordering food in a restaurant.

## Lessons

### 9.1 Comfort Food

**Listening Skill** Listening for detail

**Grammar in Context** Countable and uncountable nouns

- Identify common foods (Oxford 3000)
- Listen for detail about activities, dates, and food
- Use countable and uncountable food nouns
- Describe your favorite comfort food

### 9.2 Let's Go “Glamping”!

**Reading Skill** Understanding the organization of a text: Topic sentences

**Grammar in Context** Quantifiers: much / many / a lot

- Understand an article about “glamping”
- Identify furniture items (Oxford 3000)
- Use quantifiers to talk about vacation spaces

### 9.3 Welcome to Town!

**Grammar in Context** *Would like*: Requests and offers

**Writing Skill** Connecting ideas with *but*

- Identify adjectives (Oxford 3000)
- Use *would like* to make requests and offers
- Write sentences with *but*
- Write emails asking for and giving advice about travel

### 9.4 That Looks Interesting!

**Real-World English** Accepting and rejecting offers

- Identify different ways to accept or reject an offer
- Conduct a conversation that includes an offer that is rejected and then accepted

### 9.5 Some Coffee, Please

**Speaking** Ordering food and drink

**Pronunciation Skill** Rising tone in polite requests and offers

- Use polite forms and intonation to order food in a restaurant
- Participate in a restaurant role play as both customer and server

## Resources

**Class Audio** CD 2, Tracks 14–17

**Workbook** Unit 9, pages 57–63

**Oxford Readers Correlations**

The Travel of Ibn Battuta (9780194629607)

**Teacher's Resource Center**

Assessments: Unit test, Progress test

Class video

English For Real video

Grammar focus

Grammar PPTs

Grammar Worksheets

Oxford Reference Worksheets: upper/lower

Vocabulary cards

Newslea articles

Word list

## Unit Opener

### Student Book page 99

The photograph helps set up the unit theme because the image evokes comfort in some ways—the children are embracing and wearing comfortable clothes in the warm sun—but perhaps not in others (dirt road, small home).

### Photographer

#### Nadia Shira Cohen

Nadia Shira Cohen (b. 1977) was born in Boston. At the age of 15 Nadia was diagnosed with cancer, and at the same time, she received her first camera. She began documenting her physical transformation in portraits as well as documenting her peers in hospital. She continued to pursue her passion for photography at the University of Vermont, with a semester abroad at the SACI School in Florence, Italy. In 2014 Nadia became staff photographer for the International Committee of the Red Cross. She has been based in Rome, Italy since 2007 where she has been diligently working to tell stories of the lives of people who interest her and which she compassionately feels the need to expose. Today Nadia is a freelance photojournalist and a correspondent for *The New York Times*. She works frequently in Latin America, as well as in Haiti, Kazakhstan, Congo, Rwanda, and Kosovo, focusing on human rights, reproductive rights, environmental issues, disaster, revolution, and migration, among other issues. Her work has been exhibited internationally and she is an IWMF Fellow and a Pulitzer Center on Crisis Reporting grant recipient for her work on gold mining in Romania.

### Unit Snapshot

- 1 Direct students' attention to the questions. For question 1, have students guess what *comfort food* is, and elicit some examples. Tell them they will find out in *Lesson 9.1*.
- 2 For question 2, ask students if they like camping and if camping is usually cheap or expensive. Have them guess where the expensive camping is and what it's like. Tell them they will find out in *Lesson 9.2*.
- 3 For question 3, ask students where Sydney is (Australia) and identify it on a map. If no one knows the answer, have them guess. If possible, show them a picture of people climbing Sydney Harbour Bridge and ask them if they would like to do that.

### Discussion Questions

- 1 Direct students' attention to the questions below the picture. Elicit ideas from the class.
- 2 Optionally, before asking students to answer the discussion questions, show the photographer video where Nadia Shira Cohen answers a couple of the questions from her perspective. Play it for students as many times as needed to check comprehension and discuss any vocabulary items.

#### Answers

Students' answers will vary. Sample answers include:

- 1 They are in Africa / South America / on an island.
- 2 My home, my grandmother's home, the beach
- 3 My family, my friends

### Video Script

In this photo, two sisters walk to school in the early morning. The sisters live with their grandmother near Kigali, Rwanda. Before they came to Rwanda, their lives were very difficult. Their parents died when the sisters were young. Then the sisters lived with people who did not treat them well. Now, the sisters are happy to live with their grandmother. They were also happy to see me. I traveled with them when they came to Rwanda to live with their grandmother. I took this photo when I visited them one year later.

The girls are in a working class neighborhood of Kigali, Rwanda. Most people here have no running water or electricity. This is changing as people with money move into the neighborhood. In this photo, the girls are walking to school. The walk takes about 15 minutes. The girls walk past women sewing dresses, and people riding bicycles to carry fruit to the market.

I feel most happy in nature, at the beach or the mountains, or on a dance floor. I also feel happy when someone invites me into their home to photograph their life.

### Exercise 1

- 1 Read the first sentence opener and elicit a variety of answers from the class.
- 2 Have students work independently to complete the sentences with their own ideas.

### Exercise 2

- 1 Ask them to share their sentences with a partner.
- 2 Call on students to share one thing they learned about their partner.

#### Answers

Students' answers will vary. Sample answers include:

- 1 My friends and I are happy when we spend time together and watch movies.
- 2 Two activities that make me feel happy are eating and running.
- 3 My favorite place is the library because I love books.
- 4 My favorite day of the week is Saturday because I can sleep late.
- 5 I feel good when the weather is warm.
- 6 When I travel, I like to go to places that are exciting.

### Real-World Goal

By the end of this unit, students will be able to order food in a restaurant because they will learn words for food, including countable and uncountable nouns, and how to make and accept polite requests and offers.

## Lesson 9.1 Comfort Food

Student Book pages 100 – 101

### Exercise 1 ACTIVATE

- 1 Tell students to look at the picture. Ask them what room of the house it is (the kitchen). Ask, *What do you usually do in the kitchen?* Elicit their ideas.
- 2 Say and have students repeat the words in the box. To model the activity, call on a volunteer to identify the picture that goes with *fruit*. Tell them to label the picture.

You might also ask them what kinds of fruit they see (oranges, apple, bananas, grapes, and strawberries).

- 3 Give students time to complete the exercise. Then have the class call out the answers. Encourage them to be more specific about some of the food items they see, for example, by naming the vegetables (carrots, potatoes, pepper, and tomato) and meat (chicken) in the picture.

### Answers

1 fruit	4 vegetables	7 meat	10 coffee
2 eggs	5 rice	8 tea	
3 fish	6 bread	9 milk	

### Oxford 3000 words

fruit	meat	vegetables
fish	rice	eggs
tea	milk	bread
coffee		

### Exercise 2 USE

- 1 Elicit example sentences with *every day*, *sometimes*, and *never* and one of the food words.
- 2 Have students work independently to write their sentences.
- 3 Call on students to share one of their sentences with the class.

### Answers

Students' answers will vary. Sample answers include:  
I drink coffee every day. I never drink milk. I sometimes eat meat.

### Exercise 3 WHAT'S YOUR ANGLE?

- 1 Read the directions and the example sentences. Have students talk to a partner about which three items they want and love. Encourage them to explain their choices.
- 2 Call on students to share one thing they learned about their partners.

### Answers

Students' answers will vary. Sample answers include:  
I want vegetables, fruit, and bread. I'm a vegetarian.

## Listening Skill

### Listening for detail

#### GO ONLINE

- 1 Direct students to read the information in the Listening Skill box.
- 2 Go over the concepts of general idea and detail. Say: *The general ideas are big, important ideas. The details are examples or facts. For example, listen to this story: Last night I had the most wonderful dinner. The vegetables were perfect and the meat was delicious, and we had nice sweet fruit for dessert.* Elicit the general idea of your story (you had a good dinner). Elicit a couple of the details (the vegetables were perfect; the fruit was sweet).

### Extra Practice

- 1 Prepare a set of speaking prompt cards for your students. On each card, write a general prompt followed by two or three bullet points with specific instructions. Choose

familiar topics that students can easily talk about without needing additional preparation. Here are some examples:

#### Card #1

Describe your morning routine:

- 1) Say what time you wake up.
- 2) Talk about what you do to get yourself ready for the day.
- 3) Say when you leave and how you get to school/work.

#### Card #2

Describe your favorite vacation:

- 1) Say where you went.
- 2) Say when you went.
- 3) Say who you were with.
- 4) Say what you did and why you loved it.

#### Card #3

Describe your favorite food:

- 1) Say what it is.
  - 2) Say how often you have it.
  - 3) Say why you like it.
  - 4) Describe the first time you had it or a specific memory you have with that food.
- 2 Put students in small groups. Give a card to one person in each group. Tell them not to show the card to anyone else in the group or to read any of the information aloud. Explain that the person with the card must speak to the rest of the group, following the instructions on the card. The other students must listen and identify both the general idea of what the speaker says as well as some specific details. Allow (and encourage) the listeners to take notes.
  - 3 After the first students have gone, switch cards among the groups, this time giving them to a new person in each group. Continue as time allows.

### Exercise 4 ASSESS

- 1 Direct students' attention to the photo. Ask: *Where is Jean?* (farmers' market) *What is she doing?* (shopping, buying food)
- 2 Play the video and have students complete the sentences.
- 3 Call on students to share the answers with the class.

### Answers

- 1 the farmers' market
- 2 the food is fresh and local
- 3 pasta

### Comfort Foods at the Farmers' Market

### Exercise 5 IDENTIFY

- 1 Give students a moment to look over the answer choices. Replay the video and have them work independently to complete the exercise.
- 2 Have the class call out the answers.

### Answers

- 1 Mondays, Wednesdays, Fridays
- 2 tomatoes, onions, peppers, mushrooms, (parmesan) cheese, pasta, bread

### Comfort Foods at the Farmers' Market



## Exercise 6 ASSESS

- 1 Replay the video and have students circle *True* or *False*.
- 2 Call on students for the answers. Ask them to correct the false sentences. (2. She goes on Mondays Wednesdays, and Fridays; 4. The farmers are all local. 6. The bread stand is her favorite.)

### Answers

- |         |         |         |
|---------|---------|---------|
| 1 True  | 3 True  | 5 True  |
| 2 False | 4 False | 6 False |

### Video Script

#### Comfort Foods at the Farmers' Market

Hi, my name's Jean and I'm a babysitter. Oh I love food, especially vegetables and fruit and I love to cook. I want to cook for my friends tonight. Tonight is pasta night. I need to make sauce for the pasta, and for that I need tomatoes, garlic, and onions. OK, um, let's go! Uh, the farmer's market is here three days a week: Mondays, Wednesdays, and Fridays. I go all three days a week. I love the farmer's market. Everything is fresh. Everything's local. The farmers are all local. They live nearby. The food tastes really good. Today I need tomatoes, onions, peppers, mushrooms, um probably some parmesan cheese, and pasta. So the pasta's really fresh here and that's why I buy it at the farmer's market. Today I need some apples. Um, they're really crisp and juicy here, and they also have really fresh eggs, but I don't need any today. I love buying honey for my tea here. They also sell baked goods here, um like cakes and pies. Today I want to buy bread. Well, the bread stand is my favorite. He has so many different kinds and he's really nice. I love pasta, and the way I make it is the best. Smells good. I really enjoy cooking for myself, for my friends, for family. Mmm!

## Exercise 7 WHAT'S YOUR ANGLE?

- 1 Read the directions and the example. Tell students about something you like to cook.
- 2 Have students work independently to write about the food they like to cook and what they need to make it.
- 3 Have them share their ideas with a partner. Call on several students to share with the class. Ask the class which food sounds the most delicious.

### Answers

Students' answers will vary. Sample answers include:  
I love making soup. To make it, I need vegetables and chicken.

## Grammar in Context

### Countable and uncountable nouns

#### GO ONLINE

- 1 Direct students to read the information in the box.
- 2 Check comprehension. Write *one*, *two*, *some*, and *any* on one side of the board and *tea*, *rice*, *vegetables*, and *egg* on the other. Say the beginnings of sentences and elicit all of the possible completions from the class. For example:  
*I have some* (tea / rice / vegetables)  
*I don't have any* (tea / rice / vegetables)  
*I have one* (egg)  
*I have two* (vegetables)
- 2 For additional information, see the Grammar focus on page 167 of the Student Book.

## Extra Practice

- 1 Model this memory activity with a group of three students:  
*Write I have some/one/two...; I don't have any... on the board. Direct the first student to make a sentence. For example: I have some bread. Make a new sentence, adding another item to the student's. For example: I have some bread and two eggs. Indicate that the next student should add another item. For example, I have some bread and two eggs. I don't have any vegetables. Continue around the group, adding to the list of items until students run out of ideas or someone forgets the order.*
- 2 Seat students in groups of four or five to conduct the activity. If some groups finish early, tell them to start over with a new sentence.

## Exercise 8 IDENTIFY

- 1 Have students work independently to complete the activity.
- 2 Call on students to read the completed sentences aloud.

### Answers

- |        |        |        |
|--------|--------|--------|
| 1 some | 3 some | 5 some |
| 2 any  | 4 an   | 6 any  |

## Exercise 9 INTEGRATE

- 1 Read the directions. Point out that Student A will ask about the items on the left.
- 2 Have students practice with a partner. Tell them to switch roles and repeat when they finish.
- 3 Call on students to repeat one of their questions and answers for the class.

### Answers

Students' answers will vary. Sample answers include:

- A: Do we have any milk?  
B: Yes, we have some milk.  
A: Do we have any fruit?  
B: Yes, we have some apples.  
A: Do we have any cheese?  
B: No, we don't have any cheese.

## Exercise 10 INTERACT

### OXFORD REFERENCE

- 1 Direct students' attention to the picture. Ask students if they know about macaroni and cheese and if they think it looks good.
- 2 Have students read the text and say what their comfort food is and explain why, if they can.

### Answers

Students' answers will vary. Sample answers include:  
Enchiladas are my comfort food because my mom always makes them on special days.

## Lesson 9.2 Let's Go Glamping!

Student Book pages 102 – 104

### Exercise 1 ACTIVATE

- 1 Ask students what they think of when they think about camping. (For example, tents, sleeping bags, outdoors, mountains, nature, insects.)
- 2 Have students look at the pictures and talk to a partner about the questions. Call on volunteers to share their opinions with the class.

#### Answers

Students' answers will vary. Sample answers include:  
I don't like camping. I like to stay in a hotel and be comfortable. /  
I like camping. I like to be in the mountains away from people.

## Reading Skill

Understanding the organization of a text: Topic sentences

#### GO ONLINE

- 1 Direct students to read the information in the Reading Skill box. Point out that focusing on topic sentences can help them understand the organization of a text.
- 2 Read the first sentence of the second paragraph in the reading aloud and ask students what they think the paragraph will be about (why some people don't like camping).

### Extra Practice

- 1 Make a set of sentences like these, enough so that each group of three or four students can have a set. Cut the sets into individual sentences, scramble them, and distribute one set to each group.

Road trips are lots of fun.	Trains are the best way to travel.
If you see something interesting, you can stop and check it out.	You can sleep and read along the way.
You can carry everything you want, with no baggage fees.	It's fun to meet the other people who are traveling.
There are so many interesting sights along the highways.	For long trips, you can go to sleep in one city and wake up in a different one.
It's interesting to stop in all of the small towns.	You can relax and have lunch while you travel.

- 2 Tell the groups that they have sentences from two paragraphs. Ask them to separate the sentences into two groups and identify the topic sentence for each.

### Exercise 2 IDENTIFY

Tell students to read the list of topics and then scan the reading to match them to the topic sentences. Assign a time limit (one minute) to encourage students to scan the first sentences rather than read the whole text.

#### Answers

- |               |               |
|---------------|---------------|
| 1 paragraph 4 | 3 paragraph 2 |
| 2 paragraph 1 | 4 paragraph 3 |

### Exercise 3 ASSESS

- 1 Ask students to work independently to complete the exercise.
- 2 Have the class call out the answers.

#### Answers

- |        |            |            |           |
|--------|------------|------------|-----------|
| 1 Both | 3 Glamping | 5 Glamping | 7 Camping |
| 2 Both | 4 Both     | 6 Glamping | 8 Camping |

### Exercise 4 INTERACT

- 1 As an alternative to a hand vote, have the students stand and move to the left side of the room if they favor "glamping" and the right side if they favor camping.
- 2 Call on students from each side to explain their choice.

#### Answers

Students' answers will vary. Sample answers include:  
I prefer camping because it's cheap and more exciting. / I prefer glamping because it's comfortable but you can still enjoy nature.

### Exercise 5 VOCABULARY

- 1 Read and have students repeat the words. Practice *refrigerator* several times, clapping out the syllables and exaggerating the stress on the second syllable.
- 2 Have students work independently to complete the activity. Have the class say the answers.

#### Answers

- |         |         |                |        |
|---------|---------|----------------|--------|
| 1 table | 3 desk  | 5 refrigerator | 7 bed  |
| 2 TV    | 4 chair | 6 lamp         | 8 sofa |

### Oxford 3000 words

refrigerator	sofa	desk
lamp	TV	table
bed	chair	

### Exercise 6 INTERACT

- 1 Model the activity with a student. Have the student come to the board to draw one of the items. Guess what it is and spell it. Have the student check your spelling in the book.
- 2 Have students practice drawing and spelling with a partner.

## Grammar in Context

Quantifiers: *much / many / a lot*

#### GO ONLINE

- 1 Direct students to read the information in the Grammar in Context box. Read the sample questions and answers aloud.
- 2 Write several answers on the board: *not much / not many / a lot of* \_\_\_\_, *some* \_\_\_\_, *one* \_\_\_\_, *we don't have any* \_\_\_\_\_. Ask questions about the classroom and have students call out an appropriate answer:  
*How many students do we have in this class?* (We have a lot of students.)  
*How many clocks do we have on the wall?* (We have one clock.)  
*How much water is in my bottle?* (some water)  
*How much class time do we have left today?* (not much)

How many animals do we have in this class? (We don't have any animals.)

- Leave the answers on the board for the Extra Practice below.
- For additional information, see the Grammar focus on page 167 of the Student Book.

### Extra Practice

- Make a set of questions like these and distribute one question to each student.

How many refrigerators do you have?	How much milk is in your refrigerator?
How many sofas do you have?	How much ice cream is in your refrigerator?
How many beds are in your house?	How much coffee is in your kitchen?
How many tables are in your bedroom?	How much rice is in your kitchen?
How many lamps are in your living room?	How much fruit is on your kitchen table?
How many desks are in this classroom?	How much bread is in your kitchen?
How many eggs are in your refrigerator?	How much soda do you drink?
How many TVs are in your house?	How much tea do you drink?
How many chairs are in this classroom?	How much meat do you eat?
How many sofas are in this classroom?	How much fish do you eat?

- Model a card-exchange activity. Have two students stand. Give each one a "question card." Ask one student the question on your card. After he or she responds, have the student ask you the question on his or her card. Then exchange cards and ask the other student your new question.
- Have the students stand and walk around asking each other questions and exchanging cards. Call time when most students have spoken to four or five partners.

### Exercise 7 INTEGRATE

- Go over number 1 and elicit the answer. Have students work independently to complete the activity.
- Play the audio and have students check their answers. Call on students to read the completed questions and answers aloud.

#### Answers

- |                  |                  |
|------------------|------------------|
| 1 many, a lot of | 3 many, some     |
| 2 much, any      | 4 much, a lot of |

#### Audio Script

#### CD 2, Track 14

- How many tents are there?  
There are a lot of tents.
- How much furniture is there?  
There isn't any furniture.
- How many chairs do they have?  
They have some chairs.
- How much fun did they have last weekend?  
They had a lot of fun!

### Exercise 8 ASSESS

Read the question. Have students discuss their answers with a partner. Call on a student to share the answer with the class.

#### Answers

The people went camping. We know because there isn't any furniture.

### Exercise 9 DEVELOP

- Direct students to work independently to complete the activity. Elicit any questions about vocabulary. Students may need definitions for *pack* (put things in bags for travel) and *equipment* (things that you need for an activity).
- Have students compare their answers with a partner. Then read the paragraph aloud, pausing for the class to call out the answers.

#### Answers

- |                   |            |         |
|-------------------|------------|---------|
| 1 much / a lot of | 3 a lot of | 5 some  |
| 2 many / a lot of | 4 any      | 6 a lot |

### Exercise 10 WHAT'S YOUR ANGLE?

- Read the directions. Give students a minute to think about what they will say.
- Have students talk to a partner about their perfect vacation space. For more practice, have them switch partners and repeat the activity.

#### Answers

Students' answers will vary. Sample answers include:  
My perfect vacation space is a cabin on the beach. There are some trees to lie under. It's warm and the water is very blue.

## Lesson 9.3 Welcome to Town!

Student Book pages 105 – 107

### Exercise 1 ACTIVATE

- Read the directions and the sample answers. Have students talk to a partner about the question.
- Elicit ideas from the class.

#### Answers

Students' answers may vary. Sample answers include:  
find a place to eat, figure out the transportation system, make a plan for how to spend my time

### Exercise 2 VOCABULARY

- Read and have students repeat the words.
- Have students work independently to complete the activity. Have the class call out the answers.

