

AMERICAN EMPOWER

TEACHER'S BOOK
WITH DIGITAL PACK

A1

STARTER

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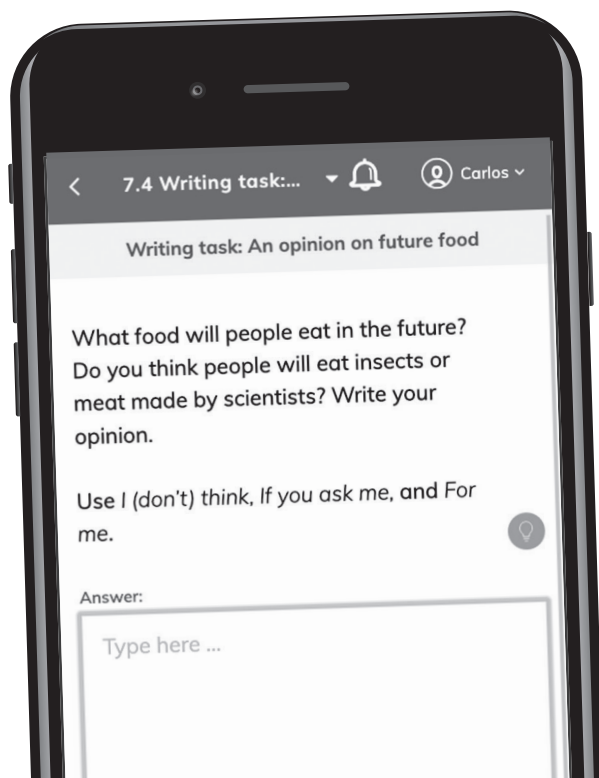
AMERICAN EMPOWER is a six-level general English course for adult and young adult learners, taking students from beginner to advanced level (CEFR A1 to C1). *American Empower* combines course content from Cambridge University Press with validated assessment from the experts at Cambridge Assessment English.

American Empower's unique mix of engaging classroom materials and reliable assessment enables learners to make consistent and measurable progress.

Content you'll love.

Assessment you

can trust.



Better Learning with *American Empower*

Better Learning is our simple approach where **insights** we've gained from research have helped shape **content** that drives **results**.

Learner engagement

1 Content that informs and motivates

Insights

Sustained motivation is key to successful language learning and skills development.

Content

Clear learning goals, thought-provoking images, texts, and speaking activities, plus video content to arouse curiosity.

Results

Content that surprises, entertains, and provokes an emotional response, helping teachers to deliver motivating and memorable lessons.

8A I WAS ON TOUR WITH MY BAND

1 READING

a Look at the events in pictures a-d. Choose one you like and one you don't like. Tell a partner. Say why.

a party a sports game

a concert a meeting

b Read about Cara, Antonio, and Ava. Which events in 1a do they talk about?

c Read the texts again. Which cities does each person talk about?

d Talk about Cara, Antonio, and Ava's lives with a partner. Who would you like to meet? Why?

Learn to talk about past events

Simple past: *be*

Past time expressions

My name's Cara. I'm a photographer. I was in New York three days ago for work, and then I was in Chicago yesterday at a meeting about newspaper photography. Life's busy right now!

"Yesterday I was in Chicago."

Ava on the road ... Hi everyone, it's Ava. Last week I was on tour with my band in the U.S. - three cities in five days. We were in Seattle on Wednesday, and then we were in Portland on Thursday. But Saturday was the best night. We were in San Francisco, and about 1,000 people were at our concert.

"In this photo, we were in San Francisco."

The people on our team ... My name's Antonio Marotto. I'm the doctor for our team. It's a great job - I really like helping our players. I often go away with the team. We were in Miami two weeks ago for a game, and we were in Cleveland last week. It's fun to travel with the team.

"I was at a game in Los Angeles. It was the Finals!"

2 GRAMMAR Simple past: *be* affirmative

a Complete the chart. Find examples of the simple past of *be* in the texts about Cara, Antonio, and Ava.

I	you	he/she/it	we	you	they
1					
2					

b Pronunciation Listen to sentences 1-4. Are was and were stressed? Practice saying the sentences.

1 We were in Seattle. 3 We were in Miami.
2 I was in Los Angeles. 4 I was in New York.

c Now go to Grammar Focus 8A Part 1 on p. 128.

d Write sentences about where you were:

this morning last night yesterday afternoon

e Compare your sentences in 2d with a partner. Were you in the same places?

Juan and I were at the supermarket yesterday.

3 VOCABULARY Past time expressions

a Today is Friday of week 3. Put the number of sentences 1-4 in the correct place on the timeline.

week 1	week 2	week 3
		Monday Tuesday Wednesday Thursday Friday

1 We were in Seattle on Wednesday.
2 We were in Miami two weeks ago.
3 ... we were in Cleveland last week.
4 I was in Chicago yesterday.

b Look at the underlined words in 3a. Replace them with words in the box.

months this morning Saturday year

c Now go to Vocabulary Focus 8A on p. 149.

d Work in pairs.

Student A: Say a past time expression.
Student B: Say where a person you know was. Then switch roles.

last weekend My parents were in London last weekend.

two years ago My friend Marco was in Ecuador two years ago.

4 LISTENING AND GRAMMAR Simple past: *be* negative and questions

a Listen to the texts about Cara, Antonio, and Ava again. Then listen to them talking to friends. Write the correct name for each conversation.

Conversation 1 _____
Conversation 2 _____
Conversation 3 _____

b Match events 1-3 with adjectives a-c. Listen again and check.

1 the meeting a exciting
2 the game b interesting
3 the concert c fun

c Listen to Conversation 1 again. Complete the conversation with the words in the box.

was (x2) were (x2) wasn't

WILL _____ you at work yesterday?
CARA Yes, I _____ but I _____ here in the office.
WILL Where _____ you?
CARA I was at a meeting in Chicago.
WILL Oh, _____ it interesting?
CARA Yes, it was really interesting.

d Now go to Grammar Focus 8A Part 2 on p. 128.

e Complete the conversation with *was*, *wasn't*, or *weren't*. Listen and check.

A You _____ at work yesterday.
B No, I _____ off yesterday.
A Nice. _____ you at home all day?
B No, I _____ in town in the morning, and then I _____ at a party last night.
A _____ the party good?
B Yes, it _____ a lot of fun.

f Practice the conversation in 4e with a partner. Change some of the information.

I was at a baseball game in the morning and then at the movies last night.

Was the movie good?

5 SPEAKING

a Communication 8A Student A go to p. 113. Student B go to p. 111. Student C go to p. 115.

2 Personalized and relevant

Insights

Language learners benefit from frequent opportunities to personalize their responses.

Content

Personalization tasks in every unit make the target language more meaningful to the individual learner.

Results

Personal responses make learning more memorable and inclusive, with all students participating in spontaneous spoken interaction.

“There are so many adjectives to describe such a wonderful series, but in my opinion it's very reliable, practical, and modern.”

Zenaide Brianez, Director of Studies, Instituto da Língua Inglesa, Brazil

Measurable progress

1 Assessment you can trust

Insights

Tests developed and validated by Cambridge Assessment English, the world leaders in language assessment, to ensure they are accurate and meaningful.

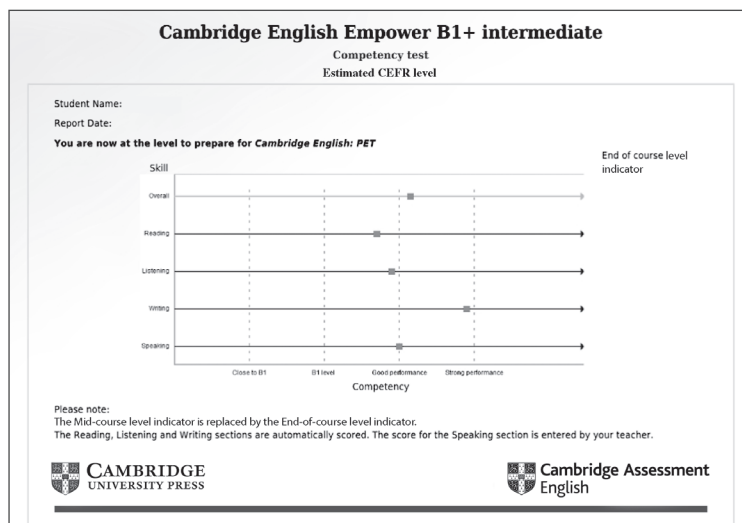
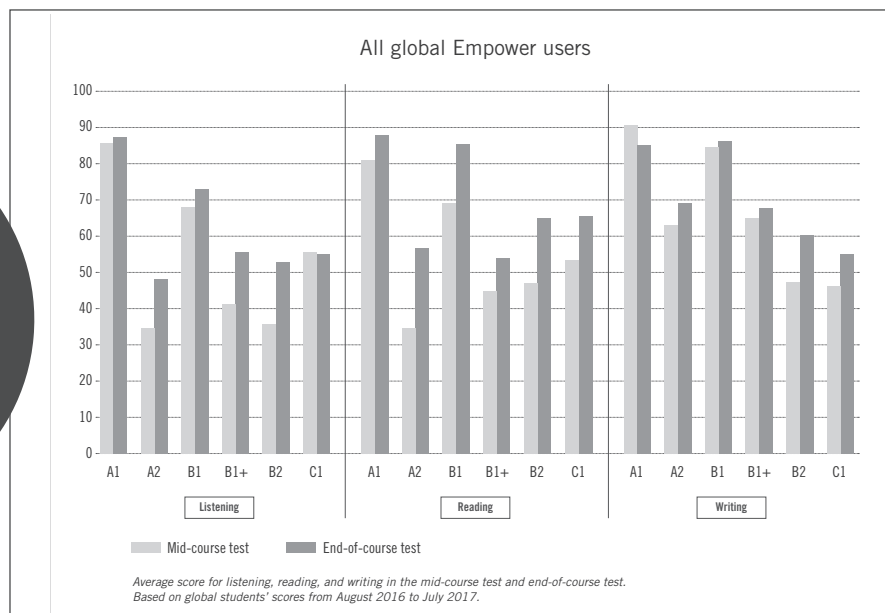
Content

End-of-unit tests, mid- and end-of-course competency tests, and personalized CEFR test report forms provide reliable information on progress with language skills.

Results

Teachers can see learners' progress at a glance, and learners can see measurable progress, which leads to greater motivation.

Results of an impact study showing % improvement of Reading levels, based on global *Empower* students' scores over one year.



“We started using the tests provided with Empower and our students started showing better results from this point until now.”

Kristina Ivanova, Director of Foreign Language Training Centre, ITMO University, Saint Petersburg, Russia

2 Evidence of impact

Insights

Schools and colleges need to show that they are evaluating the effectiveness of their language programs.

Content

Empower (British English) impact studies have been carried out in various countries, including Russia, Brazil, Turkey, and the UK, to provide evidence of positive impact and progress.

Results

Colleges and universities have demonstrated a significant improvement in language level between the mid- and end-of-course tests, as well as a high level of teacher satisfaction with *Empower*.

Manageable learning

1 Mobile friendly

Insights

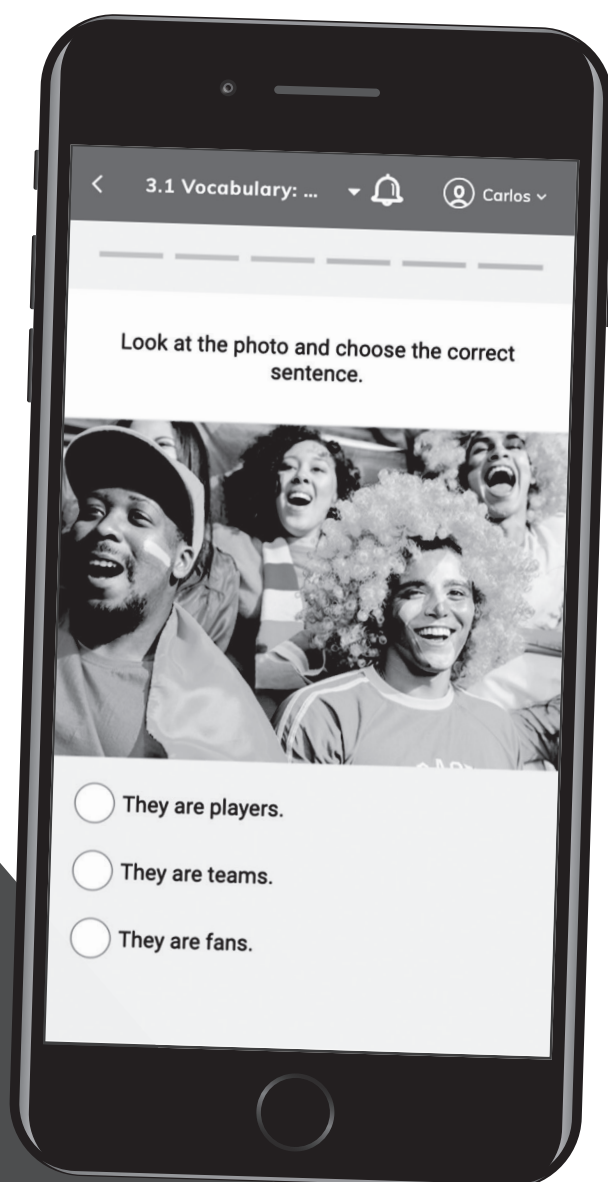
Learners expect online content to be mobile friendly but also flexible and easy to use on any digital device.

Content

American Empower provides easy access to Digital Workbook content that works on any device and includes practice activities with audio.

Results

Digital Workbook content is easy to access anywhere, and produces meaningful and actionable data so teachers can track their students' progress and adapt their lesson accordingly.



“I had been studying English for 10 years before university, and I didn't succeed. But now with Empower I know my level of English has changed.”

Nikita, *Empower Student*,
ITMO University, Saint
Petersburg, Russia

2 Corpus-informed

Insights

Corpora can provide valuable information about the language items learners are able to learn successfully at each CEFR level.

Content

Two powerful resources – Cambridge Corpus and English Profile – informed the development of the *Empower* course syllabus and the writing of the materials.

Results

Learners are presented with the target language they are able to incorporate and use at the right point in their learning journey. They are not overwhelmed with unrealistic learning expectations.

Rich in practice

1 Language in use

Insights

It is essential that learners are offered frequent and manageable opportunities to practice the language they have been focusing on.

Content

Throughout the *American Empower Student's Book*, learners are offered a wide variety of practice activities, plenty of controlled practice, and frequent opportunities for communicative spoken practice.

Results

Meaningful practice makes new language more memorable and leads to more efficient progress in language acquisition.

8B

HE SAW A BEAR

Learn to describe events in the past

Simple past: affirmative

Free time activities

READING

a Look at pictures 1-3 below. Match the pictures to the animal names. Where do they usually live? What do you know about them?

_____ deer _____ bear _____ hippo

b Read the stories below. Write the story titles next to the sentences.

1 Hippos were on a rugby field. _____

2 Three deer were in a woman's apartment. _____

3 A bear was in a man's backyard. _____

c Read the stories again. Complete the information.

	Where?	When?	Animal activity?
Andrew from Utah	at home	_____	_____
Ben from South Africa	_____	evening	_____
A woman from Indiana	_____	_____	jump

1

CAT

2

DOG

3

BIRD

4

SNAKE

3 What do you do if a wild animal comes to your house?

GRAMMAR

Simple past: affirmative

a Read the stories again and find the simple past forms of the verbs in the chart. Listen and check.

A	Past form	B	Past form
look	looked	have	had
watch	_____	hear	_____
call	_____	eat	_____
jump	_____	see	_____
walk	_____	go	_____
try	_____	come	_____

b Answer the questions about the chart in 2a.

1 What do we add to the verbs in A to make the past form?

2 Do the verbs in B all change in the same way or in different ways?

c Sound and spelling /t/ and /d/

1 Listen and practice these sounds.

1 /t/ talked 2 /d/ lived

2 Listen to the past forms in the box. Which endings sound ... ?

more like /t/ more like /d/

looked watched called tried

walked played finished

3 Practice saying the words.

d Cover the chart in 2a. Test a partner.

Student A: Say a verb.

Student B: Say the past form.

Then switch roles.

e Now go to Grammar Focus 8B on p. 128.

f Complete the sentences so they are true for you.

1 Yesterday I called _____ (a person)

2 Last month I saw _____ (a TV show)

3 Last weekend I went to _____ (a place)

4 Last night I ate _____ (food)

Tell your partner about your sentences.

LISTENING AND VOCABULARY

Free time activities

a Listen to three conversations about the three stories. In each conversation, some information is incorrect. What is the wrong information?

1 _____

2 _____

3 _____

3

GRAMMAR

Simple past: affirmative

b Listen to the sentences from the conversations. Use the correct verb in the box.

read (x2) talked went had watched heard

1 I just _____ to a café.

2 I _____ a large coffee.

3 And I _____ the newspaper.

4 I _____ this funny story.

5 I _____ this story on a podcast.

6 I _____ to my friend Katie last night.

7 She _____ the video online.

c Match verbs 1 to 6 with a word or phrase in the box to make more simple past phrases.

a book to my parents home dinner a movie

for a walk breakfast a song on the radio to my friend

1 went _____ 4 heard _____

2 had _____ 5 talked _____

3 read _____ 6 watched _____

d Listen to Emily talk about the things she did yesterday. Put pictures a-e in the correct order.

1 _____ 2 _____ 3 _____

4 _____ 5 _____ 6 _____

e Complete what Emily says with phrases from 3c. Then listen again and check.

Yesterday I _____ at about 9.00, and then I went to a café and had coffee with my friend Karen. After that, I went to work and was there all day. I _____ with my brother, and then I _____ and called my parents. I _____ online, and then I went to bed and _____ before going to sleep.

f Now go to Vocabulary Focus 8B on p. 150.

g Complete the sentences about free time activities.

1 When I was a child, I _____

2 After work / school, I often _____

3 On weekends, I like to _____

h Tell other students your sentences in 3g. What free time activities were/are popular ... ?

a when everyone was a child

b after work / school

c on weekends

SPEAKING

a Communication 8B Student A go to p. 113. Student B go to p. 111.

WILD STORIES!

CURIOUS CREATURE

Andrew Singer from Utah was at home in his house on a farm. One evening he was in the kitchen, and he heard something strange in the backyard, so he looked out the window. He saw a bear in the backyard. The bear walked around the backyard and looked in the windows of the house. It tried to open the kitchen door, and the man was really scared. It wasn't possible for the bear to get in, so it went away. The man thinks the bear was hungry, but it's not a good idea to give bears food.

SURPRISE VISITORS

A woman from Indiana had an apartment with a yard. In the evening, she went into her living room and watched TV. She heard something in her bedroom, so she went to look. She saw three deer near her bed. They came into the living room and jumped on her sofa, then they went into the bathroom. The woman called 911, and the police came to catch the deer. She had an exciting night with her three new friends!

READY TO PLAY

Ben Kruger from South Africa loves playing rugby. He has a business in Limpopo, a city in the north of South Africa. One night after work, he went to a rugby field nearby. It was dark, and he saw something on the field. It was large, but it wasn't a person – it was a hippopotamus (hippo). Then he saw another hippo and then another – there were a lot of them. The hippos ate some grass and then went away. Ben thinks the hippos were from a river near the rugby field.

2 Beyond the classroom

Insights

Progress with language learning often requires work outside of the classroom, and different teaching models require different approaches.

Content

American Empower is available with a print workbook, online practice, documentary-style videos that expose learners to real-world English, plus additional resources with extra ideas and fun activities.

Results

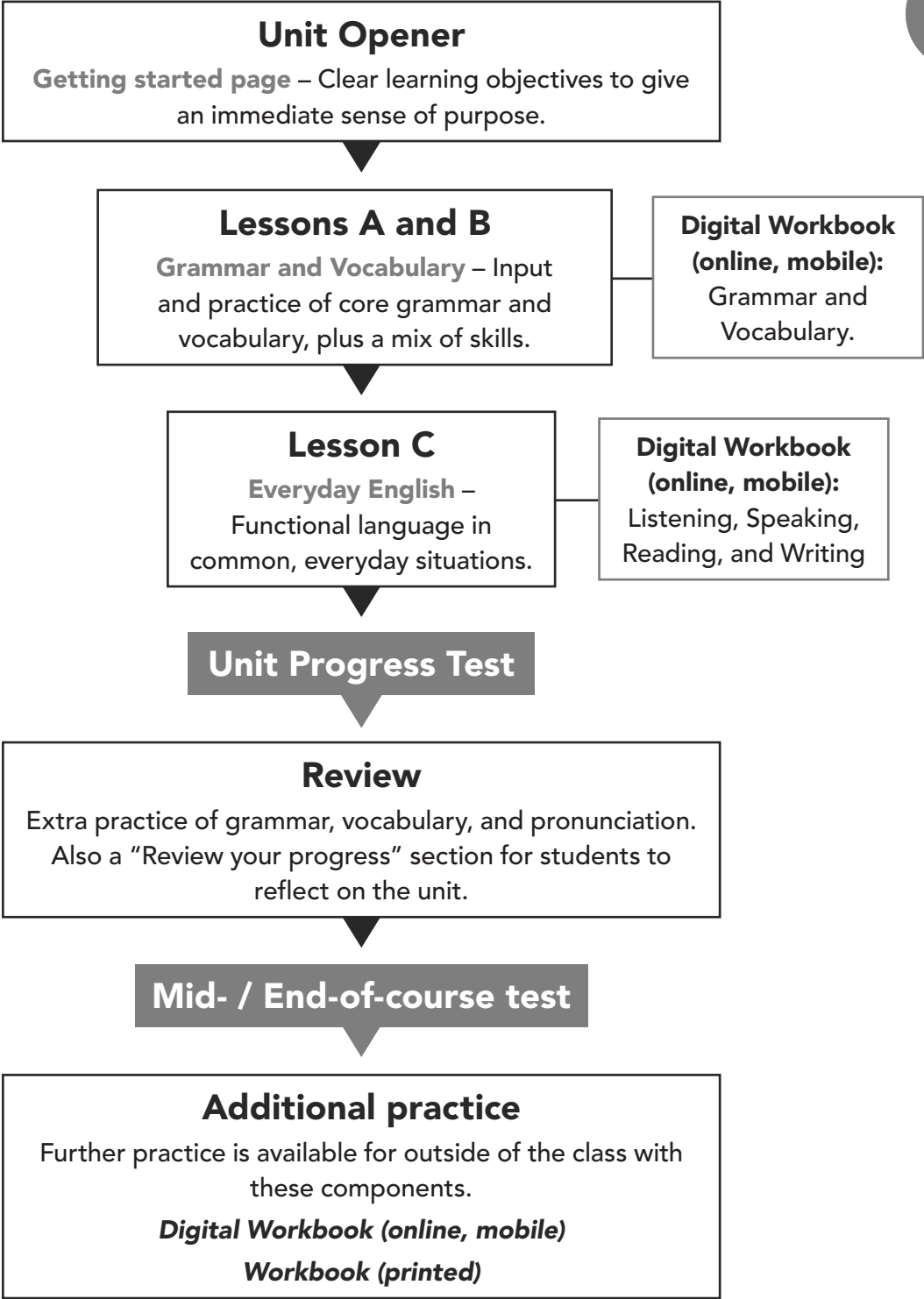
This choice of additional resources helps teachers to find the most effective ways to motivate their students both inside and outside the classroom.

“There are plenty of opportunities for personalization.”

Elena Pro,
Teacher, EOI
de San Fernando
de Henares,
Spain

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Unit overview



Components

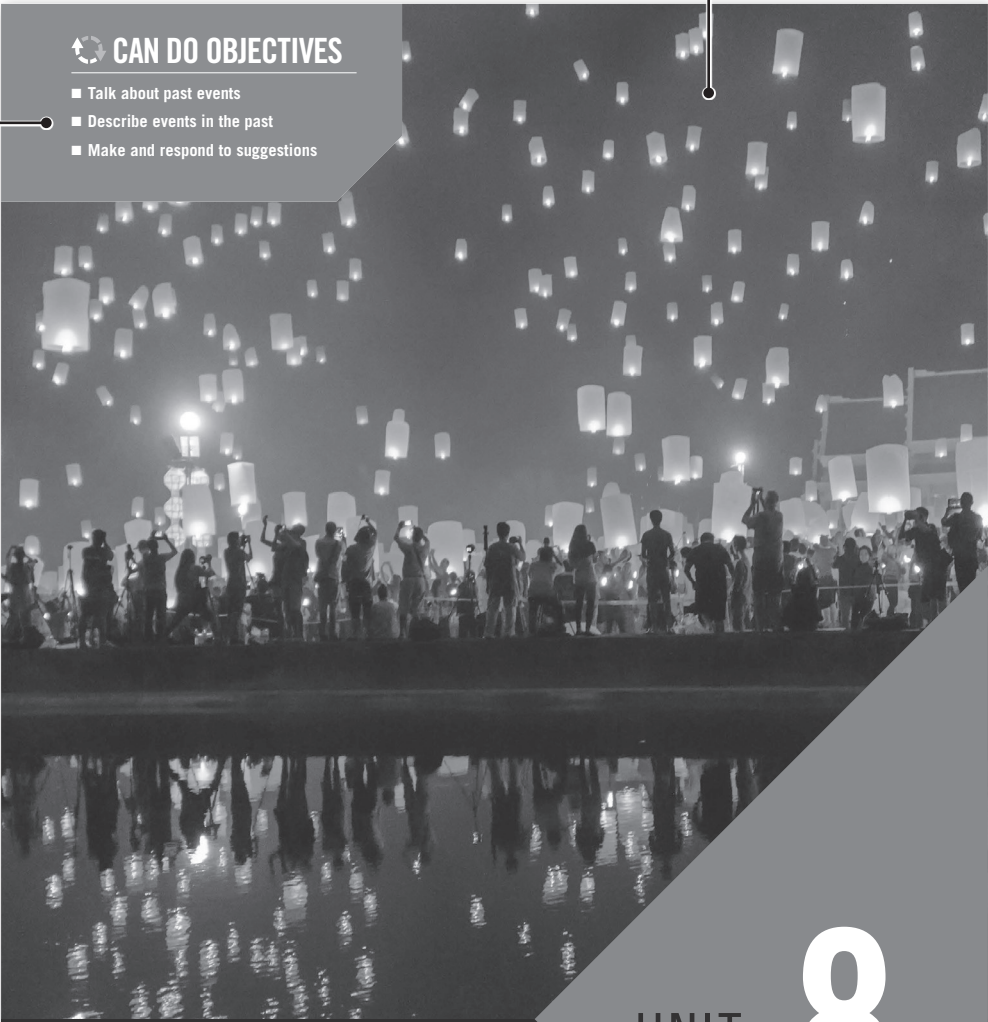
Resources – Available on [cambridgeone.org](https://www.cambridgeone.org)

- | | | |
|--|--|---|
| <ul style="list-style-type: none">• Audio• Video• Unit Progress Tests (Print)• Unit Progress Tests (Online) | <ul style="list-style-type: none">• Mid- and end-of-course assessment (Print)• Mid- and end-of-course assessment (Online) | <ul style="list-style-type: none">• Digital Workbook (Online)• Photocopiable Grammar, Vocabulary, and Pronunciation worksheets |
|--|--|---|

Getting Started

Clear learning objectives give an immediate sense of purpose.