#### Answers

place: open, closed  
person: hungry, thirsty, tired, ready  
person or place: excellent, terrible, all right

## Oxford 3000 words

excellent	hungry	ready
terrible	thirsty	open
all right	tired	closed

### Exercise 3 USE

- 1 Give students a moment to look over the pictures in preparation for listening. Play the audio and have them work independently to number the pictures.
- 2 Have the class call out the answers and replay the audio if necessary. Then ask students to write a sentence about each picture using the adjectives from Exercise 2.
- 3 Have students compare their sentences with a partner. Call on students to read one the sentences for the class.

#### Answers

- 1 a She's ready.
- 2 h It's (The museum is) closed.
- 3 e He's very hungry.
- 4 d He's very thirsty.
- 5 f It's (The coffee shop is) excellent.
- 6 b It's (The restaurant is) open late.
- 7 g It's (Her new apartment is) terrible.
- 8 c He's really tired.
- 9 i It's (The store is) all right.

#### Audio Script

#### CD 2, Track 15

- 1 A So, are you ready to go to the gym?  
B Yes, I'm ready.
- 2 A I'd like to go to the museum today.  
B It's closed on Sundays.
- 3 A Are you hungry?  
B Yes, I'm very hungry!
- 4 A Are you thirsty?  
B Yes, I'm very thirsty!
- 5 A I'd like some coffee.  
B I know an excellent place to get coffee.
- 6 Would you like to go out to eat? My favorite restaurant is open late.
- 7 A How's your new apartment?  
B It's terrible! The neighbors are really noisy, and the shower doesn't work.
- 8 I'm really tired. I'd like to sleep now.
- 9 A Do you like this store?  
B It's all right.

### Exercise 4 IDENTIFY

- 1 Read the directions. Explain that a summary is a short statement that tells the most important information. Have students work independently to read the messages and choose the best summary. Tell them to raise (and then lower) their hands when they're done.
- 2 When most students have raised their hands, elicit the answer from the class. Ask why they chose b. (For example, Michael recommends a restaurant, and he talks about a meeting.)

#### Answer

b

### Exercise 5 ASSESS

- 1 Have students work independently to read the sentences and circle *True* or *False*. Ask them to correct the false sentences.
- 2 Have the class call out the answers. Call on students to correct the false sentences. (1. He sends the message from the hotel. 3. He's tired because the flight was long. 4. They have meetings on Monday.)

#### Answers

- 1 False    2 True    3 False    4 False    5 True

### Grammar in Context

#### Would like: Requests and offers

#### GO ONLINE

- 1 Direct students to read the information in the Grammar in Context box. Read and have students repeat the example questions and answers in the box.
- 2 Draw students' attention to the infinitive verb after *like* in each of the examples.
- 3 For additional information, see the Grammar focus on page 167 of the Student Book.

#### Extra Practice

- 1 Make a set of questions and statements like these, enough so that each group of three or four students can have a set. Cut the sets into individual sentences, scramble them, and distribute one set to each group.

Would you like to take a walk?	I'd like to go home early today.
Would you like to go to a movie?	I'd like to go out to eat tonight.
Would you like to sit down?	I'd like to stay here a little longer.
Would you like to listen to music?	I'd like to get something to drink.
Would you like to eat something?	I'd like to make a phone call.

- 2 Ask the groups to organize their sentences into offers and requests. Circulate and check their work.
- 3 Write possible responses to requests and offers on the board, and have students repeat them:  
**Requests:** *Of course / No problem / Absolutely.*  
**Offers:** *Yes, thank you. / That's OK. That sounds nice. / That's OK, thanks.*
- 4 Tell the students to take turns choosing one of the requests or offers and saying it to the student to their left. That student should respond with one of the items on the board and then choose a request or offer. Tell them to continue around the group until all of the requests or offers have been used.

### Exercise 6 IDENTIFY

- 1 Have students work independently to find and underline the examples in the reading.
- 2 Call on students for the answers.

### Answers

Requests: But I'd also like to show you the city before we start our meetings at the office on Monday. / I'd also like to visit the office.

Offers: Would you like to meet for dinner? / Would you like to meet tomorrow morning for breakfast instead? / Would you like to do that after breakfast?

### Exercise 7 EXPAND

- 1 Read the instructions and the example. Have students work independently to write the requests and offers.
- 2 Have students compare their sentences with a partner. Call on students to read their sentences to the class.

### Answers

- 1 I'd like a new laptop, please.
- 2 I'd like a glass of water, please.
- 3 Would you like a cup of coffee?
- 4 I'd like to see the manager, please.
- 5 Would you like my help? / Would you like me to help?
- 6 I'd like to book a room for two nights, please.

## Writing Skill

### Connecting ideas with *but*

#### GO ONLINE

- 1 Direct students to read the information in the Writing Skill box.
- 2 Point out the comma before *but*. Tell students that we usually use a comma when we connect two complete sentences (clauses) with *but*.

### Extra Practice

- 1 Make a set of clauses like these and distribute one clause to each student.

I'm thirsty	I don't have anything to drink
I'm hungry	I don't know what I want to eat
I'm tired	I can't sleep
that restaurant is excellent	it's very expensive
we need milk	the store is closed
the restaurant is open	there aren't any customers
I'd like to go with you	I'm not ready
I'd like to go out	I don't have time
I'd like to help you	I don't know how
that restaurant is terrible	a lot of people eat there

- 2 Tell students their goal is to put their clause together with a partner's and connect them with *but* to create a logical sentence. If you have enough board space, tell the pairs to put their combined sentence on the board. Remind them to include the comma. If this isn't possible, have the students stand against the wall when they find their partner. Once everyone is paired off (or unable to find a partner), have them say their combined sentence for the class. If some students were not able to find a partner, have the class try to rearrange the pairs until no one is left out and there are no illogical sentences.

### Exercise 8 DEVELOP

- 1 Read the first sentence and elicit the logical completion from the class. Have students work independently to complete the exercise.
- 2 Call on students to read the completed sentences aloud.

### Answers

- 1 a      2 b      3 a      4 a      5 b      6 a

### Exercise 9 WHAT'S YOUR ANGLE?

Have the class brainstorm some cities they would like to visit. Have students work independently to make their lists.

### Answers

Students' answers will vary. Sample answers include:  
I want to visit Paris. I want to see the Eiffel Tower and the Louvre.

### Exercise 10 PREPARE

- 1 Read the directions. Discuss the kinds of offers and requests they might make. (For example: Would you like to take a tour?) Allow students to look up information about the places their partner wants to visit, for example prices and hours, but set a time limit (three minutes) so they don't spend too much time looking up information.
- 2 Have partners exchange lists and note their offers and requests.

### Answers

Students' answers will vary. Sample answers include:  
Would you like to visit the museum on Tuesday?

### Exercise 11 WRITE

- 1 Ask students to read the first "email" to identify the two requests (*I'd like some information about ...* and *I'd like to climb...*). Point out that the writer begins by introducing herself.
- 2 Have students work independently to write their email. Circulate and assist as needed.
- 3 Have students read the response "email" to identify the offer (*Would you like to...*). Explain that *book* means reserve, and that we can use it with *book a reservation / a ticket / a room / a table*. Ask students to exchange their lists from Exercise 10 with their partners and respond as the tour guide.

### Answers

Students' answers will vary. Sample answers include:

#### Email from Tourist

Hello,  
I'm a tourist in Paris, and I'd like some information about the city. I'd like to visit the Eiffel Tower, but I don't know when it is open. Do I need to take a tour?

Miguel

#### Email from Tour Guide

Hi Miguel,  
Welcome to Paris! The Eiffel Tower is open every day until midnight. You can buy tickets online. You don't have to take a tour, but you can. Would you like me to book a tour for you?  
Paula



## Exercise 12 WRITE

Have students switch roles and repeat the activity. Have students read their partners' response and ask if they are happy with it.

## Exercise 13 IMPROVE

Go over the checklist. Ask students to look over their writing and make corrections. Spot-check while they do this work. Have students read a few other emails, either by swapping within small groups or posting emails on the desks or walls around the room and having students go around and read them.

# Lesson 9.4 That Looks Interesting!

Student Book pages 108 – 109

## Exercise 1 ACTIVATE

- 1 Direct students' attention to the video stills. Ask them what they see.
- 2 Read the directions and sample answer aloud. Elicit students' answers.

### Answers

Students' answers will vary. Sample answers include:  
I can't eat nuts. If I am at a person's house and he or she offers me nuts, I say, "I'm sorry, I can't eat nuts."

## Exercise 2 ASSESS

- 1 Have students look at the video stills. Ask if they are familiar with any of these food items.
- 2 Play the video. Tell students to listen for what Max and Andy offer each other. Elicit the answers from the class.

### Answers

Max offers Andy some "bubble and squeak" and steak and kidney pie. Andy offers Max some of his mac and cheese.

## English For Real Video Unit 9

## Real-World English

### Accepting and rejecting offers

- 1 Read the information in the box aloud, demonstrating the intonation of the responses. Have students repeat the example responses.

### Extra Practice

- 1 Write these responses on the board: *Yes, please. / Yes, I'd love some. / Yes, I'd love to. / Sure! / Not really ... but thank you / No thanks, ...*
- 2 Elicit some possible reasons for saying "no." (For example: I can't eat \_\_\_\_\_, I don't eat/like \_\_\_\_\_, I just ate.)
- 3 Tell students to think of a food they like. Have them stand and walk around, offering the food to six different people. Tell them to accept and refuse each other's offers, using each of the responses on the board once. When they say "no," they should explain why. Circulate and provide feedback on intonation of the responses.

## Real-World English Strategies

To expand on the information and practice presented in this unit, list some other formal and informal ways in which students can accept or reject an offer together with the whole class, such as *May I offer you some...?, How about some...?, I'd love some..., Thank you, but...* Talk about some other possible responses, for example *Hmmm, that's interesting*, and when it's appropriate to use them.

One area where there are significant cultural differences is whether or not it is appropriate to reject food offered by a host and how to do it politely. As a follow-up to Exercise 5, ask your students if it is OK to reject an offer of food in their country.

- 1 Ask them when it is and is not appropriate to reject an offer of food in their culture.
- 2 Then ask what reasons they would have to give in their country to decline food politely and to avoid offending the host.
- 3 Discuss whether it is acceptable to reject an offer of food in English. Is it important to provide reasons?
- 4 For homework, have each student bring in a picture of a traditional dish from their home country. Use these pictures for a review activity.
  - a. Students form two circles – inside and outside, facing each other.
  - b. They take turns offering the dish from their country to the partner they are facing, and the partner either accepts or rejects it.
  - c. Then the outer circle rotates one partner to the left.
  - d. Repeat the rotation several times so that each student gets a chance to interact with several partners.

## Exercise 3 IDENTIFY

- 1 Read the directions. Then play the video again.
- 2 Elicit the answers from the class.

### Answers

To reject: No, thanks. (I don't really like kidney.) Uh...not really. (I don't usually eat pasta with...orange cheese.)

### Video Script

#### English For Real Video Unit 9

##### Scene 1

- Max Hey. Could you watch that for a minute? I placed an order...
- Andy Sure. Wow, it smells good. What is it?
- Max Comfort food. English bubble and squeak.
- Andy What?
- Max It's leftover cabbage and potatoes. Would you like to try some?
- Andy I'd love to. Mmm. That's delicious.
- Max Very funny!

##### Scene 2

- Max And now, direct from the store downtown: Steak and kidney pie! Mmm. Would you like to try some?
- Andy Uh... No thanks. I don't really like kidney.
- Max Aw, come on. Just a taste.

Andy Well... OK. Mmm... It's good. And I have something very American...

Max Oh?

Andy My comfort food.

Max Hmm. That looks interesting.

Andy Mac and cheese! Would you like to try some?

Max Uh... Not really. I don't usually eat pasta with ... orange cheese.

Andy Aw... just a little?

## Exercise 4 ANALYZE

- 1 Read the first item and ask students if it's appropriate (no) and why not (too direct – no reason given). Elicit a way to make the response more appropriate.
- 2 Have students work independently to complete the rest of the activity.

### Answers

- 1 Not appropriate. Sample appropriate answer: No, thanks. I can't eat fish.
- 2 Appropriate
- 3 Appropriate
- 4 Not appropriate. Sample appropriate answer: No, thank you. I don't really like mushrooms.
- 5 Appropriate
- 6 Appropriate

## Exercise 5 INTERACT

- 1 Ask students to compare their answers to Exercise 4 with a partner. For number 4, ask two or three students how they made the response more appropriate.
- 2 If your students are from different countries, have them discuss with a partner if/how the responses would differ. If they are from the same country, discuss the question as a class.

### Answers

Students' answers will vary. Sample answers include:  
In my country, it's not polite to refuse food just because you don't like it.

## Exercise 6 WHAT'S YOUR ANGLE?

Go over the directions. Give students a couple of minutes to make notes about what is in the dish they want to describe. Tell them to look up ingredients if necessary. If your students are from the same country, brainstorm a list of dishes and write them on the board so that they don't all choose the same one or two.

### Answers

Students' answers will vary. Sample answers include:  
My favorite dish is called *pastel de choclo*. It's a corn and beef casserole that's popular in Chile. It also can have onions, raisins, olives, and chicken in it.

## Exercise 7 INTERACT

- 1 Go over the roles. For each role, elicit an example.
- 2 Have students practice with a partner. For more practice, have them switch partners and practice again. Have volunteer pairs perform their role-play for the class.
- 3 Remind students to go online so that they can create their own version of the video.

### Answers

Students' answers will vary. Sample answers include:  
A: Would you like some corn tamales?  
B: No, thank you. I just ate lunch.  
A: They're sweet and delicious. They have fresh corn and sugar.  
B: OK, I'll try one. Thanks!

## Lesson 9.5 Some Coffee, Please

Student Book page 110

### Exercise 1 ACTIVATE

Direct students' attention to the photo. Ask them where the women are and what they might be saying.

### Answers

Students' answers will vary. Sample answers include:  
They're at a coffee shop. The server is saying, "Would you like anything else?" and the customers are saying, "I'd like some sugar."

## Speaking

### Ordering food and drink

#### GO ONLINE

- 1 Direct students to read the information in the box. Read the example statements, modeling the polite intonation.
- 2 Point out that *I want* is crossed out because it's too direct. We don't usually say *give me* for the same reason.

### Extra Practice

- 1 Play a memory game to practice ordering and offering food in a restaurant. Put students in large groups of six or seven. It may be most convenient to have the groups stand in a circle.
- 2 Model the activity with one group. Tell students you are the server, and you're going to listen to and try to remember their orders. Each student "orders" one item using *I'd like* or *Can I have*. After the whole group has ordered, go around the group again, this time offering each student the item they ordered. For example: *Would you like some tea?* Tell the students to say, *Yes, thank you!* if you have remembered the item correctly and *No, thank you* if not. Make sure a couple of your offers are "wrong" to model this.
- 3 Have each group choose a server and begin the activity. When one server is finished, they should choose another and continue. Call time after each group has gone through two or three servers.

### Exercise 2 IDENTIFY

- 1 Give students a moment to look over the exercise. Play the audio and have students work independently to choose the correct answers.
- 2 Call on students to read the completed sentences aloud.

### Answers

1 b                      2 a                      3 a                      4 a

## Audio Script

### CD 2, Track 16

Server Hello. Are you ready to order?  
Customer 1 Yes. We'd like some coffee, please.  
Server OK. Would you like some milk with that?  
Customer 1 Yes, please.  
Server All right. Would you like anything else?  
Customer 1 I'd like some ice cream.  
Customer 2 Can I have a cookie, please?  
Server You got it! I'll be back with your order in just a minute.

## Pronunciation Skill

### Rising tone in polite requests and offers

#### GO ONLINE

Direct students to read the information in the box. Read the example statements to demonstrate the rising and falling intonation.

### More to Say...

**Focus:** Working in pairs, students practice rising tone in polite offers and requests.

**Grouping Strategy:** Groups of 3–4 students.

**Activity Time:** 15 minutes

#### Ready,

Create a set of 20–25 food and drink flashcards for each group.

#### Set...

- 1 Put the students into groups.
- 2 Give each group a set of cards placed face down in a pile in the middle of the group. Pre-teach any new vocabulary on the cards.
- 3 Demonstrate the activity. Students will choose a card from the pile. They can either offer the item on the card to someone in the group, or they can request it.

#### Go!

- 1 Set the timer for ten minutes.
- 2 Have the students take turns selecting cards and making offers or requests.
- 3 Circulate and correct students' intonation as necessary.

### Exercise 3 NOTICE

- 1 Play item number one and draw students' attention to the rising intonation on *please*. Tell them to read the rest of the sentences and make a small dot where they think the rising intonation will be.
- 2 Play the audio and have students circle the words where the intonation rises.
- 3 Have the class call out which words they circled.

#### Answers

- |          |        |        |
|----------|--------|--------|
| 1 please | 3 tea  | 5 cake |
| 2 drinks | 4 that | 6 else |

### CD 2, Track 17

### Exercise 4 INTERACT

Play the audio and have students repeat the sentences in Exercise 3.

### CD 2, Track 17

### Exercise 5 INTEGRATE

Direct students' attention to the menu. Ask them to guess what *treat* means (something special). Elicit some examples of how they would ask for the items on the menu.

#### Answers

Students' answers will vary. Sample answers include:  
I'd like some cookies, please.

### Exercise 6 INTERACT

- 1 Go over the directions. Have the class brainstorm some things a server might say. For example: *Are you ready to order? Would you like anything else? Would you like sugar with that?* Remind students to order and accept orders politely.
- 2 Have the students practice with a partner twice, switching server and customer roles.

#### Answers

Students' answers will vary. Sample answers include:  
A: Are you ready to order?  
B: Yes, I'd like some tea, please.  
A: Would you like milk and sugar with that?  
B: No, thank you. Can I have some lemon?  
A: Yes, of course.

## Unit 9 Review

Student Book page 155

### Vocabulary

#### Exercise 1

##### Answers

1 milk 2 fish 3 meat 4 eggs 5 rice 6 fruit

#### Exercise 2

##### Answers

1 refrigerator 3 chair 5 TV 7 sofa  
2 lamp 4 table 6 bed 8 desk

#### Exercise 3

##### Answers

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

**GO ONLINE** Encourage students to go online to play the vocabulary game.

### Grammar

#### Exercise 4

##### Answers

1 countable 4 uncountable  
2 countable 5 countable  
3 uncountable 6 countable

#### Exercise 5

##### Answers

1 much 2 many 3 much 4 much 5 many

#### Exercise 6

##### Answers

Students' answers will vary.

#### Exercise 7

##### Answers

1 b 2 a 3 c 4 c 5 a

**GO ONLINE** Encourage students to go online for further grammar reference and information and to play the grammar game.

### Discussion Point

#### Exercise 8

OXFORD REFERENCE

Read the quote aloud. Explain that a *source* is where something comes from. Ask students if they agree, and elicit things that make a house comfortable.

##### Answers

Students' answers will vary. Sample answers include: comfortable furniture, not too hot or cold, nice decorations, windows to let the light in

**GO ONLINE** Encourage students to go online to listen to the podcast and add their comments to the discussion board.

### Zoom In

#### Exercise 9

- Task 1: Give students a moment to think about their favorite restaurant. Tell them to consider what is in the dish they like the most and what else they like about the restaurant (for example if it's comfortable or if the service is very good). Ask them what language they will use to invite their friend (would you like to...). Have them talk to a partner. For more practice, have them switch partners and repeat the activity.
- Task 2: Elicit an example sentence from a couple of students. Then have students work independently to write their sentences. Have them share their sentences with a partner and / or collect their work.
- Task 3: Give students time to find a photo of their comfort food and, if necessary, look up any ingredient names. Have them talk to a partner.

##### Answers

Students' answers will vary. Sample answers include:

- My favorite restaurant is a Spanish restaurant. I like it because the food is excellent and the place is comfortable. I like to order many small plates to share. Would you like to go there with me?
- My home is small but comfortable. I have a big red sofa and a large TV in the living room. My bed is also big and soft. I have a desk in the dining room. I do my homework there.
- This is a picture of the vegetable couscous I made on Saturday. It was very good and healthy. I invited my sister to eat with me.

#### Exercise 10

Tell students to think about how they did on each of the tasks in Exercise 9 and to check the appropriate box. Remind them that they can review the online activities for any skills they need more practice with.

##### Answers

Students' answers will vary.

## Unit Overview

### Introduction to the unit

The title of this unit—*Adventure*—summarizes the main themes: going places and seeing things.

In **Lesson 10.1**, the idea of adventure is reflected in activities where students learn how to describe different kinds of places. In **Lesson 10.2**, the theme continues as students read about a cave diving adventure and describe interesting places. In **Lesson 10.3**, they discuss and compare different kinds of vacation adventures. In **Lesson 10.4**, students learn to make, accept, and reject suggestions about places to go. Finally, **Lesson 10.5** summarizes what students have learned as they prepare a role play as a customer and a travel agent comparing two vacation options.

## Lessons

### 10.1 Top Four Travel Spots

**Listening Skill** Listen for individual words in a sentence

**Grammar in Context** Object pronouns

- Identify kinds of places (Oxford 3000)
- Practice using object pronouns
- Talk about places that interest you

### 10.2 Underground Adventures

**Vocabulary Development** Adjectives

**Reading Skill** Recognizing and understanding subject-verb-object sentences

**Grammar in Context** Comparative adjectives: Short forms

- Identify adjectives for describing places (Oxford 3000)
- Use adjectives with the correct word order
- Identify different parts of a sentence: the subject, verb, and object
- Read a comparison of two cave trips

### 10.3 I Need a Vacation!

**Grammar in Context** Comparative adjectives: Long and irregular forms

**Writing Skill** Using adjectives to make your writing more interesting

- Read vacation comparisons and recommendations
- Use adjectives and comparisons to describe a vacation (Oxford 3000)
- Write a social media post comparing two vacations

### 10.4 Bright Lights, Big Desert

**Real-World English** Giving opinions and making suggestions

- Identify and practice ways to make, accept, and reject suggestions
- Role-play a situation where you make and accept a suggestion

### 10.5 A Trip to Remember

**Pronunciation Skill** Comparatives with weak form of *than*

**Speaking** Making comparisons

- Listen for comparisons
- Role-play a conversation between a travel agent and customer, comparing trips

## Resources

**Class Audio** CD 2, Tracks 18–24

**Workbook** Unit 10, pages 64–70

**Oxford Readers Correlations**

Twenty Thousand Leagues Under the Sea  
(9780194629386)

**Teacher's Resource Center**

Assessments: Unit test

English For Real video

Grammar focus

Grammar PPTs

Grammar Worksheets

Oxford Reference Worksheets: upper/lower

Vocabulary cards

Newslea articles

Word list



## Unit Opener

### Student Book page 111

The photograph helps set up the theme of adventure with a car traveling down the road to an unknown location. By thinking about where the car is and where it may be going, the students begin to engage with the idea of adventure.

### Photographer

#### Gianni Cipriano

Gianni Cipriano (b. 1983) is a Sicilian-born independent photographer based in Napoli, Italy. His work focuses on contemporary social, political, and economic issues. Gianni regularly works for *The New York Times* and has been documenting the ongoing upheaval in Italian politics for *L'Espresso* weekly magazine since 2013. His editorial work has also appeared in *TIME*, *Wired*, *The Wall Street Journal*, *Le Monde Magazine*, *The Guardian Weekend Magazine*, *MSNBC.com*, *lo Donna*, *Ventiquattro*, *IL*, *Courrier International*, *Vanity Fair*, and *Esquire*, among others. After studying aerospace engineering and architecture, he graduated from the Documentary Photography and Photojournalism Program at the International Center of Photography in New York in 2008. He has received recognition and awards from POYI (Picture of the Year International), American Photography, New York Photo Awards, International Photography Awards and the Ian Parry Scholarship. Gianni's work has been showcased in group exhibitions in venues such as the Rencontres d'Arles, *FOLI* Lima Biennale of Photography, MOPLA, Lumix Festival for Young Photojournalism.

### Unit Snapshot

- 1 Direct students' attention to question 1. Explain that *speculation* is thinking and *cosmic* means "about the universe." Then ask students what they think the Garden of Cosmic Speculation is.
- 2 For question 2, have students look at page 115 and read the country names above the photos (Spain, Mexico).
- 3 For question 3, ask where the Sahara Desert is (North Africa). Have students make guesses about what tourists do there.

### Discussion Questions

- 1 Direct students' attention to the questions below the picture. Encourage them to answer. Provide any words or expressions they need to express their ideas, such as *exciting*, *far away*, *brave*, or *free time*.
- 2 Optionally, before asking students to answer the discussion questions, show the photographer video where Gianni Cipriano answers a couple of the questions from his perspective. Play it for students as many times as needed to check comprehension and discuss any vocabulary items.

#### Answers

Students' answers will vary. Sample answers include:

- 1 An adventure is when you do something new and exciting for the first time, or when you go far away.
- 2 A far-away country, a place you don't usually go
- 3 Time, money, to be brave / not afraid

### Video Script

This picture shows a car driving through the Paneveggio Pale di San Martino Nature Park in Italy. The woman driving the car is on a tour of the park. This is not her car. People on the tour get to drive expensive cars and see the countryside at the same time. This woman is on her way to eat lunch with other people on the tour.

An adventure can be a trip or a journey. It can be doing or feeling something new. An adventure can be trusting someone you do not know in a new place. It can be something exciting and unusual. An adventure is about leaving your normal life routine.

You must be brave to go on an adventure. You must also want to change the routine of your normal life and do something new, exciting, and unusual. You need these two things for any adventure. This is true if you are traveling to the other side of the world, or climbing a mountain in your home country.

### Unit Opener Exercise

- 1 Have students work independently to match the places to their countries. Go over the answers with the class.
- 2 Have students work independently to rank the places from 1–7 starting with the best place to have an adventure. Then tell them to discuss their answers with a partner.
- 3 Call on students to share one thing that was the same or different about their and their partner's opinion.

#### Answers

- |     |     |     |     |
|-----|-----|-----|-----|
| 1 d | 3 a | 5 g | 7 c |
| 2 e | 4 f | 6 b |     |

### Real-World Goal

By the end of this unit, students will be able to find an adventure in their own town or city because they will have learned how to describe different kinds of places, how to compare places, and how to make, accept, and reject suggestions.

## Lesson 10.1 Top Four Travel Spots

### Student Book pages 112 – 113

#### Exercise 1 ACTIVATE

- 1 Ask the class to identify the word that goes with the first picture (the forest).
- 2 Have students work individually to label the images.
- 3 Play the audio and have students check their answers. If desired, play the audio again, and have students repeat the words.

#### Answers

- |              |                   |              |
|--------------|-------------------|--------------|
| 1 the forest | 4 the countryside | 7 the sea    |
| 2 a village  | 5 the mountains   | 8 the desert |
| 3 a lake     | 6 a garden        |              |

#### CD 2, Track 18

## Oxford 3000 words

countryside      mountains      forest      lake  
desert      garden      sea      village

### Exercise 2 IDENTIFY

- 1 Play the first sentence. Ask students to write the number 1 next to the correct word (d – garden). Play the rest of the audio and have students work independently to complete the exercise.
- 2 Replay the audio one item at a time and have the class call out the answers.

#### Answers

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

#### Audio Script

##### CD 2, Track 19

- 1 What a beautiful garden!
- 2 I went for a walk in the forest.
- 3 That's a nice picture of the desert.
- 4 We swam in the sea.
- 5 There's a big lake near here.
- 6 He lives in a small village.
- 7 Look at the tall mountains!
- 8 The countryside is quiet.

### Exercise 3 WHAT'S YOUR ANGLE?

- 1 Elicit answers to the first question with the class. Have students discuss the rest of the items with a partner.
- 2 Call on students to share their answers. Ask about their experiences. For example: *Did you ever go camping in a forest? Do you like to swim in the sea?*

#### Answers

Students' answers will vary. Sample answers include:  
1 the countryside, the desert, the mountains, the forest  
2 a village  
3 the sea, a lake  
4 the countryside, a garden, the mountains, the forest  
5 all  
6 the sea, the mountains

## Listening Skill

### Listening for individual words in a sentence

#### GO ONLINE

- 1 Have students read the information in the box. Read the example sentences aloud, demonstrating how the words blend together.
- 2 Point out that small words like *in*, *at*, *to*, *a*, and *the* are often not pronounced clearly and are blended with the words around them. Write a sentence on the board: *The forest is a great place to camp.* Ask students which words they think will be blended together when the sentence is said aloud (is-a-great, place-to-camp)

## Extra Practice

- 1 Make enough copies of this grid so that each group of three or four students can have one set of words. Cut the grid into individual words, scramble them, and give one set to each group.

the	boys	are	in
lake	this	is	a
fish	what	doing	want
to	go	there	do

- 2 Tell students that you are going to say a statement or question and they need to find the words and form the sentence. Explain that you will say each sentence quickly, with naturally blended speech. You will give them a moment to put it together, and then repeat it once at the same speed.
- 3 After the groups have assembled each sentence, ask them to call out how many words are in it. If some of them are wrong, tell them the correct number and give them a chance to try to fix it. Call on a student to read the completed sentence for the class. Then move on to the next one. Here are some sentences you can say:
  - a What are the boys doing?
  - b The boys are in the lake.
  - c The boys want to go to the lake.
  - d There are fish in the lake.
  - e What do the boys want to do?

### Exercise 4 IDENTIFY

- 1 Play the first item and ask students to circle the correct number of words. Repeat the audio if necessary.
- 2 Play the rest of the audio and have students circle the answers. Stop and repeat if necessary.

#### Answers

1 7    2 7    3 6    4 6    5 6    6 6

#### Audio Script

##### CD 2, Track 20

- 1 We want to tell you about them.
- 2 It's a great village with beautiful beaches.
- 3 There aren't a lot of tourists.
- 4 We love them because they're beautiful!
- 5 The animals there are really interesting.
- 6 What do you think of them?

### Exercise 5 DEVELOP

- 1 Replay the audio one item at a time and have students write the sentences.
- 2 Call on volunteers to write the sentences on the board.
- 3 Go over the sentences and elicit which words were blended together when they were pronounced.

#### Answers

- 1 We want to tell you about them.
- 2 It's a great village with beautiful beaches.
- 3 There aren't a lot of tourists.
- 4 We love them because they're beautiful!
- 5 The animals there are really interesting.
- 6 What do you think of them?

##### CD 2, Track 20

## Exercise 6 IDENTIFY

Tell students they will be listening to a travel podcast. For the first listen, they should focus on the kinds of places the people are talking about.

### Answers

a village with beaches (Pemutaran, Bali, Indonesia); a garden (Garden of Cosmic Speculation, Scotland); mountains in the countryside with lakes and forests (Adirondack Mountains, New York); the rainforest (Madagascar, Africa)

### Audio Script

#### CD 2, Track 21

- Lindsey This is Travel Talk. I'm Lindsey Lawson.  
Karl And I'm Karl Peters. So... We chose our four favorite places to travel this year. Now we want to tell you about them.
- Lindsey The first place on our list is Pemutaran, in Bali, Indonesia. It's a great village with beautiful beaches and excellent restaurants.
- Karl I love it because there aren't a lot of tourists.
- Lindsey The next place on the list is the Garden of Cosmic Speculation in Scotland. Charles Jencks and his wife Maggie Keswick started it in 1989. They used ideas from math, science, and art. This makes it a very different and very interesting garden.
- Karl Number three on our list is the Adirondack Mountains in New York.
- Lindsey Most people think of New York City when they hear "New York," but these mountains are in the countryside!
- Karl We love them because they're beautiful! There are lakes and forests and lots of places to go hiking there.
- Lindsey Number four on our list is Madagascar in Africa.
- Karl The animals there are really interesting. You can take tours in the rainforest to see them.
- Lindsey So... those are our choices. What do you think of them? Give us a call or send us a message!

## Exercise 7 INTEGRATE

- Have students read the exercise in preparation for listening. Play the audio and ask them to circle *True* or *False*.
- Have the class call out the answers. Elicit corrections for the false sentences. (1. Pemutaran is in Indonesia. 5. The Adirondack Mountains are in the countryside.)

### Answers

1 False 2 True 3 True 4 True 5 False 6 True

#### CD 2, Track 21

## Grammar in Context

### Object pronouns

#### GO ONLINE

- Direct students to read the information in the Grammar in Context box.
- Write four example sentences on the board:  
*She gave the book to me.*  
*I read the story to my sister.*  
*I told my brother what happened.*  
*We saw Charlie and Ann in the village.*
- For each sentence, ask the class which words could be replaced with which object pronoun. Cross out and replace the words as you go over them. (She gave it to me. I read it to her. I told him what happened. We saw them in the village.)

- For additional information, see the Grammar focus on page 168 of the Student Book.

## Extra Practice

- Make enough copies of a handout with the following sentences on it so that each group of three or four students can have one:
  - We saw Jim and Mary last night.*
  - She told me about the problem yesterday.*
  - He took his little sister home.*
  - I asked Mary to call her parents.*
  - Tommy likes to visit Mary and me every weekend.*
  - We brought a sandwich for Jim.*
  - They finished the English test at 3:00.*
  - He gave a toy to my sister.*
- Pass out the papers face-side down to Student 1 in each group, and tell them not to turn the papers over until the game begins. Explain the rules: The first student will turn over the paper and replace nouns with object pronouns wherever possible in sentence 1. The rest of the group can help verbally, but cannot write on that sentence. Student 1 then passes the paper to Student 2, who will do the same to the second sentence. The paper continues around the group, with each student working only on "their" sentence. For example, if there are four students in the group, the first student will work on sentences 1 and 5. If the group has noticed an error in sentence 1, the first student can correct it when he or she gets the paper back. Errors can only be corrected by the original writer. The first group to finish is the winner if everything is correct and they've made every possible replacement.
- When the first group calls out, tell everyone to stop writing. Have the group read their sentences out. Don't provide corrections—if anything isn't correct or a replacement isn't made, they are eliminated and the other groups continue the game.

### Answers

- We saw them last night.
- She told me about it yesterday.
- He took her home.
- I asked her to call them.
- Tommy likes to visit us every weekend.
- We brought it for him.
- They finished it at 3:00.
- He gave it to her.

## Exercise 8 IDENTIFY

- Go over number 1 with the class. Have students work independently to complete the rest of the exercise.
- Call on students to say the answers for the class.

### Answers

2 b 3 a 4 b 5 c 6 a

## Exercise 9 INTEGRATE

- 1 Tell students to read the entire paragraph silently before filling in any answers. Have them work independently to complete the paragraph.
- 2 Ask students to share their answers with a partner. Call on volunteers to read the completed sentences aloud.

### Answers

1 him 2 them 3 it 4 them 5 her 6 them

## Exercise 10 WHAT'S YOUR ANGLE?

Ask students to discuss the question with a partner. Call on volunteers to share their opinions with the class.

### Answers

Students' answers will vary. Sample answers include:  
I like Bali because I love the beach and good restaurants.

## Lesson 10.2 Underground Adventure

Student Book pages 114 – 116

### Exercise 1 ACTIVATE

- 1 Say and have students repeat the words in the box.
- 2 Give students a moment to choose four words to describe the caves. Have them compare their choices with a partner.
- 3 Call on students to share their descriptions with the class. Discuss any disagreements.

### Answers

Students' answers will vary. Sample answers include:  
The caves are interesting, dark, scary, and dangerous.

### Oxford 3000 words

warm dangerous dark interesting  
safe bright pretty

## Vocabulary Development

### Adjectives

#### GO ONLINE

- 1 Direct students to read the information in the Vocabulary Development box. Point out that all of the words in Exercise 1 are adjectives.
- 2 Write *safe*, *interesting*, *bright*, and *warm* on the board. Elicit different nouns that these adjectives could describe (safe city/street; interesting book/idea; bright morning/eyes; warm day/beach).

### Extra Practice

- 1 Write the beginning of a sentence and a list of familiar adjectives on the board:  
*I saw a/an ...*  
*old*  
*beautiful*  
*green*

*scary*  
*big*  
*fast*  
*quiet*  
*funny*

- 2 Have students work in groups of three to take turns finishing the sentence. All three group members must complete a sentence with the same adjective before moving on. For example: *I saw an old man. I saw an old building. I saw an old movie. I saw a beautiful mountain. I saw a beautiful woman. I saw a beautiful beach.* Circulate and assist with any problems.
- 3 When most pairs are done, have them make sentences with *is* and the adjectives. Elicit some examples: *This building is old. My grandfather is old. The forest is green. My sweater is green.* Have the groups continue using the new sentence structure.

## Exercise 2 BUILD

Do number 1 together as a class. Then have students work independently to complete the exercise.

### Answers

- 1 Cave diving is an exciting adventure.
- 2 It is not safe for beginners, and it is often dangerous.
- 3 Some caves are very deep.
- 4 It is dark inside an underwater cave, so divers take bright lights with them.
- 5 There are some pretty things in the caves.
- 6 Many divers take interesting photos.

## Exercise 3 IMPROVE

- 1 Play the audio and have students check their answers.
- 2 Call on students to read the completed sentences aloud.

### Audio Script

#### CD 2, Track 22

- 1 Cave diving is an exciting adventure.
- 2 It is not safe for beginners, and it is often dangerous.
- 3 Some caves are very deep.
- 4 It is dark inside an underwater cave, so divers take bright lights with them.
- 5 There are some pretty things in the caves.
- 6 Many divers take interesting photos.

## Exercise 4 WHAT'S YOUR ANGLE?

- 1 Have students discuss the questions with a partner.
- 2 Call on volunteers to share their opinions with the class.

### Answers

Students' answers will vary. Sample answers include:  
I don't want to try cave diving. It's scary. / I would like to try cave diving. It's exciting.

## Reading Skill

### Recognizing and understanding subject-verb-object sentences

#### GO ONLINE

- 1 Direct students to read the information in the Reading Skill box.

- Have students call out the subject in the second sentence (My friend and I). Point out that the words that describe the main nouns are also part of the subject. For example, this subject could be *My funny friend and I*. Point out the object *some interesting and popular caves*. Have students identify the main noun (caves). Explain that it and the adjectives that describe it are all part of the object.

### Extra Practice

- Put students in groups of three or four. Give each group a grid like this:

Subject	Verb	Object
1.		
2.		
3.		
4.		
5.		

Also provide them with a list of words (or you can write them on the board):

*I, my, a, an, friend, car, forest, studies, visited, had, old, green, pretty, English, Spanish.*

- Tell the students to write the words into the grid to make five unique sentences. They can re-use words as often as they like.
- Have the groups take turns writing sentences on the board until they run out of ideas for unique sentences.
- Have the class identify the adjectives in the sentences. Point out that *English* and *Spanish* can be adjectives or nouns depending on how they are used in the sentence, and that this is true for many words.

### Answers

Students' answers will vary. Sample answers include:

Subject	Verb	Object
1. My friend	studies	English and Spanish.
2. I	visited	my Spanish friend.
3. My friend and I	visited	a pretty green forest.
4. My pretty friend	had	an old green car.
5. My old friend	had	an English car.

### Exercise 5 IDENTIFY

- Read the example sentence. Have students work independently to complete the rest of the exercise.
- Call on students to share their answers with the class.

### Answers

- I, visit, a lot of caves
- I, took, a day trip to Altamira
- my friend and I, took, a short trip to Mexico
- we, visited, Juxtlahuaca Cave in Guerrero
- this cave, has, very old paintings of people and animals
- I, have, special lights and a good camera

### Exercise 6 ASSESS

OXFORD REFERENCE

- Direct students' attention to the photos in the blog post. Ask if they can make any predictions about the caves visited based on the photos.

- Read the directions and have students read the blog post silently. Tell them to think about what is similar and different about the two trips.
- Have volunteers share their answers to the questions. Elicit any questions about vocabulary.

### Answers

Students' answers will vary. Sample answers include:  
He went to Spain (Altamira Caves) on his first trip and to Mexico (Juxtlahuaca Cave) on his second trip. They were similar because he visited caves during both trips and both caves have old paintings in them. They were different because Altamira is very old and he went alone. He went with a friend to Mexico.

### Exercise 7 WHAT'S YOUR ANGLE?

Have students discuss the question with a partner. Call on students to share their ideas with the class.

### Answers

Students' answers will vary. Sample answers include:  
They like to visit caves because it's exciting and different, and they can learn about the past and the Earth.

## Grammar in Context

### Comparative adjectives: Short forms

#### GO ONLINE

- Direct students to read the information in the Grammar in Context box.
- Say and have them repeat the simple and comparative forms of each adjective.
- Emphasize that these rules only apply to short adjectives and that you will discuss longer adjectives later.
- For additional information, see the Grammar focus on page 168 of the Student Book.

### Extra Practice

- Conduct a partner "spelling bee." Put students in pairs. One partner has a piece of scratch paper and is the writer. The other partner is the researcher. Tell students that you will read a simple adjective and the writer needs to write the comparative form in large letters on the scratch paper. The researcher can look at the Grammar in Context box in the book and help the writer, but they will only have 15 seconds for each word, at which point every writer will hold up their paper. The partners will switch roles after the 5<sup>th</sup> word.
- Make a note of which pairs have a perfect score at the end and congratulate them as the winners.  
Read these words:
  - large
  - big
  - hungry
  - red
  - fast
  - sad
  - tall
  - short
  - early
  - bright

### Answers

- |          |            |          |           |             |
|----------|------------|----------|-----------|-------------|
| 1 larger | 3 hungrier | 5 faster | 7 taller  | 9 earlier   |
| 2 bigger | 4 redder   | 6 sadder | 8 shorter | 10 brighter |



## Exercise 8 IDENTIFY

- 1 Have students scan the reading and call out the answer to the first item (Juxtlahuaca). Have a volunteer explain where they found the answer (Altamira was a day trip; they stayed in Guerrero for four days). Tell students to complete the rest of the exercise independently.
- 2 Tell them to compare their answers with a partner. Have the class call out the answers.

### Answers

- |               |               |               |
|---------------|---------------|---------------|
| 1 Juxtlahuaca | 3 Juxtlahuaca | 5 Juxtlahuaca |
| 2 Altamira    | 4 Altamira    |               |

## Exercise 9 INTEGRATE

- 1 Direct students' attention to the photos at the bottom of the page. Have them work with a partner to write short adjectives for each picture.
- 2 Ask the pairs to share their ideas with the class.

### Answers

Students' answers will vary. Sample answers include:  
 Picture 1: blue, warm, sunny, pretty  
 Picture 2: old, dark, cool, scary  
 Picture 3: big, old, tall, cool  
 Picture 4: green, scary, tall, bright

## Exercise 10 INTERACT

- 1 Have the partners work together to write comparative sentences about the two places they chose.
- 2 Call on students to read one of their sentences to the class.