Striking and unusual images arouse curiosity.



UNIT 8

 CAN DO OBJECTIVES

- Talk about past events
- Describe events in the past
- Make and respond to suggestions

PAST EVENTS

GETTING STARTED

a  Look at the picture of a New Year's Eve celebration and talk about the questions.

1 Do you want to go there? Why / Why not?

2 What do you think is happening at this New Year's Eve celebration? Here are some ideas:

☐ music

☐ fireworks

☐ dancing

☐ eating food

☐ shopping

☐ meeting friends

b  Talk about the questions.

1 Where were you last New Year's Eve?

2 Who were you with?

3 What things did you do?

4 Did you have fun?

63

Activities promote emotional engagement and a personal response.

x

Lessons A and B
Grammar and Vocabulary and a mix of skills

“Teach off the page”

A straightforward approach and clear lesson flow help to minimize preparation time.

Clear goals

Each lesson starts with a clear, practical, and achievable learning goal, creating an immediate sense of purpose.

8A I WAS ON TOUR WITH MY BAND

1 READING

a Look at the events in pictures a–d. Choose one you like and one you don't like. Tell a partner. Say why.



a party



a sports game



a concert



a meeting

- b Read about Cara, Antonio, and Ava. Which events in 1a do they talk about?
- c Read the texts again. Which cities does each person talk about?
- d Talk about Cara, Antonio, and Ava's lives with a partner. Who would you like to meet? Why?



“I was at a game in Los Angeles. It was the Finals!”

The people on our team ...

My name's Antonio Marotto. I'm the doctor for our team. It's a great job – I really like helping our players. I often go away with the team. We were in Miami two weeks ago for a game, and we were in Cleveland last week. It's fun to travel with the team.

64

Learn to talk about past events

- Simple past: *be*
Past time expressions

My name's Cara. I'm a photographer. I was in New York three days ago for work, and then I was in Chicago yesterday at a meeting about newspaper photography. Life's busy right now!



“Yesterday I was in Chicago.”



Ava on the road ...

Hi everyone, it's Ava. Last week I was on tour with my band in the U.S. – three cities in five days. We were in Seattle on Wednesday, and then we were in Portland on Thursday. But Saturday was the best night. We were in San Francisco, and about 1,000 people were at our concert.

“In this photo, we were in San Francisco.”



Manageable learning

The syllabus is informed by English Profile and the Cambridge English Corpus. Students will learn the most relevant and useful language at the most appropriate point in their learning journey. The target language is benchmarked to the CEFR.

2 GRAMMAR Simple past: be affirmative

a Complete the chart. Find examples of the simple past of be in the texts about Cara, Antonio, and Ava.

+	
I ¹ _____	we ³ _____
you were _____	you were _____
he/she/it ² _____	they were _____

b 08.01 Pronunciation Listen to sentences 1–4. Are was and were stressed? Practice saying the sentences.

- 1 We were in Seattle.
- 3 We were in Miami.
- 2 I was in Los Angeles.
- 4 I was in New York.

c >>> Now go to Grammar Focus 8A Part 1 on p. 128.

d Write sentences about where you were:

- this morning
- last night
- yesterday afternoon

e Compare your sentences in 2d with a partner. Were you in the same places?

Juan and I were at the supermarket yesterday.

3 VOCABULARY Past time expressions

a Today is Friday of week 3. Put the number of sentences 1–4 in the correct place on the timeline.

week 1	week 2	week 3
Monday	Tuesday	Wednesday
Thursday	Friday	

- 1 We were in Seattle on Wednesday.
- 2 We were in Miami two weeks ago.
- 3 ... we were in Cleveland last week.
- 4 I was in Chicago yesterday.

b Look at the underlined words in 3a. Replace them with words in the box.

months this morning Saturday year

c >>> Now go to Vocabulary Focus 8A on p. 149.

d Work in pairs.

Student A: Say a past time expression.
Student B: Say where a person you know was.
Then switch roles.

last weekend

My parents were in London last weekend.

two years ago

My friend Marco was in Ecuador two years ago.

4 LISTENING AND GRAMMAR

Simple past: be negative and questions

a 08.06 Review the texts about Cara, Antonio, and Ava again. Then listen to them talking to friends. Write the correct name for each conversation.

Conversation 1 _____

Conversation 2 _____

Conversation 3 _____

b 08.06 Match events 1–3 with adjectives a–c. Listen again and check.

- 1 the meeting
- a exciting
- 2 the game
- b interesting
- 3 the concert
- c fun

c 08.07 Listen to Conversation 1 again. Complete the conversation with the words in the box.



was (x2) were (x2) wasn't

WILL _____ you at work yesterday?

CARA Yes, I _____, but I _____ here in the office.

WILL Where _____ you?

CARA I was at a meeting in Chicago.

WILL Oh, _____ it interesting?

CARA Yes, it was really interesting.

d >>> Now go to Grammar Focus 8A Part 2 on p. 128.

e 08.11 Complete the conversation with was, were, wasn't, or weren't. Listen and check.

A You _____ at work yesterday.

B No, I _____ off yesterday.

A Nice. _____ you at home all day?

B No, I _____ in town in the morning, and

then I _____ at a party last night.

A _____ the party good?

B Yes, it _____ a lot of fun.

f Practice the conversation in 4e with a partner. Change some of the information.

I was at a baseball game in the morning and then at the movies last night.

Was the movie good?

5 SPEAKING

a >>> Communication 8A Student A go to p. 113. Student B go to p. 111. Student C go to p. 115.

Regular speaking activities

Frequent speaking stages get students talking throughout the lesson.

Rich in practice

Clear signposts to Grammar Focus and Vocabulary Focus sections offer extra support and practice.

Learner engagement
Engaging images and texts motivate students to respond personally. This makes learning more memorable and gives learners ownership of the language.

8B

HE SAW A BEAR

Learn to describe events in the past

- Simple past: affirmative
- Free time activities

1 READING

a Look at pictures 1–3 below. Match the pictures to the animal names. Where do they usually live? What do you know about them?

_____ deer _____ bear _____ hippo

b Read the stories below. Write the story titles next to the sentences.

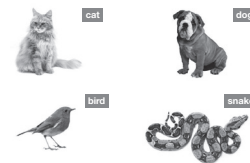
- Hippos were on a rugby field. _____
- Three deer were in a woman's apartment. _____
- A bear was in a man's backyard. _____

c Read the stories again. Complete the information.

	Where?	When?	Animal activity?
Andrew from Utah	at home		
Ben from South Africa		evening	
A woman from Indiana			jump

d Talk about the questions.

- Which story do you like?
- Which animals sometimes come into houses in your country?



3 What do you do if a wild animal comes to your house?

WILD STORIES!



CURIOUS CREATURE

Andrew Singer from Utah was at home in his house on a farm. One evening he was in the kitchen, and he heard something strange in the backyard, so he looked out the window. He saw a bear in the backyard. The bear walked around the backyard and looked in the windows of the house. It tried to open the kitchen door, and the man was really scared. It wasn't possible for the bear to get in, so it went away. The man thinks the bear was hungry, but it's not a good idea to give bears food.



SURPRISE VISITORS

A woman from Indiana had an apartment with a yard. In the evening, she went into her living room and watched TV. She heard something in her bedroom, so she went to look. She saw three deer near her bed. They came into the living room and jumped on her sofa, then they went into the bathroom. The woman called 911, and the police came to catch the deer. She had an exciting night with her three new friends!



READY TO PLAY

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66

2 GRAMMAR Simple past: affirmative

a Read the stories again and find the simple past forms of the verbs in the chart. Listen and check.

A		B	
Verb	Past form	Verb	Past form
look	looked	have	had
watch		hear	
call		eat	
jump		see	
walk		go	
try		come	

b Answer the questions about the chart in 2a.

- What do we add to the verbs in A to make the past form?
- Do the verbs in B all change in the same way or in different ways?

c Sound and spelling /t/ and /d/

- Listen and practice these sounds.
1 /t/ talked 2 /d/ lived
- Listen to the past forms in the box. Which -ed endings sound ... ?
• more like /t/ • more like /d/
looked watched called tried
walked played finished
- Practice saying the words.

d Cover the chart in 2a. Test a partner.

Student A: Say a verb.
Student B: Say the past form.
Then switch roles.

e Now go to Grammar Focus 8B on p. 128.

f Complete the sentences so they are true for you.

- Yesterday I called _____ (a person)
- Last month I saw _____ (a TV show)
- Last weekend I went to _____ (a place)
- Last night I ate _____ (food)

Tell your partner about your sentences.

3 LISTENING AND VOCABULARY Free time activities

a Listen to three conversations about the three stories. In each conversation, some information is incorrect. What is the wrong information?

- _____
- _____
- _____

b Listen to the sentences from the conversations. Use the correct verb in the box.

read (x2) talked went had watched heard

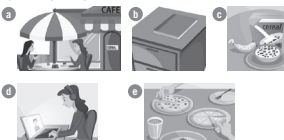
- I just _____ to a café.
- I _____ a large coffee.
- And I _____ the newspaper.
- I _____ this funny story.
- I _____ this story on a podcast.
- I _____ to my friend Katie last night.
- She _____ the video online.

c Match verbs 1 to 6 with a word or phrase in the box to make more simple past phrases.

a book to my parents home dinner a movie
for a walk breakfast a song on the radio to my friend

- went _____
- had _____
- read _____
- heard _____
- talked _____
- watched _____

d Listen to Emily talk about the things she did yesterday. Put pictures a–e in the correct order.



e Complete what Emily says with phrases from 3c. Then listen again and check.

Yesterday I _____ at about 9:00, and then I went to a café and had coffee with my friend Karen. After that, I went to work and was there all day. I _____ with my brother, and then I _____ and called my parents. I _____ Rosie in Brazil on Skype. After, I _____ online, and then I went to bed and _____ before going to sleep.

f Now go to Vocabulary Focus 8B on p. 150.

g Complete the sentences about free time activities.

- When I was a child, I _____
- After work / school, I often _____
- On weekends, I like to _____

h Tell other students your sentences in 3g. What free time activities were/are popular ... ?

- when everyone was a child
- after work / school
- on weekends

4 SPEAKING

a Communication 8B Student A go to p. 113. Student B go to p. 111.

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Spoken outcome

Each A and B lesson ends with a practical spoken outcome, so learners can use language immediately.

Lesson C

Prepares learners for effective real-world spoken communication

Everyday English

Thorough coverage of functional language for common everyday situations helps learners to communicate effectively in the real world.

Comprehensive approach to speaking skills

A unique combination of language input, pronunciation, and speaking strategies offers a comprehensive approach to speaking skills.

8C

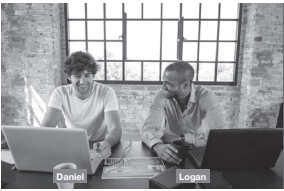
EVERYDAY ENGLISH

Let's go somewhere this weekend

Learn to make and respond to suggestions

Sentence stress and intonation

Thank you note



c **08.22** Listen to Part 1 again. Are the sentences true or false?

- Daniel was busy with friends all weekend.
- Logan likes the city, but he doesn't like the weather.
- Logan sees his family often.

d **08.23** What do you like about the town or city where you live? What don't you like?

e **08.23** Listen to Part 2. Who went to a party? Who watched TV?

f **08.23** Listen to Part 2 again and answer the questions.

- What's difficult for Logan? Is it hard for Daniel, too?
- What's Daniel's idea for next weekend?
- Does Logan feel happy or sad at the end of the conversation? Why?

g **08.23** Talk about the questions.

- Is it difficult to meet new people in your town / city? Why / Why not?
- What are good ways to meet new people?

1 LISTENING

a **08.22** Ask and answer the questions.

- On the first day at work / school after the weekend, how do you feel?
- What do you usually talk to your friends about on that day?

b **08.22** Listen to Part 1. Logan and Daniel are at work on Monday morning. Check (✓) the things they talk about:

- ☐ the weekend
- ☐ Boston (the city where they live)
- ☐ work
- ☐ family
- ☐ baseball

2 USEFUL LANGUAGE Making and responding to suggestions

a **08.23** Listen to the conversations. Underline the word you hear. Are both options possible?

- DANIEL** Let's / We could go to Newport.
LOGAN That sounds nice / good.
- DANIEL** So, do you want to / let's go there on Saturday?
LOGAN Yeah, that's a nice / great idea.

b **08.23** Complete the conversation with the words in the box. Listen and check.

A Let's _____ for dinner on Saturday.
B Saturday? I'm _____, I can't. I'm out of town on Saturday.
A Do you _____ to go on Sunday?
B Yes, that's a great _____.
want idea go sorry

c **08.23** Practice the conversation in 2b with a partner.

d Complete the conversation with words or expressions in 2a and 2b. There is sometimes more than one answer.

A _____ go to the movies tonight.
B _____, I'm busy. I have a work dinner.
A _____ go tomorrow night.
B OK, _____.

e **08.23** Practice the conversation in 2d with a partner. Take turns being A and B.

3 PRONUNCIATION Sentence stress and intonation

a **08.23** Listen to the expressions. Notice the main stress.

- Yes, that's a great idea.
- Yes, that's a nice idea.

b **08.23** Listen to the expressions in 3a again. Does the intonation rise $\nearrow$ or fall $\searrow$ after the main stress?

c **08.23** Work with a partner.

Student A: Say sentences 1 and 2.
Student B: Answer with phrases in 3a.

- Let's have some coffee.
- Do you want to go for a walk?

Then switch roles.

4 SPEAKING

a Work in pairs. Read the ideas below and think about what you want to say.

A	B
Suggest going to a restaurant on Friday.	You're busy on Friday. You have a work dinner.
Suggest Saturday.	Say yes. Suggest an Italian restaurant.
You went to an Italian restaurant last weekend. Suggest a Mexican restaurant.	Say yes. Suggest a time.
Agree with Student B. Say goodbye.	Thank Student A and say goodbye.

5 WRITING

a **08.23** Read Logan's text to Daniel. Why did Logan write it?

b **08.23** Now go to Writing Plus 8C on p. 161 for Writing short emails, notes, and texts.

c Write a note to a friend to thank them for something. Here are some ideas:

I want to say thank you for ...
It was ...
I hope ...

d Read another student's note. What do they say thank you for?

UNIT PROGRESS TEST

CHECK YOUR PROGRESS

YOU CAN NOW DO THE UNIT PROGRESS TEST.



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Boston, Massachusetts



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Spoken outcome

Each C lesson ends with a practical spoken outcome.

Unit Progress Test

Learners are now ready to do the Unit Progress Test, developed by Cambridge Assessment English.

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Review and Extension

Extra practice of grammar and vocabulary is provided.

UNIT 8

Review

1 GRAMMAR

a Write simple past sentences and questions with *be* and the words and phrases.

> (?) where / you yesterday

Where were you yesterday?

1 (+) I / in a meeting.

2 (?) / you OK

3 (-) James / at work this morning.

4 (?) where / he

5 (+) Yasmin and Kylie / in New York two weeks ago.

6 (-) we / in Paris six years ago

b Complete the text with the simple past form of the verb in parentheses.

Last week my family and I ¹ _____ (be) in Miami.

We ² _____ (arrive) on Wednesday morning. First,

we ³ _____ (visit) my dad's family. My dad and his brothers ⁴ _____ (talk) for a long time. Then

we ⁵ _____ (go) to a big museum in downtown Miami. We ⁶ _____ (see) a lot of interesting things there. In the evening, we ⁷ _____ (watch) a movie.

We ⁸ _____ (stay) at the Dylan Hotel. The rooms

⁹ _____ (not / be) very big, but I ¹⁰ _____

(like) the bathroom and the food ¹¹ _____ (be) great!

Every morning I ¹² _____ (have) toast, eggs, fruit, and coffee for breakfast.

2 VOCABULARY

a Check (✓) the correct answer.

Today is WEDNESDAY, OCTOBER 21.
It's 7:30 p.m.

1 Wednesday, October 7

a ☐ two weeks ago

b ☐ yesterday

2 2:30 p.m. on Wednesday, October 21

a ☐ last night

b ☐ this afternoon

3 August 21

a ☐ two months ago

b ☐ last month

4 Tuesday, October 20

a ☐ yesterday

b ☐ a few days ago

5 Saturday, October 17

a ☐ this morning

b ☐ last Saturday

6 Sunday, October 18

a ☐ six months ago

b ☐ on Sunday

b Ask and answer questions with *Where were you ... ?* and a past time expression.

c Complete the chart with the words and phrases in the box.

a video game a soccer game (x2)
a magazine a pizza a podcast a shower

have	a drink, coffee, ¹ _____
listen to	music, ² _____
watch	³ _____, a movie
read	a book, ⁴ _____, the newspaper
play	the guitar, ⁵ _____, soccer
go to	the movies, a party, ⁶ _____, a café
take	⁷ _____

d Correct the sentences.

1 I was in Atlanta before two weeks ago.

2 We were in Quito last the weekend.

3 I had coffee with Lily at Friday.

4 We went a party yesterday.

5 I listened music last night.

6 We played the baseball this morning.

3 SOUND AND SPELLING

a **108.27** Look at the words in the box. Is the final sound /t/ or /d/? Complete the chart. Practice saying the words.

called talked lived watched
listened played finished

/t/	/d/
	called

b **108.28** Listen to the sentences. Underline the word with the main stress.

1 That's a great idea.

3 It was good.

2 It's a beautiful place.

4 How was your weekend?

c Complete the conversation with the phrases from 3b. Then practice with a partner.

A Good morning! ¹ _____

B ² _____ I stayed at home and watched movies.

What about you?

A On Saturday, I went to a new park in my city.

³ _____

B ⁴ _____ Saturday was a beautiful day.

A Yes, it was.

REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2, or 1 for each objective.

3 = very well 2 = well 1 = not so well

I CAN ...

talk about past events

describe events in the past

make and respond to suggestions

Real-world video

Engaging video documentaries provide students with further opportunities to explore the themes of the unit.

Review Your Progress

helps students reflect on their success.

Each unit links to additional sections at the back of the book for more grammar, vocabulary, and speaking practice.

Grammar Focus

Provides an explanation of the grammar presented in the unit, along with exercises for students to practice.

GRAMMAR FOCUS

1A be: I / you / we

Part 1: Affirmative and questions

Yes/No questions (?)

Am I	at home?	Yes, you are .	No, you're not .
Are you	OK?	Yes, I am .	No, I'm not .
Are we	in Los Angeles?	Yes, you are .	No, you're not .
Are you	students?	Yes, we are .	No, we're not .

Short answers

Are you from Spain? NOT *How are you from Spain?*
Yes, I **am**. NOT *Yes, I'm*.

Part 2: Negative

Negative (-)

I	I'm not from Italy.	Tip: I am not → I'm not
you	You're not a teacher.	You are not → You're not / You aren't
we	We're not from the U.S.	We are not → We're not / We aren't
you	You're not teachers.	

I'm not from Brazil. NOT ~~I am not from Brazil.~~

Part 2: Negative

Negative (-)

I	I'm not from Italy.	Tip: I am not → I'm not
you	You're not a teacher.	You are not → You're not / You aren't
we	We're not from the U.S.	We are not → We're not / We aren't
you	You're not teachers.	

I'm not from Brazil. NOT ~~I am not from Brazil.~~

1B be: he / she / they

Part 1: Affirmative

Yes/No questions (?)

he	He's Japanese.
she	She's Mexican.
they	They're American.

Part 2: Negative and questions

Negative (-)

he	He's not Japanese.
she	She's not Mexican.
they	They're not American.

Wh- questions (?)

Where's he/she from?	Who's he/she?
Where are they from?	Who are they?

*Is he Japanese? NOT ~~Is he Japanese?~~ OR ~~He is Japanese?~~
Are they American? NOT ~~Are they American?~~ OR ~~They are American?~~
Yes, he is. NOT ~~Yes, he's~~.*

Part 2: Negative and questions

Negative (-)

he	He's not Japanese.
she	She's not Mexican.
they	They're not American.

Wh- questions (?)

Where's he/she from?	Who's he/she?
Where are they from?	Who are they?

*Is he Japanese? NOT ~~Is he Japanese?~~ OR ~~He is Japanese?~~
Are they American? NOT ~~Are they American?~~ OR ~~They are American?~~
Yes, he is. NOT ~~Yes, he's~~.*

GRAMMAR FOCUS

1A be: I / you / we

Part 1: Affirmative and questions

Write sentences with 're or 'm.

- I am from New York. I'm from New York.
- We are students.
- You are Roberto.
- I am fine, thanks.
- We are from Mexico.

Put the words in the correct order to make questions.

- you / are / how? → How are you?
- are / from / the U.S. / you? → Are you from the U.S.?
- we / in / Ecuador / are? → Are we in Ecuador?
- OK / I / am? → OK, I am.
- name / your / what's? → What's your name?

Part 2: Negative

Write one affirmative (+) and one negative (-) sentence for 1-5.

- We / from Brazil. → We're from Brazil. We're not from Brazil.
- You / Rebecca → You're Rebecca. You're not Rebecca.
- I / a teacher → I'm a teacher. I'm not a teacher.
- We / in Paris → We're in Paris. We're not in Paris.
- I / OK → I'm OK. I'm not OK.

Write short answers.

- Are you from the U.S.? → A: Yes, I am. B: No, I'm not.
- Are you Eric? → A: Yes, I am. B: No, I'm not.
- Are we in Spain? → A: Yes, we are. B: No, we're not.
- Are you students? → A: Yes, we are. B: No, we're not.

Now go back to p. 8.

1B be: he / she / they

Part 1: Affirmative

Complete the sentences with 's, 're, 's, 's, or 'they're.

- _____ Italian.
- _____ Chinese.
- _____ Brazilian.
- _____ Mexican.
- _____ Spanish.
- _____ British.

Part 2: Negative and questions

Complete the sentences with 's not or 're not.

- She _____ Italian. She's Brazilian.
- They _____ American. They're English.
- He _____ Chinese. He's American.
- They _____ Colombian. They're English.
- He _____ Spanish. He's Italian.
- She _____ Brazilian. She's Ecuadorian.

Check (✓) the correct questions. Correct the wrong questions.

- Is he Colombian? → ☐ Yes, he is. ☐ No, he isn't.
- Is she Brazilian? → ☐ Yes, she is. ☐ No, she isn't.
- Are English they? → ☐ Yes, they are. ☐ No, they aren't.
- Are they Japanese? → ☐ Yes, they are. ☐ No, they aren't.

Complete the conversations with 's, 's not, 's, are, 're not, or 're.

A: Who is this?
B: He is _____ my friend Lee.
A: Is he _____ Chinese?
B: No, he's _____ He's _____ from the U.S.
A: Who are they?
B: They're _____ my friends Nick and Anna.
A: Are they _____ they from England?
B: No, they're _____ They're _____ Brazilian.

Now go back to p. 11.

Vocabulary Focus

Extends and consolidates the vocabulary.

VOCABULARY FOCUS

1A Countries

Listen and write the countries on the map.

the U.S. Brazil the U.K. / Britain Ecuador Spain Mexico Colombia China Japan

Tip
the U.S. = the United States of America
the U.K. = the United Kingdom

Listen again and practice saying the countries.

Add the name of your country in English to the list in a. Practice saying it.

Now go back to p. 9.

1B Nationalities

Complete the charts with countries from page 9.

Country	Nationality
Australia	Australian
Brazil	Brazilian
Canada	Canadian
Colombia	Colombian
Ecuador	Ecuadorian
Italy	Italian

Listen and repeat the countries and nationalities.

Write your nationality.
I'm _____

Work in pairs.
Student A: Say a country.
Student B: Say the nationality.
Then switch roles.

Now go back to p. 10.

Communication Plus

Provides a series of communication activities for each unit, providing additional opportunities for students to practice their speaking.

COMMUNICATION PLUS

1A STUDENT A

You're Yoshi from Japan. You're a student. Complete the conversation.

A: Hello, I'm _____.
B: Hi, I'm Bella. Nice to meet you.
A: Are you from the U.K.?
B: No, I'm not. I'm from the U.S. And you?
A: I'm from _____.
B: Are you a teacher?
A: No, I'm a _____ And you?
B: I'm a teacher.

Have a conversation with Student B.

Choose a name and a country and have another conversation.

1B STUDENT A

Look at the picture and the information box. Then cover the box.

Tell Student B the names of the people and answer Student B's questions.

Listen to Student B talk about the people in the picture. Then ask Student B about the nationalities of the people.

Are they Spanish? No, they're not. They're Brazilian.

2A STUDENT A

Read the information about Kate.

Name: Kate
Age: 18
City: Beaverton - small city near Portland, Oregon, in the U.S.
Home: beautiful, old house

Tell Students B and C about Kate.

Her name's ...
She's from ...
Her home is ...

Listen to Students B and C talk about two people. What information is the same about all three people?

2B STUDENT A

Look at the picture. Student B has a similar picture. Ask and answer questions to find seven differences.

Do you have a phone in your picture? I have two phones.

Now go back to p. 19.

American Empower Methodology

A Learner-Centered Approach

American Empower, with its unique mix of learning and assessment, places students and their needs at the center of the learning process. This learner-centered approach also applies to the course methodology – the Student’s Book and the additional resources provide a range of classroom materials that motivate learners, address their language needs, and facilitate the development of their skills. This wide range of materials also means different learning preferences are catered to in each unit of the course. It provides teachers with flexibility with different learner groups.

Meeting the Needs of Learners at Different Levels

Supporting the Teacher

American Empower also supports the teacher with classroom methodology that is familiar and easy to use, and at the same time is flexible and creative. A number of key methodological principles underpin the course, enhancing the interface between learners and their learning, and between students and teachers. *American Empower*:

- 1 encourages learner engagement
- 2 delivers manageable learning
- 3 is rich in practice
- 4 provides a comprehensive approach to productive skills.