### Answers

Students' answers will vary. Sample answers include:  
 The castle is bigger than the old house.  
 The forest is greener than the sea.  
 The bridge is scarier than the castle.  
 The hotel in the sea is warmer than the old house in the countryside.

# Lesson 10.3 I Need a Vacation!

Student Book pages 117 – 119

## Exercise 1 ACTIVATE

As a class, brainstorm different kinds of vacations and things that make each one interesting.

### Answers

Students' answers will vary. Sample answers include:  
 island: beautiful beaches, I can swim and lie in the sun; city: good restaurants, I can visit famous places; desert: interesting views, I can see a lot of stars at night

## Exercise 2 ASSESS

Direct students' attention to the chart. Point out the three names in the left column. Tell them to read the post silently and complete the chart. Go over the answers as a class.

### Answers

Person	Place 1	Place 2	Favorite
Mary	Niagara Falls	South Africa	South Africa
Amir	Fiji	Austria	Fiji
Sofia	China	home	home

## Exercise 3 WHAT'S YOUR ANGLE?

- 1 Have students discuss the questions with a partner.
- 2 Call on students to share their ideas with the class.

### Answers

Students' answers will vary. Sample answers include:  
 I like to stay home because it's relaxing. I can go to parks, museums, or restaurants. / I don't like to stay home because I like to see new places.

## Grammar in Context

### Comparative adjectives: Long and irregular forms

#### GO ONLINE

- 1 Have students read the information in the box.
- 2 Check comprehension. Ask: *What is the comparative form of difficult?* (more difficult) *What is the comparative form of dangerous?* (more dangerous) *Do you add -er to long adjectives?* (no)
- 3 Read and have students repeat the irregular comparative forms.
- 4 For additional information, see the Grammar focus on page 168 of the Student Book.

### Extra Practice

- 1 Write the phrases below on the board or make enough copies of a handout so that each group of three or four students can have one:
  - 1 more interesting than
  - 2 more boring than
  - 3 more fun than
  - 4 more exciting than
  - 5 farther from here than
  - 6 better than
  - 7 worse than
  - 8 more dangerous than
- 2 Have students work with their groups to write a complete sentence with each comparison. Encourage them to think about different topics as they write: movies, books, sports, music, food, travel, animals, etc.
- 3 For each comparison, call on several groups to share their sentence with the class. Make any necessary corrections for articles and word forms. Ask the other students if they agree with the comparison.

### Answers

Students' answers will vary. Sample answers include:

- 1 A museum is more interesting than a library.
- 2 A parking lot is more boring than a park.
- 3 The beach is more fun than the desert.
- 4 Camping is more exciting than staying in a hotel.
- 5 Beijing is farther from here than Rio.
- 6 Pizza is better than hamburgers.
- 7 Going to the dentist is worse than going to the doctor.
- 8 Lions are more dangerous than bears.

## Exercise 4 DEVELOP

- 1 Go over the example in number 1. Have students work independently to complete the exercise.
- 2 Call on students to read the completed sentences aloud.

### Answers

- |                      |                              |
|----------------------|------------------------------|
| 1 beach, warmer than | 4 expensive, farther/further |
| 2 more, Rome         | 5 Fiji, more, Austria        |
| 3 Africa, more, than | 6 better                     |

## Writing Skill

### Using adjectives to make your writing more interesting

#### GO ONLINE

- 1 Have students read the information in the box. Ask them to identify the adjectives in the example sentence (cute, beautiful).
- 2 Write two sentences on the board: *We live in a city. That is a room.* Elicit adjectives for each sentence and have the class tell you where to put them. For example, *We live in a dangerous/pretty/safe city* and *That is a warm/cool/bright room.*
- 3 Erase the second sentence and write: *The room is \_\_\_\_\_.* Have students complete the sentence: *The room is warm/cool/bright.*

### Extra Practice

- 1 Tell students that you have a very boring story and you want them to make it more interesting with adjectives. Elicit some adjectives that students know and write them on the board (for example, the colors, numbers, *big, small, good, bad, cheap, expensive, old, young*).
- 2 Put students in groups of three or four and give each group a copy of this story:  
*Last summer I had a weekend in the mountains near my city. I arrived on a morning and went for a walk in the forest. On the walk, I saw a bear. But he didn't bother me—he just walked away. I also saw a deer, and she ran away, too. After about an hour, some clouds came and it began to rain. I sat under a tree and waited for the rain to stop. I waited for hours. Finally, the rain stopped, and I walked back to my car and went home. Next time I'm going to bring my rain jacket!*
- 3 Remind the students that adjectives come before nouns, and ask them to call out some of the nouns in the story. Tell them they can also add sentences with *I was + adjective* and *It was + adjective*.
- 4 Have the groups work together to add at least six adjectives to the story. Tell them they don't need to add an adjective to every sentence. Have someone from each group read the resulting story to the class.

### Answers

Students' answers will vary. Sample answers include:

Last summer I had an *interesting* weekend in the *beautiful* mountains near my city. I arrived on a *bright* morning and went for a walk in the *cool* forest. On the walk, I saw a *large black* bear. *It was scary*. But he didn't bother me—he just walked away. I also saw a *pretty* deer, and she ran away, too. After about an hour, some *dark* clouds came and it began to rain. I sat under a *big* tree and waited for the *cold* rain to stop. I waited for *three* hours. *I was cold*. Finally, the rain stopped, and I walked back to my *warm* car and went home. Next time I'm going to bring my *good* rain jacket!

## Exercise 5 IDENTIFY

- 1 Have students read through the post and underline all of the adjectives they see. Tell them to compare their answers with a partner.
- 2 Correct by reading the post aloud a sentence at a time and having the class call out the adjectives.

### Answers

I need to make travel plans for my **next** vacation! I went to Rome **last** year and liked it, but now I'd like to find a more **exciting** place. Comment below and tell me about the last **two** places you went on vacation. What did you think of them? Which was **better**? Give me a **good** reason to choose it for my **next** trip. **Two** years ago, I took a **short** trip to Niagara Falls. I didn't enjoy it because the weather was **terrible** the whole time. My vacation **last** year was a lot more **interesting**. I went on safari in South Africa! I saw **beautiful** animals like lions and giraffes. Here are **some** photos. **Five** years ago, I went to Fiji, and I **loved** it. **Last** summer I stayed at a **cute** house on a lake near the **beautiful** mountains of Austria. Fiji and Austria were **pretty**, but Fiji was more **exciting** than Austria. The water at the beach was **warmer** than the lake water, and it was more **fun** at night. The flight was more **expensive** because Fiji is **further** away, but it was **cheaper** to go out in Fiji. Malcolm, you can have an adventure here at home. I think vacations at home are more **fun** than big trips to **other** countries. I took a **big** trip to China a few years ago. It was **great**, but it was a lot of work, and I spent too much money. This year, I spent my summer vacation at home, and it was much **better**—no work, no suitcase, no **expensive** hotels! I imagined I was a tourist. I went to museums and visited places I never saw before. Why don't you try it?

## Exercise 6 USE

- 1 Direct students to look at the pictures and identify the places (countryside/village, beach, city). Read the example answer in number 1 and ask students to identify the adjectives (pretty, large).
- 2 Have students work independently to complete the exercise. For each item, call on several people to share their sentence with the class.

### Answers

Students' answers will vary. Sample answers include:

- 1 My friends visited a pretty village near a large forest.
- 2 They stayed in an interesting old house.
- 3 There was a beautiful beach next to our new hotel.
- 4 We loved the warm weather.
- 5 The ugly building is on a dirty street.

## Exercise 7 VOCABULARY

- 1 Say and have students repeat the words in the box. Have students work independently to complete the paragraph.
- 2 Ask students to compare their answers with a partner.

### Answers

- |            |              |          |
|------------|--------------|----------|
| 1 vacation | 3 trip/break | 5 summer |
| 2 suitcase | 4 break/trip | 6 winter |

## Oxford 3000 words

- |        |          |          |
|--------|----------|----------|
| winter | vacation | break    |
| trip   | summer   | suitcase |

## Exercise 8 WHAT'S YOUR ANGLE?

- 1 Read the first question and example answer. Tell students to write their own answers in complete sentences.
- 2 Have students ask and answer the questions with a partner. Call on individuals to share something they learned about their partners.

### Answers

Students' answers will vary. Sample answers include:

- 1 I go on vacation every year.
- 2 I think it's better to go on a lot of short breaks.
- 3 It's cheaper to take trips near home, but it's more interesting to go far away because I like to see new things.
- 4 I like to spend summer vacations at the beach. I like to spend winter vacations at the beach, too.
- 5 I usually don't take a suitcase. I take a small bag.

## Exercise 9 PREPARE

Read the examples. Tell students that the places don't have to be exotic—they can write about visits to nearby locations. Give students a couple of minutes to make notes.

## Exercise 10 WRITE

Have students re-read the first paragraph of the post on page 117. Tell them to use their notes to write a reply. Remind them to use adjectives and make comparisons.

### Answers

Students' answers will vary. Sample answers include:  
Last summer I spent one weekend at the beach and one weekend in the mountains. The beach was relaxing for a few hours, but after that it was boring. There were a lot of people and it was really hot. The mountains were cooler. They were also more exciting than the beach. There weren't many people there, and it was really beautiful.

## Exercise 11 IMPROVE

Read the checklist aloud. Ask students to review their writing and make corrections. Spot-check while they do this work.

## Exercise 12 SHARE

- 1 Have students share their writing.
- 2 Call on students to share something about the places their partner described. Ask them if they want to visit the place their partner recommended.

## Lesson 10.4 Bright Lights, Big Desert

Student Book pages 120 – 122

## Exercise 1 ACTIVATE

- 1 Direct students' attention to the video stills. Ask them what Andy is doing. Ask them what they think the video will be about.
- 2 Read the questions and elicit answers from the class.

### Answers

Students' answers will vary. Sample answers include:  
Last night I suggested we go to dinner. I said, "Let's go to Cafe Rio." My friend agreed. She said, "Good idea!"

## Exercise 2 ASSESS

- 1 Give students a moment to look over the exercise before listening. Play the video and ask students to choose the correct answers.
- 2 Have the class call out the answers. Replay the video if necessary. Students may not be familiar with "dude ranch" (a working ranch that caters to tourists with accommodations, food, and horse-riding activities). If students are wondering about the name, explain that in the old days, *dude* meant "visitor."

### Answers

- |     |        |              |
|-----|--------|--------------|
| 1 d | 2 c, b | 3 a, b, c, d |
|-----|--------|--------------|

## English For Real Video Unit 10

## Exercise 3 IDENTIFY

- 1 Give students a moment to look over the exercise before watching the video again. Replay the video and have students write the names.
- 2 Have the class call out the answers. Ask students if they would rather go to Las Vegas, a dude ranch, or the Grand Canyon.

### Answers

- |        |        |        |        |
|--------|--------|--------|--------|
| 1 Andy | 3 Andy | 5 Andy | 7 Andy |
| 2 Max  | 4 Max  | 6 Max  | 8 Max  |

## Video Script

### English For Real Video Unit 10

- Andy Woo wee/ Yee ha! Hey!
- Max What's up?
- Andy I found us the best place to go for our vacation in April!
- Max Really? Where?
- Andy It's one of the most interesting and exciting spots in the U.S.
- Max Wait... Is this twenty questions?
- Andy No, but here's a clue. It's in the wild west.
- Max Do you mean, wild west like, cowboys?
- Andy Mmm... I mean, Las Vegas!
- Max Las Vegas? No thanks. What about something quieter and more relaxing, like a ranch?
- Andy Well, I think a ranch sounds kind of boring. Come on, Vegas is a fun city.
- Max I can think of nicer places to go. How about the Grand Canyon? I really want to go there.

- Andy Everyone visits the Grand Canyon. It's one of the most popular vacation spots. It's always crowded.
- Max How could it be crowded? It's one of the biggest parks in the country!
- Andy OK. True. Hmm.
- Max Well, I'd really like to ride horses at a ranch. And draw!
- Andy I know. What about this? We fly to Phoenix, Arizona. Then, we drive to the desert and see the bright lights! And there is a dude ranch near Sedona.
- Max Fine. But can we stop at the Grand Canyon after that?
- Andy OK... It's a deal!
- Max Now that sounds like a much better plan. Dude.

## Real-World English

### Giving opinions and making suggestions

- 1 Read the information in the box aloud, modeling the polite intonation of the suggestions and responses.
- 2 Have students repeat each of the examples.
- 3 Give examples with *Why don't we* and *Let's*, pointing out that they are followed by a simple verb. (Why don't we go to the movies? Let's eat at George's.) Demonstrate that *What/How about* is followed by a noun or gerund (What about a movie? How about eating at George's?)

### Extra Practice

- 1 Write the suggestion expressions on the board in two columns and elicit a variety of completions. Write the completion ideas in the columns. For example:

Why don't we...?	How about...?
Let's...	What about...?
go to Paris / Barcelona / New York	Rome / Tokyo / Rio?
go out to lunch / dinner / breakfast	pizza / burgers / Chinese food?
play soccer on Sunday	going swimming
watch a movie	a concert?

- 2 Have students stand. Tell them to use the ideas on the board and in the Real World English box to follow this conversation pattern:  
A: suggestion  
B: different suggestion  
A: positive or negative opinion  
Model the activity with a student. Then have two students model.
- 3 Tell students to have the conversation with someone near them and then find a new partner in a different area and repeat. Call time when everyone has practiced with three or four partners.

## Real-World English Strategies

If you have sufficient time, you can make the focus of this unit more contextualized and meaningful for your students by engaging them in a short content-based project. Project objectives: A) Students will make travel brochures to advertise a destination in an English-speaking country of their choice. B) Students will role-play a conversation with a partner to decide which of the destinations advertised by their classmates they are going to choose for their vacation. Follow these steps:

- 1 Come up with a clear list of requirements for the brochure (e.g., include 3 – 4 pictures, provide short descriptions of 1 – 2 specific places to visit and 1 – 2 activities to do, etc.).
- 2 Make a model brochure to show to your students as an example.
- 3 Provide sufficient time and assistance for the students to individually create their travel brochures.
- 4 Have the students display the brochures around the classroom.
- 5 For the role play, prepare short descriptions of 4 – 8 different people (e.g., you are sporty and active; you hate beach vacations, and you enjoy art galleries).
- 6 Let students draw slips of paper with the descriptions and have them role-play with a partner. They have to agree on one destination.
- 7 Repeat a few times with new role assignments and different partners. Keep track of the destinations that have been chosen most often and display the top three on a classroom wall.

## Exercise 4 ANALYZE

Read the directions and ask students to analyze the sentences in Exercise 3. Have the class call out the answers.

### Answers

Suggestions: 2, 4, 5 Opinions: 1, 3, 7

## Exercise 5 WHAT'S YOUR ANGLE?

- 1 Model the activity by telling students about a place you like to go. Try to choose a place they won't have been to., for example: *I like to stay at Yosemite Lodge because 1) It's beautiful, 2) The lodge is comfortable, and 3) There are a lot of stars at night.*
- 2 Have students work independently to choose a place and write the reasons they like it.

## Exercise 6 INTEGRATE

Read the directions and the sample answer. Elicit more examples from the class. Have students write their invitation.

### Answers

Students' answers will vary. Sample answers include:  
I have an idea. Why don't we travel to Morocco in April? / How about Brazil for our vacation in April?

## Exercise 7 INTERACT

- 1 Read the directions and the sample conversation.
- 2 Have partners practice together. Call on pairs to say where they decided to go. For more practice, have students switch partners and practice again.
- 3 Remind students to go online so that they can create their own version of the video.

## Lesson 10.5 A Trip to Remember

Student Book page 122

### Exercise 1 ACTIVATE

Have students read the ads. Elicit any words and phrases they might expect to hear in the video.

#### Answers

Students' answers will vary. Sample answers include: desert, tent, camping, hotel, expensive, mountains, skiing, cold

### Exercise 2 IDENTIFY

- 1 Play the audio. Ask students if they heard the words and phrases they predicted. Then elicit the answer to the question.
- 2 Ask students if they would make the same choice and why.

#### Answers

She chooses the Sahara Bedouin Adventure because the hotel is nicer and swimming is more fun than skiing.

#### Audio Script

##### CD 2, Track 23

- Travel agent So, you'd like an exciting winter vacation... These two are more popular than any of our other trips. What do you think?
- Woman Well, the pictures of the Sahara Desert are beautiful, but I think for me, the Mountain Adventure is more interesting.
- Travel agent Ah, so you like cold weather better than hot weather?
- Woman Well, usually I love going to the beach, but I want to try something different. How much is the Mountain Adventure?
- Travel agent: It's \$1,500 for four nights.
- Woman So it's cheaper than the Sahara Adventure. Hmm. But that hotel is nicer, and it has a great swimming pool. Swimming is more fun than skiing.
- Travel agent The Sahara trip is more expensive because it's seven nights, not four.
- Woman Well, OK then. I'd like the Sahara Adventure trip.
- Travel agent Great choice! A desert trip is definitely more exciting than a trip to the mountains!

## Pronunciation Skill

### Comparatives with weak form of *than*

Ask students to read the information in the box. Pronounce the example sentence, modeling the weak pronunciation of *than*.

## Exercise 3 NOTICE

- 1 Play the first item and ask students to notice how the circled words are more heavily stressed and how *than* is pronounced. Replay the sentence and have them repeat it.
- 2 Play the rest of the audio. Ask students to listen silently and circle the stressed words.
- 3 Go over the answers. Then replay the audio and have students repeat.

#### Answers

- 1 Long, better, short
- 2 Today, hotter, yesterday
- 3 Mountains, beautiful, deserts
- 4 Swimming, fun, skiing
- 5 bus, cheaper, plane

### CD 2, Track 24

## More to Say...

**Focus:** Working in partners, students practice reducing *than*.

**Grouping Strategy:** Pairs

**Activity Time:** 20 minutes

#### Ready,

- 1 Create two picture cards of different vacation spots for each pair of students. For example, the cards might show a picture of Paris, a desert island, a canyon, or the ruins of a temple.
- 2 Create a partner feedback form similar to the example below for each student.

#### Partner Feedback

##### Sentence 1:

- |                                       |   |   |
|---------------------------------------|---|---|
| Did my partner stress the two places? | Y | N |
| Did my partner stress the adjective?  | Y | N |
| Did my partner reduce <i>than</i> ?   | Y | N |

##### Sentence 2:

- |                                       |   |   |
|---------------------------------------|---|---|
| Did my partner stress the two places? | Y | N |
| Did my partner stress the adjective?  | Y | N |
| Did my partner reduce <i>than</i> ?   | Y | N |

##### Sentence 3:

- |                                       |   |   |
|---------------------------------------|---|---|
| Did my partner stress the two places? | Y | N |
| Did my partner stress the adjective?  | Y | N |
| Did my partner reduce <i>than</i> ?   | Y | N |

##### Sentence 4:

- |                                       |   |   |
|---------------------------------------|---|---|
| Did my partner stress the two places? | Y | N |
| Did my partner stress the adjective?  | Y | N |
| Did my partner reduce <i>than</i> ?   | Y | N |

#### Set...

- 1 Put the students into pairs.
- 2 Tell each student to write four sentences comparing the vacation spots on their cards. Later, they will read their sentences to their partner, and their partner will listen and give them feedback on their pronunciation. Go over the Partner Feedback Checklist.
- 3 Pre-teach any new vocabulary.
- 4 Give each student one card.



### Go!

- 1 Have the students read their sentences to their partners. The speakers should focus on stressing the two places and the adjective and reducing *than*. The listeners should circle the answers to the questions.
- 2 When the first student finishes reading, have the partners switch roles.
- 3 Circulate and correct students' stress as necessary.
- 4 Encourage the students to share the feedback checklist they complete with their partners.

## Speaking

### Making comparisons

#### GO ONLINE

- 1 Direct students to read the information in the box. Read the examples aloud.
- 2 For the question and answer at the end, point out that we don't need the *than* phrase when the comparison is understood.

### Extra Practice

- 1 Write these sentence frames on the board or make a copy for every student:
  - 1 Which is better? \_\_\_\_\_ or \_\_\_\_\_?
  - 2 Which is more fun? \_\_\_\_\_ or \_\_\_\_\_?
  - 3 Which is more beautiful? \_\_\_\_\_ or \_\_\_\_\_?
  - 4 Which is more delicious? \_\_\_\_\_ or \_\_\_\_\_?
- 2 Put students in pairs. Tell them to work together to create a four-question survey by filling in the blanks. Remind them that they need to use nouns or gerunds in the blanks. Ask them to use places (not people) for number 3. Tell both partners to write the same questions. Explain that they do not need to write answers.
- 3 Have the students stand and ask four or five people their questions. Tell them to keep track of their results by making a check mark next to each person's choice. Explain that the two partners should talk to different classmates (that is, no one should take the same survey twice).
- 4 Have the original partners get back together and combine their results. Ask them to share the most popular choices with the class.

## Exercise 4 WHAT'S YOUR ANGLE?

Read the directions. Ask students to work independently to make a list of questions they might ask a travel agent.

### Answers

Students' answers will vary. Sample answers include:  
How much is the trip to the mountains?  
Is it hot in the desert?  
Is there a swimming pool?  
Which place is more exciting / more relaxing?

## Exercise 5 INTERACT

- 1 Have the pairs role-play a customer talking to a travel agent and then switch roles. Circulate and provide assistance as needed. Take note of any common errors to review at end of the activity.
- 2 Review any common errors.
- 3 Have volunteers perform their role plays for the class.