Measurable Progress

American Empower includes a uniquely reliable assessment package developed by test experts at Cambridge Assessment English. This allows teachers and learners to measure progress and determine learners’ strengths and needs. Not only do learners feel more motivated when they can see they are making progress, but they are then able to target and address specific learning needs.

Key Methodological Principles

1 Learner engagement

Getting Started

Each unit begins with a Getting Started page, designed to engage students from the very start of the unit – leading to greater motivation and more successful learning. It does this in the following ways:

- Striking images take an unusual perspective on the theme – this raises curiosity, prompts ideas and questions in the mind of the learner, and stimulates them to want to communicate.
- Speaking activities prompt a personal response – exploring beyond the surface of the image – while providing a cognitive and linguistic challenge for the student and a diagnostic opportunity for the teacher.

Remarkable texts, audio, and video

Throughout the course, learners encounter a range of **reading texts**, along with **audio and video**. The texts have been carefully selected to appeal to learners from a variety of cultural backgrounds. The topics will inform, amuse, surprise, entertain, raise questions, arouse curiosity and empathy, and provoke an emotional response. The texts, audio, and video in *American Empower* provide learners with new insights and perspectives on a variety of topics. By using a varied range of spoken and written contexts, students are consistently motivated to engage with the target grammar and vocabulary.

Frequent opportunities for personal and critical response

There are frequent opportunities to contribute personal views, experiences, and knowledge when discussing each lesson’s themes. Every lesson includes regular activities that encourage learners to respond personally to the content of the texts and images. These include **personalization** tasks which make the target language in every unit meaningful to the individual learner. Many activities also involve some kind of critical response to the content of texts. This helps develop students’ critical thinking skills as well as gives them further speaking practice.

Independent learning

In order to make progress, learners must build their language knowledge and their ability to use this knowledge in an active way. Reading and listening widely in English will help students to progress faster, as will the development of good study skills. In *American Empower*, **Learning Tips** support learners both in and outside the classroom. These features accompany the texts and audio and encourage learners to notice and systematically note useful language. The Teacher’s Notes for each lesson include **Homework activities** which encourage students to put the Learning Tips into practice in their independent learning and motivate further reading and listening outside the classroom.



2 Manageable learning

A second core principle that informs *American Empower* is a recognition of the importance of manageable learning. This offers students (and their teachers) reassurance that the material is suitable for the level being taught: the language syllabus avoids overly complex language at any given level, and the reading, listening, and video materials are carefully chosen to be accessible while consistently acknowledging learners' linguistic competencies and challenging them. *American Empower* classroom materials reflect the concept of manageable learning in the following ways:

1 Syllabus planning and the selection of language

A key element in making learning material appropriate is the selection of target language. In *American Empower*, two powerful Cambridge English resources – the Cambridge Corpus and English Profile – have been used to inform the development of the course syllabus and the writing of the material. This means that learners using *American Empower* are presented with target language that includes:

Grammar

- a logically sequenced progression of grammar items and activities that focus clearly on both meaning and form
- systematic recycling of grammar within units and across each level
- a fresh approach to familiar language – accompanied by Cambridge Corpus-informed Tips, with notes on usage and typical errors – helps learners improve usage and tackle habitual mistakes

Vocabulary

- lexical sets that make vocabulary memorable and easier to learn
- an appropriate lexical load for each lesson so learners are not overwhelmed by too many vocabulary items
- activities that clarify different meanings of vocabulary
- Wordpower activities that aim to develop learners' vocabulary range.

Each level is carefully designed to offer measurable progress through the core syllabus while students develop toward each level's competency as independent individual learners.

2 Lesson flow

Teaching and learning are also made manageable through the careful staging and sequencing of activities, ensuring that each individual learner will be challenged and engaged while working together as a class. Every lesson is comprised of several sections, each with a clear focus on language and/or skills. Each section builds on the next, and activities within sections do likewise. Every section of language input ends in an output task, offering learners the opportunity to personalize the target language. At the end of each lesson, there is a substantial, freer speaking and/or writing activity that motivates learners to use new language in context.

3 Task and activity design

Tasks and activities have been designed to give students an appropriate balance between freedom and support. As an overall principle, the methodology throughout *American Empower* anticipates and mitigates potential problems that learners might encounter with language and tasks. While this clearly supports students, it also supports teachers because there are likely to be fewer unexpected challenges during the course of a lesson, which means that necessary preparation time is reduced to a minimum.

Students at all levels need to increase their language knowledge and their ability to use spoken and written language in a variety of situations. However, learners' needs can vary according to level. For example, at lower levels, students often need more encouragement to use language in an active way so they can put their language knowledge into immediate use. Conversely, at higher levels, learners need to be more accurate in the way they use language in order to refine their message and convey their ideas with more complexity and subtlety. *American Empower* responds to these varying needs in the following ways as the course progresses from level A1 to C1:

- **Topics, tasks, and texts with an appropriate level of cognitive and linguistic challenge at each level** motivate learners by providing new challenges.
- **Multiple communicative opportunities** in every lesson either encourage fluency or allow students to refine their message using a wider range of language.
- **Varied and stimulating texts** motivate learners to develop their reading and listening skills so that a wider range of texts becomes accessible as the course progresses.
- **Listening and video materials** expose students to a wide variety of voices and natural, colloquial speech, while giving a strong focus on the language that students need to produce themselves.
- **Learning Tips** support learners in developing a broad vocabulary both in and outside the classroom.

3 Rich in practice

It is essential that learners be offered frequent opportunities to practice the language they have been focusing on – they need to activate the language they have studied in a meaningful way within an appropriate context. *American Empower* is rich in practice activities and provides students and teachers with a wide variety of tasks that help learners to become confident users of new language.

Student's Book

Throughout each *American Empower* Student's Book, learners are presented with a wide variety of practice activities, appropriate to the stage of the lesson and real-world use of the language.

- There are frequent opportunities for spoken and written practice. Activities are clearly contextualized and carefully staged and scaffolded. Extended spoken and written practice is provided in the final activity in each lesson.
- Grammar Focus and Vocabulary Focus pages at the back of the Student's Book offer more opportunities for practicing the grammar and vocabulary, helping to consolidate learning.
- Review and Extension activities at the end of each unit provide more opportunities for both written and spoken practice of the target language.

Teacher's Book

- Many learners find practice activities that involve an element of fun to be particularly motivating. Such activities – seven per unit – are provided in the photocopiable activities in Cambridge One, providing fun, communicative practice of grammar, vocabulary, and pronunciation.
- The main teacher's notes also provide ideas for extra activities at various stages of the lesson.

Other components

- The Workbook provides practice of the target input in each A, B, and C lesson.
- The Digital Workbook component offers practice activities that can be completed on a mobile device or computer.
- Through Cambridge One, *American Empower* provides an extensive range of practice activities that learners can use to review and consolidate their learning outside the classroom.

4 A comprehensive approach to productive skills

Most learners study English because they want to use the language in some way. This means that speaking and writing – the productive skills – are more often a priority for learners. *American Empower* is systematic and comprehensive in its approach to developing both speaking and writing skills.

Speaking

The **C lesson** in each unit – Everyday English – takes a comprehensive approach to speaking skills, and particularly in developing learners to become flexible and effective users of spoken language for social and professional purposes. The target language is clearly contextualized by means of engaging audio that will be relevant and familiar to adult learners.

These Everyday English lessons focus on two key elements of spoken language:

- Useful and conversational language – focusing on functional language and speaking strategies that are most relevant to learners' needs
- Pronunciation – focusing on intelligibility and the characteristics of natural speech, from individual sounds to extended utterances, developing learners' ability to express meaning by varying intonation and stress

This comprehensive approach ensures that speaking skills are actively and appropriately developed, not just practiced.

Writing

In the *American Empower* Student's Book, learners receive guidance and practice in writing a wide range of text types. Writing lessons are not "heads-down." Instead, and in keeping with the overall course methodology, they are highly communicative, mixed-skills lessons with a special focus on writing. In *American Empower*, writing is dealt with in the following ways:

- **Writing is fully integrated into listening, reading, and speaking** – as it is in real life – and is not practiced in isolation.
- **There is an explicit focus on key linguistic features of written language** that encourage students to express themselves with greater clarity and accuracy.
- **A process writing methodology** is embedded in the instructions for writing activities, and learners are often encouraged to self-correct and seek peer feedback.
- **Communicative outcomes** – writing lessons lead to a final, communicative task, ensuring that learners are always writing for a purpose.

Assessment

Learning Oriented Assessment

What is Learning Oriented Assessment (LOA)?

Teachers are naturally interested in their students' progress. Every time they step into the classroom, teachers note if a learner is struggling with a language concept, is unable to read at a natural rate, or can understand a new grammar point but still can't produce it in a practice activity. This is often an intuitive and spontaneous process. By the end of a course or a cycle of learning, the teacher will know far more about a learner's ability than an end-of-course test alone can show.

An LOA approach to teaching and learning brings together this ongoing informal evaluation with a more formal or structured assessment, such as end-of-unit or end-of-course tests. LOA is an approach that allows the teacher to pull together all this information and knowledge in order to understand learners' achievements and progress and to identify and address their needs in a targeted and informed way. A range of insights into students and their progress feeds into total assessment of the learner. It also allows the teacher to use all of this information not just to produce a report on a learner's level of competence, but to plan and inform future learning.

How does *American Empower* support LOA?

American Empower supports LOA both informally and formally, and both in and outside the classroom:

1 Assessment that informs teaching and learning

- Reliable tests for both formative and summative assessment (Unit Progress Tests and skills-based Competency Tests)
- A clear record of learner performance through Cambridge One

2 LOA classroom support

- Clear learning objectives and activities that build toward those objectives
- Activities that offer opportunities for learner reflection and peer feedback
- A range of tips for teachers on how to incorporate LOA techniques, including informal assessment, into their lessons as part of normal classroom practice

1 Assessment that informs teaching and learning

American Empower offers two types of tests written and developed by teams of Cambridge Assessment English exam writers. The tests in the course have been piloted, involving thousands of candidates across all tests and levels, to ensure that test items are appropriate to the level.

Cambridge Assessment English tests are underpinned by research and evaluation and by continuous monitoring and statistical analysis of performance of test questions.

American Empower tests are designed around the following essential principles:

- **Validity** – tests of real-world English and the language covered in the Student's Book
- **Reliability** – tasks are consistent and fair
- **Impact** – tests have a positive effect on teaching and learning, in and outside the classroom
- **Practicality** – tests are user-friendly and practical for teachers and students.

Unit Progress Tests

The course provides an online Unit Progress Test at the end of every unit that tests the target grammar, vocabulary, and functional language from the unit. The teacher and learner are provided with a score for each language area that has been tested, identifying the areas of mastery and where the learner has encountered difficulties and needs more support. Paper-based versions of the tests are also available.

Competency Tests

American Empower offers mid-course and end-of-course Competency Tests. These skills-based tests cover Reading, Writing, and Listening and Speaking and are calibrated to the Common European Framework of Reference (CEFR). They provide teachers and students with a digital record of achievement which indicates the students’ performance in all language skills within the relevant course level.

Cambridge One provides teachers and students with a clear and comprehensive record of each learner’s progress during the course, helping teachers and learners to recognize achievement and identify further learning needs. Cambridge One helps teachers to systematically collect and record evidence of learning and performance, and in doing so demonstrates to teachers and students how much progress has been made over time. Paper-based versions of the tests are also available.

2 LOA classroom support

Clear objectives

An LOA approach encourages learners to reflect and self-assess. In order to do this, learning objectives must be clear. In *American Empower*, each unit begins with a set of “can do” objectives so that learners feel an immediate sense of purpose. Each lesson starts with a clear “Learn to ...” goal, and the activities all contribute toward that, leading to a significant practical outcome at the close of the lesson. At the end of each unit, there is a Review Your Progress feature that encourages learners to reflect on their success, relative to the “can do” objectives at the start of the unit. Within the lessons, there are also opportunities for reflection, collaborative learning, and peer feedback.

LOA classroom tips for teachers

In a typical lesson, teachers are likely to use some or perhaps all of the following teaching techniques:

- **monitor** learners during learner-centered stages of the lesson
- **elicit** information and language
- **concept check** new language
- **drill** new vocabulary or grammar
- encourage learners to **review and reflect** after they’ve worked on a task.

The chart below summarizes core and LOA-specific aims for each of the above techniques. All of these familiar teaching techniques are a natural fit for the kind of methodology that informally supports LOA. An LOA approach will emphasize those parts of a teacher’s thinking that involve forming evaluations or judgments about learners’ performance (and therefore what to do next to better assist the learner). The “LOA teacher” is constantly thinking things like:

- *Have they understood that word?*
- *How well are they pronouncing that phrase?*
- *Were they able to use that language in a freer activity?*
- *How many answers did they get right?*
- *How well did they understand that listening text?*
- *How many errors did I hear?*
- *What does that mean for the next step in the learning process?*

The *American Empower* Teacher’s Book provides tips on how to use a number of these techniques within each lesson. This will help teachers to consider their learners with more of an evaluative eye. Of course, it also helps learners if teachers share their assessment with them and ensure they get plenty of feedback. It’s important that teachers make sure feedback is well balanced so that learners know what they are doing well in and what needs a little more work.

Teaching techniques					
	monitoring	eliciting	concept checking	drilling	providing feedback
Core aims	• checking learners are on task • checking learners’ progress • making yourself available to learners who are having problems	• checking what learners know about a topic in order to generate interest	• checking that learners understand the use and meaning of new language	• providing highly controlled practice of new language	• finding out what ideas learners generated when working on a task • praising learners’ performance of a task • indicating where improvement can be made
LOA aims	• listening to learners’ oral language, and checking learners’ written language, in order to: » diagnose potential needs » check if they can use new language correctly in context	• finding out if learners already know a vocabulary or grammar item • adapting the lesson to take into account students’ individual starting points and interests	• checking what could be a potential problem with the use and meaning of new language for your learners • anticipating and preparing for challenges in understanding new language, both for the whole class and for individuals	• checking that learners have consolidated the form of new language • checking intelligible pronunciation of new language	• asking learners how well they feel they performed a task • giving feedback to learners on specific language strengths and needs • fostering ‘learning how to learn’ skills

LOA and learner motivation

The teaching and learning materials in *American Empower* ensure learners maintain motivation throughout the course. In addition, teachers can further amplify learner motivation by adopting LOA approaches in their lessons. Here are some core LOA motivation ideas:

- **Make learning aims explicit to learners** – teachers should point out the “can do” objectives and tell students how they will help their language development.
- **Modify learning objectives** on the basis of learner feedback – after learners complete an activity, teachers can get feedback on how they thought it went and respond to their suggestions (for example, learners may wish to repeat the activity because they feel they could do it better the second time).
- **Judge when to give feedback on learner language** – different learner groups and different activities require different types of feedback. Sometimes a teacher can give language feedback as learners are speaking, and sometimes it’s better to wait until they have finished the activity; teachers should consider the most appropriate approach for each activity.
- **Balance developmental feedback with praise** – it’s important to acknowledge what learners do well and praise their efforts, so teachers should give balanced feedback, but they should also make sure praise is targeted and not too general, otherwise it may sound insincere.

LOA and capturing learner language

One of the biggest challenges for teachers during the course of a lesson is being able to tune into learner language. This is particularly difficult with larger classes, when students are all speaking at the same time in pair or group work. If teachers want to adopt an LOA approach and capture language samples from a range of learners, they can consider some of the following techniques:

- **Listen only for the target language** that has just been taught and whether students are using it accurately – don’t worry about the other mistakes learners might make.
- **Target specific learners for each activity** – sometimes it’s not possible to listen to all learners for every activity, so if there are three speaking activities during the course of the lesson, the teacher can aim to tune into a different third of the class for each activity. By the end of the lesson, the teacher will have listened to all of the learners.
- **Ask learners to complete the speaking activities** located in each unit of the Digital Workbook – they can record their responses using a smartphone and submit the recordings in Cambridge One. The teacher can then give written feedback – it’s not very different from giving feedback on written work that students have submitted.

Documentary videos

Expose your students to English via authentic, real-world contexts.

These high-interest supplementary Empower videos are thematically linked to the topics and language of each unit.

Each video comes with a downloadable and printable video worksheet.

Teachers can use the video and worksheet at any point in a unit.



Available on
[cambridgeone.org](https://www.cambridgeone.org)



eBooks

The *American Empower* eBook includes all of the content from the print Student's Book, and can also be used to:



Listen to audio



Highlight text



Make notes



The eBook is ideal for iPads and Android tablets.

American Empower and the CEFR, English Profile

The CEFR and English Vocabulary Profile

The *American Empower* course syllabus is informed by English Profile and the Cambridge English Corpus and is carefully benchmarked to the Common European Framework of Reference (CEFR). This ensures that students encounter the most relevant and useful language at the right point in their learning.

The Cambridge English Corpus is a multi-billion word collection of texts taken from a huge variety of sources, including newspapers, the Internet, books, magazines, radio, schools, universities, the workplace, and even everyday conversation – and is constantly being updated.

Our language research features in most of our materials. In particular, we use it to:

- ensure that the language taught in our courses is natural, accurate, and up-to-date
- select the most useful, common words and phrases for a topic or level
- focus on certain groups of learners and see what they find easy or hard
- analyze spoken language so that we can teach effective speaking and listening strategies.

English Vocabulary Profile offers reliable information about which words (and which meanings of those words) and phrases are known and used by learners at each level of the CEFR.

For more information on English Profile and the Cambridge English Corpus, please use these links:

<http://www.englishprofile.org>

<https://languageresearch.cambridge.org/cambridge-english-corpus>

The CEFR is a standard guideline to recognize a learner’s level of language fluency. Each level of *American Empower* is carefully mapped to the appropriate CEFR level in accordance with English Vocabulary Profile, guaranteeing that students encounter the right language at the right level.

Empower	CEFR Level
Starter	A1
Elementary	A2
Pre-Intermediate	B1
Intermediate	B1+
Upper Intermediate	B2
Advanced	C1

Resources – How to access

To access the online resources, go to cambridgeone.org and register.

Resource	For Teachers	For Students	
	Teacher’s Book with Digital Pack	Student’s Book with eBook	Student’s Book with Digital Pack
Class Audio	cambridgeone.org	cambridgeone.org	cambridgeone.org
Class Video	cambridgeone.org	cambridgeone.org	cambridgeone.org
Video Activity Sheets	cambridgeone.org	cambridgeone.org	cambridgeone.org
Video Teaching Notes / Answer Keys	cambridgeone.org		
Digital Workbook	cambridgeone.org		cambridgeone.org
End-of-unit assessment (Online version)	A Unit Progress Test for every unit (automatically marked) covers grammar, vocabulary, and functional language. cambridgeone.org		A Unit Progress Test for every unit (automatically marked) covers grammar, vocabulary, and functional language. cambridgeone.org
Mid- and end-of-course assessment (Online version)	Mid-course and end-of-course competency tests cover all four skills and generate a CEFR report which reliably benchmarks learners to the target level. cambridgeone.org		Mid-course and end-of-course competency tests cover all four skills and generate a CEFR report, which reliably benchmarks learners to the target level. cambridgeone.org
End-of-unit assessment (Print version)	Unit Progress Tests with Teacher’s answer key for every unit which covers grammar, vocabulary, and functional language. cambridgeone.org	Please ask your teacher for further information.	Please ask your teacher for further information.
Mid- and end-of-course assessment (Print version)	Mid-course and end-of-course competency Tests with Teacher’s answer key for every unit which covers grammar, vocabulary, and functional language. cambridgeone.org	Please ask your teacher for further information.	Please ask your teacher for further information.
Workbook audio	cambridgeone.org	cambridgeone.org	cambridgeone.org
Workbook answers	In Workbook with Answers or cambridgeone.org		
Photocopiables	cambridgeone.org		
Presentation Plus	Displays all Student’s Book material, plays all Class Audio and Video, shows answer keys and more. For access, contact your local Cambridge representative.		
Teaching with <i>American Empower</i>	An introduction to the <i>American Empower</i> online assessment and practice materials, via a short teacher training course. For access, contact your local Cambridge representative.		

American Empower components

The following *American Empower* components are available for 6 levels (A1–C1):

- Student’s Book with eBook
 - Student’s Book with Digital Pack
 - Full Contact with eBook
 - Full Contact A with eBook
 - Full Contact B with eBook
 - Full Contact with Digital Pack
 - Full Contact A with Digital Pack
 - Full Contact B with Digital Pack
- Student’s Book A with eBook
 - Student’s Book B with eBook
 - Student’s Book A with Digital Pack
 - Student’s Book B with Digital Pack
 - Teacher’s Book with Digital Pack
 - Presentation Plus

Find out more:
cambridge.org/americanempower

Introduction to the Cambridge Life Competencies Framework (CLCF)

How can teachers prepare their students to succeed in a world that is rapidly changing? They need to help students develop transferable skills, to work with people from around the world, to think creatively, to analyze sources critically, and communicate their views effectively. How can they teach these skills alongside language? In response to these questions, Cambridge University Press has developed the Cambridge Life Competencies Framework. The Life Competencies are explored throughout the *American Empower* course.

The Cambridge Life Competency Framework

The Framework outlines core areas of competency that are important for development: creative thinking, critical thinking, learning to learn, communication, collaboration, social responsibilities.

Creative Thinking	Preparing for creativity	Generating ideas	Implementing ideas and solving problems	
Critical Thinking	Understanding and analysing ideas and arguments	Evaluating ideas and arguments	Solving problems and making decisions	
Learning to Learn	Developing skills and strategies for learning	Taking control of own learning	Reflecting on and evaluating own learning	
Communication	Using appropriate language and register for context	Facilitating interactions	Participating with appropriate confidence and clarity	
Collaboration	Taking personal responsibility for own contribution to a group task	Encouraging effective group interaction	Managing the sharing of tasks in a group activity	Working towards task completion
Social Responsibilities	Understanding personal responsibilities as part of a social group	Showing intercultural awareness	Understanding global issues	
Emotional Development	Identifying and understanding emotions	Managing own emotions	Empathy and relationship skills	



For more information about *American Empower* and the CLCF, scan the QR code.
Or visit cambridge.org/americanempower/clcf

Student's Book Scope and Sequence

Lesson and objective	Grammar	Vocabulary	Pronunciation	Everyday English
Unit 1 Hello!				
Getting started Talk about countries and flags				
1A Say your name and country	<i>be: I / you / we</i>	Countries	Sound and spelling: <i>I'm, we're</i>	
1B Talk about people you know	<i>be: he / she / they</i>	Nationalities; <i>this / these</i>	Syllables and word stress	
1C Meet and greet new people			Syllables and word stress; Stressed words; Intonation	Greeting people; Meeting new people
Unit 2 All about me				
Getting started Talk about objects				
2A Talk about your hometown	<i>be: it's / it's not;</i> Possessive adjectives	Common adjectives; <i>in / near</i>	Sound and spelling: /h/ and /w/	
2B Talk about possessions and common objects	Plural nouns; <i>I have / you have; a / an</i>	Common objects 1; Numbers 1	Sound and spelling: /s/, /z/, /ɪz/; <i>Do you ... ?</i>	
2C Ask for and give personal information			Stressed parts in questions; Intonation in questions	Asking for and giving personal information
Unit 3 Food and drink				
Getting started Talk about the food in a shopping cart				
3A Say what you eat and drink	Simple present: <i>I / you / we / they</i>	Food 1	Syllables and word stress; Sound and spelling: /i/, /ɪ/, and /aɪ/	
3B Talk about food and meals	Adverbs of frequency	Food 2; Time; <i>What time / When ... ?</i>	Sound and spelling: /æ/ and /ɔ/	
3C Order and pay in a café			Syllable stress; Stressed and unstressed words	Ordering and paying in a café
Unit 4 My life and my family				
Getting started Talk about who people are and what they do				
4A Talk about your life and ask about others'	Simple present: <i>Wh- questions</i>	Common verbs; <i>study</i>	Stressed words	
4B Talk about your family	Simple present: <i>he / she / it</i> affirmative	Family and people; Numbers 2; <i>How old ... ?</i>	Sound and spelling: /ð/	
4C Ask and talk about photos			Sound and spelling: /tʃ/ and /dʒ/	Asking and talking about photos
Unit 5 Places				
Getting started Talk about an unusual museum				
5A Describe a town	<i>there is / there are:</i> affirmative	Places in a town; <i>a few, a lot of</i>	<i>there's / there are;</i> Sound and spelling: /u/ and /ʌ/	
5B Talk about hotels and hostels	<i>there is / there are:</i> negative and questions	Hotels	Sound and spelling: /f/; Stressed syllables	
5C Ask about and say where places are			Emphasizing what you say 1	Asking and saying where places are
Unit 6 Work and routines				
Getting started Talk about a job				
6A Talk about people's jobs	Simple present: <i>he / she / it</i> negative	Jobs; <i>work / job</i>	Main stress in compound nouns; Sound and spelling: /ʃ/ and /tʃ/	
6B Talk about daily routines and habits	Simple present: <i>he / she / it</i> questions	Daily routine; <i>for, from ... to ... , until</i>	Consonant clusters; Sentence stress	
6C Make and accept offers			<i>would;</i> Emphasizing what you say 2	Making and accepting offers

Listening	Reading	Speaking	Writing
A conversation about who you are	Three conversations meeting other students	Who you are and where you're from	
A conversation about people in pictures		People in a picture	
First day at work	An online profile	Greeting and meeting new people	A personal profile; Capital letters and periods Unit Progress Test
Three conversations about hometowns	Three posts: <i>Our Homes</i>	Homes and hometowns	My hometown; A friend's home
A conversation at the airport		Possessions; What's in the bag?	
Finding a new apartment	A personal information form	Asking for and giving personal information	A personal information form; Spelling Unit Progress Test
A conversation about food likes and dislikes	Three families' weekly food: <i>Food for One Week</i>	Food likes and dislikes	
Three conversations about dinner	An article: <i>The Number One Breakfast in ...</i>	Saying the time; Meal times and what you eat	
In a café	A text message	Ordering and paying in a café	A text message; Contractions Unit Progress Test
A conversation about work and travel to work	A blog: <i>Breakfast in Málaga and Lunch in London</i>	Work, home, and study	About you
Photos of famous people and their families	Photo captions; <i>An International Family</i>	Your family	
Talking about family photos	A photo caption	Photos	Photo captions; Word order Unit Progress Test
A conversation about places in a town	An article: <i>Very hot! Very cold!</i>	A street in your town	On my street
A conversation at a hostel reception	A hostel review	Hotels and hostels	Questions about a town
Looking for a café	An email	Places in a town	About your town; <i>and and but</i> Unit Progress Test
Four people talk about their jobs	A website: <i>Jobs International</i>	People's jobs	Questions about jobs
A conversation about taking photos at night	An article: <i>A Good Night's Sleep</i>	People's daily routines and habits	Questions about daily routines
A friend's birthday	An email about daily life	Offering to pay for food and drink	An email about daily life; <i>because and also</i> Unit Progress Test