## Unit 10 Review

Student Book page 156

### Vocabulary

#### Exercise 1

##### Answers

- |          |        |          |
|----------|--------|----------|
| 1 desert | 3 sea  | 5 forest |
| 2 Garden | 4 lake |          |

#### Exercise 2

##### Answers

- |               |             |        |
|---------------|-------------|--------|
| 1 interesting | 3 cool      | 5 warm |
| 2 pretty      | 4 dangerous |        |

#### Exercise 3

##### Answers

- |            |            |         |
|------------|------------|---------|
| 1 vacation | 3 winter   | 5 break |
| 2 trip     | 4 suitcase |         |

**GO ONLINE** Encourage students to go online to play the vocabulary game.

### Grammar

#### Exercise 4

##### Answers

- |        |       |       |
|--------|-------|-------|
| 1 them | 3 it  | 5 you |
| 2 them | 4 him |       |

#### Exercise 5

##### Answers

- |                |                  |
|----------------|------------------|
| 1 greener than | 5 taller than    |
| 2 busier than  | 6 better than    |
| 3 bigger than  | 7 more expensive |
| 4 wetter than  |                  |

**GO ONLINE** Encourage students to go online for further grammar reference and information and to play the grammar game.

### Discussion Point

#### Exercise 6

OXFORD REFERENCE

- 1 Direct students to read the discussion point silently.
- 2 Read the quote aloud. Ask: *Why did Oscar Wilde think it's bad for people to talk about you?* (because they might say something bad) *Why did he think it's worse if they don't talk about you?* (because then they don't know who you are or they don't care about you)
- 3 Write the first part of a similar comparison on the board and elicit a completion from the class. For example: *There's only one thing worse than failing a test, and that is \_\_\_\_\_* (failing a class). Point out that the first thing needs to be bad for the second thing to be worse.
- 4 Have students write their own quote and share it with a partner. Call on volunteers to share their quote with the class.

### Answers

Students answers will vary.

**GO ONLINE** Encourage students to go online to listen to the podcast and add their comments to the discussion board.

### Zoom In

#### Exercise 7

- 1 Task 1: Give students a minute to think about how they will answer the question. Have them talk to a partner. When they finish, ask them to switch partners and repeat the activity.
- 2 Task 2: Elicit some examples of places students would like to live. Ask for an example comparison for each place.
- 3 Task 3: Ask students what types of things they could compare. (For example, two houses, two kinds of food, two pieces of clothing, two animals). Give them time to find the images and make notes about how they will compare them. Have them explain their comparison to a group or to the class.

### Answers

Students' answers will vary. Sample answers include:

- 1 I took the wrong bus in Mexico and arrived in a different city, far from the place I wanted to go. It was scary at first, and I wasn't happy. But I decided to see the town, and it was fun and more interesting than the other place.
- 2 I'd like to live in the south of Spain. It's warmer there than it is here, and the beaches are nicer. There are more interesting buildings. The people are friendlier, and it's more fun at night.
- 3 This is a picture of my office in the city, and this is a picture of a small house in the mountains. I stayed there for summer vacation last year. It's quieter than the city, and the house is cuter than my office. I feel better at the house because I don't work and I can read and enjoy nature.

#### Exercise 8

Tell students to think about how they did on each of the tasks in Exercise 7 and to check the appropriate box. Remind them that they can review the online activities for any skills they need more practice with.

### Answers

Students' answers will vary.

## Unit Overview

### Introduction to the unit

The title of this unit—*Learning*—summarizes the main theme: the different ways that people learn.

In **Lesson 11.1**, students read an email from a student who is having trouble in college and then write about their own learning experiences. In **Lesson 11.2**, the theme continues as students read about learning styles and identify their own dominant learning style. In **Lesson 11.3**, students listen and discuss learning on the job. In **Lesson 11.4**, students practice turn-taking in conversation. Finally, **Lesson 11.5** summarizes what students have learned as they role-play meeting up with an old friend and talking about what they are doing and learning.

## Lessons

### 11.1 Not All Fun and Games

**Vocabulary Development** Study collocations

**Grammar in Context** Present continuous: Positive and negative

**Writing Skill** Writing informally with contractions

- Identify and use study collocations
- Practice writing and talking about studying
- Use present continuous statements
- Write about how you are doing and what you are studying

### 11.2 Improve Your Learning

**Reading Skill** Skimming

**Grammar in Context** Using *-ing* forms as subjects

- Practice skimming an article about learning styles
- Use sentences with *-ing* subjects to describe pictures
- Identify and discuss your learning style (Oxford 3000)

### 11.3 Making a Change

**Listening Skill** Understanding the structure of a talk or radio program

**Grammar in Context** Present continuous: Questions

- Identify words for talking about work (Oxford 3000)
- Listen for the structure and content of a radio interview
- Talk and ask about what someone is and isn't doing

### 11.4 How about You?

**Real-World English** Turn taking

- Identify and practice ways to start a conversation, react, and take turns speaking

### 11.5 Nice to See You!

**Speaking** Asking and answering personal questions

**Pronunciation Skill** Contractions with *be*

- Listen for information in a personal conversation
- Role-play meeting up with an old friend

## Resources

**Class Audio** CD 2, Tracks 25–29

**Workbook** Unit 11, pages 71–77

**Oxford Readers Correlations**

47 Ronin (9780194786126)

**Teacher's Resource Center**

Assessments: Unit test

Class video

English For Real video

Grammar focus

Grammar PPTs

Grammar Worksheets

Oxford Reference Worksheets: upper/lower

Vocabulary cards

Newslea articles

Word list

## Unit Opener

### Student Book page 123

The photograph helps set up the theme of learning because it shows students orally reciting in class. By thinking about what and how the people in the picture are studying, students will begin to reflect on their own learning.

### Photographer

#### Edu Bayer

Edu Bayer is a New York-based award-winning documentary photographer. With more than 10 years of experience in several countries, he has worked for most leading international outlets like *The New York Times*, *National Geographic*, *Time*, *The New Yorker*, *The Wall Street Journal*, *Newsweek*, *Aljazeera*, *El País Semanal*, *Foreign Policy*, *Le Monde* and *The Guardian*, among others. He is the recipient of accolades such as Picture of The Year, Pulitzer Prize Finalist and Arts for Social Improvement La Caixa. Edu recently published the books *Microcatalalunya* about rural life, and *Els fets de l'1 d'Octubre* (the events of October 1) about the independence struggle in Catalonia. He has shown his photography in exhibits in New York, Berlin, Budapest, Havana, Hong Kong, Valparaiso, and Barcelona. Born in Barcelona, Edu studied Chemical Engineering and also holds a master's degree from the Danish School of Media and Journalism.

### Unit Snapshot

- 1 Direct students' attention to question 1. Elicit their ideas about what kinds of games people can study and where they do it.
- 2 For question 2, have students guess what *learning styles* means. Tell them they will learn the answer when you get to Lesson 2.
- 3 For question 3, if students don't know the answer, ask them to guess the language (Latin). Tell them it means *I came, I saw, I conquered (won)* and that people think Julius Caesar said it when he won a war very quickly.

### Discussion Questions

- 1 Direct students' attention to the questions below the picture. Encourage them to answer and provide any words or expressions they need to express their ideas.
- 2 Optionally, before asking students to answer the discussion questions, show the photographer video where Edu Bayer answers the questions from his perspective. Play it for students as many times as needed to check comprehension and discuss any vocabulary items.

#### Answers

Students' answers will vary. Sample answers include:

- 1 They are repeating something the teacher is saying, or they are singing.
- 2 Yes, I do. It's exciting to learn new things.
- 3 Learning is more difficult because you don't know the information. / Teaching is more difficult because you may know something but not be able to explain it.

### Video Script

I took this photo in Mrauk U, in Myanmar. Salaries for public school teachers are low. These teachers need to teach extra classes in their homes. These private classes are for rich students after they finish their regular school.

I love learning new things. I learn from the media, or from talking to the people. I am a very curious person, and I am interested in humanism which is a type of philosophy based on art, science, and caring for people. I think I will keep learning all my life.

This is a very good question! I think learning requires a good attitude, but teaching also requires a lot of previous work. So, I think teaching is harder. Also, your performance will affect more people than if you are the student.

### Exercise 1

- 1 Direct students to read the sentences and ask any if they have any questions about vocabulary. Explain that they should add their own ideas on the lines.
- 2 Have students work independently to choose their answers. Point out that they can choose more than one answer for each question.

### Exercise 2

Have students discuss their answers with a partner. Call on volunteers to share something they had in common with their partner or something that was different about them.

### Real-World Goal

By the end of this unit, students will be able to watch a video online to learn how to do something because they will have learned language for talking about learning and identified their own learning styles.

## Lesson 11.1 Not All Fun and Games

Student Book pages 124 – 126

### Exercise 1 ACTIVATE

Read the questions and elicit answers from the class. Write the names of students' dream jobs on the board.

#### Answers

Students' answers will vary. Sample answers include:  
My dream is to be a doctor. I need to study medicine.

### Vocabulary Development

#### Study collocations

##### GO ONLINE

- 1 Read the information in the Vocabulary Development box aloud. Have students repeat the collocations.
- 2 Do a call-and-response to help students remember the collocations. Say the end of the phrases from the box and have the students call out the full phrase with the verb. For example:  
*You: A break*  
*Students: Take a break.*  
*You: About medicine*

Students: Learn about medicine.

You: To pass the test

Students: Try to pass the test.

## Exercise 2 IDENTIFY

- 1 Go over number 1 and elicit the correction.
- 2 Have students work independently to check and correct the rest of the sentences. Call on volunteers to read the corrected sentences aloud.

### Answers

- |                    |                   |
|--------------------|-------------------|
| 1 incorrect: about | 4 correct         |
| 2 incorrect: take  | 5 incorrect: make |
| 3 incorrect: take  | 6 correct         |

## Exercise 3 INTEGRATE

- 1 Read the directions and the sample answer. Elicit a few more example sentences from the class.
- 2 Have students work independently to write sentences. Ask volunteers to write their sentences on the board.

### Answers

Students' answers will vary. Sample answers include:  
We take tests every month. I take notes in every class. I take a break every hour. I do homework every night. I often make mistakes. I sometimes write papers. I learn about something new every day. I always try to speak clearly.

## Exercise 4 ASSESS

- 1 Read the directions and have students share their ideas about the picture. Ask them to read the email silently.
- 2 Ask students if their predictions were correct. Elicit any questions about vocabulary.

### Answers

Students' answers will vary. Sample answers include:  
She goes to game designing school. She's not having fun because the classes are hard.

## Exercise 5 WHAT'S YOUR ANGLE?

- 1 Read the directions and the sample answer. Have students discuss the questions with a partner.
- 2 Call on volunteers to share their ideas with the class.

### Answers

Students' answers will vary. Sample answers include:  
Yes, I'd love to study at the game designing school because I love to play video games. It seems like a fun thing to study!

## Grammar in Context

### Present continuous: Positive and negative

- 1 Direct students to read the information in the grammar box.
- 2 Elicit some sentences to describe students' current situation now, for example: *We're taking an English class. We're attending ABC College. We're working on Unit 11.* Then elicit some sentences to describe what they are doing right now, such as: *We're sitting in the classroom. We're talking about the present continuous. You're standing in the front of the room. I'm answering a question.*
- 4 For additional information, see the Grammar focus on page 169 of the Student Book.

## Extra Practice

- 1 Find a picture that has a lot of people doing different things that students will know the verbs for. For example, search for "busy classroom."
- 2 Project or show the picture to the class for a few seconds and then turn off the projection or put it away. Choose the most prominent people in the picture to write about and write two present continuous sentences about them on the board. Include a piece of wrong information in one of the sentences. For example: *Two children are painting a picture. One boy is looking out the window.* Ask students if they remember from the picture whether your sentences are correct or not.
- 3 Show the picture again and have students check the information in your sentences. Tell them to put down their pens and try to memorize what is in the picture. After 15–20 seconds (depending on how complicated the picture is), hide it from view again.
- 4 Put the students in groups of three or four and give each group a large sheet of poster paper and a marker. Tell the group members to work together to write sentences about what the people in the picture are doing (from memory). Give them five minutes.
- 5 Display the picture again. If you have a small class, put the papers up in the front of the room and have the class check both the present continuous form and the accuracy of the information. If you have a large class, have the groups exchange papers and check each other's sentences. Circulate and answer questions.

## Exercise 6 IDENTIFY

- 1 Read the directions and the sample answer. Have students work independently to complete the sentences.
- 2 Call on students to read the completed sentences aloud.

### Answers

- 1 She's writing to her friend Val.
- 2 a She's going to all her classes.  
b She's doing all her homework.  
c She's studying hard.
- 3 She's taking...  
a Digital Painting  
b Programming 101  
c Introduction to Game Design  
d History of Gaming
- 4 She's writing a paper about famous video games.

## Exercise 7 WHAT'S YOUR ANGLE?

Direct students' attention to the photo. Ask what they think the women in the picture are studying and what skills they are learning (fashion design, sewing). Tell them to make notes on their own answers to the questions.

### Answers

Students' answers will vary. Sample answers include:  
I'm studying physics. I'm learning how to calculate an object's speed.

## Exercise 8 PREPARE

- 1 Read the directions. Take a class poll on the three choices to see which one school students are most interested in (fashion design, sports academy, or doughnut college).



- 2 Remind students that they are only choosing one of the schools, and have them work independently to take notes in response to the questions.
- 3 Ask students to share their notes with a partner.

### Answers

Students' answers will vary. Sample answers include:  
At the Sports Academy, people study different kinds of careers in sports. They practice sports, practice coaching, and learn about the body. The classes are fun, but some of them are difficult.

## Writing Skill

### Writing informally with contractions

#### GO ONLINE

- 1 Direct students to read the information in the Writing Skill box. Read the example sentences aloud.
- 2 Write some example sentences on the board and elicit the contractions: *He is taking a cooking class. They are studying fashion. We are students.*
- 3 Write *She's a student* and *Mary is a student* on the board. Pronounce them naturally, with a contracted *be*. Point out that although we pronounce contractions with nouns, we usually only write contractions with pronouns.

### Extra Practice

- 1 Make enough copies of this note so that each pair of students can have one:  
*Dear Tim,*  
*How is it going? Things are good for me. I am taking a cooking class. It is really fun! My teacher is really nice and we are learning a lot. This week we are making pizza. Today I made a pizza with pineapple and chicken. I am eating it right now and it is not bad.*  
*Come over for dinner soon!*  
*Jill*
- 2 Give each pair a copy and ask them to change full forms to contractions where possible.
- 3 Provide a corrected copy of the note with the contractions in bold and have students check their own answers. Ask them if they want to try Jill's pineapple and chicken pizza.

### Answers

**How's** it going? Things are good for me. **I'm** taking a cooking class. **It's** really fun! My teacher is really nice and **we're** learning a lot. This week **we're** making pizza. Today I made a pizza with pineapple and chicken. **I'm** eating it right now and it **isn't** bad. Come over for dinner soon!

### Exercise 9 DEVELOP

- 1 Play number 1. Ask students to compare what they heard to what is written in the sample answer.
- 2 Play the audio, pausing between items if necessary. Have volunteers write the sentences on the board.

### Answers

Students' answers will vary. Sample answers include:  
1 I'm not having fun at college.  
2 We're working hard.  
3 I don't study on weekends

- 4 The school doesn't have a library.
- 5 You're doing well.
- 6 He's a good teacher.
- 7 They're learning a lot.

### Audio Script

#### CD 2, Track 25

- 1 I am not having fun at college.
- 2 We are working hard.
- 3 I do not study on weekends.
- 4 The school does not have a library.
- 5 You are doing well.
- 6 He is a good teacher.
- 7 They are learning a lot.

### Exercise 10 WRITE

- 1 Read the directions. Check comprehension of the activity: *Should you use contractions? (yes) Should you use the present continuous? (yes) Do you need to use present continuous in every sentence? (no)*
- 2 Explain that they can use their real experience or the ideas from Exercise 8. Have students work independently to write their emails.

### Answers

Students' answers will vary. Sample answers include:  
Dear Mary,  
My classes at the doughnut college are great. They aren't hard, and I'm learning how to make delicious doughnuts. The only problem is that we are eating a lot of doughnuts. They're good, but they aren't good for you!

### Exercise 11 IMPROVE

Read the checklist aloud. Ask students to review their descriptions and make corrections. Spot-check while they do this work.

### Exercise 12 SHARE

- 1 Have students share their emails with a partner. Tell them to use the checklist in Exercise 11 to check their partner's work.
- 2 Call on individuals and ask them to share something about their partner's email.

## Lesson 11.2 Improve Your Learning

Student Book pages 127 – 129

### Exercise 1 ACTIVATE

Ask students to say what they see in the pictures. Elicit answers to the questions from the class.

### Answers

Students' answers will vary. Sample answers include:  
1 The people are learning about (art) in a museum. They're listening to the guide and looking at the (art).  
2 The girls are learning how to cook. They are cooking something.  
3 The student is studying in the library and taking notes.

## Exercise 2 IDENTIFY

Conduct the brainstorm as a class. If students are having trouble thinking of ideas, provide specific situations, for example: *How do people learn to play piano? How did you learn the multiplication table? How do you learn about history?*

### Answers

Students' answers will vary. Sample answers include: listening to music, copying the teacher's movements, practicing, repeating things aloud or writing them down, memorizing with a song, reading, visiting historical sites, listening to lectures

## Reading Skill

### Skimming

#### GO ONLINE

- 1 Have students read the information in the box. Check comprehension: *When you skim, are you reading carefully?* (no) *Are you looking for a particular word, or phrase, or number?* (no) Explain that skimming is what they do when they just want a general idea of what a text is about.

### Extra Practice

- 1 Find three short, easy texts on familiar topics. Project each one or make enough copies for each pair of students to have one. Explain that you will show them the text for one minute (or 30 seconds if it's very short) and they need to read it as quickly as possible to get an idea what it's about.
- 2 For each article, call time and hide the text (or have students turn the papers over). Ask students to raise their hands if they skimmed all the way through the article before you called time. Tell them to skim faster next time if they didn't finish.
- 3 Allow students to consult with their partner for a moment and then elicit what it was about. Encourage them to focus on the general idea rather than providing random details.

## Exercise 3 ASSESS

- 1 Before students begin the exercise, have them take out a blank sheet of paper. Then tell them to skim the article for 30 seconds. Remind them that they're only trying to get main ideas. Call time and have students cover the article with the paper while they try to answer the questions without looking at it.
- 2 Have students raise the paper and check their answers. Elicit the answers from the class. Ask how many students were able to get all of the answers correct from their initial 30-second skimming of the article.

### Answers

- |                   |             |
|-------------------|-------------|
| 1 learning styles | 4 listening |
| 2 three           | 5 doing     |
| 3 seeing          |             |

## Exercise 4 INTERACT

#### OXFORD REFERENCE

- 1 Explain that everybody uses all of these learning styles at different times. Ask students to choose the one they feel more comfortable with and use most often for the class poll.
- 2 As an alternative to raising hands, have students move to three different areas of the classroom depending on their answer.

## Grammar in Context

### Using -ing forms as subjects

#### GO ONLINE

- 1 Direct students to read the information in the box.
- 2 Write several -ing subjects on the board, such as *Running*, *Learning English*, and *Going to the doctor*. Elicit different ways to complete them (is good exercise, is fun, is boring).
- 3 For additional information, see the Grammar focus on page 169 of the Student Book.

### Extra Practice

- 1 Put students in groups of three or four. Give each group a list of sentence endings (or write them on the board).  
1 ... *is fun*.  
2 ... *is exciting*.  
3 ... *is easy*.  
4 ... *is difficult*.  
5 ... *is boring*.  
6 ... *is good for you*.  
7 ... *is bad for you*.  
8 ... *is interesting*.
- 2 Tell the group members to take turns completing the sentences. They can help each other, but everyone must take turns writing.
- 3 When most of the groups have finished, have each group call out their number 1 sentence. Ask the students if they agree with all of the sentences. Repeat this procedure for each sentence.

## Exercise 5 IDENTIFY

- 1 Read the directions and have students find the first -ing subject in the article. Have them raise their hands when they've found it and call on one person for the answer.
- 2 Have them work independently to find the rest of the -ing subjects and then compare their answers with a partner.

### Answers

Learning is fun, and it's important, too! But we all learn in different ways. Here are the three common types of learners.

#### Visual learners

For visual learners, seeing is the best way to learn. These learners do well in lessons with text, pictures, or video. They don't do well in lessons where the teacher is only speaking with no visual aid. Showing them the information helps them remember it better.

#### Auditory learners

For auditory learners, listening is the best way to understand something. They like to hear their teacher explain things and give examples. Reading out loud to "hear" the information is helpful. Talking to native speakers is a good activity for auditory language learners.

#### Kinesthetic learners

For kinesthetic learners, doing something is the most important way to learn it. These learners like to move around or to use their hands to work on something. They do well in lessons where a teacher shows them *how* to do something and then they have the chance to try it.

## Exercise 6 USE

Have students look at the pictures and write their ideas. Ask them to compare their answers with a partner.

### Answers

Students' answers will vary. Sample answers include:  
Picture 1: playing, taking a lesson; Picture 2: taking a trip, traveling, looking, seeing, visiting; Picture 3: studying science, using a computer

### Exercise 7 DEVELOP

- 1 Allow students time to read the sentences to prepare for the listening. Play the audio, pausing between sentences if necessary. Tell students to complete the sentences.
- 2 Call on students to read the sentences aloud.

### Answers

Picture 1: Playing music, Taking lessons  
Picture 2: Seeing new places, Traveling  
Picture 3: Studying science, Using computers

### Audio Script

#### CD 2, Track 26

- Picture 1 Playing music is fun! Taking lessons is one way to learn how to do it.  
Picture 2 Seeing new places is interesting. Traveling is the best way to learn about other countries.  
Picture 3 Studying science can teach us a lot about the world. Using computers helps scientists with their work.

### Exercise 8 VOCABULARY

Draw students' attention to the *always*, *sometimes*, and *never* columns and give them time to take the quiz.

### Oxford 3000 words

understand	show	move	remember
explain	example	problem	

### Exercise 9 IDENTIFY

- 1 Ask students to look at the example. Ask them to identify the word that indicates this is a visual skill (watch).
- 2 Have students work independently to label the questions. Have the class call out the answers.

### Answers

1 V	3 K	5 A	7 V	9 K
2 A	4 V	6 K	8 A	

### Exercise 10 WHAT'S YOUR ANGLE?

- 1 Read the directions and the example. Give students a minute to write their ideas. Then ask them to work with a partner to write more ideas.
- 2 Write V, A, and K on the board as column heads. Elicit the students' ideas and write them in the columns.

### Answers

Students' answers will vary. Sample answers include:  
A: listen to music / the radio / podcasts / audiobooks  
V: draw pictures of vocabulary / create grammar charts / take a lot of notes in class  
K: act out words / perform role-plays / play games

## Lesson 11.3 Making a Change

Student Book pages 130 – 131

### Exercise 1 ACTIVATE

Have students discuss the questions with a partner. Call on volunteers to share their ideas with the class.

### Answers

Students' answers will vary. Sample answers include:  
I think people are happy in their jobs if they work with nice people and if the work is challenging. People are unhappy when they work with mean people and they are bored.

### Exercise 2 ASSESS

- 1 Direct students' attention to the photo. Ask what Sarita is doing. Ask them to guess Sarita's job.
- 2 Play the video and call on students to answer the questions.

### Answers

- 1 She's a dancer and a yoga teacher.
- 2 Yes, she does. She is happy, and she says that she loves what she does.

### Video Script

#### My Two Jobs

My name's Sarita Lou. I'm from California and I live in Brooklyn, New York. I'm a professional dancer and during the day I dance and in my free time I teach yoga. I love yoga because it's good for your health and it makes people happy. Yoga is a leisure time activity, but it's also a challenging sport. On an average day, I wake up at 8:00 am and I drink some juice. I go to the subway and go to the dance studio. I do modern dance, I don't do ballet. I do jazz dance. I also do West African dance and hip hop. I have a dance DVD that I sell to help people exercise. It's called Dance and Be Fit, Hip Hop Cardio. I practice, I sometimes perform so after work, I go uptown to the yoga school and I teach my yoga class. In my typical yoga class I have six or seven students. In the beginning of class, we sit and breathe, then we stand and stretch. We stretch for 30 minutes, then we sit down and we stretch on the ground. My favorite part of class is the end of class. We sit, relax, breathe and it feels really good. So after teaching yoga, I'm usually pretty tired, so I go home and make dinner. After dinner, sometimes I watch a movie or old TV shows before I go to bed. I don't have a lot of free time, but when I do, I try to socialize with friends. I feel lucky that I teach yoga and that I dance every single day. It makes me feel amazing and I'm really healthy. I get tired from teaching all the time and dancing all the time, but I don't work in an office and I love what I do, so I feel pretty lucky.

### Exercise 3 VOCABULARY

- 1 Say and have students repeat the vocabulary. Ask them to put a checkmark next to three things Sarita does and an X next to three things she doesn't do.
- 2 If desired, replay the video and have students check their answers. Elicit answers from the class.

### Answers

She makes people happy.  
She has a part-time job. / She has two part-time jobs.  
She helps people.  
She doesn't work in an office.  
She doesn't go to meetings.  
She doesn't work for a large company.

### Oxford 3000 words

learn	meetings	office	help
skills	company	part-time	look

### Exercise 4 WHAT'S YOUR ANGLE?

- 1 Tell students to read the sentences and put a checkmark next to the ones that are true for them.
- 2 Take a class poll to find out how many students checked each sentence.

### Exercise 5 ASSESS

Have students look at the picture. Elicit answers to the questions.

### Answers

Students' answers will vary. Sample answers include:  
She works in an office. She doesn't love what she does.  
She looks bored.

## Listening Skill

### Understanding the structure of a talk or radio program

Direct students to read the information in the Listening Skill box. Explain that mentally organizing information can help them understand and remember it.

### Extra Practice

- 1 Write an outline on the board and ask students to copy it:  
*Introduction*  
*Example 1*  
*Example 2*  
*Example 3*  
*Conclusion*
- 2 Read the following "talk" to the class. Tell students to take notes in their outline.  
*Today we're going to talk about what makes people happy at work. It may surprise you to learn that money is not first on the list. The most important thing for workers is that they need to feel safe and comfortable at work and to enjoy the people they work with. Another thing that is very important to people is having interesting work so they don't get bored. And finally, people need to feel like their bosses and coworkers know their work is important. Getting good pay is just part of this. So, what can we learn from all of this? We can learn that when you are looking for a job, you should think about more than just the pay!*
- 2 Have students compare their notes with a partner. Then elicit answers from the class and complete the outline on the board.

### Exercise 6 IDENTIFY

Have students work with a partner to complete the exercise. Tell them it's OK if they aren't sure of the answers.

### Answers

1 c      2 e      3 d      4 a      5 b

### Exercise 7 INTEGRATE

- 1 Play the audio and have students check their answers.
- 2 Call on students to share the answers with the class. Replay the audio if necessary.

### Audio Script

#### CD 2, Track 27

**Narrator** Is your job making you happy? A lot of people today are working in jobs they hate. Mindy Cruz is one of them.

**Mindy** I work for a large company, at an office in the city. I hate being inside all day, sitting at a desk... and my job is very boring. I don't feel like I'm doing anything important or interesting.

**Narrator** Does that sound familiar? But Mindy, like some others, is trying to change her situation. What is she doing about it?

**Mindy** Yeah... my job isn't making me happy, but I'm trying to be more positive about it. I'm trying to make more friends at work and... make the office more fun. My coworkers and I are taking longer lunch breaks and walking outside. Little things like that can make your days happier!

**Narrator** Those are some good ideas, but you're probably asking yourself: Why isn't Mindy looking for a new job? Well, the answer is simple:

**Mindy** I want to get some more experience first. I AM learning a lot on the job. I'm learning important people skills and computer skills. Also, I'm taking a business class at night. I'd like to start my own small company someday, but I need to make some money first!

**Narrator** So, what can we learn from Mindy? Well, if your job isn't making you happy, there are two things you can do to fix the problem: You can try to feel happier where you are, or you can work to find something better. Or like Mindy, you can do both!

### Exercise 8 WHAT'S YOUR ANGLE?

Elicit answers to the questions. If students say they don't know anyone in Mindy's situation, ask if they know anyone who doesn't like their job.

### Answers

Students' answers will vary. Sample answer include:  
My mother is unhappy in her job. She is a teacher. She says the students are very difficult to manage. She is going to retire in two years, so she isn't looking for another job.

## Grammar in Context

### Past simple: Present continuous: Questions

#### GO ONLINE

- 1 Direct students to read the information in the Grammar in Context box.
- 2 Write a couple of present continuous statements on the board: *She is working at the market. They are studying English.* Ask the class how to turn them into *yes/no* questions and make the changes on the board.
- 3 Elicit the possible short answers to the questions and write them on the board. (Yes, she is. / No, she isn't. Yes, they are. / No, they aren't.)
- 4 Write *Where* and *What* on the board and elicit a question to replace each *yes/no* question. (Where is she working? What are they studying?)

5 For additional information, see the Grammar focus on page 169 of the Student Book.

### Extra Practice

- 1 Find a few pictures with people doing a variety of activities. You can find them by conducting image searches for “people in a park,” “busy people in an office,” “people in a restaurant,” or “people on a city street.” Write numbers on several of the people in each picture.
- 2 Put students in groups of three or four and give each group a picture. Tell the group to work together to write at least three present continuous questions about the people in the picture, using the numbers you’ve written., for example: *What is number 1 doing? Is number 2 eating a hamburger? Is number 3 wearing a dress?*
- 4 When they finish, have the groups pass their picture and list of questions to a different group. Tell them to answer the questions they receive. Circulate and provide feedback.

### Exercise 9 INTEGRATE

- 1 Have students work independently to complete the questions.
- 2 Call on students to read the completed questions aloud.

#### Answers

- 1 Why isn’t Mindy looking for a new job?
- 2 Is Mindy’s job making her happy?
- 3 Is she trying to change her situation?
- 4 What is she doing during lunch breaks?
- 5 What kinds of skills is Mindy learning on the job?
- 6 What class is she taking at night?

### Exercise 10 INTERACT

- 1 Have students ask and answer the questions from Exercise 9 with a partner.
- 2 Call on volunteers to write the answers on the board.

#### Answers

- 1 Because she wants more experience.
- 2 No, it isn’t.
- 3 Yes, she is.
- 4 She’s walking outside.
- 5 She’s learning people skills and computer skills.
- 6 She’s taking business classes at night.

### Exercise 11 WHAT’S YOUR ANGLE?

- 1 Read the instructions. Direct students’ attention to the sample answer. Give them a minute to write an answer to the question.
- 2 Have students talk to a partner about what they wrote. For more practice, have them switch partners and repeat the activity.

#### Answers

Students’ answers will vary. Sample answers include:  
I’m trying to grow my freelancing business. I am networking with different people and going to conferences in my industry so I can get more work.

## Lesson 11.4 How about You?

Student Book pages 132 – 133

### Exercise 1 ACTIVATE

- 1 Direct students’ attention to the video stills. Ask them what they think is happening.
- 2 Have students work independently to complete the exercise. Tell them to share their answers with a partner.

### Exercise 2 ASSESS

Read the directions. Play the video and elicit answers from the class.

#### Answers

Students’ answers will vary. Sample answers include:  
Andy does most of the talking, but when Max arrives, he stops the conversation and talks more than Kevin or Andy.

### English For Real Video Unit 11

## Real-World English

### Turn taking

- 1 Direct students to read the information in the box.
- 2 Say and have students repeat the expressions in the box, modeling appropriate intonation.

### Extra Practice

- 1 Write the following conversation frame on the board:  
A: *What are you up to?*  
B: *I’m \_\_\_\_\_ . What about you?*  
A: *I’m \_\_\_\_\_ .*  
B: *Wow! / Oh really? / Cool.*
- 2 Give students a moment to think about how they will fill in the blanks. Tell them they can say something true or they can use their imaginations.

## Real-World English Strategies

Listeners often use back-channeling cues (commonly referred to as “small talk”) to indicate that they are listening and don’t have the conversational floor, and yet to make sure that the conversation keeps going. If back-channeling is not used appropriately, listeners can come across as uncooperative or uninterested in the conversation. Help your students become better conversationalists in English by focusing on some back-channeling strategies.

- 1 Draw your students’ attention to the excerpt in the video when Max yields back the conversational floor to Andy with *You were saying?*
- 2 Point out the expressions for listening and reacting listed in the Real-World English box on page 132.
- 3 Ask them what other expressions can be used for the same purpose (e.g., *Yeah, Is that right? That’s interesting!* etc.)
- 4 Remind your students to use these expressions when they practice interacting, for example in Exercises 5 and 6.



### Exercise 3 IDENTIFY

- 1 Play the video again. Tell the students to write A (Andy), K (Kevin) and M (Max) according to who makes each statement.
- 2 Have the class call out the answers.

#### Answers

- |         |         |         |
|---------|---------|---------|
| 1 Andy  | 4 Kevin | 7 Kevin |
| 2 Kevin | 5 Max   |         |
| 3 Kevin | 6 Max   |         |

#### Video Script

#### English For Real Video Unit 11

- Andy Hey Kev. What are you up to?  
 Kevin Oh, I'm studying for the Latin quiz. How about you? Did you study?  
 Andy Nope. That's why I'm here! How's it going?  
 Kevin Uhh... I'm stuck on this word. "Vici"  
 Andy Veni, vidi, vici... I came, I saw... I conquered! Julius Caesar!  
 Kevin Ohhh! I'm terrible at languages. So... why are you taking Latin, anyway? It helps me with science classes, but what about you?  
 Andy Well... I'm thinking about Law School.  
 Kevin Oh, really?  
 Andy Yeah, it's good for...  
 Max Hey guys, what's happening?  
 Andy Oh ... We're just discussing our most important class...  
 Max English?  
 Andy No...  
 Max Sorry. Just joking. You were saying?  
 Andy Latin 101.  
 Max Oh... Cool! I studied Latin in uh, "high school."  
 Kevin Studying Latin is not "cool."  
 Andy Right, it's a dead language.  
 Max It's important! It helps with law, medicine, art history, languages...  
 Kevin Mm-hmm.  
 Andy No, you're right.  
 Max What? I'm right? Aha! Veni, vidi, vici!

### Exercise 4 ANALYZE

- 1 Read the directions. Ask students to work independently to label the statements S, G, or L.
- 2 Tell students to compare their answers with a partner. Then have the class call out the answers.

#### Answers

- |     |     |     |     |
|-----|-----|-----|-----|
| 1 S | 3 L | 5 L | 7 L |
| 2 G | 4 G | 6 L |     |

### Exercise 5 INTERACT

Have students look at the list and choose one topic to make notes about. Tell them to write a few things they might want to talk about in a conversation about that topic.

#### Answers

Students' answers will vary. Sample answers include: favorite soccer team, playing very well, I watched the game yesterday.

### Exercise 6 INTEGRATE

- 1 Have pairs read each of the example conversations. Point out that the ellipsis (...) means they should continue the conversation.

- 2 Have students talk to a partner. When they finish, tell them to switch partners and have a new conversation.

## Lesson 11.5 Nice to See You!

Student Book page 134

### Exercise 1 ACTIVATE

- 1 Direct students' attention to the photo. Ask them if they think the men are friends, strangers, or relatives.
- 2 Direct them to read the information in the box and say which of the example sentences they think the men might be saying or questions they might be asking.

#### Answers

Students answers will vary. Sample answers include: They might ask and answer about each other's wives, who may also be friends. They might ask about each other's health and hobbies.

### Speaking

#### Asking and answering personal questions

#### GO ONLINE

Say and have students repeat the phrases in the box, modeling friendly intonation.

#### Extra Practice

- 1 Make enough copies of the grid below so that each group of three or four students can have one. Cut them into single-word squares and scramble them before you distribute them to the groups.

how	are	you
doing	I'm	doing
well	how	about
you	I'm	great
thanks	I	have
a	new	job

- 2 Tell the group members to work together to arrange the words into a conversation. Have two people from each group read their completed conversation for the class.

Sample answer:

A: How are you doing?

B: I'm doing well. How about you?

A: I'm great, thanks. I have a new job.

### Exercise 2 IDENTIFY

- 1 Give students a minute to read the statements. Then play the audio. Have students listen and circle the correct answers.
- 2 Call on volunteers to read the completed sentences aloud.

#### Answers

- |                    |                                 |
|--------------------|---------------------------------|
| 1 still working    | 4 travel to                     |
| 2 don't work       | 5 thinking about taking a class |
| 3 a language class |                                 |

## Audio Script

### ① CD 2, Track 28

- Tony Hey, Al!
- Al Tony! Good to see you! How are you doing?
- Tony I'm doing OK, how about you?
- Al I'm doing great! How's your wife? Is she still working at the school?
- Tony No, no, she left a few years ago. She's writing a book now.
- Al Wow, that's interesting. How about you? Are you still working?
- Tony Yes, I'm still working! And you?
- Al No, my wife and I don't work now, but we do a lot of other things. Right now we're learning Portuguese. We'd like to go to Portugal next year.
- Tony Wow! That's great. I always say, you're never too old to learn something new. I'm thinking about taking a class, too.
- Al Oh? What kind of class?
- Tony Maybe a cooking class. Or... maybe Portuguese too. We can practice together!
- Al Hey, that's not a bad idea!
- Tony Well I've gotta go. It was really nice to see you again, Al.
- Al You too, Tony! Hey, give me call!
- Tony Sure, sure. Maybe I'll see you in class!
- Al Ha! OK. Take care!

## Pronunciation Skill

### Contractions with *be*

#### GO ONLINE

- 1 Ask students to read the information in the box. Pronounce the example sentences in the box.
- 2 Write several sentences on the board without contractions: *I am studying English. They are taking a test. He is listening to music. We are reading a good book.* Pronounce them with contractions and ask students to repeat.

### ① Exercise 3 NOTICE

- 1 Tell students they will hear sentences with and without contractions. Play the audio and have them circle the version they hear.
- 2 Have the class call out the answers. Replay the audio if there is disagreement.

#### Answers

1 b      2 a      3 b      4 a      5 b

## Audio Script

### ① CD 2, Track 29

- 1 She's not working.
- 2 We are studying English.
- 3 He isn't living in London.
- 4 They are at school now.
- 5 You're looking good.

## More to Say...

**Focus:** Working in pairs, students contrast sentences that contain contractions and sentences.

**Grouping Strategy:** Pairs

**Activity Time:** 20 minutes

### Ready,

Prepare a blank piece of paper for each student.

### Set...

- 1 Put the students into pairs.
- 2 Have the students write six sentences—three with contractions and three with the long form—on the blank piece of paper.

### Go!

- 1 Set the timer for ten minutes.
- 2 Have the students take turns reading their sentences to their partners. Remind them to focus on pronouncing the contractions and long forms correctly. Have the listeners hold up one finger if they hear the contraction and two fingers if they hear the long form.
- 3 Circulate and correct students' pronunciation as necessary.

## 🕒 Exercise 4 WHAT'S YOUR ANGLE?

- 1 Read the directions and give students a minute to write their ideas.
- 2 Call on volunteers to share their ideas with the class.

### Answers

Students answers will vary. Sample answers include:  
How are you? What are you doing now? How's your family / school / your job? Where are you living now?

## Exercise 5 INTEGRATE

- 1 Read the directions and the sample conversation. Have students practice the role play with a partner.
- 2 As an alternative, have students stand. Tell them to walk around the room and practice the role play with several different people.

## Unit 11 Review

Student Book page 157

### Vocabulary

#### Exercise 1

##### Answers

- |         |        |         |
|---------|--------|---------|
| 1 take  | 3 take | 5 write |
| 2 learn | 4 do   |         |

#### Exercise 2

##### Answers

- |                         |                             |
|-------------------------|-----------------------------|
| 1 learn new skills      | 4 works for a large company |
| 2 looking for a new job | 5 makes a lot of money      |
| 3 helps people          |                             |

#### Exercise 3

##### Answers

- |                     |              |            |
|---------------------|--------------|------------|
| 1 remember a lesson | 3 an example | 5 problems |
| 2 move              | 4 show you   |            |

**GO ONLINE** Encourage students to go online to play the vocabulary game.

### Grammar

#### Exercise 4

##### Answers

- |  |                              |
|--|------------------------------|
| 1 The teacher's explaining a math problem. | 4 They are writing messages. |
| 2 The students are taking notes.           | 5 He is helping someone.     |
| 3 She is learning a new skill.             | 6 She is doing well.         |

#### Exercise 5

##### Answers

- |   |   |
|---|---|
| 1 What is he <u>doing</u> ?               | 4 Where <u>are</u> we <u>going</u> now? |
| 2 Where <u>are</u> you <u>living</u> now? | 5 Why <u>are</u> they <u>running</u> ?  |
| 3 <u>Is</u> she <u>studying</u> Arabic?   |   |

#### Exercise 6

##### Answers

- |                       |               |
|-----------------------|---------------|
| 1 Playing tennis      | 4 watching TV |
| 2 learning            | 5 Dancing     |
| 3 Riding a motorcycle |               |

**GO ONLINE** Encourage students to go online for further grammar reference and information and to play the grammar game.

### Discussion Point

#### Exercise 7

OXFORD REFERENCE

- 1 Direct students to read the discussion point silently.
- 2 Ask students if they know who Malala Yousafza is, and show them a picture of her if possible. Ask them what the quote means. (Education is the most important way to solve the world's problems.) Ask them if they agree.

- 3 Elicit answers to the question "How can learning change the world?" Help them with the vocabulary they need to express their ideas.

##### Answers

Students' answers will vary. Sample answers include: Learning can change the world because people with education can get better jobs, start businesses, and improve the economy where they live. People can also learn about health and the environment, which will allow them to live longer and help the planet.

**GO ONLINE** Encourage students to go online to listen to the podcast and add their comments to the discussion board.

### Zoom In

#### Exercise 8

- 1 Task 1: Have students talk to a partner about the skills they are learning and how they are trying to get better at it. For more practice, have them switch partners and repeat the task.
- 2 Task 2: Elicit an example to remind them of the form: *Listening to music can help with your pronunciation.* Have students work independently to write their sentences. Collect their work or call on students to write one of their sentences on the board.
- 3 Task 3: Have the class brainstorm verbs they can put into a search engine to find pictures of someone doing something interesting (building a \_\_\_\_\_, making a \_\_\_\_\_, baking a \_\_\_\_\_, cooking \_\_\_\_\_, eating a \_\_\_\_\_, playing \_\_\_\_\_). Give students time to find a picture. Have them share their pictures in small groups and talk about what the people are doing.