Lesson and objective	Grammar	Vocabulary	Pronunciation	Everyday English
Unit 7 Shopping and fashion				
Getting started Talk about the clothes in a market stall				
7A Talk about things you want to buy	<i>this, that, these, those</i>	Common objects 2; Prices	Sound and spelling: /b/, /p/, /g/, and /k/ Sound and spelling: <i>this, that,</i> <i>these, and those</i>	
7B Talk about the clothes that people wear	Possessive 's; Review of adverbs	Clothes; Colors; <i>dark / light</i>	Sound and spelling: /f/ and /dʒ/	
7C Ask about and pay for things in a store			Connecting sounds	Going shopping
Unit 8 Past events				
Getting started Talk about your last New Year's Eve				
8A Talk about past events	Simple past: <i>be</i>	Past time expressions	<i>was / were</i>	
8B Describe events in the past	Simple past: affirmative	Free time activities	Sound and spelling: /t/ and /d/	
8C Make and respond to suggestions			Sentence stress and intonation	Making and responding to suggestions
Unit 9 Vacations				
Getting started Talk about an interesting vacation				
9A Talk about travel and vacation experiences	Simple past: negative	Transportation; <i>go</i>	Sound and spelling: the letter <i>a</i> ; Sentence stress	
9B Talk about past vacations	Simple past: questions	The seasons; The weather; <i>like</i>	Sound and spelling: the letter <i>o</i>	
9C Make and respond to requests			Syllables and spelling	Making and responding to requests
Unit 10 Here and now				
Getting started Talk about communicating online				
10A Talk about your home	Present continuous: affirmative	The home; <i>in / on</i>	Sound and spelling: /tʃ/ and /θ/; Sentence stress	
10B Ask where people are and what they're doing	Present continuous: negative and questions	Place phrases with prepositions	Sound and spelling: /ə/; Main stress in questions	
10C Ask for travel information			Sound and spelling: /ɪə/ and /eə/	Asking for travel information
Unit 11 Achievers				
Getting started Talk about a climber's experience				
11A Talk about people's lives	Object pronouns	Life events; Years	Sound and spelling: Numbers	
11B Talk about things you know how to do	<i>can</i> for ability	Abilities; (<i>very / pretty</i>) <i>well</i>	<i>can / can't</i>	
11C Talk about opinions			Stressed words; Consonant clusters	Talking about opinions
Unit 12 Plans				
Getting started Talk about a family vacation				
12A Talk about future plans	<i>be going to</i> : affirmative and negative	Months and future time expressions; Ordinal numbers; The date	Sentence stress; <i>be going to</i>	
12B Ask and answer about future plans	<i>be going to</i> : questions	Common verbs and collocations	Sound and spelling: /v/ and /w/	
12C Make and accept invitations			Sound and spelling: <i>oo</i>	Making and accepting invitations
Phonemic symbols and Irregular verbs p. 103	Communication Plus p. 104	Grammar Focus p. 116	Vocabulary Focus p. 136	

Listening	Reading	Speaking	Writing
A conversation at a home store	Places to go shopping	At a home store	
A conversation about old clothes	An article: <i>They Make Colorful Clothes ...</i>	The clothes you wear	A question about clothes
In a store	An advertisement and an email	Going shopping	An email reply to an advertisement; Commas, exclamation points, and question marks Unit Progress Test
Three conversations about past events	People who travel for work	Past events	Sentences about past events
Conversations about animal stories	A website: <i>WILD Stories!</i>	Yesterday's activities	Sentences about free time activities
Monday morning at work	A thank you note	Making plans	A thank you note; Writing short emails, notes, and texts Unit Progress Test
A conversation about a trip to Colombia	A website: <i>Backyard Camping</i>	A past travel experience	Sentences about your last vacation
A conversation about summer vacations	A blog post: <i>New Year's Fun in the Big Apple</i>	A past vacation	Questions about a past vacation
A trip to Mexico	An online post	Asking for help and responding	An online post about a trip; Making the order clear Unit Progress Test
A monologue about an apartment	Text messages	Present activities	A text message to a friend
Five phone conversations about present activities	A message board: <i>How much do you use your phone?</i>	A phone conversation to make plans	A message board comment
At the train station	A message to a friend	A conversation about travel information	A message asking for information; Word order in questions Unit Progress Test
A conversation about Valentina Tereshkova	An article: <i>They Were the First!</i>	Past life events	Sentences about past life events
A conversation about a job description	An article: <i>Amazing Humans</i>	Your abilities	Questions about abilities
Out for dinner	An email to a friend	Interesting places to visit in a town / city	An email to a friend; Pronouns Unit Progress Test
Three conversations about summer vacation plans	A TV show review: <i>Danger Zone</i>	Your next vacation	Notes about vacation plans and everyday activities
Two conversations about weekend plans	An article: <i>Only 4,000 Weekends in Your Life!</i>	Your future plans	Questions about future plans
Making plans with a friend	Invitations and replies	Inviting a friend	An invitation and a reply; Paragraphs Unit Progress Test
Writing Plus p. 158			

UNIT 1

HELLO!

UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts, and conversations about people's countries and nationalities
- understand conversations in which people meet and greet others and do so themselves
- write a personal profile

UNIT CONTENTS

G GRAMMAR

- *be*: *I / you / we* affirmative, negative, and questions
- *be*: *he / she / they* affirmative, negative, and questions
- Language Plus: *this/these*

V VOCABULARY

- Countries: Australia, Brazil, Britain, Canada, China, Colombia, Ecuador, England, Italy, Japan, Mexico, Spain, the U.K., the U.S.
- Nationalities: American, Australian, Brazilian, British, Canadian, Chinese, Colombian, Ecuadorian, Italian, Japanese, Mexican, Spanish

P PRONUNCIATION

- Sound and spelling: *I'm, we're*
- Syllables and word stress
- Stressed words
- Intonation

C COMMUNICATION SKILLS

- Saying your name and country
- Talking about people you know
- Meeting and greeting new people
- Writing a personal profile
- Writing Plus: Capital letters and periods

CULTURE NOTES

The flags on the hot air balloons in the picture are as follows (starting on the right and going clockwise):

the U.S. (red/white stripes, with stars on blue background)

Italy (green/white/red stripes)

Japan (red circle on white background)

Canada (red/white with a maple leaf in the center)

Germany (black/red/yellow stripes)

The U.K. (partial view) (two red/white crosses on blue background)

France (partial view) (blue/white/red stripes)

- b** In pairs, students say the names of other countries they know in English. Ask pairs to share their answers with the class and write any new countries on the board.

Exercises **a** and **b** can be prepared as homework before this lesson to give students time to look up unfamiliar vocabulary. Ask students to look at the picture and to prepare their answers to the questions as homework to talk about in the next class.

ADDITIONAL MATERIALS

Photocopiable activities: Pronunciation 1A

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Write the name of the country you are in now on the board. Elicit or teach the word *country*. If you have students who are not from the same country, write the names of their countries on the board in English. Elicit or teach the word *countries*.

- a** If you didn't do the optional lead-in, elicit or teach the word *countries*. Point to the different flags on SB p. 7 and ask: *What countries can you see?* Put students into pairs and give them one minute to try to say what countries they can see in the picture. Share answers with the class. Write students' ideas on the board.

EXTRA ACTIVITY

00.02 Open books on SB p. 6. Demonstrate the classroom language. Say: *Listen.* and put your hand to your ear, and play recording 00.02 (just play the speaker saying *Track 00.02*, then stop the audio). Point to the picture and repeat the word: *Listen*. Repeat these steps, and encourage students to do the action for *Listen* with you. Use a similar procedure for the other classroom language on this page.

Work in pairs. (Go and stand next to a confident student and gesture to encourage other students to find a partner, too.)

Books closed. Play recording 00.02 and do the movements for each action. Play the recording again and encourage students to do the movements while you stay still.

1A

I'M FROM MEXICO



OPTIONAL LEAD-IN

Books closed. Show the class one or more photos of people greeting each other. Elicit what they might be saying, e.g., *Hi, Hello, Good morning*. Write these greetings on the board. Ask students to stand up and move around the classroom, greeting each other using the words and phrases on the board.

1 READING AND GRAMMAR

be: I / you / we affirmative and questions

a ▶ **01.01** Point to the pictures and play the recording for students to read and listen to the people saying hello and their names. Nominate a few students to say the sentences with their own name. In pairs, students say the sentences to each other.

b ▶ **01.02** Point to the three groups of people in the picture and the three conversations they are having. Play the recording for students to listen and match the conversations (1–3) with the groups of people (a–c). Play the recording again if necessary. Check answers as a class.

Answers

1 c 2 b 3 a

c Write a sentence with *I*, a blank, and then your name on the board, for example: *I ___ Katy*. Elicit *I'm Katy*. Circle the contraction *I'm* and draw an arrow to the *I* and an arrow to the *'m*. Elicit or teach that *I'm* is the shortened form of *I am*. You may wish to use gestures to help explain this. Write *be* at the top of the board.

Individually, students complete the chart. Check answers as a class.

Answers

I / we	you
I'm Camila (= I am ...)	Are you from the U.S.?
We're from Ecuador. (= we are ...)	How are you?



CAREFUL!

Students at this level often use apostrophes unnecessarily when writing, e.g., *I'm very happy!* (Correct form = **I am** very happy!) They may also write *I am* as one word, e.g., *Iam ready*. (Correct form = **I am** ready.)

At the end of this lesson, students will be able to:

- understand conversations in which people say their name and country
- use *be* (with *I*, *you*, and *we*) correctly in affirmative and negative statements and questions
- use a lexical set of words to name countries correctly
- ask and answer questions about their name and where they're from

d ▶▶▶ ▶ **01.03–01.05** Students read the information in Grammar Focus 1A Part 1 on SB p. 116. Play the recording where indicated and ask students to listen and repeat. Individually, students complete the exercises in Part 1 on SB p. 117. Check answers as a class. Tell students to go back to SB p. 8.

Answers (Grammar Focus 1A Part 1 SB p. 117)

a

- We're students.
- You're Roberto.
- I'm fine, thanks.
- We're from Mexico.

b

- Are you from the U.S.?
- Are we in Ecuador?
- Am I OK?
- What's your name?

e Sound and spelling *I'm, we're*

▶ **01.06** Play the recording for students to listen and notice the difference in sound between *I am*, *I'm* and *We are*, *We're*. The contracted forms are shorter.



In Exercise 2, put students into pairs to practice saying the words.

f



Put students into pairs, then into groups of three, then into new pairs to practice the three conversations in 1b. Monitor and check students' pronunciation of the target language and correct as necessary.

g



Students repeat the conversations using their own names. Monitor and check how fluently students can speak to each other.

2 LISTENING AND GRAMMAR

be: I / you / we negative

a ▶ **01.07** Check that students understand the words *student* and *teacher* by pointing to a student in the class and asking: *Student or teacher?* Point to yourself and repeat the question. Play the recording for students to read and listen to the conversation and complete the task below it. Check answers as a class.

Answers

1 a 2 b

b Individually, students complete the chart. Check answers as a class.

Answers

Positive (+)	Negative (–)
I'm a student. (= I am)	I'm <u>not</u> a student (= I am not)
We're from England. (= we are)	We aren't from England. (= we are not)

LOA TIP DRILLING

Drilling is intensive, teacher-controlled spoken practice of the target language (vocabulary, grammar, or everyday expressions) with the class.

Drilling new language gives students the opportunity to practice producing new language orally in a restricted and safe way. It allows you to listen and notice what aspect of a new structure or lexical item students find easy or difficult to produce. This attention to accuracy means that drilling is closely connected with immediate feedback (praise and error correction).

Try to keep the pace of drills pretty fast so that students have to think and speak reasonably quickly. Repeating a drill once or twice allows students to notice their own progress.

In many cases (e.g., in a simple “listen and repeat” drill like the one below), the focus of a drill is pronunciation. Students listen either to you or to a recording to hear examples of the spoken language. Other drills (like the one in the Extra activity below) give students the opportunity to practice manipulating a new structure in different ways.

- Say the four sentences from the grammar box for students to listen and repeat. Then say the following sentences for students to listen to and repeat: *I'm OK. We're OK. I'm fine. We're fine. I'm not a teacher. We're not from England.*

- c >>> 01.08 Students read the information in Grammar Focus 1A Part 2 on SB p. 116. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises in Part 2 on SB p. 117. Check answers as a class. Tell students to go back to SB p. 9.

Answers (Grammar Focus 1A Part 2 SB p. 117)

- a
- 2 You're Rebecca. You're not Rebecca.
 - 3 I'm a teacher. I'm not a teacher.
 - 4 We're in Paris. We're not in Paris.
 - 5 I'm OK. I'm not OK.
- b
- 2 I am
 - 3 we're not
 - 4 we are

EXTRA ACTIVITY

Use this drill to give students controlled practice of short answers. Ask the questions below to the class or to individual students, as indicated. Elicit the short answers below from students. Keep the pace fast and encourage students to self-correct if they make mistakes. Repeat the drill once or twice.

Ask: *Are you students?* (to the class) Students say: *Yes, we are.*
Ask: *Are you teachers?* (to the class) Students say: *No, we're not.*
Ask: *Are you at home?* (to the class) Students say: *No, we're not.*
Ask: *Are you a student?* (to one student) Student says: *Yes, I am.*
Ask: *Are you a teacher?* (to one student) Student says: *No, I'm not.*
Ask: *Am I a student?* (to the class) Students say: *No, you're not.*
Ask: *Am I a teacher?* (to the class) Students say: *Yes, you are.*

- d Write this sentence on the board: *I'm at home.* Ask: *Is it true?* Elicit the true sentence: *I'm not at home.*

Give students one minute to correct sentences 1–5 so they are true for them. Monitor and help as necessary.

- e ... Teach *the same* and *different* by holding up two objects that are the same and two that are different. Check understanding by pointing to a few pairs of objects in the classroom (e.g., a couple of pens, a couple of bags). Ask: *Are they the same or different?* In pairs, students read their sentences to each other to find out if they are the same or different. Pairs share their answer with the class.

3 VOCABULARY AND READING Countries

- a 01.09 Individually, students match the countries with the maps. Check answers as a class by pointing at each map and asking: *What country?* Drill the words.

Answers

- | | | | |
|-----------|------------|----------|----------|
| 1 Ecuador | 3 the U.S. | 5 Brazil | 7 Mexico |
| 2 China | 4 the U.K. | 6 Spain | 8 Japan |

- b 01.10 Give students two minutes to read the student group profile and add the missing countries. Check answers as a class. You may wish to give students information from the Culture Notes below about the U.K. and the U.S.

Answers

- | | | | |
|-----------|----------|------------|------------|
| 1 Brazil | 3 Mexico | 5 Japan | 7 Spain |
| 2 Ecuador | 4 China | 6 the U.K. | 8 the U.S. |

CULTURE NOTES

England is part of the U.K. The U.K. (the United Kingdom or the United Kingdom of Great Britain and Northern Ireland, to give its full name) refers to the political union between England, Wales, Scotland, and Northern Ireland.

After declaring their independence from Great Britain, the Congress of the “United Colonies” changed their name to “the United States of America” in 1776. Today, people most commonly use the abbreviated form “the U.S.” or “U.S.A.”

- c >>> 01.11 Students complete the exercises in Vocabulary Focus 1A on SB p. 136. Play the recording for students to complete Exercise a. Then play the recording again for students to listen and practice saying the countries in Exercise b. For Exercise c, students write down the name of their country in English, if it isn't one of the countries in the box, and then tell a partner. Monitor and help with spelling and pronunciation as necessary. Tell students to go back to SB p. 9.

Answers (Vocabulary Focus 1A SB p. 136)

- a
- | | | |
|------------|----------------------|------------|
| a the U.S. | d the U.K. / Britain | g Colombia |
| b Spain | e Mexico | h Ecuador |
| c China | f Japan | i Brazil |

FAST FINISHERS

Ask fast finishers to list as many country names in English as they can. Give them one minute to do this. They then compare lists in pairs.

- d Students write the name of a city and its country from 3a on a small piece of paper.
- e ... Take all the pieces of paper and redistribute them around the class. Students ask each other *Are you from ... ?* until they find someone with the city and country on their piece of paper. Monitor and correct students as appropriate and listen for correct usage of the target language from this lesson.

4 SPEAKING

»» Divide the class into pairs and assign A and B roles. Student As read the conversation on SB p. 104. Student Bs read the conversation on SB p. 106. Give students two minutes to complete their part of the conversation. Monitor and help as necessary.

Put students into pairs to have the conversation. When they've finished, tell them to repeat the conversation with different names and countries. Monitor and correct students' pronunciation as appropriate and listen for correct usage of the target language from this lesson. Nominate a few pairs to perform their conversations for the class.

⊕ ADDITIONAL MATERIAL

Workbook 1A

Photocopiable activities: Grammar 1A, Vocabulary 1A, Pronunciation 1A

1B

HE'S ECUADORIAN

💡 OPTIONAL LEAD-IN

Books closed. Show the class photos of a tennis player and a soccer player you think they'll know (not the ones in the book). Elicit the names of other famous athletes and write them on the board. Tell students to look at the pictures on SB p.10 to see if any of the players are the same as the ones the students mentioned.

1 VOCABULARY Nationalities

- a**  Tell students to look at the pictures on SB p.10. Point to picture c and ask: *Do you know Venus and Serena Williams?* Put students into pairs to ask the same question about the other players. Ask the students to share their answers with the class. Draw a heart symbol on the board and ask: *Soccer, baseball, basketball, volleyball, or tennis: which is best?* Students will almost certainly be able to express their opinions on this, even with limited language! Take a vote to find out which is the most popular sport in the class.
- b** Point to the small flag on each picture. In pairs, students match the nationalities with the pictures. Check answers as a class by pointing to each picture and saying the nationality. You may wish to give students information from the Culture Notes.

Answers

- | | | | |
|------------|--------------|-------------|-----------|
| a Spanish | c American | e Brazilian | g Chinese |
| b Japanese | d Ecuadorian | f British | h Mexican |

At the end of this lesson, students will be able to:

- use a lexical set of nationalities correctly
- understand a conversation about people from different countries
- use *be* (with *he*, *she*, and *they*) in affirmative and negative statements and questions correctly
- use *this* and *these* correctly
- ask and answer questions about people's nationalities

CULTURE NOTES

Ricky Rubio (Spain, 1990) was the youngest basketball player to ever play for the Spanish ACB league, at the age of 14.

Shohei Ohtani (Japan, 1994) won the 2018 American League Rookie of the year award and recorded the fastest pitch in a baseball game in Japanese history so far.

The Williams sisters (Venus, 1980; Serena, 1981; U.S.) started playing tennis when they were around three years old. They have collectively won over 20 grand slam titles in their careers to date.

Antonio Valencia (Ecuador, 1985) scored 11 goals for his country since the beginning of his professional soccer career.

Neymar (Brazil, 1992) won the South American Player of the Year award in 2011 and 2012. He joined Paris Saint-Germain in 2017.

Heather Watson (U.K., 1992) won her first WTA singles title in the Japan Open, becoming the first British tennis player to win a singles title since 1988.

Zhu Ting (China, 1994) is a female volleyball player who has won several gold medals with the Chinese National Team, including the 2016 Olympic Games.

Javier Hernández (Mexico, 1988) played for his hometown club Guadalajara before transferring to Manchester United in 2010.

Guillermo Ochoa (Mexico, 1985) won his first league title in 2005 and was the club's first-choice goalkeeper up until 2011, participating in 4 FIFA World Cups.

- c **01.12 Pronunciation** Write the following word on the board with a line between each syllable: A|mer|i|can. Say the word slowly, pausing where the gaps are, and pointing to each syllable as you say it. Then say the word again, clapping or moving your hand as you say each syllable. Play the recording for students to listen and decide how many syllables there are in each word. Check answers as a class.

Answers

Spa|nish = 2 syllables
Jap|an|ese = 3 syllables
A|mer|i|can = 4 syllables
Ec|ua|do|r|ian = 5 syllables
Bra|zil|i|an = 4 syllables
Brit|ish = 2 syllables
Chi|nese = 2 syllables
Mex|i|can = 3 syllables

LANGUAGE NOTES

A syllable is a unit of pronunciation which contains a vowel sound. For example, *Chinese* has two syllables, each containing one vowel sound: Chi /aɪ/ nese /i/.

In English, as in other languages, one syllable in each word is stressed more than the others. For example, the second syllable in *Chinese* is stressed more than the first. However, unlike some other languages, English words can stress any syllable. For example, the second syllable is stressed in *Brazilian*, and the final syllable is stressed in *Japanese*.

- d **01.13** Play the recording for students to listen for the stressed syllable. Check the answer as a class. Write *American* on the board with the stressed syllable underlined.

Answer

A|mer|i|can

- e **01.12** Play the recording again for students to listen and underline the stressed syllables in all the nationality words. Check answers as a class. Play the recording again for students to listen and repeat. Monitor and correct students' pronunciation as appropriate.

Answers

Spanish Japanese Ecuadorian Brazilian British
Chinese Mexican

- f **01.14** Students go to Vocabulary Focus 1B on SB p. 136. Individually, students complete the chart in a. They then compare answers in pairs. Check answers as a class. In Exercise b, play the recording for students to listen and repeat the countries and nationalities. For Exercise c, write students' nationality or nationalities on the board and make sure they can all pronounce their nationality correctly. Put students into pairs for Exercise d. Tell students to go back to SB p. 10.

Answers (Vocabulary Focus 1B SB p. 136)

a

1 Brazil 3 Mexico 5 Spain 7 China
2 Colombia 4 the U.S. 6 the U.K. 8 Japan

2 GRAMMAR *be: he / she / they* affirmative

- a **01.15** Individually, students match the sentences. Play the recording for them to listen and check their answers. Check the answers again by reading each statement aloud and asking students to say the sentence that matches.

Answers

1 c 2 a 3 b

- b Individually, students complete the chart. Copy the chart onto the board and elicit the answers from the students. Ask: *How many syllables is "he is"?* (two) And *"he's"?* (one) *How many syllables is "they are"?* (two) And *"they're"?* (one).

Answers

1 he's 2 they're

CAREFUL!

Students at this level often omit *be*, e.g., *He Colombian. They Brazilian*. (Correct form = *He's Colombian. They're Brazilian*.) Students may also make agreement errors, e.g., *They's American*. (Correct form = *They're American*.), omit the pronoun before *be*, e.g., *I speak English with Kaito because is Japanese*. (Correct form = *I speak English with Kaito because he's Japanese*.), or omit the pronoun as well as *be*, e.g., *I speak English with Kaito because Japanese*. (Correct form = *I speak English with Kaito because he's Japanese*.)

- c **01.16** Students read the information in Grammar Focus 1B Part 1 on SB p. 116. Play the recording where indicated and ask students to listen and repeat. Students complete Exercise a in Part 1 on SB p. 117. Check answers as a class. Tell students to go back to SB p. 11.

Answers (Grammar Focus 1B Part 1 SB p. 117)

a

1 He's
2 She's
3 She's
4 They're
5 They're
6 He's

LOA TIP ELICITING

Eliciting is a classroom technique which involves giving students simple prompts to see if they can produce the target language. It's a useful technique for engaging the whole class on a language point and seeing how much they know. It's best to start with minimal prompts, being prepared to give students more guidance if they struggle.

- After the Grammar Focus on *be: he / she / they*, indicate a female student in the class (if there aren't any female students in your class, point to the picture of Kelly, who's American, in the picture on SB p. 8) and, with a quizzical expression, say: *Nationality?* See if students can produce *She's* (+ nationality). If not, prompt them with *She ...*. Can students produce the target language now? If not, supply it. Repeat the process, this time indicating a male student (or pointing to the picture of Michael, who's British, in the picture on SB p. 8) and eliciting *He's* (+ nationality). Finally, indicate two students and elicit *They're* (+ nationality or nationalities).

d Students write two sentences about the athletes, thinking about their sport and their nationality. Monitor and help as necessary.

Suggested answers

- 1 Ricky Rubio is Spanish. He's a basketball player.
- 2 Zhu Ting is Chinese. She's a volleyball player.
- 3 Javier Hernández and Guillermo Ochoa are Mexican. They're soccer players.

e In pairs, students read their sentences to each other to see if they're the same. Invite some students to read their sentences to the class.

3 LISTENING

a Play the recording for students to listen, read, and complete the task. Play the recording again if necessary. You may wish to elicit the meaning of *friends* (people you know well and like) by using the picture. Check answers as a class by nominating two students to read the completed conversation aloud.

Answers

- 1 Anna 3 Luis 5 Lucía
- 2 American 4 Colombian 6 Mexican

b Give students one minute to prepare what they're going to say. In pairs, students talk about two of their friends. Monitor, but don't interrupt fluency unless communication breaks down altogether. At the end, invite a few students to tell the class about their two friends.

4 GRAMMAR *be: he / she / they* negative and questions

a Individually, students complete the charts. Check answers as a class.

Answers

+	-	?
She's Spanish. They're Chinese.	She's <u>not</u> Spanish. They're <u>not</u> Chinese.	<u>Is she</u> Spanish? <u>Are they</u> Chinese?

b Students read the information in Grammar Focus 1B Part 2 on SB p. 116. Play the recording where indicated and ask students to listen and repeat. Students complete the exercises in Part 2 on SB p. 117. Check answers as a class. Tell students to go back to SB p. 11.

Answers (Grammar Focus 1B Part 2 SB p. 117)

a

- 1 's not 2 're not 3 's not 4 're not 5 's not 6 's not

b

- 1 Is he Colombian? 3 Are they English? 3 Are they English?
2 ✓ 4 Is he Italian? 6 ✓

c

- 1 's 2 Is 3 's not 4 's 5 're 6 Are 7 're not 8 're

EXTRA ACTIVITY

Students write down the names of four more athletes on a piece of paper. In pairs, they use the *Who* questions from Grammar Focus 1B Part 2 on SB p. 116 to ask about the names. For example, *Who's he? Who are they?* They should also ask about nationality. For example, *Is he Spanish? Is she Japanese?*

c Individually, students complete the task. Play the recording for students to listen and check their answers. Check answers as a class.

Answers

- 1 Is; he's not
- 2 Are; they are
- 3 Is; she's not
- 4 Are; they're not
- 5 Is; he is

d In pairs, students practice saying the five mini-conversations in 4c.

FAST FINISHERS

Ask fast finishers to stay in the same pairs and use the pictures of athletes on SB p. 10 to have more mini-conversations like the ones in 4c, e.g., *Is he Spanish? No, he's Japanese. Is she a soccer player? No, she isn't. She's a tennis player.*

Language Plus *this / these*

Read the information with the class. You may wish to check that students know when to use *this is* and *these are* by pointing to different things in the room, e.g., the door, a pile of books. Ask the class: *This is or these are?* Each time, indicate that the students should say *this is* or *these are*.

Point out that we don't usually say *these are* with the names of people, e.g., ~~*These are Anna and Mateo.*~~ Instead, we can say: *This is Anna and Mateo* or *These are my friends, Anna and Mateo.*

Give a few more examples, e.g., *This is my phone. These are my students, Maya and Sabine.* Contrast the short vowel sound /ɪ/ in *this* with the long vowel sound /i/ in *these*.

5 SPEAKING

Divide the class into pairs and assign A and B roles. Student As go to SB p. 104. Student Bs go to SB p. 106. Give students two minutes to look at the picture and information box and to prepare what they're going to say about their own picture and ask about their partner's picture. They then cover the information box and talk with their partner. Monitor and note down any common mistakes/errors to deal with when giving feedback.

ADDITIONAL MATERIALS

- Workbook 1B
- Photocopiable activities: Grammar 1B, Vocabulary 1B, Pronunciation 1B

 OPTIONAL LEAD-IN

Books closed. On the board, write: *I'm ...* . Then draw a big question mark. Tell students you're an athlete from Lesson 1B. They can ask you five questions with *Are you ... ?* to guess who you are (e.g., *Are you a soccer player? Are you Mexican?*). Give students a few minutes to write down questions before taking them from the class.

1 LISTENING

- a  Pre-teach the phrase *new place* by writing the question *Where?* on the board and looking around. Ask: *Am I in a new place?* (no). Point to the picture of Sophia and ask: *Is she in a new place?* Elicit students' ideas but don't check the answer at this point.
- b  **01.22** Play Part 1 of the audio recording for students to check the answer. Check the answer as a class, and establish that it's Sophia's first day at Blue Web Technology. Ask: *Where's she from?* (Canada).

Answer

Yes, she is.

Audioscript (Part 1)

RECEPTIONIST Good morning.
Welcome to Blue Web Technology.
SOPHIA Hi, my name's Sophia Taylor. It's my first day.

R Sophia? Sophia Taylor? From Canada?
S Yes, that's right. I'm here to see Mr. Wells.
R Hello, Mr. Wells? Sophia Taylor is here. OK.

- c  **01.22** Play Part 1 of the audio recording again for students to complete the sentences. Check answers as a class.

Answers

Good morning, welcome to Blue Web Technology.
Hi, my name's Sophia Taylor. It's my first day.

2 USEFUL LANGUAGE Greeting people

- a Students match the times of day with the words in the box. Check answers as a class.
- Answers**
1 morning 2 afternoon 3 evening
- b  **01.23 Pronunciation** Play the recording for students to listen for the number of syllables in each greeting. Check answers as a class.
- Answers**
hello (2) good morning (3) good afternoon (4) good evening (3)
- c  **01.23** Play the recording again for students to listen for the stressed syllables in each greeting. Check answers as a class and drill all the phrases.

Answers

good morning good afternoon good evening

At the end of this lesson, students will be able to:

- understand a conversation in which someone meets new people at work
- greet people at different times of the day
- use appropriate phrases when meeting new people
- use appropriate intonation when meeting people
- read and understand a personal profile
- use capital letters and periods correctly
- write their own personal profile

- d  In pairs, students practice saying the right greeting for each time of day. Check answers as a class, inviting different students to say the greeting for each time.

Answers

- 1 Good evening. 3 Good morning. 5 Good morning.
2 Good afternoon. 4 Good evening. 6 Good afternoon.

3 LISTENING AND USEFUL LANGUAGE
Meeting new people 1

- a  **01.24** Point to the picture of the manager of Blue Web Technology. You may wish to elicit or pre-teach the word *manager*. Play Part 2 of the audio recording for students to listen for the manager's name. Check the answer as a class.

Answer

David

Audioscript (Part 2)

DAVID Hello! Are you Sophia?
SOPHIA Yes, I am.
D Welcome, Sophia. I'm David.
S Nice to meet you, David.
D Nice to meet you, too.
How are you?

S I'm good, thank you. And you?
D I'm fine, thanks. OK, come with me, please.

- b  **01.25** Play the recording for students to listen to the two sentences and underline the words they hear. Check answers as a class. Nominate a few students to introduce themselves using the two phrases.

Answers

- 1 My name's 2 I'm
Yes, both options in 1–2 are possible.

- c  **01.26 Pronunciation** Play the recording for students to listen to the conversation and notice the stress on the underlined words.
- d  In pairs, students practice the conversation.
- e  **01.27** Play the recording for students to listen and complete the expressions with words from the box. Play the audio a second time and check answers as a class.

Answers

- 1 thank you 2 not bad 3 I'm 4 morning

- f In pairs, students practice the conversation in 3c again, changing roles and using the different expressions in 3e. Invite one or two stronger pairs to have a conversation for the class to hear.

4 LISTENING AND USEFUL LANGUAGE

Meeting new people 2

- a 01.28 Point to the picture of Isaac and Sophia in the office. Ask: *Where are they?* Elicit or teach the word *office*. Play Part 3 of the audio recording for students to answer the question. Check the answer as a class.

Answer

No, they aren't / they're not.

Audioscript (Part 3)

DAVID So, this is your office, Sophia. This is Isaac Jackson.	S Thank you, Isaac. That's great. D See you later, Sophia. S Thank you, David.
SOPHIA Nice to meet you, Isaac.	D Bye!
ISAAC Nice to meet you too, Sophia.	I OK, so, ... this is your desk. S Great. Thank you.
D OK. Well, you're in here with Isaac, and he can help you with ...	I So, welcome to your new office, and welcome to Blue Web Technology.
I Everything!	

EXTRA ACTIVITY

Write these words from Parts 2 and 3 of the audio recording on the board and ask students to find pairs with same or similar meaning:

<i>Sorry.</i>	<i>Bye.</i>
<i>Great!</i>	<i>Sure.</i>
<i>Of course.</i>	<i>I'm sorry.</i>
<i>See you later.</i>	<i>Good!</i>

Check answers as a class (*Sorry. – I'm sorry, Great! – Good!, Of course. – Sure, See you later. – Bye.*). Drill the words and phrases.

- b 01.28 Play Part 3 of the audio recording again for students to complete the task. Check answers as a class. Referring back to the picture of Sophia looking lost, point to the picture of Sophia and Isaac in the office and ask: *Is Sophia OK now?* (yes).

Answers

1 meet 2 office 3 desk

- c 01.29 Students put the conversation in order. Play the recording for them to listen and check.

Answers

1 **DAVID** This is Isaac Jackson.
2 **SOPHIA** Nice to meet you, Isaac.
3 **ISAAC** Nice to meet you too, Sophia.

- d Put students into groups of three to practice the conversation using their own names.

5 PRONUNCIATION Intonation

- a 01.30 Say: *Good morning, how are you?* with a flat voice, with no intonation change at all. Then repeat it in a cheerful way. Repeat it, and gesture with your hands to show how your voice moves when you want to sound cheerful. Say: *This is "intonation."* Write *intonation* on the board. Explain that, in the Student's Book, they will sometimes see an arrow symbol to denote whether intonation changes or stays the same. Draw two small arrows on the board: a horizontal arrow, similar to the one on page 13, Exercise 5a, to show that intonation stays the same, and an arrow slanting upwards, to show how intonation goes up. Repeat: *Good morning, how are you?* with a flat voice while pointing to the horizontal arrow. Repeat the greeting in a cheerful way, while pointing to the second, upward arrow.

Play the recording for students to answer the question. Check the answer as a class. Play the recording again and use your hand to indicate how the intonation moves.

Answer

The intonation changes.

LANGUAGE NOTES

English speakers use intonation across words, phrases, and sentences to express meaning and mood. If students don't use a changing intonation when they speak, they may not express the emotion they intend, or even fail to get their meaning across entirely. For these reasons, it's good to start raising students' awareness of the importance of intonation early. At the same time, it's also worth bearing in mind that students whose first language doesn't use intonation in the way that English does may feel self-conscious about copying English intonation patterns. It's important to spend time helping these students listen for and recognize intonation change before insisting on them trying to produce it.

- b 01.30 Play the recording again for students to listen and repeat. Monitor carefully, pausing the recording to correct sensitively any mistakes with the intonation that you hear.

6 SPEAKING

- a 01.31 Tell students that they can now practice using all the language from the lesson. Students complete the conversation individually. Play the recording for them to listen and check their answers. Check answers as a class.

Answers

1 is 2 meet 3 you 4 good

- b Put students into groups of three to practice reading the conversation. Then tell them to repeat the conversation, but this time using their own names. Encourage them to switch roles a few times. Monitor and listen for how well the students use changing intonation.

7 WRITING

- a** Give students one minute to read Sophia's profile and answer the question. Check the answer as a class.

Answer

She's from Toronto.

- b** >>> Students go to Writing Plus 1C on SB p. 158. Read the information in Exercise a. If appropriate for your students, ask them to do Exercise b individually. Check answers by inviting a few students to come and write the correct capital letters on the board. Similarly, as students complete Exercise c, copy the uncorrected sentences onto the board and invite students to come and correct the punctuation. Tell students to go back to SB p. 13.

Answers (Writing Plus 1C SB p. 158)

b

2 B 3 D 4 E 5 G 6 H 7 Q 8 R 9 T

c

- | | |
|----------------------|--|
| 1 We're from Brazil. | 4 I'm in a class with Amy Lee. |
| 2 He's a student. | 5 My name is Sandro. |
| 3 This is Ruben. | 6 Their apartment is in Mexico City. It's small. |

- c** Write this title on the board: *Student profile: Me and my English class*. Give students five minutes to write a personal profile like Sophia's. Monitor and help as necessary.



FAST FINISHERS

Ask fast finishers to write a profile like Sophia's for Isaac Jackson and David (the people Sophia meets at Blue Web Technology). Tell them to invent their nationalities and David's last name.

- d** Students share their personal profiles with other students. Give them two or three minutes to read each other's work. Ask: *Are you all from the same place? Are you all from the same country?*



ADDITIONAL MATERIALS

Workbook 1C

Unit Progress Test

UNIT 1

Review

1 GRAMMAR

- a Individually, students underline the correct answers. Check answers as a class.

Answers

1 'm 2 we are 3 're not 4 Am I 5 are you 6 're

- b Individually, students add the missing words. Check answers as a class.

Answers

1 's not 2 are 3 is 4 Are 5 're not 6 Is, 's not

- c  In pairs, students ask and answer the questions in 1b.

- d Individually, students correct the sentences. As they work, write the uncorrected sentences on the board. Check answers as a class by inviting students to come and correct them.

Answers

1 No, he's not / he isn't from China.
2 Are you OK?
3 Yes, I am.
4 Is she Colombian?
5 I'm not Brazilian.
6 Are they from the U.S.?

2 VOCABULARY

- a Students look at the map and unscramble the letters to write the country names. Check answers as a class.

Answers

1 United States 2 Mexico 3 Spain 4 China 5 Japan 6 Brazil

- b Ask a few students: *What's your nationality?* Students look at the flags and complete the nationality words. Check answers as a class.

Answers

1 Canadian 2 Brazilian 3 American 4 Japanese 5 British 6 Italian



FAST FINISHERS

Ask fast finishers to write down as many other nationalities as they can in one minute. In pairs, they compare lists.



EXTRA ACTIVITY

Put students into pairs. Give them one minute to write down the names and nationalities of two or three famous people from different countries. The nationalities must be in the list in Vocabulary Focus 1B on SB p. 136. Join pairs with other pairs. They take turns saying a name and asking: *Where's she from?* or *Where's he from?* How many questions can each pair answer correctly?

3 SOUND AND SPELLING

- a Give students one minute to complete the chart with the short forms of the verb *be*. Clarify any doubts that may appear at this point individually.

Answers

Full forms

I am
They are
She is
We are
It is
I am not
He is not

Short forms

I'm
They're
She's
We're
It's
I'm not
He's not / He isn't

- b  **01.32** Have students listen and repeat the short forms on the chart.

- c  **01.33** Play the recording twice to give a chance for all students to finish. Check answers as a class. Play the recording again, then put students into pairs to practice saying the sentences.

Answers

1 Good morning 2 How are you? 3 They're American. 4 We're teachers. 5 Nice to meet you.

- d  **01.33** Play the recording one more time for students to check their answers. Check answers as a class.



LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied, and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook and the Photocopiable activities.

UNIT 2

ALL ABOUT ME

UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts, and conversations about places and common objects
- exchange information about places and common objects
- ask and talk about possession
- describe objects and places
- understand conversations in which people ask for and give personal information and do so themselves
- complete a form with personal information

UNIT CONTENTS

G GRAMMAR

- *be*: *it's* / *it's not*
- Possessive adjectives
- Plural nouns
- *I have* / *you have*
- Language Plus: *in* / *near*

V VOCABULARY

- Common adjectives: *bad, beautiful, big, boring, difficult, easy, funny, good, happy, interesting, new, old, right, sad, small, wrong*
- Common objects 1: *book, bottle of water, computer, key, knife, newspaper, phone, ticket, umbrella, watch*
- Numbers 1: *one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety*
- Language Plus: *an* / *an*

P PRONUNCIATION

- Sound and spelling: /h/ and /w/
- Sound and spelling: /s/, /z/, /ɪz/
- *Do you ... ?*
- Long and short vowel sounds in *do* and *have*
- Main stress in questions
- Intonation in questions

G COMMUNICATION SKILLS

- Talking about your hometown
- Talking about possessions and common objects
- Asking for and giving personal information
- Completing a form
- Writing Plus: The alphabet and spelling

- a**  Write on the board: *house, dog, window, door, pink, blue, yellow, white, red*. Ask students to find them in the picture. Monitor and see how easy or difficult students find this. Check answers as a class. Say: *One, two, three ...* and find out if students can count to five. Put students into pairs to look at the picture and answer Questions 1–3. Monitor and notice whether students attempt to use *it's* and *they're*, but don't correct errors at this stage. Go through the questions as a class, writing students' ideas on the board. If students suggest more than one answer (e.g., *Cuba, the U.S.*), write them all on the board. Leave students' ideas on the board for the next stage. If you wish, give students information from the Culture Notes.

Exercises **a** can be prepared as homework before this lesson to give students time to look up unfamiliar vocabulary. Ask students to look at the picture and to prepare their answers to the questions as homework to talk about in the next class.

CULTURE NOTES

The photo shows a house in Detroit, Michigan, U.S., referred to as "Dotty Wotty House." It was created by the artist Tyree Guyton as part of a project called the Heidelberg Project. Guyton painted his first house in 1986 as a way to transform a street in ruins into an art environment. As part of his project, abandoned houses became "gigantic art sculptures" transforming Heidelberg Street. The Heidelberg Project's mission is to inspire people and to show that it is possible to use art as a way to improve the social and economic health of a community.

- b**  Put students into pairs to say what colors they see on the house. If students are struggling, give some examples of your own, e.g., *I see blue and red*. Monitor and notice how much vocabulary for colors they can produce. Don't correct errors at this stage. Pairs share their answers with the class.

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Collect some common objects from around the classroom, including some of your own things. Put them on a table in front of the class. These objects could include books, pens, a wallet, a bag, etc. Elicit or teach the word *things*, gesturing to the collection of objects. Find out if students know the names of the objects in English.

If you have time, extend this activity by asking students to look away while you remove one of the objects. Can they tell you which one you removed?

2A IT'S A BIG CITY

- At the end of this lesson, students will be able to:
- understand a text about people's homes
 - use *it's* and *it's not* correctly to talk about places
 - use a lexical set of common adjectives to describe objects, people, and places
 - use possessive adjectives correctly
 - talk about hometowns and homes

OPTIONAL LEAD-IN

Books closed. Write this word snake on the board or one that is similar with other cities in it:

I Z M I R M A D R I D A C A P U L C O W A S H I N G T O N V I E N N A D A K A R J A K A R T A M A N C H E S T E R K Y O T O Q U I T O

Put students into pairs and ask: *Can you find ten cities in one minute?* Check answers as a class (for this word snake: Izmir, Madrid, Acapulco, Washington, Vienna, Dakar, Jakarta, Manchester, Kyoto, Quito).

1 LISTENING

a **02.01** Tell students to look at the pictures. Ask: *What differences do you see?* Elicit students' ideas, but don't confirm answers at this point. Individually, students match the words with the pictures. Play the recording for students to listen and check. Drill the words.

Answers
a city b town

... Put students into small groups to ask and answer the question. Ask students to share their answer with the class.

b **02.02** Play the recording for students to listen and match the names of the people with the pictures. Check answers as a class and write the names of the places on the board (*Quito and Ravello*). If you wish, give students information about the two places from the Culture Notes.

Answers
a Rocío b Carlo

Audioscript

Conversation 1

A Carlo, where are you from?
CARLO I'm from Ravello, in Italy.
A Ravello? Is it a big city?
C No, no. It isn't a city. It's a small town near Naples.

Conversation 2

A Where are you from, Rocío?
ROCÍO I'm from Quito.
A Quito? In Ecuador?
R Yeah.
A It's a city?
R Yes, it is. It's a big city.

CULTURE NOTES

Ravello (population: approx. 2,500) is located on the Amalfi coast in the southwest of Italy. It is a very popular tourist destination. Popular attractions include a thirteenth-century villa, a tower, and an outdoor pavilion. The pavilion is used every summer for some of the music, theater, and dance events of the Ravello Festival.

Quito (population: approx. 1.9 million) lies on the Guayllabamba river in the north of Ecuador. It was founded in 1534 by Sebastián de Belalcázar, a Spanish explorer. Today, it's a modern, cosmopolitan capital city, and Ecuador's business, political, cultural, and entertainment center. It is also an important manufacturing center, producing textiles, and foodstuffs.

c **02.02** Play the recording again for students to listen and complete the conversations with the words in the box. Students check in pairs. Check answers as a class.

Answers
1 it 2 It's not 3 It's 4 is

2 GRAMMAR *be: it's / it's not*

a Write the following sentence on the board: *Ravello is in Italy*. Underline *Ravello is* and ask: *One word?* Elicit that *It's* can replace *Ravello is*.

Individually, students complete the chart. Check answers as a class. Drill the three sentences.

Answers

+	Ravello is in Italy.	It's in Italy.
-	Ravello's not in Mexico.	It's not in Mexico.
?	Is Ravello in Italy?	Is <u>it</u> in Italy?

CAREFUL!

Students often omit *it's*, e.g., *I have a new phone. A very small phone.* (Correct form = *I have a new phone. It's a very small phone.*), or forget the apostrophe, e.g., *Its fantastic!* (Correct form = *It's fantastic!*). Another common error is using *it's* where *is* would be correct, e.g., *Central Park it's very nice.* (Correct form = *Central Park is very nice.*).

b Individually, students complete the sentences with *he's*, *she's*, or *it's*. They then check in pairs.

c **02.03** Play the recording for students to listen and check their answers.

Answers
1 It's 2 He's 3 He's 4 It's 5 It's

d >>> 02.04–02.05 Students read the information in Grammar Focus 2A Part 1 on SB p. 118. Play the recording where indicated and ask students to listen and repeat. Individually, students complete Exercises a and b in Part 1 on SB p. 119. Check answers as a class. Tell students to go back to SB p. 16.

Answers (Grammar Focus 2A Part 1 SB p. 119)

a

1 It's 2 They're 3 It's 4 They're 5 They're 6 It's

b

1 They're not 3 It's not 5 They're not
2 it's not 4 It's not 6 They're not

Language Plus in / near

Tell students to look at the two maps. Ask: *Where's Naples?* (in Italy) *Where's Ravello?* (near Naples).

LOA TIP CONCEPT CHECKING

Ask the following question about the country you're in now: *Are we in* (the country) *or near* (the country)? (in). Then repeat the same question with the names of a town, city, or country near your location. Finally, say the name of the town or city you're in now and ask: *Are we in* (the town) *or near* (the town)? (in).

e Individually, students use the prompts to write sentences about themselves. Monitor to check that they are using the target language correctly.

f Put students into pairs to tell each other their sentences. Nominate a few pairs to share their sentences with the class.

EXTRA ACTIVITY

Write on the board: *Where?* Think of a town, city, or country that everyone in the class will know. Keep it secret. Students can ask you ten questions with *Is it in ... ?* and *Is it near ... ?* They should try to guess the place in ten questions. Put students into small groups to play a few more rounds of the game. Monitor, but don't interrupt fluency.

3 READING AND VOCABULARY
Common adjectives

a 02.06 Go through the chart with the class. Ask: *How many people? How many homes?* (seven people, six homes). Point to the example answer and pre-teach the word *apartment*. Play the recording for students to listen and read *Our Homes*.

Play the recording again for students to complete the chart. They then check answers in pairs. Check answers as a class. You may wish to remind students of the word *friend*.

Answers

	home		home
Rocío	big apartment	Miguel	small house
Carlo	big, old, and beautiful apartment	Pietro and Susanna	big apartment
Aaron	small house	Sophia	small, new, and beautiful apartment

b Sound and spelling /h/ and /w/

02.07 For Exercise 1, play the recording for students to listen for which words have a /h/ sound and which have a /w/ sound. Focus only on the initial sound of each word. Check answers as a class and drill each word.

Answers

1 /h/ sound: home, hi, who, how, hotel /w/ sound: what, where

For Exercise 2, put students into pairs to practice saying the words. Monitor and correct students' pronunciation as appropriate.

c 02.08 In pairs, students complete the sentences with the words in the box. Play the recording for students to listen and check.

Answers

1 small 2 new 3 big 4 old

d >>> 02.09 Students complete the exercises in Vocabulary Focus 2A on SB p. 137. Play the recording for students to listen and repeat the adjectives in Exercise a. For Exercise b, put students into pairs to practice saying adjectives and their opposites. Individually, students complete Exercise c with their own ideas. They then compare ideas with a partner. Check answers as a class by eliciting three or more possible adjectives for each sentence. Tell students to go back to SB p. 17.

4 GRAMMAR Possessive adjectives

a Write *Our Homes* on the board and underline *Our*. Copy the chart below on the board with only the word *our* in it. Elicit *we* from the class and add it to the chart. Then write *you* in the chart and elicit *your*.

Pronoun	Possessive adjective
we	our
you	your

Tell students to look at the chart on SB p. 17. They need to find possessive adjectives in *Our Homes* to complete the chart. Check answers as a class. Drill the possessive adjectives.

Answers

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

CAREFUL!

Students often confuse possessive adjectives and pronouns, using pronouns where they should use possessive adjectives, e.g., *Where's me phone?* (Correct form = *Where's my phone?*), or possessive adjectives instead of pronouns, e.g., *Can you help my?* (Correct form = *Can you help me?*). This error most frequently occurs with *me* and *my*. Students may also leave out the possessive adjective, e.g., *Thanks for help.* (Correct form = *Thanks for your help.*), or use an article (most commonly *the*) in its place, e.g., *It's a picture of the hometown.* (Correct form = *It's a picture of my hometown.*).

- b** Individually, students complete the sentences. They then check in pairs. Check answers as a class.

Answers

1 His 2 your 3 Our 4 Her 5 Their

- c**  **02.10** Students read the information in Grammar Focus 2A Part 2 on SB p. 118. Play the recording where indicated and ask students to listen and repeat. Individually, students complete Exercise a in Part 2 on SB p. 119. Check answers as a class. Tell students to go back to SB p. 17.

Answers (Grammar Focus 2A Part 2 SB p. 119)

a

1 your 2 her 3 their 4 Our 5 your 6 their

- d** Individually, students think of a friend and complete the sentences.

- e**  Put students into pairs to tell each other their sentences.

 FAST FINISHERS

Ask fast finishers to repeat the task about a different person they know.

5 SPEAKING

 Divide the class into groups of three and assign A, B, and C roles. Student As read the information on SB p. 104, Student Bs on SB p. 106, and Student Cs on SB p. 108. Remind students of the meaning of *the same* by showing two books that are different and asking: *Are they the same?* (no). Then show two books that are the same and repeat the question (yes). Students tell their information to the other two students. Monitor, but don't interrupt fluency. When students have finished, they answer the following question in their groups: *What information is the same about all three people?* Check the answer as a class.

Answer

They all live in a small city.

 ADDITIONAL MATERIALS

Workbook 2A

Photocopiable activities: Grammar 2A, Vocabulary 2A

2B

DO YOU HAVE A PHONE?

OPTIONAL LEAD-IN

Books closed. Write the names of some famous airports on the board, for example *Heathrow, Narita, JFK*, along with the name of a major airport in the country you are in now. Elicit the word *airport*.

In pairs, give students two minutes to think of other words related to *airport*, for example, *plane, fly, travel, ticket*, etc. Which pair can think of the most? Write the words on the board and any others students thought of. Elicit a sentence containing each word from the class.

1 VOCABULARY Common objects 1

- a 02.11 Ask students to look at the picture at the bottom of SB p. 18. Ask: *Where is it?* If you didn't do the optional lead-in, elicit or pre-teach the word *airport*.

In pairs, students match the words with the objects in the picture. Play the recording for students to check their answers. Drill the words.

Answers

- | | | |
|---------------|---------------------|------------|
| 1 a newspaper | 5 a bottle of water | 8 a knife |
| 2 a phone | 6 an umbrella | 9 a ticket |
| 3 a book | 7 a computer | 10 a watch |
| 4 a key | | |

- b Ask students to look at the picture again. Ask which two items are not OK in this picture. Check the answer as a class.

Answer

a knife; a bottle of water (you can't take them through security)

LOA TIP DRILLING

Model and drill the /ə/ sound in *a /ə/* and *an /ən/*. Then model and drill *a key, a book, an apple, an umbrella*. Increase the challenge with this simple drill:

Say: *book* Students say: *a book*

Say: *watch* Students say: *a watch*

Say: *umbrella* Students say: *an umbrella*

Say: *newspaper* Students say: *a newspaper*

Say: *apartment* Students say: *an apartment*

Say: *apple* Students say: *an apple*

Say: *bottle of water* Students say: *a bottle of water*

Language Plus *a / an*

Tell students to look at the objects in the picture again and then read the rules. Ask: *How many is "a"?* (one) *How many is "an"?* (one). Draw a picture of an apple and a phone on the board. Write: *___ apple* and *___ phone* on the board and ask: *a or an?* Elicit *an apple* and *a phone* and complete the phrases on the board.