##### Answers

Students' answers will vary. Sample answers include:

- 1 I'm trying to learn how to kickbox. I'm taking a class on Wednesdays, and I'm going to the gym every day to try what I learned.
- 2 Watching TV in English is good practice. Talking to people in English is important. Reading news in English on the Internet can help you.
- 3 This person is making a small house. He is using wood to build it. He's making small furniture for the rooms.

#### Exercise 9

Tell students to think about how they did on each of the tasks in Exercise 8 and to check the appropriate box. Remind them that they can review the online activities for any skills they need more practice with.

##### Answers

Students' answers will vary.

## Unit Overview

### Introduction to the unit

The title of this unit – *Activities* – summarizes the main theme: how we spend our free time.

In **Lesson 12.1**, students talk about the activities they like to do in their free time and read about the activities of the ancient Romans. In **Lesson 12.2**, the theme continues as students read and then create their own party invitation. In **Lesson 12.3**, students discuss their attitudes toward the future and whether they are optimists or pessimists. In **Lesson 12.4**, students learn to accept or reject an invitation to an activity. Finally, **Lesson 12.5** summarizes what students have learned as they talk about their future activities.

## Lessons

### 12.1 What's Your Circus Maximus?

**Reading Skill** Guessing meaning from context

**Grammar in Context** Superlative adjectives

- Identify free-time activities
- Read about the Circus Maximus
- Use superlative adjectives to describe events

### 12.2 It's Party Time!

**Grammar in Context** *Going to*: Future plans

**Writing Skill** Adding detail using time expressions

- Identify vocabulary related to parties (Oxford 3000)
- Read a birthday party invitation
- Write a birthday party invitation
- Use *going to* to describe party plans

### 12.3 Are You an Optimist?

**Vocabulary Development** Future time expressions

**Listening Skill** Understanding different voices

**Grammar in Context** *Going to*: Questions

- Identify and use future time expressions
- Use time expressions to talk about the future
- Listen for people's attitudes about the future
- Ask and answer questions about future plans

### 12.4 I'd Love to, But...

**Real-World English** Accepting and refusing invitations

- Identify and practice ways to accept and refuse an invitation
- Role-play accepting and refusing invitations with a partner

### 12.5 Future Bingo!

**Speaking** Describing plans

**Pronunciation Skill** Weak form of *going to*

- Listen for information about classmates' future activities
- Describe future activities with natural pronunciation

## Resources

**Class Audio** CD 2, Tracks 30–35

**Workbook** Unit 12, pages 78–84

**Oxford Readers Correlations**

Football Forever (9780194613460)

**Teacher's Resource Center**

Assessments: Unit test, Progress test, End of Course test

English For Real video

Grammar focus

Grammar PPTs

Grammar Worksheets

Oxford Reference Worksheets: upper/lower

Vocabulary cards

Newslea articles

Word list

## Unit Opener

### Student Book page 135

The photograph helps set up the theme of activities because it shows someone flying a kite. Using this activity as a starting point, students can prepare to talk about the things they enjoy doing and want to do in the future.

### Photographer

#### Quinn Ryan Mattingly

Quinn Ryan Mattingly (b. 1979, USA) is a freelance photographer and videographer based in Vietnam for more than a decade. Having first moved abroad after university graduation, a year in Europe led him to change continents, first landing in South Korea in 2005. This would spark his interest in photography. He accepted the invitation of a friend to visit Vietnam in 2006, immediately falling in love with the country and the lifestyle. His personal work focuses on long-term photojournalistic projects, telling the stories of the less than fortunate residents of Vietnam and the South East Asia region, while his professional work is split between editorial and commercial assignments and commissions for many various local and international clients such as *The New York Times*, *The Washington Post*, World Health Organization, The Global Fund, and Samsung, among many others.

### Unit Snapshot

- 1 Direct students' attention to question 1. Have students guess the answers. Tell them they will find out in Lesson 12.1.
- 2 For question 2, elicit students' opinions. Point out that all answers are acceptable—different people may enjoy different kinds of parties.
- 3 For question 3, if students don't know the meaning of *optimist*, have them look at the picture of the optimist on page 142. Elicit possible answers to the question. Tell them they will hear more about optimists in Lesson 12.3.

### Discussion Questions

- 1 Direct students' attention to the questions below the picture. Encourage them to answer and provide any words or expressions they need to express their ideas.
- 2 Optionally, before asking students to answer the discussion questions, show the photographer video where Quinn Ryan Mattingly answers a couple of the questions from his perspective. Play it for students as many times as needed to check comprehension and discuss any vocabulary items.

#### Answers

Students' answers will vary. Sample answers include:

- 1 A lot of people are flying kites on a cloudy day.
- 2 Play sports, run, go hiking, go fishing, go swimming, go biking
- 3 Play video games, read, watch TV, play board games

### Video Script

People are kitesurfing on Mui Ne Beach in southern Vietnam. This is a very popular kitesurfing beach in Vietnam. The kitesurfers are tied to their kites. When the wind blows the kite, it pulls the person across the water. I took this photo

in the evening, when the sun was going down. The wind is strongest here in the mornings and evenings. The man in this photo is about to go kitesurfing. He is practicing with his kite before going on the water. The beach is often very crowded with kitesurfers and people enjoying the beach. The beach is not too loud. Mostly, you hear the sound of water and wind. It has a very relaxed feeling. There are many fun activities you can do outside, from swimming, to mountain climbing, to fishing. I don't really love outdoor activities, but I do like being outside to see and photograph interesting places.

### Exercise 1

- 1 Complete the first sentence for yourself as a model.
- 2 Have students work independently to complete the sentences. If students seem stuck, prompt them with questions to give them ideas on different ways they might complete each sentence.

### Exercise 2

- 1 Have students share their sentences with a partner.
- 2 Call on students to share something about their partner with the class.

### Real-World Goal

By the end of this unit, students will be able to invite a friend to do something with them because they will have learned language for activities, how to use *going to* for future meaning, and how to make, accept, and refuse invitations.

## Lesson 12.1 What's Your Circus Maximus?

### Student Book pages 136 – 138

#### Exercise 1 ACTIVATE

- 1 Have students work independently to match the activities to the pictures. Have the class call out the answers.
- 2 Ask students to talk to a partner about which of the things they like to do in their free time. Call on students to share something that is the same or different about them and their partner.

#### Answers

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

#### Exercise 2 IDENTIFY

Conduct the brainstorm as a class. Write the students' ideas on the board.

#### Answers

Students' answers will vary. Sample answers include:

running, playing music/sports, watching TV/movies, cooking, drawing, taking photos, playing computer games, going to the gym, riding a bike, going for a walk, driving, traveling, singing, dancing



### Exercise 3 WHAT'S YOUR ANGLE?

- 1 Ask students to discuss the question with a partner.
- 2 Call on students to share their favorite hobby and when they do it with the class.

#### Answers

Students' answers will vary. Sample answers include:  
My favorite hobby is taking photos. I do it on the weekends and on vacations.

### Exercise 4 ASSESS

OXFORD REFERENCE

Direct students to read the article silently. Tell them to look up when they're finished. When most students are looking up, call on a student to answer the question.

#### Answers

Students' answers will vary. Sample answers include:  
an arena for chariot races and other sports events

## Reading Skill

### Guessing meaning from context

#### GO ONLINE

- 1 Direct students to read the information in the Reading Skill box.
- 2 Explain that guessing vocabulary from context can help them focus on overall meaning as they read through a text the first time, which will increase their understanding. Once they've finished reading a text for the first time, they might want to go back over it to write down, look up, and study unfamiliar words.

### Extra Practice

- 1 Provide pairs or small groups of students with a copy of the sentences below. Ask them to discuss what the missing word might be. Tell them they can come up with specific words that might fit, or just give an example of the kind of word.
  - a Every time my brother goes \_\_\_\_\_, my mother spends the day biting her fingernails and waiting for the phone to ring.
  - b The \_\_\_\_\_ lasted about three hours, but the audience was excited and yelling the whole time.
  - c We stood still when we saw the \_\_\_\_\_ approaching, hoping it would pass by us without noticing. Fortunately, it sniffed around a bit and then left.
  - d My grandfather and his friends \_\_\_\_\_ in the park every weekend, but it's getting difficult for him since he hurt his hip.
  - e She threw her books on the table, ran out, and \_\_\_\_\_ the door behind her angrily.
  - f The workers were \_\_\_\_\_ because of the unfair rules, and some of them decided to quit.
  - g Her \_\_\_\_\_ was the best! Light, sweet, and delicious every time.
- 2 When students have finished, elicit their ideas. Point out that context of the sentence enabled them to get very close to the meaning, even if they didn't know what the exact word was.

### Answers

Students answers will vary. Sample answers include:

- a a dangerous hobby, like skydiving
- b an exciting event like a game or concert
- c a dangerous animal, like a bear
- d a physical activity that isn't too demanding, like bocce ball
- e a word that means "shut hard," like slam
- f a word like angry or unhappy
- g a food, like cake or pudding

### Exercise 5 USE

- 1 Model scanning the text to find the first word, *century*. Circle it. Ask students what the context is and have them read the surrounding sentence. You may choose to have them read the sentence before and the sentence after as well. Elicit the answer.
- 2 Have students work independently to complete the exercise. Encourage them to scan for and circle the other target words as they work.
- 3 Call on students for the answers. Ask them to try to explain how the context helped them. (For example, BCE refers to the dates, which are counted by 100 years, so that must be the meaning of *century*.)

#### Answers

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

### Exercise 6 IDENTIFY

- 1 Have students work independently to note the answers to the questions.
- 2 Call on students to share the answers with the class.

#### Answers

Watch games, sports, and shows; meet people; buy things (shop); eat. The area is now a public park.

## Grammar in Context

### Superlative adjectives

#### GO ONLINE

- 1 Direct students to read the information in the Grammar in Context box.
- 2 Check comprehension. Ask: *Do we use the superlative form to compare one thing to another?* (no) Elicit the spelling rules (*big* – *biggest* because it ends with consonant-vowel-consonant; *funny* – *funniest* because *y* changes to *i* before adding -est.)
- 3 Write a list of adjectives on the board and elicit the superlatives, for example: *tall*, *beautiful*, *noisy*, *white*, *happy*, *thin*.
- 4 For additional information, see the Grammar focus on page 170 of the Student Book.

### Extra Practice

- 1 Take enough pieces of poster paper so that each group of three or four students can have one. Write a different superlative adjective at the top of each paper, for example: *the tallest*, *the most difficult*, *the most interesting*, *the biggest*, *the most exciting*, and *the most beautiful*.
- 2 Tell each group to come up with one sentence for their superlative adjective. Circulate and help with the phrase

at the end of the sentence (*in our class, in the world, in this country, that I know about, etc.*)

- 3 When the groups finish, have them trade papers with another group and come up with a new sentence for the new poster. Tell them that the new sentence needs to be a different category of thing from the other sentence on the paper, for example, if the first sentence is about the tallest student, the next one could be about the tallest building, the tallest mountain, the tallest teacher, the tallest tree, the tallest animal, etc.
- 4 Have the groups continue trading papers until each poster has four or five sentences on it. Display the papers in the front of the class and make corrections as necessary.

### Exercise 7 IDENTIFY

- 1 Have students work independently to underline all of the superlative adjectives in the reading.
- 2 Call on students to read aloud the sentences containing superlative adjectives. Point out the phrases that follow each superlative (in history, of all the Roman circuses, in Rome).

#### Answers

the greatest, the largest, the most famous, the biggest, most popular, the best

### Exercise 8 DEVELOP

- 1 Give students a minute to skim the items before they listen. Then play the audio for the first item. Elicit the example superlative (the best).
- 2 Play the rest of the audio and have students complete the sentences.
- 3 Call on individuals to read the completed sentences aloud

#### Answers

- |                    |                 |                   |
|--------------------|-----------------|-------------------|
| 2 the largest      | 4 most exciting | 6 The worst       |
| 3 The most popular | 5 The nicest    | 7 the most boring |

#### Audio Script

##### CD 2, Track 30

- 1 Main Street in the city center is the best place to go shopping.
- 2 In my area, the football stadium is the largest place for famous bands to play concerts.
- 3 The most popular sport where I live is hockey.
- 4 For me, the most exciting exercise activity is mountain climbing.
- 5 The nicest restaurant in my town is Chez Louis.
- 6 The worst place for me to go is the shopping mall.
- 7 For me, the most boring hobby is watching TV.

### Exercise 9 WHAT'S YOUR ANGLE?

- 1 Read the directions and the sample sentence. Elicit alternative answers from the class.
- 2 Give students time to work independently to change the statements to be true for them. Have them share their statements with a partner.
- 3 Call on students to share some of their ideas with the class.

#### Answers

Students' answers will vary. Sample answers include:  
In my area, the soccer stadium is the largest place for famous bands to play concerts.

### Exercise 10 INTERACT

Conduct a class brainstorm about events that bring people together. Ask students which are their favorites.

#### Answers

Students' answers will vary. Sample answers include: sporting events, national festivals and holidays, and local celebrations

## Lesson 12.2 It's Party Time!

Student Book pages 139 – 141

### Exercise 1 VOCABULARY

- 1 Say and have students repeat the words in the box.
- 2 Have students complete the exercise. Play the audio and ask them to check their answers.

#### Answers

- |            |                  |                  |
|------------|------------------|------------------|
| 1 holidays | 4 invite         | 7 ice cream/cake |
| 2 birthday | 5 sandwiches     |                  |
| 3 party    | 6 cake/ice cream |                  |

#### Audio Script

##### CD 2, Track 31

I love holidays, especially Thanksgiving, Halloween, and Independence Day. I always have fun with my family and friends. I usually do something fun for my birthday, which is May 12th. Sometimes I have a small party at my house. I invite my friends and family. I usually get some pizza or sandwiches for people to eat. Then later we eat ice cream or cake.

#### Oxford 3000 words

cake	sandwiches	birthday	holidays
party	invite	ice cream	

### Exercise 2 WHAT'S YOUR ANGLE?

- 1 Ask students to discuss the questions with a partner.
- 2 Call on students to share things that are the same and different about them and their partners.

#### Answers

Students' answers will vary. Sample answers include:  
My family celebrates Christmas Eve at home. My parents invite my aunts, uncles, cousins, and grandparents. We have a big dinner, usually ham or turkey.

### Exercise 3 ASSESS

- 1 Have students read the invitation. Elicit the answer from the class.
- 2 Ask students if they think it sounds like a fun party and if they ever have parties like this.

#### Answers

Abraham's birthday

## Grammar in Context

### Going to: Future plans

#### GO ONLINE

- 1 Direct students to read the information in the box. Read the example sentences aloud.

- 2 Draw students' attention to the verb. Ask how the example sentences would change if the verb were *go* to instead of *have*. (I'm going to go to a special party for Abraham's birthday this year. / We're not going to go to the party at night this year.)
- 3 Ask students how the examples would change if you changed the subjects to *she* or *they* (She's going to have... / They're not going to have...).
- 4 For additional information, see the Grammar focus on page 170 of the Student Book.

### Extra Practice

- 1 Put students in groups of three or four. Tell them they are planning a class party and they need to write a list of three things the class is going to do and three things it's not going to do.
- 2 When the groups have finished their lists, have them share their sentences with the class. Ask the rest of the class if they agree with the activity choices. As you go, create a master list on the board of everything the students agree to. Then have the class repeat all of the sentences on the board.

#### Answers

Students' answers will vary. Sample answers include:  
 We're going to eat snacks.  
 We're going to listen to music.  
 We're going to speak English.  
 We're not going to use our books.  
 We're not going to stay in our seats.  
 We're not going to speak our native languages.

### Exercise 4 IDENTIFY

- 1 Have students work independently to mark the sentences as true or false. Ask them to correct the false sentences.
- 2 Have the class call out the answers. Call on students to read the corrected version of numbers 1 and 4. (The party is going to start at 1 p.m. / Maybe Carlos is going to make a cake.)

#### Answers

1 False    2 True    3 True    4 False    5 True

### Exercise 5 INTEGRATE

- 1 Go over the example answer. Then have students work independently to write the rest of the sentences.
- 2 Call on students to read the completed sentences aloud.

#### Answers

- 1 He's not going to have a birthday party.
- 2 I'm going to meet my friends after class.
- 3 I'm not going to cook dinner tonight.
- 4 We're going to see a movie later.
- 5 She's going to visit her brother this weekend.
- 6 We're not going to go on vacation this summer. / We aren't going to go on vacation this summer.

### Exercise 6 WHAT'S YOUR ANGLE?

- 1 Read the example sentence. Tell students about the last party you went to or about a party that wasn't very fun.
- 2 Have students discuss the question with a partner.
- 3 Elicit the things that made students' party experiences fun or not fun, for example: *A lot of my friends were there. / I*

*didn't know anyone. / There was good music. / I didn't like the music. / The food was delicious. / The food wasn't good.*

#### Answers

Students' answers will vary. Sample answers include:  
 I went to a housewarming party last month. It was OK. I didn't know many people there, so it was a little boring.

### Exercise 7 PREPARE

Have students work independently to make notes on their ideas. Tell them to use their notebooks if they don't have enough space in the book.

### Writing Skill

#### Adding detail using time expressions

##### GO ONLINE

- 1 Direct students to read the information in the Writing Skill box. Read the example sentences aloud.
- 2 Ask students to identify the time expressions in the examples (next month, at 2:30). Write *on*, *last*, and *from-to* on the board and elicit a time expression for each one (for example, on Tuesday, last week, from 9 to 5).

### Extra Practice

- 1 Write a list of time expressions on the board:  
*last week*  
*this weekend*  
*tonight*  
*tomorrow*  
*next month*
- 2 Seat students in groups of three or four. Give them 5 sheets of blank paper and tell them to write one of the time expressions at the top of each paper. Tell them to pass the papers around the group and take turns writing an example sentence with the time expression on each one. They should continue passing the papers around until everyone has had a chance to write a sentence on each paper. For example, *I went to the movies last week; I came to school last week; I saw a doctor last week; I took a test last week.*
- 3 When all of the papers are complete, have the groups exchange papers with another group. Tell them to pass the papers around the new group, reading the sentences and making corrections as necessary. When they are done, have them return the papers to the original group.
- 4 Ask the students if they agree with the corrections made to their sentences. Settle any disagreements or questions.

### Exercise 8 IDENTIFY

- 1 Direct students to underline the time expressions in the invitation.
- 2 Elicit the meaning of *this Saturday* (the one coming up). Explain that with days of the week, *this* and *next* can be unclear, and even native speakers sometimes have to clarify with a date or by saying *this coming Saturday* or *not this coming Saturday—the next one*. Point out that *that* is only used to refer to a date that has already been mentioned.

#### Answers

this year, by June 24, next Saturday, at 1:00, that weekend, in two weeks

## Exercise 9 INTEGRATE

- 1 Read the directions. Point out that students should not write anything after "Posts." Have students write their invitations.
- 2 To make invitations easy to share, have students copy the format on a piece of paper or large index card. Tell them to leave room for several "posts."

### Answers

Students' answers will vary. Sample answers include:

Event: New Year's Eve Party

Where: Tammy's house

When: on Jan 31st

Starts: at 9 p.m.

Ends: at 2 a.m.

Description: We're going to play games and dance. There will be snacks and drinks. We're going to eat grapes a midnight.

## Exercise 10 IMPROVE

Read the checklist aloud. Ask students to review their descriptions and make corrections. Spot-check while they do this work.

## Exercise 11 SHARE

- 1 Go over the "posts" on the invitation on page 139. Have students exchange their invitations with a partner. Tell them to write a post accepting or rejecting the invitation and then return it to their partner.
- 2 Have students exchange invitations with a new partner. Tell them to write a post with the opposite response from the first partner's. (That is, if the first partner accepted the invitation, they should reject it, and vice versa.)
- 3 Call on volunteers to read the posts to the class.

### Answers

Students' answers will vary. Sample answers include:

I can come. Do you want me to bring something? / Sorry, I'd love to come, but I'm going to be at my uncle's house that night.

## Lesson 12.3 Are You an Optimist?

Student Book pages 142–143

## Exercise 1 ACTIVATE

- 1 Read the directions and the sample answer. Say and have students repeat the words *optimist* and *pessimist*. Elicit the students' descriptions of the man and the woman.
- 2 Ask students to guess what the two words mean. (An optimist always thinks good things are going to happen and a pessimist always thinks bad things are going to happen.)

### Answers

Students' answers will vary. Sample answers include:  
The optimist is smiling; the pessimist is thinking

## Vocabulary Development

### Future time expressions

#### GO ONLINE

- 1 Direct students to read the information in the box.
- 2 Read and have students repeat the example time expressions.

## Extra Practice

- 1 Make enough copies of this grid so that you can distribute one phrase to each student:

tomorrow night	in the future	in an hour	in two weeks
in ten years	in five years	next year	in six months
this morning	this afternoon	this evening	this Saturday
in four hours	in 20 years	in 50 years	in 100 years

- 2 Give students a moment to think of a sentence they will say with the given phrase. Then conduct a card-exchange activity. Have students stand and tell a partner their sentence. After both students have spoken, they trade cards and find a new partner and say a new sentence using the new phrase. Continue the activity until everyone has talked to four or five classmates.