- c Tell students to cover the box in 1a. In pairs, students ask and answer the question *What's this?* about

At the end of this lesson, students will be able to:

- use a lexical set of nouns for common objects correctly
- understand a conversation with a customs officer about objects you can take on a plane
- use plural nouns correctly
- use *I have* and *Do you have ... ?* correctly to talk about possession
- use numbers 1–20 and 30, 40, 50, 60, 70, 80, 90 correctly
- ask and say what they have with them now

the objects in the picture. Monitor and check that students are using the question and *It's a/an ...* correctly and correct their pronunciation as appropriate.

- d 02.12 Students complete the exercises in Vocabulary Focus 2B on SB p. 138. For Exercise a, play the recording for students to listen and repeat the objects. Put students into pairs to do Exercises b and c. Monitor and help as necessary. Tell students to go back to SB p. 18.

2 LISTENING AND GRAMMAR

Plural nouns

- a 02.13 Tell students to look at the picture of John Munroe. Ask: *Where is he?* (at an airport). Play the recording for students to listen for the words he says. Play the recording again for students to listen and check, pausing after each answer. If you wish, give students information from the Culture Notes below.

Audioscript

- | | |
|--|--|
| INTERVIEWER What things are OK at an airport? | J Yes, they're fine. |
| JOHN Most things are fine. Computers are fine, and phones, and watches of course, all no problem. | I So, what's not OK? |
| I What about umbrellas? | J Well, bottles of water, they're not OK. |
| | I And, of course, no knives? |
| | J Uh, no! |

Answers

computers, phones, watches, umbrellas, bottles, knives

CULTURE NOTES

On many flights, passengers who want to take a bottle of water on the plane must buy it from the stores at the airport after going through security – or they can fill an empty bottle after going through security.

Passengers are allowed to take certain items onto the planes in their carry-on bag. These can include:

- spoons, small scissors, and round-ended scissors, disposable razors, nail files, knitting needles, sewing needles, umbrellas, walking sticks, safety matches, medical equipment, and electronic equipment such as a tablet or laptop.

Passengers aren't allowed to take dangerous items onto a plane in their carry-on bag. These depend on the airline and the area the flight takes place in, but can include:

- corkscrews, knives, large scissors, non-safety matches, fireworks, work tools such as screwdrivers, and sports equipment such as ice skates and fishing rods.

- b** Pick up a book. Ask the class: *What's this?* (a book). Pick up two other books and ask: *What are these?* (books). Write *book* and *books* on the board and write *singular* (= 1) and *plural* (= 2+) above them. Tell students to complete the chart individually. Check answers as a class.

Answers

Singular (= 1)	Plural (= 2+)
a key	keys
a newspaper	<u>newspapers</u>
a watch	<u>watches</u>
a knife	<u>knives</u>

- c** Discuss the question as a class.

Answers

watch – *watches* (add -es)

knife – *knives* (change the *f* to *v* and add -s)

CAREFUL!

Students often make mistakes with plural noun endings, e.g., *I have two phone*. (Correct form = *I have two phones*.) and *They're big citys*. (Correct form = *They're big cities*.)

- d Sound and spelling** /s/, /z/, and /ɪz/

►02.14 Remind students what a syllable is by writing *phone* and *computer* on the board and asking: *How many syllables do these words have?* (*phone* – 1 syllable, *computer* – 3 syllables). Repeat the question with the words *apple* and *umbrella* (*apple* – 2 syllables, *umbrella* – 3 syllables). For Exercise 1, give students one minute to read the task. Play the recording. Check the answer as a class. If necessary, say *book/books*, *key/keys*, *watch/watches* so students can hear the contrast between the singular and plural forms.

Answer

watches

►02.15 For Exercise 2, play the recording for students to listen for which plural noun has an extra syllable. Check the answer as a class. Write *houses* on the board. Model the /dʒ/ sound in this word. Point out that this sound is followed by /ɪz/. Play the recording again for students to listen and repeat.

Answer

houses

- e** Put students into pairs so they can practice saying the plural forms of singular nouns.
- f** Students read the information in Grammar Focus 2B on SB p. 118. Students then complete the exercises on SB p. 119. Check answers as a class. Make sure that students have changed the *y* at the end of *country* and *city* to *-ies*. Tell students to go back to SB p. 19.

Answers (Grammar Focus 2B SB p. 119)

a

- 1 eggs 3 girls 5 towns 7 houses
2 knives 4 countries 6 phones 8 cities

b

- 1 a big city 3 a small 5 bottles 7 cities
2 a town 4 apartments 6 baby 8 tickets

3 GRAMMAR I have / you have

- a** ►02.16 Tell students to look at the picture of the bag. Ask: *What's in the bag?* In pairs, students complete the conversation. Play the recording for students to listen and check their answers.

Answers

- 1 book 2 keys 3 umbrella 4 phone 5 bottle; water

- b** ►02.17 Play the recording for students to hear the affirmative and question forms of *have*.
- c** ►02.17 **Pronunciation** Play the recording again. Drill the sentences as a class, then put students into pairs to practice saying the sentences a few more times.
- d** In pairs, students ask and answer questions about the common objects in the picture in 3a with *Do you have ... (here/at home)?* Monitor, but don't interrupt fluency. To close the activity, invite students to ask you a few questions.

4 VOCABULARY Numbers 1

- a** ►02.18 Play the recording for students to listen and repeat the numbers.

- b** Students match the words and numbers. Check answers as a class.

Answers

- seven 7, two 2, nine 9, four 4, eight 8, eleven 11, three 3, six 6, one 1, ten 10, twelve 12, five 5

- c** Demonstrate the activity by saying a number between 1 and 11 and nominating a student to say the next number. Put students into pairs to do the activity.

EXTRA ACTIVITY

Put students into pairs to use the numbers in different ways, for example:

- counting up from one to twelve (*one, two, three ...*) and down from twelve to one (*twelve, eleven, ten ...*)
- counting in twos (*two, four, six ... / one, three, five ...*) and threes (*three, six, nine ...*)

Students can also give each other simple sums to do, for example:

- A** *What is six and four?* **B** *Ten*.

- d** Divide the class into pairs and assign A and B roles. Student As go to SB p. 104 and Student Bs go to SB p. 106. Remind students what *the same* means by showing two books and two pens that are the same. Then show two books and two pens that are different and elicit *different*. Students read the instructions and the example question and answer. Indicating the A and B pictures, ask the class: *How many things are different?* (seven). Students complete the task in pairs. Monitor, but don't interrupt fluency. At the end of the activity, ask the class: *What are the seven differences?*

Answers

- Student A has two books, Student B has three books.
Student A has two phones, Student B has one phone.
Student A has one knife, Student B has four knives.
Student A has one watch, Student B has two watches.
Student A has five keys, Student B has one key.
Student A has three tickets, Student B has no tickets.
Student A has no newspaper, Student B has one newspaper.

- e **02.19–02.20** Students complete the exercises in Vocabulary Focus 2B on SB p. 141. For Exercise a, play the recording for students to listen and repeat the numbers. In Exercise b, play the recording for students to listen and underline the correct number. Check answers as a class. Tell students to go back to SB p. 19.

Answers (Vocabulary Focus 2B Numbers 1 SB p. 141)

b

a 30 b 40 c 15 d 60 e 17 f 18 g 90

5 SPEAKING

- a Ask students to write three things they have in their bag (or pocket).
- b Put students into pairs to play this guessing game. Extend the game by changing the pairs a few times. Monitor, but don't interrupt fluency.

FAST FINISHERS

Tell fast finishers to ask you some questions about what's in your bag.

EXTRA ACTIVITY

In pairs, students role play a conversation between a customs officer and a passenger at an airport. The customs officer asks *Do you have ... ?* and the passenger replies with *Yes* or *No*. The passenger can also say *I have a Is it OK?* Monitor, but don't interrupt fluency unless students make mistakes in their choice of vocabulary.

Nominate a few pairs to act out their conversation in front of the rest of the class.

ADDITIONAL MATERIALS

Workbook 2B

Photocopiable activities: Grammar 2B, Vocabulary 2B, Pronunciation 2B

2C

EVERYDAY ENGLISH

What's your address?

OPTIONAL LEAD-IN

Write on the board:

- old houses
- new houses
- big houses
- small houses
- old apartments
- new apartments
- big apartments

Say: *Think about (the town/city you're in now). Where can you see these buildings?*

Put students into small groups to discuss their ideas for two minutes, then have students share their answers with the class. Does this town/city have areas with all these buildings?

1 LISTENING

- a Write *A good home* on the board. Give students one minute to think about what is a good home and check four boxes. Check that students understand *park* and *stores* by giving examples from your local area that everyone will know.
- b Put students into pairs to discuss their opinions. Then put pairs together to make small groups to extend the discussion. To bring the discussion to a close, ask each group: *Do you have the same or different ideas? Why?*

At the end of this lesson, students will be able to:

- understand a conversation in which someone gives personal information
- use appropriate phrases to ask for and give personal information
- understand a conversation about an apartment
- use appropriate intonation in questions
- say their name, phone number, and address
- use the alphabet to spell words aloud
- complete a form

- c **02.21** Look at the picture with the class. Point to Juan. Ask: *Who's this?* and *Why is he here?* (for a new home). Play Part 1 of the audio recording for students to answer the questions. They then check in pairs. Check answers as a class.

Answers

1 the woman 2 an apartment

Audioscript (Part 1)

- AGENT** Good morning. City Realty. Can I help you?
- JUAN** Hello. I need an apartment.
- A** I can help you with that!
- J** Great.
- A** Do you want a one bedroom apartment? Is it just for you?
- J** Yes, one bedroom is fine.
- A** I have one or two questions, if that's OK?
- J** Of course.
- A** Great. What's your name?
- J** Juan Hayes.
- A** OK. How do you spell that?
- J** J-U-A-N.
- A** OK, Juan, uh – Hayes? That's ... H-A-Y-S?
- J** No. H-A-Y-E-S.
- A** Oh, OK, sorry. H-A-Y-E-S. What's your address? Do you have an address in Seattle?

- J Well yes, it's my friend's apartment.
A OK.
J It's 55 Park Street.
A 55 Park Street. OK. What's your phone number, please?
J It's 7-6-0 2-6-4 7-8-9-3.
A 7-6-0 2-6-4 7-3-8-9 ...
J No, sorry, it's 7-8-9-3.
- A 7-8-9-3?
J That's right.
A OK, thanks. Well, now ... we have a nice apartment on King Street. It's new and very big. You can see it today. I can go there now.
J Oh, yes, please. I can meet you now, too.

- d **02.21** Play Part 1 of the audio recording again for students to check the correct answers. If necessary, pause and replay the recording when Juan spells out his personal information. Check answers as a class.

Answers

1 b 2 a 3 a

2 USEFUL LANGUAGE

Asking for and giving personal information

- a **02.22** Tell students they're going to hear more people asking for and giving personal information. Ask students to underline the correct answer. Play the recording for students to check their answers. They then check in pairs. Check answers as a class.

Answers

1 It's 2 It's 3 It's 4 It's

- b **02.23** Play the recording for students to listen to how phone numbers and email addresses are said. Check answers as a class.

Answers

1 a 2 b

- c **02.24** Give the students 30 seconds to underline the correct word. Play the recording for students to check their answers. Check the answer as a class.

Answer

How

- d **02.25 Pronunciation** Play the recording for students to notice the main stress in each question. Play the recording again, pausing after each question for students to repeat it. Listen and correct their pronunciation as necessary.

- e **02.26** Students go to Writing Plus 2C Part 1 on SB p. 158. Play the recording in Exercise a for students to hear how each letter is pronounced. Drill each letter sound with the class, going down each column (A, H, J, etc.). For Exercise b, students add the missing letters. Encourage them to say the letters aloud. Check answers as a class. Tell students to go back to SB p. 20.

Answers (Writing Plus 2C Part 1 SB p. 158)

b

2 H 3 Y 4 C/Z 5 F 6 R 7 O

- f In pairs, students practice asking questions and spelling their own last names.
- g Divide the class into pairs and assign A and B roles. Student As ask the questions on SB p. 105 and Student Bs read the information on SB p. 108. Students then swap

roles, with Student Bs asking questions and Student As reading the information and answering. Monitor and help as necessary. Tell students to go back to SB p. 20.

FAST FINISHERS

Ask fast finishers to stay in the same pairs and take turns spelling out words from Units 1 and 2 to each other. How quickly can the listener guess what their partner is spelling out?

3 LISTENING

- a **02.27** Tell the class to look at the picture. Ask: *Is it a house or an apartment?* (an apartment). Elicit or pre-teach the meaning of *nice*. Draw a happy face on the board to show the meaning of *really nice* and a sad face for *it's not very nice*. Play Part 2 of the audio recording for students to check the sentence which matches Juan's opinion. Check the answer as a class. Ask: *Do you think the apartment is nice?*

Answer

1 The apartment's really nice.

Audioscript (Part 2)

AGENT So, this is a new apartment. One bedroom. A kitchen, of course.

JUAN It's beautiful. It's very big, too.

A Yes, it's a very good apartment for one person ... It's a nice street and it's near a park.

J Oh, good.

A Take a look.

J Yes, this bedroom is really bright ... It's a great apartment. I really like it.

A OK, great!

- b **02.27** Check that students understand *supermarket* by giving an example from your local area that everyone will know. Play Part 2 of the audio recording again for students to listen for the correct information about the apartment. They then check in pairs. Check answers as a class. Ask: *Would you like to live here? Why / Why not?* Encourage students to express their opinion without worrying about accuracy.

Answers

1 big 2 good for one person 3 near a park

LOA TIP ELICITING

Elicit some positive and negative adjectives from the class. Write *nice* on the board and ask students to call out more adjectives from Unit 2 to talk about apartments and houses. Check that students can pronounce the adjectives correctly, then write some of them on the board:

old, new, big, small, good, bad, interesting, boring, beautiful

Write these sentences from Exercise 3a on the board:

It's really nice.

It's not very nice.

Elicit more sentences like this by asking students to change the adjective, e.g., *It's not very big. It's really bad.*

Finally, elicit some personal responses to the apartment that Juan looks at. Ask students to look at the picture on SB p. 21. Point to different things in the picture and nominate a few students to give their opinions using the adjectives on the board or their own ideas. For fun, you could also elicit students' opinions about things in the classroom.

4 PRONUNCIATION Intonation in questions

- a  02.28 Play the recording for students to listen for whether the intonation goes up or down at the end of the questions. Check the answer as a class, playing the recording again if necessary and using your hands to show the downward movement of the intonation.

Answer

The intonation goes down ↘.

LANGUAGE NOTES

In *Wh-* questions, the intonation usually falls from high to low at the end of the question:

What's your last name? ↘

- b  02.28 Play the recording again, pausing after each question so students can listen and repeat.
- c   02.29 In pairs, students practice saying four more questions. Monitor and check whether students are saying the question with a downward intonation at the end. Play the recording for students to compare themselves to the audio.

5 SPEAKING

- a  Tell students that they can now practice using all the language from the lesson with a partner. Give students one minute to prepare their questions and answers. They then work with two or three different partners to ask for and give personal information. Monitor and note down any common mistakes/errors to deal with when giving feedback. Have students share their answers with the class.

6 WRITING

- a Give students one minute to read the form and find any new information about Juan. They check in pairs. Check answers as a class.

Answers

Juan's email (juan.h@travelmail.com)

- b  02.30 Students go to Writing Plus 2C Part 2 on SB p. 158. Read the information in the box. Write *adress* on the board and elicit the correct spelling: *address*. Individually, students complete Exercise d. Play the recording so students can check the spelling. Then write all the correct answers on the board. Tell students to go back to SB p. 21.

Answers (Writing Plus 2C Part 2 SB p. 158)

d

- 1 address
- 2 book
- 3 umbrella
- 4 happy
- 5 small
- 6 difficult
- 7 interesting
- 8 right
- 9 wrong
- 10 knife

- c Give students up to five minutes to complete the form with their own information. Tell students that they can make up the information if they prefer. Monitor and point out errors for students to self-correct.

EXTRA ACTIVITY

Students copy the form in 6c on a piece of paper, leaving it empty. In pairs, they role-play a conversation. Student A works at Local Rentals. Student B is a customer. Student A asks questions and fills in the form with Student B's information (first name, last name, etc.). Write this opening exchange on the board, which students can use to begin their conversation:

A: Can I help you?

B: Yes, I need an apartment near here.

Students A and B then switch roles and repeat the conversation.

ADDITIONAL MATERIALS

Workbook 2C

Unit Progress Test

Photocopiable activities: Pronunciation 2C

UNIT 2

Review

1 GRAMMAR

a Students correct the underlined word in each sentence. Check answers as a class. Write the correct words on the board.

Answers
1 her 2 your 3 It's 4 It's 5 their 6 Our

b Students add the plural form of the nouns to the sentences. Check answers as a class by asking students to spell out the plural forms.

Answers
1 keys 3 watches 5 cities
2 knives 4 bottles of water 6 books

c Students complete the sentences with the words in the box. Check answers as a class.

Answers
1 It's 2 are 3 they 4 They're 5 Is 6 his 7 it's not

2 VOCABULARY

a Students match the opposites. Check answers as a class.

Answers
1 difficult 2 good 3 wrong 4 happy 5 boring 6 old

💡 EXTRA ACTIVITY

Tell students to cover the adjectives on the left (*big, easy, etc.*). They then look at the adjectives on the right (*small, difficult, etc.*) and write the opposites. When they finish, they can look at the adjectives they covered and check their spelling.

b In pairs, students look at the pictures and complete the crossword. Check answers as a class.

Answers
1 umbrella 3 watch 5 computer 7 phone
2 book 4 ticket 6 key 8 newspaper

💡 FAST FINISHERS

In pairs, fast finishers ask each question with *Do you have ... ?* about the objects in the crossword and other things from the unit (e.g., *an apartment, an umbrella*).

3 SOUND AND SPELLING

a ▶02.31 Play the recording for students to listen to the pronunciation of the plural nouns in the box. Students add the plural nouns to the correct place in the chart according to the final sound (/s/, /z/, or /ɪz/). Play the recording again. Check answers as a class. In pairs, students practice saying the words.

Answers

/s/	/z/	/ɪz/
apartments	keys	watches
tickets	umbrellas	addresses
books	computers	houses

b ▶02.32 Play the recording for students to listen and check the words with a /h/ sound. Play the recording again if necessary. Check answers as a class. In pairs, students practice saying the words.

Answers
hello, her, his, home, house, how, who, happy

🔄 LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied, and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook and the Photocopiable activities.

UNIT 3

FOOD AND DRINK

UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand and convey information, texts and conversations about food, drink, and meals
- ask and tell the time
- talk and ask about people's mealtimes and habits
- understand conversations in which people order and pay in a café and do so themselves
- write a text message

UNIT CONTENTS

G GRAMMAR

- Simple present: *I / you / we / they*
- Adverbs of frequency
- Language Plus: *What time ... ? / When ... ?*

V VOCABULARY

- Food 1: *bread, coffee, eggs, fish, fruit, juice, meat, milk, rice, soda, tea, vegetables, water*
- Food 2: *apple, banana, butter, cake, cheese, cookie, ice cream, orange, pizza, potato, sandwich, tomato*
- Time: *o'clock, (a) quarter after, (a) quarter to, (one) thirty, twenty after, twenty to*

P PRONUNCIATION

- Syllables and word stress
- Sound and spelling: /i/, /ɪ/, and /aɪ/
- Sound and spelling: /æ/ and /ɔ/
- Stressed and unstressed words

G COMMUNICATION SKILLS

- Saying what you eat and drink
- Talking about food and meals
- Ordering and paying in a café
- Writing a text message
- Writing Plus: Contractions

- a** Use the picture to teach *shopping cart, food, and buy*. Put students into pairs to look at the picture and ask and answer Questions 1–4. Monitor and notice whether students attempt to use *I buy / I don't buy* and *I like / I don't like*, but don't correct errors at this stage. Also check how easily students can talk about food shopping and the names of food items that they buy. Students share their answers with the class. Write any food words that students use on the board and leave them there for the next stage.

EXTRA ACTIVITY

Write the following sentences on the board:

In my salad, I like tomatoes and lettuce.

My favorite breakfast is scrambled eggs.

Explain to students that eggs and bacon are a popular breakfast in the U.S.

Give students one minute to think of a recipe or a meal that uses one or more of the ingredients shown in the picture. Invite students to share their answers with the class.

- b** In pairs, students answer the question. Monitor and check how much food vocabulary they can produce. Don't correct errors at this stage. Students share answers with the class.

Exercises **a** and **b** can be prepared as homework before this lesson to give students time to look up unfamiliar vocabulary. Ask students to look at the picture and to prepare their answers to the questions as homework to talk about in the next class.

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. On the board, draw 😊 and ☹️. Show students some pictures of food you think they'll know the words for in English. For each picture, elicit the food and then say: *Who likes (the food)?*, encouraging students to raise their hand if they do. If the majority of the class likes the specific food, write it on the board under 😊. If they don't, write it under ☹️. Repeat the procedure for the other pictures you've brought.

3A

DO YOU LIKE FISH?

OPTIONAL LEAD-IN

Books closed. Mime eating something. Elicit the words *eat* and *food*. Mime drinking something. Elicit or teach the word *drink*. Write *food* and *drink* on the board.

Say some names of popular food and drinks from the country you're in, or some famous food and drinks from around the world (e.g., *spaghetti*, the name of a well-known soda, or *hamburger*). For each one, ask students to say *food* or *drink*.

1 VOCABULARY Food 1

- a** **03.01** Individually, students match the words with the pictures. Play the recording for students to listen and check their answers.

Answers

1 meat 3 vegetables 5 rice 7 bread
2 fish 4 fruit 6 eggs

- b** **03.01** **Pronunciation** Remind students what syllables are by comparing the words *food* (one syllable) and *happy* (two syllables). Play the recording again for students to listen for the word that has more than one syllable. Check the answer as a class. Ask: *How many syllables does the word vegetable have?* (three). *Which syllable is stressed?* (vege).

Answer

vegetables

- c** Pre-teach the word *like* by pointing to the smiley face on the page, pointing to the pictures of fruit and fish, smiling and saying *I like fruit. I like fish*. Put students into small groups to say what they like. Ask students to share their answers with the class.

- d** **Sound and spelling** /i/, /ɪ/, and /aɪ/

03.02 For Exercise 1, play the recording for students to listen and repeat the sounds and words. Ask students: *Which sound is short?* (/ɪ/).

03.03 For Exercise 2, give students time to look at the task. Say *big* and ask which part of the chart it goes in (the Sound 2 column). Play the recording once for students to complete the task individually. They compare answers in pairs. Play the recording again if necessary. Check answers as a class.

Answers

Sound 1 /i/	Sound 2 /ɪ/	Sound 3 /aɪ/
eat me teacher cheese	big sister it's milk his	nine China five hi

For Exercise 3, put students into pairs to practice saying the words.

At the end of this lesson, students will be able to:

- use a lexical set of food and drink words correctly
- use the simple present with *I*, *you*, *we*, and *they* in affirmative and negative statements correctly
- understand a text about people's eating habits
- use the simple present with *I*, *you*, *we*, and *they* in questions correctly
- talk and ask about eating habits

- e** **03.04–03.05** Students complete the exercises in Vocabulary Focus 3A on SB pp. 139–140. Play the recording for students to listen and repeat the words in Exercise a. Monitor and correct students' pronunciation in Exercise b as appropriate. Students do Exercise c individually. Play the recording in Exercise d for students to listen and check their answers. Then play it again for them to listen and repeat the words. Before students start Exercise e, point to the speech bubbles and highlight the phrases *I think ...* and *Maybe ...*. Use gestures or facial expressions to convey the idea of uncertainty and guessing. Monitor and correct students' pronunciation as appropriate. Tell students to go back to SB p. 24.

Answers (Vocabulary Focus 3A SB p. 139)

c 1 water 2 milk 3 tea 4 coffee 5 juice 6 soda

FAST FINISHERS

Ask fast finishers to write down their favorite kinds of the following: *tea*, *coffee*, *fruit*, *meat*, *vegetable*. Encourage them to use bilingual dictionaries if they have them. In pairs, they compare lists.

2 READING AND GRAMMAR

Simple present: *I / you / we / they* affirmative and negative

- a** Ask students which food words in 1a they can see in the pictures.

Answers

1 fruit, eggs, rice, bread, meat
2 fruit, vegetables, bread, rice
3 fruit, vegetables, meat (chicken), eggs, rice
There is no fish in any of the pictures.

- b** **03.06** Play the recording as the students read the three texts. They match the texts with the pictures. Check answers as a class.

Answers

a 3 b 1 c 2

- c** Individually, students complete the chart. They can use the texts for help. Check answers as a class. Drill the two negative sentences, replacing the food words with other food and drink words, e.g., *I don't eat bread. I don't like tea*.

Answers

+			–		
I	eat	meat.	I	don't eat	meat.
We	like	fish.	We	don't like	fish.
They			They		

- d Tell students to read the three texts again and underline the correct answers. They then check in pairs. Check answers as a class.

Answers

1 don't eat 2 don't eat 3 don't like 4 eat 5 like

- e In pairs, students discuss which family's food they would like to have for a week and why. Students share answers as a class. Encourage students to give their reasons, encouraging them to express their opinions as much as they are able to. If you wish, give students information from the Culture Notes below.

CULTURE NOTES

What people spend each week on food varies hugely from country to country. Here are some example figures from 2013:

- The Revis family, the U.S. (two adults, two children): about \$290 a week
- The Bainton family, U.K. (two adults, two children): about \$200 a week
- The Aboubakar family, Sudan (two adults, four children): about \$1 a week
- The Eto family, Japan (three adults): about \$180 a week
- The Aymo family, Ecuador (two adults, four children): about \$25 a week
- The Batsuuri family, Mongolia (two adults, two children): about \$40 a week
- The Natomo family, Mali (nine adults, six children): about \$20 a week
- The Melander family, Germany (two adults, two children): about \$420 a week
- The Namgay family, Bhutan (seven adults, six children): about \$4.15 a week

3 LISTENING AND GRAMMAR

Simple present: *I / you / we / they* questions

- a 03.07 Play the recording for students to listen and decide what Rajit eats. Play the recording again if necessary. Students compare their answers. Check answers as a class.

Answers

fish, vegetables, rice, fruit

- b 03.07 Play the recording again for students to complete the conversation. Check answers as a class.

Answers

1 Do 2 like 3 eat

- c 03.08 Individually, students look at the conversation and complete the questions in the chart. Play the recording for students to check their answers. Be aware that there is more than one correct answer, and both *eat* and *like* are possible as main verbs. Drill the two questions, replacing *fish* and *fruit* with other food and drink words, for example, *Do you eat eggs?* *Do you like coffee?*

Answers

+	-	?
I eat fish.	I don't eat fish.	Do you <u>eat</u> fish?
We like fruit.	We don't like fruit.	Do you <u>like</u> fruit?

- d 03.09–03.10 Students read the information in Grammar Focus 3A on SB p. 118. Play the recording where indicated and ask students to listen and repeat. Students complete Exercise a on SB p. 119. Check answers as a class. As students do Exercise b, monitor and point out errors for students to self-correct. Check answers as a class. As students do Exercise c, monitor and help with vocabulary as necessary. Nominate a few students to read their sentences aloud to the class. Tell students to go back to SB p. 25.

Answers (Grammar Focus 3A SB p. 119)

- a 1 don't 2 Do 3 do 4 eat 5 don't 6 don't
b 1 They eat meat. 4 They eat rice.
2 They don't eat fish. 5 They don't eat bread.
3 They eat vegetables.

LOA TIP DRILLING

Backward drilling (also known as back-chaining) is an effective technique for building students' confidence with pronouncing longer phrases and sentences. It involves starting the drill with the last word of a sentence and gradually building up the sentence by adding words. Drill the question *Do you like fruit?* as shown below:

Say: *fruit?* Students repeat.

Say: *like fruit?* Students repeat.

Say: *you like fruit?* Students repeat.

Say: *Do you like fruit?* Students repeat.

Repeat the drill, building up the question *Do you eat fish?* Make sure you keep the pronunciation consistent as you build up the question.

- e Put students into pairs to practice the conversation in 3b.

EXTRA ACTIVITY

Write these short answers on the board: *Yes, I do. No, I don't. Yes, they do. No, they don't.* Drill each short answer for pronunciation, then draw a plus sign (+) and a minus sign (–) on the board. Ask the class the questions below, pointing each time to either the plus or the minus sign. Students should give the appropriate short answer. For example, ask: *Do you like fish?* Then point to the minus sign and elicit *No, I don't.* Repeat the activity a few times, increasing the pace to increase the challenge.

- *Do you like fish?*
- *Do they eat meat?*
- *Do you drink coffee?*
- *Do they eat rice every day?*
- *Do you eat eggs?*
- *Do they drink soda?*

4 SPEAKING

- a To demonstrate the activity, nominate one or two students to ask you some of the questions. Put students into pairs to interview each other and complete the chart. Monitor and write down any common mistakes/errors to deal with when giving feedback. Students share their answers with the class.

- b Tell students to write the words for three drinks. They then use these words to interview their partner using: *Do you like ... ?* and *Do you drink ... (every day)?*

Pairs share answers with the class. Ask a few pairs: *What food and drink do you like?* so that they can tell the class using *We ...*. For example, *We like rice. We don't like vegetables.*

ADDITIONAL MATERIALS

Workbook 3A

Photocopiable activities: Grammar 3A, Vocabulary 3A, Pronunciation 3A

3B

I USUALLY HAVE DINNER EARLY

OPTIONAL LEAD-IN

Books closed. Draw a simple picture of the sun rising on the board, as well as a very simple picture of what you ate and drank for breakfast this morning. (If you had nothing, draw an empty plate!) Elicit or pre-teach the word *breakfast*.

Ask students: *Do you have breakfast?* Take a class vote on how many people eat breakfast.

1 READING

- a If you didn't do the optional lead-in, elicit or teach the word *breakfast* by pointing to the four typical kinds of breakfast food in 1c. You may also wish to teach the word *nothing* (= 0). Give students one minute to check their answers in the chart.
- b In pairs, students compare their answers. Nominate a few pairs to share their answers with the class.
- c In pairs, students guess the answer to the question. Elicit students' ideas, but don't check the answers at this point.
- d Give students one minute to read the text and check if their idea in 1c was correct.

Answer

eggs

EXTRA ACTIVITY

Write *eggs - 1* on the board. Ask: *What about the other pictures?* Encourage students to number the other pictures according to how popular they are for breakfast in the U.S. (cereal - 2, fruit - 3, toast - 4).

- e Put students into pairs to ask and answer the questions, then have pairs share with the class. If you wish, give students information from the Culture Notes.

At the end of this lesson, students will be able to:

- understand a text about breakfast in the U.S.
- use a lexical set of food words correctly
- use a lexical set of time phrases to say the time correctly
- understand three people talking about dinner
- use adverbs of frequency correctly
- ask and answer questions about mealtimes

CULTURE NOTES

In some countries, including the U.K. and the U.S., most people eat specific "breakfast food" – things like cereal with cold milk and toast with butter and jam. They don't usually eat these things for lunch or dinner, and they never or rarely have lunch food or dinner food for breakfast. In other places, however, breakfast meals are the same as or similar to other meals of the day. Here are some examples:

- In Pakistan, Northern India, and Bangladesh, people often eat *khichdi* for breakfast; it's made of rice, lentils, spices, and pickles – ingredients that are used in other meals during the day.
- Similarly, in Japan, people often eat a breakfast dish made of *natto* (fermented soy beans), rice, miso soup, and green tea.
- In Turkey, people eat *tarhana* – a thick soup made of wheat, yogurt, and vegetables – at all meals, not just breakfast.
- In Morocco, people often eat the leftovers of the previous day's *tagine* (spiced meat and vegetable casserole) for breakfast.
- In El Salvador, a typical breakfast is fried sweet plantains, black beans, and rice in onion sauce with salsa – all standard foods eaten at other meals.
- A popular Egyptian breakfast is *ful medames* – beans cooked with olive oil, onion, parsley, garlic, and lemon juice.

2 VOCABULARY Food 2; Time

- a In pairs, students match pictures a–c with sentences 1–3. Check answers as a class. Point out the time expressions on each picture too and drill *in the morning*, *in the afternoon*, and *in the evening*.

Answers

1 b 2 c 3 a

- b >>> 03.11–03.12 Students complete the exercises in Vocabulary Focus 3B on SB p. 140. Play the recording where indicated and ask students to listen and repeat the words in Exercise a. In pairs, students match the words and pictures in Exercise b. Check answers as a class and drill all the food words. For Exercise c, students tell each other what they eat at different mealtimes. Monitor and correct students' pronunciation as appropriate. Nominate a few students to share their answers with the class. Tell students to go back to SB p. 27.

Answers (Vocabulary Focus 3B SB p. 140)

b 1 apple 4 sandwich 7 cake 10 orange
2 cookie 5 tomato 8 ice cream 11 butter
3 cheese 6 banana 9 potato 12 pizza

- c 03.13 Tell students to look at the three meal pictures on SB p. 26. Ask: *What food and drink can you see in the pictures?* Play the recording for students to listen for the correct times in sentences 1–3. Check answers as a class by playing the recording again and pausing after the time in each sentence. Draw a clock face on the board showing *one o'clock*, and write the phrase. Repeat with *six o'clock* and *seven o'clock*.

Answers

1 one 2 six 3 seven

- d 03.14 Students match the clocks with the times. Tell them to compare their ideas in pairs, then play the recording for students to listen and check, pausing after each time phrase.

Answers

1 four o'clock
2 four thirty
3 (a) quarter after four
4 (a) quarter to five

- e In pairs, students use the clocks to practice saying the times.

- f >>> 03.15–03.16 Students complete the exercises in Vocabulary Focus 3B on SB p. 141. Play the recording for students to check their answers to Exercise a. For Exercise b, play the recording again for them to practice saying the times. Give students one minute to write their answers to Exercise c before they talk in pairs. Tell students to go back to SB p. 27.

Answers (Vocabulary Focus 3B SB p. 141)

a 1 (a) quarter after two
2 twenty after two
3 twenty to two
4 (a) quarter to two
5 two o'clock
6 two thirty

FAST FINISHERS

Ask fast finishers to draw more clock faces on a piece of paper and use them to test a partner by asking: *What time is it?*

g Sound and spelling /æ/ and /ɔ/

- 03.16 For Exercise 1, play the recording for students to hear and copy the long sounds /æ/ and /ɔ/.

- 03.17 For Exercise 2, play the recording for students to put the words in the correct place in the chart. Play the recording again, then check answers as a class.

Answers

Sound 1 /æ/	Sound 2 /ɔ/
class apple afternoon	all water orange

- For Exercise 3, put students into pairs to practice saying the words in the chart.

- h >>> Teach these questions: *What time is it? What's the time in (Los Angeles/Tokyo/New York)?* Divide the class into pairs and assign A and B roles. Student As go to SB p. 105 and Student Bs go to SB p. 107. Students exchange information about the time in different cities around the world. Monitor, but don't interrupt fluency. Tell students to go back to SB p. 27. To close this stage of the lesson, look at your phone, watch, or a clock and ask: *What time is it?*

3 LISTENING

- a 03.18 Play the recording for students to listen and match the people with the countries. Check answers as a class.

Answers

1 the U.S. 2 Brazil 3 Spain

Audioscript

CONVERSATION 1

INTERVIEWER Are you from China, Julie?

JULIE No, I'm not. My parents are Chinese, but I'm American.

I When do you have dinner?

J In my family, we usually have dinner early.

I What time?

J At about six o'clock.

I And what do you have?

J We usually have rice with meat and vegetables.

CONVERSATION 2

I Where are you from, Lucas?

LUCAS I'm from Brazil.

I And what time do you have dinner?

L I have dinner at about eight o'clock.

I And what do you have?

L I like fish. I always have fish for dinner.

CONVERSATION 3

I Where are you from, Monica?

MONICA I'm from Valencia. I'm Spanish.

I What time do you have dinner?

M I usually have dinner between nine and ten o'clock.

I You have dinner late.

M Yes. People never have dinner early in Spain.

I What do you have?

M I usually have meat and vegetables, but I sometimes have bread and cheese.

- b 03.18 Play the recording again for students to listen in more detail and complete the chart. Then, have them check in pairs. Check answers as a class.

Answers

Name	Dinner time	Food
Julie	about six o'clock	rice, meat, vegetables
Lucas	at about eight o'clock	different things, fish
Monica	between nine and ten o'clock	(usually) meat and vegetables, (sometimes) bread and cheese

- c Students discuss the question in pairs. Invite a few students to share their answers with the class. Briefly give your own response, too.

4 GRAMMAR Adverbs of frequency

- a 03.19 Play the recording for students to listen and complete the sentences with the words in the box. Check answers as a class.

Answers

- 1 usually
- 2 always
- 3 never
- 4 sometimes

- b In pairs, students complete sentences 2 and 4 with the adverbs of frequency. Check answers as a class. Write on the board: *We usually have rice*. Highlight the position of the adverb of frequency (*usually*). It goes between the subject (*We*) and the verb (*have*).

Answers

- 2 usually
- 4 never

CAREFUL!

Of the four adverbs taught in this lesson, *always* is the most commonly used, followed by *usually*, then *sometimes*, then *never*. Students often make mistakes with word order, e.g., ~~*I eat always at 7 p.m.*~~ (Correct form = *I always eat at 7 p.m.*), and ~~*The food usually is good.*~~ (Correct form = *The food is usually good.*) This mistake is most commonly made with *always*. Another typical error is students splitting *sometimes* into two words, e.g., ~~*We some-times eat rice.*~~ (Correct form = *We sometimes eat rice.*)

- c 03.20 Students read the information in Grammar Focus 3B on SB p. 120. Play the recording where indicated and ask students to listen and repeat. Students then complete Exercises a and b on SB p. 121. Check answers as a class. Tell students to go back to SB p. 27.

Answers (Grammar Focus 3B SB p. 121)

- a
- 1 We sometimes have dinner at 10:00. / Sometimes we have dinner at 10:00.
 - 2 I never have coffee in the evening.
 - 3 I usually have a sandwich for lunch.
 - 4 We always have dinner at home.
 - 5 I always eat fruit at lunchtime.
 - 6 I usually have lunch in a café.
- b
- 1 sometimes
 - 2 never
 - 3 always
 - 4 always

LOA TIP DRILLING

A prompt drill is a useful form of very controlled practice. Instead of just listening and repeating, students have to think. In the prompt drill below, the prompt is a percentage which students have to translate and apply as an adverb of frequency.

Write these percentages on the board: 0%, 50%, 80%, and 100%. Remind students that these numbers match adverbs of frequency. As you say each of the sentences below, point to one of the numbers on the board. Students change the sentence by adding the correct adverb of frequency. For example, say: *I eat fish* and point to 50%. The students follow by saying: *I sometimes eat fish*.

- *I eat fish.*
- *They have breakfast.*
- *You drink coffee.*
- *We eat bread.*
- *I have lunch.*
- *They drink soda.*

Repeat the drill a few times, changing the percentage each time.

- d Individually, students complete the exercise. Monitor and make sure the students have placed the adverbs of frequency in the correct position. Check answers as a class.

Answers

- 1 I sometimes have breakfast at 9:00 on the weekends. / Sometimes I have breakfast at 9:00 on the weekends.
- 2 I usually have a sandwich for lunch.
- 3 I never have breakfast.
- 4 In the evening, I always have dinner at about 7:00.

FAST FINISHERS

Ask fast finishers to write more sentences about their eating habits using adverbs of frequency.

- e In small groups, students discuss which sentences are true for them. Check the answers by reading each sentence and asking students to raise their hands if it's true for them.

Language Plus What time ... ? / When ... ?

Tell students to read the two questions. Point out that *What time* and *When* have the same meaning. Drill the two questions. Invite two confident students to ask and answer questions with *have breakfast*, *have lunch*, or *have dinner*. Repeat a few times with different pairs of students.

5 SPEAKING

- a Give students two minutes to write their answers to the four questions and then write another question about meals and food. Monitor and help as necessary.
- b  Students use their questions to interview three or four other students. They write down the names of students who have the same answers. Monitor, but don't interrupt fluency. Groups share their answers with the class.

LOA TIP REVIEW AND REFLECT

Write these number ranges on the board:

- 0–8
- 9–14
- 25–21
- 22–28

Ask students: *How many words for food, drink, and meals do you know from this lesson?* Indicate the four number ranges on the board and ask students to each choose a number range from the board. Give them two minutes to write down as many food, drink, and meal words from the lesson as they can, without looking in their books or notebooks. Ask them to count their words. Groups share their answers with the class. Are they surprised by how many words they know?

ADDITIONAL MATERIAL

Workbook 3B

Photocopiable activities: Grammar 3B, Vocabulary 3B

3C

EVERYDAY ENGLISH

I'd like a large coffee, please

OPTIONAL LEAD-IN

Books closed. Write the names of some local cafés on the board. Ask: *Do you know these cafés? Do you like these cafés? What food and drink do people eat at these cafés?* Encourage students to express their opinions without worrying about accuracy. To continue personalizing the topic, write these sentences on the board:

- *I sometimes have breakfast in a café.*
- *I usually have coffee and a piece of cake in a café.*
- *I always have lunch in a café.*
- *I never go to cafés.*

Ask: *Are these sentences true for you?* Put students into pairs to discuss their answers, then invite pairs to share their answers with the class.

1 LISTENING

- a  Point to the picture of Hannah and Tracy in a café on SB p. 29. Ask the class: *Where are Hannah and Tracy? (in a café).* Put students into pairs to look at the menu on SB p. 28 and discuss what food and drink they like. Take answers from a few students. Tell the class what you like.

At the end of this lesson, students will be able to:

- understand a conversation in a café
- use sentence stress correctly in *a piece of cake, a bottle of water*, etc.
- use appropriate phrases to order and pay in a café
- order something in a café
- write a text message

- b  **03.21–03.22 Pronunciation** Play the first recording for students to hear the two syllables in *coffee*. In pairs, students find words with two syllables in the box. Play the second recording for students to check their answers.

Answers

sandwich and *orange* both have two syllables
(*banana* and *vegetable* both have three syllables)

- c  **03.22** Play the recording again for students to listen and underline the stressed syllables in each word. Check answers as a class.

Answers

sandwich, *banana*, *orange*, *vegetable*

- d  In pairs, students practice saying the words.

- e In pairs, students find the items in pictures a–c. Check answers as a class.

Answers

1 b 2 c 3 a

- f **03.23** Play the audio recording for students to understand the general meaning and put pictures a–c in order. They check in pairs. Check answers as a class.

Answers

a 2 b 3 c 1

Audioscript

HANNAH Hi, Tracy. How are you?
TRACY Hi, Hannah. I'm good, really good.
H Ooh, is that a new watch?
T Yeah, it's a smartwatch!
H Nice!
SERVER Hi! Welcome to City Café. Something to drink?
H Yes, I'd like a large coffee, please.
S OK. One large coffee.
T And ... um ... I'd like tea. Yes, a large tea, please. (*to Hannah*) Chocolate cake?
H No, thank you.
T OK. That's one piece of chocolate cake for me, please.
S OK ... So that's a large tea, a large coffee, and a piece of chocolate cake.
T That's right. Thanks.

H Sorry, I'd like a piece of chocolate cake, too.
T Can we have *two* pieces of chocolate cake, please?
S Sure. That's \$15.00, please.
T Here you go.
S Thank you.
H So, I love your watch! It's pretty small.
T It is. I like it. It has this great app. Look ... I can see what I eat and when ...
H That's great.
T Yeah. I *never* eat cake for lunch.
H I sometimes do.
T Really? You *really* like cake, Hannah! I usually eat a sandwich.
H I never eat a big meal for lunch. But I *always* have coffee!
T Me, too!

- g **03.23** Play the audio recording again for students to decide whether the statements are true or false. Check answers as a class. Encourage students to correct the false answers.

Answers

- 1 T
- 2 F (Hannah orders a large coffee, and Tracy orders a large tea.)
- 3 T
- 4 F (Hannah always has coffee at lunch.)

2 PRONUNCIATION Stressed and unstressed words

- a **03.24** Play the recording for students to listen to the pronunciation of the words and phrases. Check the answer as a class.

Answer

No, it isn't. In 1 (in isolation) it is pronounced more clearly, as /**av**/. In 2 and 3 (in phrases) it is pronounced /ə**v**/.

- b **03.25** Play the recording for students to listen and notice which word isn't stressed. Check the answer as a class.

Answer

The word *a* in these phrases isn't stressed. It is pronounced /ə/.

LANGUAGE NOTES

English is a stress-timed language, unlike some other languages which are syllable-timed. This means that in connected speech, the words *a*, *an*, *and*, *of*, and *the* are usually unstressed and contain the weak /ə/ (schwa) sound.

EXTRA ACTIVITY

Say these word pairs a few times, clapping as you say each word: *bottle, water; piece, cake*.

Ask students to say and clap the word pairs with you. Then, without changing the beat of two claps, and without clapping the weak sound of (/əv/), say:

- *a bottle of water*
- *piece of cake*

Again, ask students to speak and clap along with you. Finally, still without changing the beat of two claps, and without clapping the weak sounds for *a* (/ə/) and *of* (/əv/), say:

- *a bottle of water*
- *a piece of cake*

This focus on the rhythm of the stressed words should help students pronounce the unstressed words *a* and *of* naturally as the weak forms /ə/ and /əv/.

- c In pairs, students practice saying the phrases in 2b.
- d Remind students of the food and drink in Vocabulary Focus 3A and 3B on SB pp. 139–140. Elicit a few more phrases with *a ... of ...*. Then put students into pairs to think of more phrases and practice saying them.

3 USEFUL LANGUAGE

Ordering and paying in a café

- a **03.26** Play the recording for students to listen and complete the sentences. Check answers as a class. Play the recording again for students to listen and repeat the questions. Write on the board: *I'd like ... , please.* and *Can I have ... , please?* Elicit some different examples from the class, e.g., *I'd like a glass of soda, please.*, *Can I have a piece of chocolate cake, please?*

Answers

- 1 like 2 have

- b **03.27** Individually, students put the words in the correct order. Play the recording for students to listen and check their answers.

Answers

- 1 Can I have a small coffee, please?
- 2 I'd like a vegetable sandwich, please.
- 3 Can we have two pieces of banana cake?

- c In pairs, students practice saying the sentences.

- d **03.28** Individually, students put the conversation in the correct order. Play the recording for students to listen and check.

Answers

- 3 A slice of cheese pizza, please.
- 4 Of course. That's five dollars, please.
- 2 Sure. And to eat?
- 5 Here you are.
- 1 Can I have a bottle of water, please?
- 6 Thank you.

- e Put students into pairs to practice the conversation, but with different details (drink, food, and price). Monitor and correct students' pronunciation as appropriate and listen for correct usage of the target language from this lesson.

4 SPEAKING

- a**  Divide the class into pairs and assign A and B roles. Give students one minute to read the instructions and prepare what they want to say. Monitor and write down any common mistakes/errors to deal with when giving feedback.

LOA TIP MONITORING

Instead of writing down comments at random as you monitor, try grouping them under grammar, vocabulary, pronunciation, and everyday English headings. Write down good uses of the target language as well as mistakes.

Working like this will help you find out which areas your students need more help with. It will also give you an organized list of points to address when giving feedback. When giving feedback to your students, be specific about their positive achievements. Write any mistakes that you noticed on the board. Let the mistakes be anonymous – don't attribute them to individual students – and get the whole class involved in correcting them.

- b**  Students switch roles and repeat the activity. Give feedback on the students' achievements using the notes you made while monitoring.

FAST FINISHERS

Ask fast finishers to have more café conversations in pairs, using different food and drink words.

5 WRITING

- a** Point to the image in blue and elicit what it is (a text message). Tell students to look at the picture and the text message. Give the students one minute to read the text and answer the questions. Check answers as a class. Ask: *Who is the text message about?* (Hannah).

Answers

It's for Brian.

- b**  Students go to Writing Plus 3C on SB p. 159. Read the information in Exercise a as a class. Write on the board: *you're, she's not, I don't*. Ask: *What are the full forms?* (*you are, she is not, I do not*). Individually, students do Exercises b and c. Check answers as a class by inviting students to come and write them on the board. Tell students to go back to SB p. 29.

Answers (Writing Plus 3C SB p. 159)

- b** 1 you're 3 I'm 5 they're 7 we're
2 she's 4 don't 6 we're not 8 it's not
- c** 1 He's 3 It's not 5 You're not 7 don't
2 They're 4 don't 6 I'm 8 I'm not

- c** Give students up to five minutes to look at the ideas and write their own text message to a friend. Monitor and point out errors for students to self-correct.
- d** In pairs, students read each other's text messages. Invite students to tell the class who their partner wrote about.

ADDITIONAL MATERIALS

Workbook 3C

Unit Progress Test

Photocopiable activities: Pronunciation 3C

UNIT 3

Review

1 GRAMMAR

a Individually, students write sentences and questions from the prompts. Check answers as a class.

Answers

- | | |
|---------------------------|----------------------|
| 1 Do you like eggs? | 4 We don't eat meat. |
| 2 We eat bread every day. | 5 You like fruit. |
| 3 I don't drink juice. | 6 Do they eat fish? |

b Individually, students underline the correct answers. Check answers as a class.

Answers

- | | |
|-------------------|-------------------|
| 1 I always | 4 never |
| 2 sometimes drink | 5 I never have |
| 3 usually eat | 6 sometimes don't |

c  In pairs, students discuss whether the sentences in 1b are true or false for them.

d Students correct the sentences. Check answers as a class. Write the corrected sentences on the board.

Answers

- | | |
|----------------------------|--------------------------|
| 1 No, we don't. | 4 I usually drink water. |
| 2 I always have breakfast. | 5 Do you like tea? |
| 3 We don't eat fish. | 6 Yes, I do. |

2 VOCABULARY

a In pairs, students use the words in the box to complete the groups. Check answers as a class. Allow the students to name what the groups are if they can.

Answers

- juice (cold drinks)
- coffee (hot drinks)
- banana (fruit)
- dinner (meals)
- fish (these foods come from animals)
- cakes (these foods are sweet)

b  In small groups, students tell each other what their favorite group of food or drinks is.

 EXTRA ACTIVITY

Students play a guessing game. Write these sentence beginnings on the board:

- You like ...
- You don't like ...
- You eat ... every day.
- You never eat ...

Individually, students guess and write down five eating and drinking facts about students sitting near them, e.g., (name of partner) *likes cereal*. They then talk together to see if their guesses were correct, e.g., *Do you like cereal?* Students share their answers with the class. Find out if anyone got all their guesses right or wrong.

c Tell students to look at the pictures and complete the food words.

Answers

- 1 bread 2 rice 3 meat 4 apples 5 oranges 6 eggs

3 SOUND AND SPELLING

a  **03.29** Write /ɪ/, /i/, and /aɪ/ on the board. Then, write these word groups on the board and ask students to match the words with the sounds in the groups:

- 1 *rice, China, nine, five*
2 *cheese, eat, teach, tea*
3 *it, fish, six*

Check answers as a class (1 = /aɪ/, 2 = /i/, 3 = /ɪ/).

Play the recording for students to choose the correct answers. They check in pairs. Play the recording again if necessary. Check answers as a class. In pairs, students practice saying the sentences.

Answers

- 1 a 2 b 3 b 4 a

b  **03.30** Write /ɔ/ on the board and then write the words *two, three, four*. Ask: *Which word has the /ɔ/ sound? (four)*. Play the recording for students to check the correct words. They check in pairs. Play the recording again if necessary. Check answers as a class. In pairs, students practice saying the words.

Answers

- 1 water 4 morning 6 orange 7 quarter 8 all

 FAST FINISHERS

Ask fast finishers to find food and drink words on SB p. 30 and group them into words of one syllable, two syllables, and three syllables. For example, one-syllable words include *rice, cakes, fruit, eggs, meat, milk, tea, bread, fish*. Two-syllable words include *ice cream, cookies, water, orange, coffee, apple, soda*. Three-syllable words include *vegetables* and *banana*.

 LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied, and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook and the Photocopiable activities.