## Exercise 2 USE

- 1 Have students look at number 1 and call out the answer. Ask them to work independently to complete the exercise.
- 2 Call on students to read the completed sentences aloud.

### Answers

- |             |           |           |
|-------------|-----------|-----------|
| 1 future    | 3 year    | 5 Next    |
| 2 afternoon | 4 a month | 6 weekend |

## Exercise 3 WHAT'S YOUR ANGLE?

- 1 Read the directions. Explain that *the next month* (as opposed to *next month*) means starting now.
- 2 Have students work independently to write their sentences. Then ask them to share their sentences with a partner.
- 3 Call on students to share one interesting plan of their partner's.

### Answers

Students' answers will vary. Sample answers include:  
In three weeks, I'm going to visit my grandparents in Peru.

## Listening Skill

### Understanding different voices

#### GO ONLINE

- 1 Direct students to read the information in the Listening Skill box.
- 2 Ask for three volunteers to come to the front of the room. Have the volunteers stand with their backs to the class (so the listening students can focus on their voices). Give each person a simple topic to talk about, for example:  
1. Talk about what you did yesterday, 2. Tell the class about one of your friends or a family member, 3. Tell the class what you like to do on weekends. Give the first volunteer a moment to think about he or she will say.
- 3 Have the volunteers talk about their topics for 30 seconds. If necessary, ask them questions to help them keep going.
- 4 After each person speaks, have the class answer the questions in the Listening Skill box.

## Extra Practice

- Find several different voices of people of different ages, genders, and emotional states for students to listen to. For example, find an American sitcom online and play clips from it for the class without showing them the screen. It doesn't matter if students can't understand much of what the people are saying.
- After each speaker talks, stop the audio and ask students to talk to a partner about the questions in the Listening Skill box.

### Exercise 4 IDENTIFY

- Direct students' attention to the photos and ask them to identify the interviewer. Play the audio and have them complete the exercise.
- Have the class call out the answers.

#### Answers

1 a      2 c      3 b      4 a      5 c      6 b

#### Audio Script

##### CD 2, Track 32

- Do you think the future is scary or exciting?
- I don't know what I'm going to do after I graduate.
- I have a lot of plans, and I'm going to work hard to make them happen.
- What is your life going to be like a year from now?
- It's going to be a hard year.
- I want to be a writer.

### Exercise 5 INTERACT

- Have students talk to a partner about the questions.
- Call on students to share their answers with the class. Ask them which student they feel more like.

#### Answers

Students' answers will vary. Sample answers include:

- The young woman is an optimist. She is very happy and confident. She has a lot of plans and knows what she's going to do.
- The young man is a bit of a pessimist. He thinks the future is scary, next year is going to be hard, and there aren't a lot of jobs in science. Also, he doesn't have a lot of plans.

#### Audio Script

##### CD 2, Track 33

- Interviewer      Young people today: Are they optimists? Today, I'm at Springfield College, and I'm going to ask some students about their futures. Excuse me, can I ask you a few questions about the future?
- Young woman      Sure!
- Interviewer      And you, too sir?
- Young man      Um, I guess so...
- Interviewer      Do you think the future is scary or exciting?
- Young woman      Oh, exciting, definitely!
- Interviewer      Really? Why?
- Young woman      Because, well, I have so many plans, and I'm going to work hard to make them happen!
- Interviewer      And how about you?
- Young man      Me? Um, I don't know. I think the future is scary.
- Interviewer      Hmm, OK, why do you say that?
- Young man      Well, I don't know what I'm going to do after I graduate.
- Interviewer      You don't have any plans?

- Young man      Not really. I'm just trying to get through school right now. It's really hard. I have a lot of classes and a lot of homework.
- Interviewer      Wow, so, tell me, what are your plans?
- Young woman      Me? Oh, well, I'm going to finish school in two months. Then I'm going to travel and have some fun. Then I'm going to look for a job. I want to be a writer.
- Interviewer      That sounds great.
- Young woman      Yeah! I already started writing a book. I'm really excited about it.
- Interviewer      And how about you, are you also going to finish school soon?
- Young man      Uhh...no. I'm still going to be here next year.
- Interviewer      I see. So, after that, what kind of job are you going to look for?
- Young man      Well, I'm studying science, so, I'm going to try to get a job in a lab. But I don't know. There aren't a lot of jobs right now.
- Interviewer      OK, well, thanks for your time.
- Young man      You're welcome.
- Young woman      Thank you!
- Interviewer      So there you have it. Some young people are definitely optimists, and others...not so much.

## Grammar in Context

### Going to: Questions

#### GO ONLINE

- Direct students to read the information in the Grammar in Context box.
- Read and have students repeat the example sentences in the box. Ask how each question would change if the subject were *he* or *she* (Is he/she going to finish school soon? What is he/she going to do now?).
- For additional information, see the Grammar focus on page 170 of the Student Book.

## Extra Practice

- Make a copy of the grid below for each student:

...take a vacation next summer? Where? name: _____	...go to the movies this weekend? What movie? name: _____	...play a sport this week? What sport? name: _____
...look for a job this year? What kind of job? name: _____	...go to a party this month? What kind of party? name: _____	...make a phone call tonight? Who? name: _____
...go out with a friend tonight? Where? name: _____	...cook dinner tonight? What? name: _____	...watch a sport on TV this week? What sport? name: _____
...travel to another country this year? Which country? name: _____	...take an English class next year? What class? name: _____	...celebrate a birthday soon? Whose birthday? name: _____



- 2 Conduct a “find someone who” activity. Tell students to walk around asking the questions using *going to*. Model the activity and check comprehension before you begin. Ask: *Do I just say the words on the paper?* (No, you need to make a question with *Are you going to...?*) *Do I ask the follow-up question if the person says “no”?* (No) *Whose names do I write on the paper?* (The people who say “yes.”) *How many different names should be on my paper when I finish?* (12 – once someone says “yes,” you need to find a new partner.)
- 3 End the activity when the first person calls out that they are finished. Have students report back on their findings. (For example, Maria is going to take a vacation next summer. She’s going to go to Peru.)

## Exercise 6 DEVELOP

- 1 Elicit the answer to the first item. Then have students work independently to complete the questions.
- 2 Call on students to read the completed questions aloud.

### Answers

- 1 are, going to
- 2 is, going to
- 3 Are, going to
- 4 Is, going to
- 5 is, going to

## Exercise 7 IDENTIFY

- 1 Elicit the correct answer to the first question in Exercise 6. Then have students work independently to choose the rest of the answers.
- 2 Replay the audio and have students check their answers.

### Answers

- 1 b
- 2 b
- 3 a
- 4 a
- 5 b

## CD 2, Track 33

## Exercise 8 INTEGRATE

Read the directions. Elicit a sample *yes/no* question and a sample *wh-* question. Tell students that at least two of their questions should be *wh-* questions.

### Answers

Students’ answers will vary. Sample answers include:  
 What are you going to do next year?  
 Where are you going to live in five years?  
 Are you going to start a new job?  
 When are you going to graduate?

## Exercise 9 INTERACT

- 1 Have students ask and answer the questions with a partner. For more practice, have them switch partners and practice again.
- 2 Call on students to share something interesting they learned about their partners.

# Lesson 12.4 I’d Love to, But...

Student Book pages 144 – 145

## Real-World English Strategies

Because of the topics covered in Units 9 and 10, your students should already have some linguistic and pragmatic knowledge about how to accept and reject offers, and how to state reasons. Before you show your students the video in this unit and ask them to do the activities in the book, you can implement the following warm-up task to activate their previous knowledge.

- 1 Distribute a handout with the following email message on it:  
*Hello Marie,*  
*I hope you are doing well. I’m emailing you to invite you to my birthday party next Saturday at my condo. We’re going to start at 6 p.m. I hope you can come.*  
*– Lisa.*
- 2 Tell your students to imagine they are Marie and to produce two versions in response to this invitation: one email in which they accept it (say yes) and another one in which they reject it (say no).
- 3 Then tell them to compare their responses with a partner.
- 4 After you have completed all the exercises in the book, have students read their responses one more time. Would they change anything? For example, could they revise any of the phrases they have used to show they are happy about the invitation or add reasons when they refuse?

Sensitize your students to the fact that in English, some apparent invitations are not necessarily intended as such. For example, *Let’s get together soon*, *Let’s get together for a coffee* – should not always be perceived as an invitation as it doesn’t necessarily mean that the person has an intention to see you again—it is often used as another way to say goodbye.

## Exercise 1 ASSESS

- 1 Look at the lesson title. Ask students when we say “I’d love to, but...” (When we’re turning down an invitation)
- 2 Direct students’ attention to the two video stills and ask them to guess what Kevin, Max, and Andy are talking about.
- 3 Play the video. Have the class call out the answers to the questions.

### Answers

- 1 Kevin
- 2 To celebrate his birthday on Sunday by going to his house to watch baseball on TV and eat cake

## English For Real Video Unit 12

## Exercise 2 IDENTIFY

- 1 Have students work independently to complete the sentences. If necessary, replay the video so they can check their answers.
- 2 Call on students to read the completed sentences aloud.

## Answers

- 1 TV
- 2 baseball / a baseball game, Sunday
- 3 7:00
- 4 Andy
- 5 Max, test
- 6 cake

## Real-World English

### Accepting and refusing invitations

- 1 Direct students to read the information in the box.
- 2 Say and have students repeat the expressions for accepting and rejecting invitations, modeling appropriate intonation.

### Extra Practice

- 1 Have the class brainstorm a few ways to make invitations, and write them on the board as sentence frames. For example:  
*Do you want to \_\_\_\_?*  
*Would you like to \_\_\_\_?*  
*Let's \_\_\_\_!*  
Put the phrases for accepting invitations on the board as well.
- 2 Have students stand and walk around the room inviting each other and accepting invitations. Call time after everyone has spoken to three or four people.
- 3 Write the expressions for saying no to invitations on the board. Remind students to use regretful intonation when they use these expressions. Repeat the activity. Call time after everyone has turned down three or four invitations.

### Exercise 3 INTEGRATE

Replay the video. Ask students to hold up their hands when they hear one of the expressions from the box. Pause the video and have the class call out what they heard.

## Answers

Max: Oh, I'd love to, but... / I don't think so. Thanks for inviting me, though. / Yeah! Definitely.  
Andy: Yeah, sure. / That sounds great!

### Video Script

#### English For Real Video Unit 12

Kevin Hey guys!  
Andy Hey, Kev.  
Max Hello, Kevin, how's it going?  
Kevin Great! Listen, uh, it's my birthday and my parents gave me the biggest TV. So if you're not busy on Sunday, I'm gonna have some friends over. You know...food, cake. And we're going to watch some baseball.  
Andy Yeah, sure. What time?  
Kevin The game is at seven, but everyone's going to come at about five or six.  
Andy That sounds great!  
Kevin Max, what about you? Can you come?  
Max Oh, I'd love to but...  
Andy He doesn't understand baseball.  
Max Yeah, well that's sort of true... But, sorry, Kevin. I have my hardest, most important test on Monday morning. Art history. I'm going to be studying all day.  
Kevin That's too bad. Well, you can take a break at 8:30 and come over for cake!  
Max I don't think so. Thanks, for inviting me, though.  
Kevin Oh, well. Maybe next time.  
Max Yeah! Definitely.  
Kevin Well, gotta go. See you later!

Andy  
Max

OK. See you Sunday. Come on, buddy. You love cake.  
Right. I'm going to eat my cake right now.

### Exercise 4 ANALYZE

- 1 Do number 1 together as a class. Ask students why *b* is more polite than *a*. (It explains that the person feels sorry he or she can't accept the invitation.) Have students work independently to complete the activity.
- 2 Have the class call out the answers. Have students repeat each of the polite rejections.

## Answers

- 1 b      2 a      3 b      4 a      5 b

### Exercise 5 IDENTIFY

Read the directions and have students work independently to take notes on what they would say in each scenario. Call on students to share some of their ideas with the class.

### Exercise 6 INTERACT

Have pairs role-play two of the scenarios. Remind them to switch roles.

## Answers

Students' answers will vary. Sample answers include:

#### Scenario 1:

Student A: I'm going to have a birthday party at my house next Saturday night. Would you like to come?

Student B: Sure! That sounds like fun.

#### Scenario 2:

Student A: Do you want to go get coffee after class?

Student B: Oh, I'm sorry. I can't! I'm very busy today!

#### Scenario 3:

Student A: Hey, I'm going to go to the science museum next weekend. If you're free, do you want to come?

Student B: Yes, I'd love to! That sounds great!

#### Scenario 4:

Student A: I bought tickets to the new *Star Wars* movie on Friday, but now my friend can't go. Are you free?

Student B: Oh, thanks for inviting me, but I'm not really a big *Star Wars* fan.

### Exercise 7 IMPROVE

- 1 Have each pair meet with another pair and watch each other's role plays. Tell them not to read from their notes when they role-play and to give each other feedback.
- 2 Call on volunteers to perform a role-play for the class.

## Lesson 12.5 Future Bingo!

Student Book page 146

### Exercise 1 ACTIVATE

- 1 Have students look over the bingo grid in preparation for listening. Play the audio and tell them to make an X on the square when they hear its expression.
- 2 Call on a student to read out the answers.

## Answers

go to a party, travel, exercise at the gym, see a movie

## Audio Script

### CD 2, Track 34

- Woman On Friday night I'm gonna go to a party at my friend's house. Then on Saturday I'm going to travel to Amsterdam for the day. I'm gonna come back on Sunday morning, and then get ready for work on Monday.
- Man I'm not gonna do much on the weekend. On Friday night, I'm going to stay home. On Saturday I'm gonna exercise at the gym. Then I'm gonna invite my friends to watch a movie at my house. On Sunday, I'm gonna read and go to bed early.

## Speaking

### Describing plans

#### GO ONLINE

- 1 Direct students to read the information in the box.
- 2 Read and have students repeat the example sentence. Remind students that *on Saturday* could also be at the end of the sentence.

### Extra Practice

- 1 Write a series of future time expressions on the board:  
*tonight*  
*tomorrow*  
*this weekend*  
*next month*  
*next year*  
*in five years*  
*in ten years*
- 2 Give students a minute to think of sentences about their plans using the time expressions. Have them tell a partner about their plans. Tell the partners to listen and try to remember what their partners say.
- 3 Have the students turn to a new partner and tell them what their first partner said, for example: *Marco is going to do homework tonight.*
- 4 Call on students to share something they learned about the person they didn't talk to. Check with the subject of the sentence to see if it's correct.

## Exercise 2 PREPARE

Have students take out a sheet of paper. Model how to fold it in thirds horizontally and then in thirds vertically so that they end up with nine squares. Tell them to write an activity in each square.

#### Answers

Students' answers will vary. Sample answers include: play basketball, visit relatives, see a play, go bungee jumping

## Pronunciation Skill

### Weak form of *going to*

#### GO ONLINE

- 1 Ask students to read the information in the box. Pronounce the example sentence in the box. Point out that *gonna* reflects pronunciation and it not considered a correct written form.
- 2 To accustom students to the relationship between the written and oral form, write several examples on the board:

*going to go*  
*going to run*  
*going to walk*  
*going to see*  
*going to take*  
*going to eat*

- 3 Pronounce and have students repeat each phrase using *gonna* instead of *going to*.
- 4 Repeat, this time pronouncing and having students repeat a short sentence for each example. (I'm gonna go to school. He's gonna run after class. She's gonna walk to work. We're gonna see a movie. They're gonna take pictures. I'm gonna eat dinner.)

## Exercise 3 NOTICE

- 1 Play the first item and have the class call out which form they hear. Then play the rest of the items and have students circle the answers.
- 2 Replay the audio and have students repeat the sentences.

#### Answers

- 1 gonna
- 2 going to
- 3 gonna
- 4 gonna
- 5 going to

## Audio Script

### CD 2, Track 35

- 1 Are you gonna study this weekend?
- 2 We're going to have a party.
- 3 I'm gonna go to Chicago on Saturday.
- 4 My mother's gonna visit me tomorrow.
- 5 She's going to stay home on Sunday.

## More to Say...Note

In an effort to be understood, students often try to clearly pronounce every word. They need to be aware that proficient English speakers don't pronounce every word clearly. In fact, by doing that, learners may be achieving the opposite effect; they may actually be less comprehensible. In addition, sometimes students worry that *gonna* is casual or "street" English. However, even in formal settings, such as business or school presentations, proficient English speakers almost always reduce *going to* to *gonna*. The key to sounding natural is to have students actually reduce the phrase, not just swap out *going to* for *gonna*, but say it with stress. Students need to practice stressing the word after *gonna* to sound the most natural.

## More to Say...Activity

**Focus:** Working as a whole class, students practice reducing *going to* to *gonna*.

**Grouping Strategy:** Whole class

**Activity Time:** 30 minutes

### Ready,

- 1 Find a song that contains the reduction *gonna*, such as “Never Going to Give You Up” by Rick Astley or “Gonna” by Blake Shelton.
- 2 Copy the lyrics of the song, but replace *gonna* and the main verb with a blank. For lower level classes, provide a word bank with the main verbs.
- 3 Make a copy of the lyrics for each student.

### Set...

- 1 Give the students the lyrics.
- 2 Explain that they will listen to the song and complete the lyrics.

### Go!

- 1 Play the song. Have the students fill in the blanks with *gonna* and the main verb.
- 2 Give students three minutes to check their answers with a partner.
- 3 Play the song again. Have the students fill in the remaining blanks.
- 4 Play the song a third time, pausing frequently to check the answers.
- 5 Play the song a fourth time and encourage the students to sing. Remind them to stress the main verb and reduce *gonna*.

## Exercise 4 WHAT’S YOUR ANGLE?

Give students time to make a list of activities. Remind them that when can include specific times or general times like *Sunday morning*.

### Answers

Students’ answers will vary. Sample answers include:  
I’m going to go shopping on Saturday morning with my mom.  
I’m going to go out for brunch on Sunday morning with my cousins.

## Exercise 5 INTERACT

- 1 Call on a volunteer to read his or her weekend activities from Exercise 4 to the class. Have the listening students mark any activities on their bingo cards (from Exercise 2) with a small X. If no one gets bingo (three Xs in the same column, row, or diagonal) from the first student, have another student be the caller and continue until someone gets bingo.
- 2 As soon as someone gets bingo, he or she becomes the caller and a new game starts. For each new game, have students use a different mark on the card, for example, an O, a T, or a triangle.

## Unit 12 Review

Student Book page 158

### Vocabulary

#### Exercise 1

##### Answers

- |            |              |           |
|------------|--------------|-----------|
| 1 birthday | 3 sandwiches | 5 holiday |
| 2 cake     | 4 ice cream  | 6 invite  |

#### Exercise 2

##### Answers

- 1 week, month
- 2 tomorrow, later
- 3 week
- 4 hour
- 5 morning, evening

**GO ONLINE** Encourage students to go online to play the vocabulary game.

### Grammar

#### Exercise 3

##### Answers

- 1 They're going to have a dinner party on Friday
- 2 He's going to work as a waiter this summer.
- 3 I'm going to make sandwiches for the party.
- 4 She's going to buy an expensive cake.
- 5 We're going to visit the Circus Maximus in Rome next month.

#### Exercise 4

##### Answers

- 1 When are we going to eat dinner?
- 2 Are you going to go home now?
- 3 What are you going to do on Saturday?
- 4 Is she going to have a party?
- 5 Are they going to play music?
- 6 Where is he going to travel?

#### Exercise 5

##### Answers

- 1 biggest
- 2 the most
- 3 popular
- 4 dangerous
- 5 worst

**GO ONLINE** Encourage students to go online for further grammar reference and information and to play the grammar game.

## Discussion Point

### Exercise 6

OXFORD REFERENCE

- 1 Direct students to read the discussion point silently. Explain that *yet to come* means "in the future."
- 2 Elicit answers to the discussion questions. Ask students to explain their answers.

##### Answers

Students' answers will vary. Sample answers include:  
A pessimist said this because it says worse things are going to happen in the future. / An optimist said this because "cheer up" means we should be happy now.

**GO ONLINE** Encourage students to go online to listen to the podcast and add their comments to the discussion board.

### Zoom In

#### Exercise 7

- 1 Task 1: Give students a minute to think about what they will say. Have them talk in small groups about things they are going to do in the future. Circulate and provide feedback on their use of *going to*. Remind them that they can reduce *going to* to *gonna* to sound more natural.
- 2 Task 2: Elicit example goal statements from students. Then have them write three goals. Ask students to share their goals with a partner. Call on students to share one of their goals with the class.
- 3 Task 3: Model the activity by sharing a photo of an event you attended and talking about why it was the best / most exciting / most interesting event you ever went to. Have students share and talk about their photos in small groups.

##### Answers

Students' answers will vary. Sample answers include:  
1 I'm going to buy a house on the beach in 20 years because I love the beach. I'm going to travel to Africa because I want to see wild elephants.  
2 Next year, I'm going to speak better English, I'm going to look for a new job, and I'm going to move to a nicer apartment.  
3 Here is a photo of the World Cup game I went to in Brazil in 2014. It was the biggest and most exciting sports event I ever went to!

#### Exercise 8

Tell students to think about how they did on each of the tasks in Exercise 7 and to check the appropriate box. Remind them that they can review the online activities for any skills they need more practice with.

##### Answers

Students' answers will vary.