UNIT 4

MY LIFE AND MY FAMILY

UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts, and conversations about their own and other people's daily lives and families
- exchange and convey information and opinions about their own and other people's daily lives and families
- discuss what they know about famous people and their families
- talk about their own family
- ask and talk about photos of family and friends
- write a caption for a favorite family photo

UNIT CONTENTS

G GRAMMAR

- Simple present: *Wh-* questions
- Simple present: *he / she / it* affirmative

V VOCABULARY

- Common verbs: *go, live, meet, play, speak, study, teach, work*
- Family and people: *baby, boy, brother, children, daughter, father, girl, husband, man, men, mother, parents, people, sister, son, wife, woman, women*
- Numbers 2: *twenty-four, thirty-seven, forty-six, etc., a hundred*
- Language Plus: *study ... (in college/English/math, etc.)*
- Language Plus: *How old ... ?*

P PRONUNCIATION

- Sentence stress in simple present questions
- Sound and spelling: /ð/
- *This is ...*
- Sound and spelling: /tʃ/ and /dʒ/

C COMMUNICATION SKILLS

- Talking about your life and asking about others'
- Talking about your family
- Asking and talking about photos
- Writing about a family photo
- Writing Plus: Word order

- a**  Use the picture to teach *person* and *family*. Remind students that they learned *This is ...* for talking about people in Lesson 1B. Put students into pairs to look at the picture and answer questions 1–4. Monitor to find out whether students attempt to use the simple present affirmative with *he* and *she*, and how much family and people vocabulary they can produce, but don't correct errors at this stage. Go through the questions as a class, writing students' ideas on the board. If students suggest more than one answer (e.g., *They have a meal. They go out.*), write them all on the board and leave for the next stage. If you wish, give students information from the Culture Notes.

CULTURE NOTES

The picture shows three different generations of family members (grandparents, parents, children). In the U.S., there has been a significant growth in the number of multigenerational families living in the same households. It is estimated that 64 million people, or 20% of the U.S. population, now live in a house with multiple generations. That number has grown since 1980, when only 12% of U.S. households included more than two generations.

- b**  In pairs, students answer the question. Monitor to find out how much family vocabulary students produce and whether they attempt to use simple present statements with *he* and *she*. Don't correct errors at this stage. Ask students to share their answers with the class.

Exercises **a** and **b** can be prepared as homework before this lesson to give students time to look up unfamiliar vocabulary. Ask students to look at the picture and to prepare their answers to the questions as homework to talk about in the next class.

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Draw a simple diagram of your family tree on the board. Your name should be in the center. Say: *This is me*. Write the names of any children you have under your name, brothers or sisters to the left or right, and parents above. Add lines connecting your name to the other people's. Elicit or teach the word *family*. Say: *This is my family*.

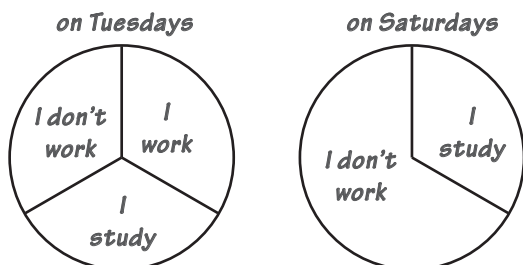
4A

WHAT DO YOU STUDY?

OPTIONAL LEAD-IN

Books closed. Write *work* and *study* on the board and ask students if they work or study or both.

Write *My life* on the board and draw two circles. Write *on Tuesdays* above one and *on Saturdays* over the other. Divide the circles into sections to show how you spend your time, for example:



Ask students to draw their own circles and compare them with a partner. Invite one or two students to come to the board to draw and talk about their circles to the class.

1 VOCABULARY Common verbs

- a** **04.01** Students match the sentences with the pictures. Play the recording for students to listen and check.

Answers

1 c 2 b 3 d 4 a 5 e

EXTRA ACTIVITY

Write sentences 1, 2, 4, and 5 from 1a on the board. Then, underline the preposition in each sentence (*study in*, *work in*, *live in*, *go to*). Elicit where else you can *study in*, *work in*, etc.

- *Study in a college or ... ?* (school, high school, university ...)
- *Work in an office or ... ?* (a factory, a store, a bank, New York ...)
- *Live in London or ... ?* (Paris, a big house, a small apartment ...)
- *Go to the gym or ... ?* (work, school, the movies ...)

- b** In pairs, students discuss which sentences in 1a are true for them. Students share answers as a class.

- c** **04.02** Students complete the exercises in Vocabulary Focus 4A on SB p. 142. Play the recording in Exercise a for students to read and listen to the phrases and practice the pronunciation of the verbs. Check answers to Exercise b as a class. Monitor Exercise c and help as necessary. Tell students to go back to SB p. 32.

Answers (Vocabulary Focus 4A SB p. 142)

b

2 play 4, 5, 6 speak, study, teach 8 meet
3 live 7 study 9 go

At the end of this lesson, students will be able to:

- use a lexical set of common verbs correctly
- understand a blog about living in one country and working in another
- understand a conversation about living in one city and working in another
- use simple present *Wh-* questions correctly
- ask questions and talk about where they live, work, etc.

2 READING

- a** Tell students to look at the photos and the blog title. Use the picture of the plane to elicit the verb *fly*. Give students one minute to read the blog for general meaning and to choose the sentence which is true. They then compare answers in pairs. Check the answer as a class.

Answer

Sentence 2 is true.

- b** Pre-teach the word *expensive* and its opposite, *cheap*, by writing one expensive and one cheap thing on the board, along with their prices. Give students three or four minutes to read the blog again and take notes on the different things. They then compare answers in pairs. Check answers as a class.

Answers

- 1 They're very expensive.
- 2 They're beautiful.
- 3 three
- 4 two
- 5 Matt studies at a language school on Saturdays.
- 6 It's a beautiful city.

- c** Put students into pairs or small groups to discuss what they think of Matt's life, then discuss answers as a class. If you wish, give students information from the Culture Notes below.

CULTURE NOTES

Matt is an example of a *cross-border commuter*: someone who regularly travels to another country for work. According to a 2011 study, cross-border commuting has increased significantly in recent years. Employees may choose to do this for the same reason as Matt: because they prefer to live somewhere cheaper, or because they don't want to move their families to another country or abandon other family members.

From an employer's point of view, paying for someone to cross-border commute can be a good way of getting the candidates they really want. It may also be cheaper to pay for an employee to cross-border commute than to relocate them and their families.

On the downside, regularly traveling long distances is tiring and can be stressful. This can lead to problems at work and put a strain on the commuter's family life.

Language Plus study

Go through the information with students. Write the following sentences with a blank on the board and ask students to complete it with the name of a subject (e.g., *English*) and the name of a place (e.g., *school, home, college*, etc.):

I study _____ in/at _____.

- d Give students two minutes to complete sentences about themselves using the prompts. Monitor and check that students are using the language from the lesson correctly.
- e  In pairs, students tell each other their sentences in 2d.

3 LISTENING

- a  **04.03** Point to the map and ask: *Which country is this?* (Canada). Now point to the flight route, indicate distance with your hands and ask: *How many miles/kilometers is it from Ottawa to Québec City?* Encourage students to guess (It's 276 miles / 444 km). Play the recording for students to answer the question. Check the answer as a class.

Answer
Fernanda

Audioscript

JUSTIN Thank you for your help, Fernanda. So, where are you from?
FERNANDA I'm from Brazil – Rio de Janeiro, but I live here in Canada now.
J Where do you live?
F I live in Ottawa – it's really nice. But I don't work there.
J Where do you work?
F I work in Québec City.
J Québec City?! But that's so far away.
F Yes, I go to work three days a week – I fly.
J Do you work from home, too?
F Yes, I work two days from home with my husband, Bernardo. He works from home every day.
J Is he Brazilian, too?
F Yes, he is. He's from São Paulo.
J Ah, that's great. Do you speak English or Portuguese at home?
F We speak Portuguese, of course!

- b  **04.03** Play the recording again for students to listen in more detail for the correct answers. Students compare answers in pairs. Check answers as a class. Elicit a personal response to the listening text by asking: *What do you think of Fernanda's life? What's the same about Matt's and Fernanda's lives?* (They both fly to work every week's. They both work at home two days a week.) *What's different?* (Matt lives in one country, Spain, and works in a different country, the U.K. Fernanda lives in one city in Canada, Ottawa, and works in a different city in the same country, Quebec City.)

Answers
1 Brazilian 2 Canada 3 isn't 4 is 5 Portuguese

4 GRAMMAR

Simple present: *Wh-* questions

- a  **04.04** In pairs, students complete the chart. Play the recording for students to check answers and practice saying the questions.

Answers

Yes/No questions	<i>Wh-</i> questions
<u>Do</u> you work at home?	Where <u>do</u> you live?
	When <u>do</u> you have dinner?
	What <u>do</u> you study in college?

CAREFUL!

Students are most likely to make mistakes with word order, e.g., *Where your house is?* (Correct form = *Where **is** your house?*), and *What you do study?* (Correct form = *What **do** you study?*). They may also omit *do* completely, e.g., *When you have lunch?* (Correct form = *When **do** you have lunch?*), or combine the two errors, e.g., *Where work you?* (Correct form = *Where **do** you work?*).

- b  **04.05–04.06** Students read the information in Grammar Focus 4A on SB p. 120. Play the recording where indicated and ask students to listen and repeat. Individually, students complete Exercise a on SB p. 121. Check answers as a class. Individually, students complete Exercise b. Monitor and point out errors for students to self-correct. Check answers as a class. Tell students to go back to SB p. 33.

Answers (Grammar Focus 4A SB p. 121)

- a 1 do 2 do 3 's 4 are 5 do 6 are 7 do 8 's
b 2 When do you go to work (in the morning)?
3 What do you eat for lunch?
4 Where do you study (in Quito)?
5 What do you study (at school)?
6 When do you go to your class?

- c  **04.07** Individually, students write the words in the correct order to make questions. Play the recording for students to check their answers.

Answers

- 1 Do you work in an office?
2 Where do you work?
3 Where do you live?
4 What do you study in college?
5 Do you speak Spanish?

FAST FINISHERS

Ask fast finishers to use the verbs in Vocabulary Focus 4A on SB p. 142 to write more simple present *Wh-* questions.

- d  **04.07** **Pronunciation** Play the recording for students to listen for the stressed words in the questions.
- e  **04.07** Individually, students complete the task. Check answers as a class. Play the recording again so students can listen and repeat the questions in 4c. Monitor and correct students' pronunciation when appropriate.

Answers

- 1 question words (e.g., *where*)
3 main verb (e.g., *work*).

- f  In pairs, students ask and answer the questions in 4c. Monitor and write down any common mistakes/errors to deal with when giving feedback.

5 SPEAKING

 Divide the class into pairs and assign A and B roles. Student As read the information and look at the map on SB p. 105. Student Bs do the same on SB p. 108. Student A uses the questions to interview Student B, then they switch roles. Monitor and write down any common mistakes/errors to deal with when giving feedback.

LOA TIP REVIEW AND REFLECT

Write these four kinds of questions on the board:

- 1 Yes/No questions with *be*, e.g., *Are you a student?*
- 2 Yes/No questions with *do*, e.g., *Do you like your office?*
- 3 *Wh-* questions with *be*, e.g., *What's your name?*
- 4 *Wh-* questions with *do*, e.g., *Where do you live?*

Next, draw this scale on the board:

←————→
very difficult difficult OK easy very easy

Ask students to think about the four kinds of questions. Ask: *How easy or difficult are 1–4?* Give them one minute to choose a word on the line.

⊕ ADDITIONAL MATERIAL

Workbook 4A

Photocopiable activities: Grammar 4A, Vocabulary 4A, Pronunciation 4A

4B

SHE HAS A SISTER AND A BROTHER

💡 OPTIONAL LEAD-IN

Pre-teach the words *man*, *woman*, and *famous* by gesturing to appropriate students in the class or pointing to pictures on SB p. 10. Write these phrases on the board:

- *an American woman*
- *a Spanish man*
- *a funny man*
- *a beautiful woman*
- *a good man*
- *an interesting woman*

Put students into pairs to write down the name of one person who matches each phrase. Students share their answer with the class to see if the pairs have the same names or different names in their lists. At the end of the activity, use all the names to pre-teach the word *people*.

1 READING AND LISTENING

- a** Point to the pictures of famous people on SB pp. 34–35. If you didn't teach *famous people* in the optional lead-in, you may wish to pre-teach it now. Ask the class: *Do you know the famous people in the pictures?*, but don't elicit any names yet. Put students into pairs to try to match the pictures with the sentences.

At the end of this lesson, students will be able to:

- understand information about famous families
- use a lexical set about family and people correctly
- understand a text about an international family
- use numbers 21–100 correctly
- use the simple present with *he / she / it* in affirmative statements correctly
- talk about their family

- b** ▶ 04.08 Play the recording for students to check their answers.

Answers

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

Audioscript

- | | |
|---|---|
| 1 c It's Lionel Messi, the soccer player. He's with his three sons in this photo. | 5 d It's a photo of the actor Colin Hanks. He's with his father Tom Hanks, a famous actor. |
| 2 e This is Beyoncé, the pop star. In this photo, she's with her husband, Jay-Z, and her sister Solange. | 6 b It's a photo of singer Camila Cabello. She's from Cuba. She's with her mother in this photo. |
| 3 a This is a photo of the movie star Kate Hudson. She's with her parents in this photo. | |
| 4 f And this one – this is the movie director Alejandro González Iñárritu. That's his wife, his son, and his daughter. | |

- c  In pairs or small groups, students discuss what else they know about the people in the photos. If you wish, give students information from the Culture Notes.

CULTURE NOTES

Lionel Messi (born in Argentina, 1987) is married to Antonella Rocuzzo, and together they have three sons (Thiago Messi, Mateo Messi, Ciro Messi).

Beyoncé (born in the U.S., 1981) has a younger sister named Solange and two half-siblings (Nixon and Koi). She is married to Jay-Z, and they have three kids (Blue Ivy Carter, Sir Carter, Rumi Carter).

Kate Hudson (born in the U.S., 1979) is the daughter of the actress Goldie Hawn, and the actor/musician Bill Hudson. She has 3 children and a brother.

Alejandro González Iñárritu (born in Mexico, 1963) is married to María Eladia González and they have 2 children, María Eladia and Eliseo.

Colin Hanks (born in the U.S., 1977) is the son of the actors actors Samantha Lewes and Tom Hanks. He is the nephew of actor/director/voice actor/producer Jim Hanks.

Camila Cabello (born in Cuba, 1997) is a singer who immigrated to the U.S. when she was young. She is very close to her mother, Sinuê Cabello, and her younger sister, Sofia.

2 VOCABULARY Family and people

- a Students complete the chart by finding the words in the sentences in 1a. Check answers as a class. Draw attention to the silent *gh* in *daughter* and the /ʌ/ sound in *son*, *mother*, and *brother*. Drill all the words.

Answers

	
mother	father
<u>daughter</u>	son
wife	<u>husband</u>
<u>sister</u>	brother

- b Students find the words in the sentences in 1a. Check answers as a class.

Answers

1 parents 2 children

- c Point to the picture of the family tree and teach the phrase *family tree*. Students work individually to complete the exercise. Check answers as a class.

Answers

- Ron and Mary, Michael and Jane, Natalie and James
- Laura, Diana, Natalie
- Diana, Michael, Laura, Oliver
- Ron and Mary, Michael and Jane

- d  Use the questions in Exercise c to elicit *yes/no* questions with *you*. (*Are you married? Do you have a brother? Do you, have a sister? Do you have a child/children?*) You may wish to write them on the board. Demonstrate the activity by secretly choosing one of the people on the family tree. Tell the class to ask you questions to find out which person you are. Put students into pairs to take turns asking and answering questions to find out which person on the family tree their partner is. Give the students about four minutes to play the game. Monitor to make sure they are using *yes/no* questions correctly.

- e  **04.09–04.10** Students complete the exercises in Vocabulary Focus 4B on SB p. 143. Play the recording where indicated and ask students to listen and repeat. When checking Exercise d, make sure students pronounce *woman* /wʊmən/, *women* /wɪmɪn/ and *people* /ˈpiplə/ correctly. Tell students to go back to SB p. 34.

Answers (Vocabulary Focus 4B SB p. 143)

- b** 1 mother 4 wife 7 father 10 children
2 son 5 brother 8 daughter
3 husband 6 sister 9 parents
d 1 children, boy, girls 3 woman, sister 5 people, women, man
2 husband 4 baby, girl

EXTRA ACTIVITY

Write on the board: *I am a ...*. Ask students to complete the sentence so it's true for them using words from Vocabulary Focus 4B. Demonstrate this yourself, for example, by saying: *I am a woman, parent, sister, wife, mother, and a daughter*. Put students into small groups to compare their answers.

f Sound and spelling /ð/

-  **04.11** For Exercise 1, play the recording for students to listen and repeat the sound and the example word. Make sure they place the tip of their tongue between their upper and lower teeth and that they are voicing the sound.

-  **04.12** For Exercise 2, play the recording twice for students to listen and repeat the words.

-  For Exercise 3, put students into pairs to practice saying the words in Exercise 2.

3 READING AND VOCABULARY Numbers 2

- a Point to the picture and the text *An International Family*. Tell students to read the first paragraph and ask: *Are Pablo and Alicia brother and sister?* (No, they're husband and wife.) Ask: *Are they the same nationality?* (No, he's from Spain and she's from Argentina.) Write on the board: *international* = *more than one country*. Give students one minute to read the whole text and decide if the statements are true or false. Check answers as a class. Ask students to correct the false statements.

Answers

- F (Pablo and Alicia's son Alex is 19 and their daughter María is 24.)
- T
- F (Their son Alex lives in Mexico; Pablo and Alicia live in New York.)

- b Ask: *Which country do Pablo and Alicia live in?* (the U.S.). Individually, students read the text again and write the country where each person lives. Check answers as a class. Ask: *Do you have family members in or from other countries? Who? Where do they live? Where are they from?* Allow time for some students to share their answers with the class.

Answers

- 1 Argentina 2 Brazil 3 Mexico 4 Turkey 5 Turkey

- c Discuss the question as a class. Write the answers on the board.

Answers

- 1 thirty-seven 2 nineteen 3 twenty-four

Language Plus *How old ... ?*

Give students time to read the information. Write on the board: *How old/Carlos? How old/Alex and María?* Elicit and drill the full questions: *How old is Carlos? How old are Alex and María?*

- d **04.13** Students complete the exercises in Vocabulary Focus 4B on SB p. 141. For Exercise a, play the recording for students to listen and repeat. Write a few numbers between 21 and 100 on the board for the students to say as a class. Put students into pairs for Exercise b. Make sure they switch roles and repeat this a few times. Tell students to go back to SB p. 35.

FAST FINISHERS

Ask fast finishers to work in pairs and test each other with numbers between 21 and 100. For example, Student A says: *What's forty-two plus thirty-seven?* Student B answers: *Seventy-nine.*

- e Look at the example as a class. Give students one minute to write down the names of three famous people. Then put students into small groups to say or guess their ages.

4 GRAMMAR

Simple present: *he / she / it* affirmative

- a Tell students to look at the chart. Elicit answers from the class.

Answers

- 1 *work* changes to *works*, *have* changes to *has*, *live* changes to *lives*
- 2 *work* and *live* are regular verbs and add -s for the *he / she / it* form; *have* is an irregular verb and changes to *has* in the *he / she / it* form

- b Students complete the sentences. Check answers as a class.

Answers

- 1 works 2 lives 3 has

CAREFUL!

The most common learner error with this grammar area is the omission of the -s/-es ending from the verb, e.g., *My brother start work at 6:00 a.m. and finish at 4:00 p.m.* (Correct form = *My brother **starts** work at 6:00 a.m. and **finishes** at 4:00 p.m.*). This error is seen most frequently with the verbs *have*, *start*, *do*, *take*, *stay*, *open*, *begin*, and *like*.

- c **04.14** Students read the information in Grammar Focus 4B on SB p. 120. Play the recording where indicated and ask students to listen and repeat. Students complete the grammar exercises on SB p. 121. Write the answers on the board for students to see the correct spelling of the verb endings. Check answers as a class. Tell students to go back to SB p. 35.

Answers (Grammar Focus 4B SB p. 121)

- a 1 drinks 2 studies 3 works 4 has 5 goes 6 plays
b 1 lives 2 studies 3 eats / has 4 drinks / has 5 has

LOA TIP DRILLING

Use the following drill to give students some controlled practice in adding the -s ending to verbs. First do the drill as a whole class, then nominate a few students individually to say sentences. Finally, repeat the drill with the whole class.

Say the sentences below followed by the third-person prompt in parentheses. Students should use the prompt and repeat the sentences with the verbs with the -s ending.

Say: *They work in Barcelona.* (John) Students say: *John works in Barcelona.*

Say: *We live in London.* (Megan) Students say: *Megan lives in London.*

Say: *You study English.* (my sister) Students say: *My sister studies English.*

Say: *I have two sisters.* (my friend) Students say: *My friend has two sisters.*

Say: *I like coffee.* (he) Students say: *He likes coffee.*

Say: *You teach children.* (my mother) Students say: *My mother teaches children.*

- d Divide the class into pairs and assign A and B roles. Student As read the information about Omar on SB p. 105. Student Bs read the information about Monica on SB p. 109. Student As tell Student Bs their information, then switch roles. Monitor and write down any common mistakes/errors to deal with when giving feedback.

Elicit or pre-teach the word *both* (the two). Ask: *What six things are the same about Omar and Monica?* Check answers as a class. Tell students to go back to SB p. 35.

Answers

- 1 They're both students.
- 2 They both study English.
- 3 They both live at home with their parents.
- 4 They both have one brother.
- 5 Their brothers are married.
- 6 Their brothers work at airports.

5 SPEAKING

- a Give students two minutes to prepare what they're going to say. Then put students into pairs to tell each other about their families. Before they begin, ask: *Can you take notes?* (no – you should remember). Use a gesture to show that *remember* means “keep something in your head.”
- b Students tell their partner what they remember. Monitor, but don't interrupt fluency. To close the activity, ask: *Is it easy or difficult to listen? Is it easy or difficult to remember? Is it easy or difficult to speak?*

ADDITIONAL MATERIAL

Workbook 4B

Photocopiable activities: Grammar 4B, Vocabulary 4B

 OPTIONAL LEAD-IN

Books closed. Show students photos of your own family and ask them to guess who they are. Encourage students to ask questions about them.

1 LISTENING

a  Pre-teach the word *wallet* by showing your own, or drawing one on the board. Give students one minute to think about their answers to the questions. Then put them into pairs or small groups to discuss the questions. Ask students to share their answers with the class.

b  **04.15** Play Part 1 of the audio recording for students to answer the questions. Call on two students to check the answers.

Answers

- 1 his sister
- 2 She's in Brazil.

Audioscript (Part 1)

HECTOR Hi, Toby.
TOBY Hi, Hector! I'm happy you can study with me. This math class is hard!
H No problem.
T So, this homework ... Hey, are you OK, Hector?
H Well, yes ... and no ... It's this email from my sister.
T In Brazil?
H That's right.
T Is she OK?
H Oh, she's fine. It's just ...
T ... she's in Brazil.
H ... with my parents and my brother.
T And you're here in Florida.
H Yeah, it's difficult.

c  **04.16** Play Part 2 of the audio recording for students answer the questions individually. Ask students to share their answers with the class.

Answers

- 1 five (his mother, his father, his sister, his sister's two girls)
- 2 three (his brother, his brother's wife, his cousin)

Audioscript (Part 2)

TOBY Yeah ... Do you have photos of your family?
HECTOR Yes. Yes, I do.
T Oh, can I see them?
H Sure ... OK. This is my mother. She's a teacher.
T Oh, wow. Nice picture!
H And this one, this is my father.
T Oh, right. Is he a teacher too?
H No, he's a manager. He works for a big supermarket.
T And who's this?
H This is my sister, Isa. And her two girls.
T Oh, they're cute. How old are they?
H This is Yasmin, she's five, and this is Gabriela, she's three.
T Nice.
H So, what about you? Do you have photos?
T Yes, I do! Just a minute ... Ah, here we are. So ... this is Mike.
H Who's Mike? ... Is he your ... father?
T No! He's my brother. He IS older.
H Oh! He looks nice.
T He is. He lives in Texas.
H What's his job?
T He works with computers.
H OK.

At the end of this lesson, students will be able to:

- understand a conversation about family
- use appropriate phrases for asking and talking about photos
- recognize and produce the sounds /tʃ/ and /dʒ/ correctly
- talk about photos of family and friends
- write about a favorite photo of their family

T And this is Kara, his wife.
 She works in a hotel. She's a manager.
H Ah. Nice photo.
T And this is James. He's my cousin. He's really great!
H Oh, yes.
T James lives near you. Maybe we can go and see him?
H Yeah ... that sounds good. Thanks, Toby.

d  **04.16** Give students one minute to complete the text with the words in the box. Play Part 2 of the audio recording for students to check their answers. Play the recording again if necessary. Check answers as a class.

Answers

- 1 teacher
- 2 supermarket
- 3 sister
- 4 computers
- 5 hotel
- 6 cousin

e  Give students two minutes to think of a favorite family photo and prepare their answers to the question. Put students into pairs or small groups to discuss this.

2 USEFUL LANGUAGE**Asking and talking about photos**

a Individually, students match the expressions from Part 2 of the audio recording to the three different functions. Don't check answers at this point.

b  **04.17** Students match the four expressions to the groups in 2a. Play the recording for students to check answers to Exercises 2a and 2b.

Answers and Audioscript**a ask about photos**

Do you have photos of your family?
 Can I see them?
 Who's this?
 Do you have any pictures of your home?

b talk about your photos

This is my mother.
 This is my sister, Isa.
 This is a picture of my town.
 These are my friends Rob and Mona.

c talk about another person's photos

Nice picture!
 They're cute.
 It's really nice.

- c **04.18 Pronunciation** Play the recording and go through the questions as a class, highlighting the answers on the board. Play the recording again for students to listen and repeat.

Answers

- 1 Yes. The s at the end of *This* links to the i at the beginning of *is*.
- 2 No. The s at the end of *This* is pronounced /s/; the s at the end of *is* is pronounced /z/.

LANGUAGE NOTES

The link in *This is* is an example of linking in connected speech. Consonant sounds at the end of words link to vowel sounds at the beginning of words, e.g., *picture of, and Emma*.

EXTRA ACTIVITY

Write these sentences and phrases on the board and ask students to come to the board to mark the consonant-to-vowel links. Check answers as a class and drill each sentence and phrase, paying attention to the linking sounds.

- *Can I see them?* (*Can I see them?*)
- *These are my friends.* (*These are my friends.*)
- *photos of my family* (*photos of my family*)
- *pictures of your home* (*pictures of your home*)
- *Rob and Mona* (*Rob and Mona*)

- d **04.19** Individually, students complete the task. Play the recording for students to check their answers. Ask one pair of students to read the complete conversation aloud. Help students to sound interested (see Language Notes) by drawing attention to the way the voice moves. Drill the questions and expressions in the box, listening carefully to students' pronunciation.

Answers

- 1 Do you have any photos of your friends? 3 Great photo!
- 2 Can I see them? 4 He's funny.

LANGUAGE NOTES

In English, we can use a wider than normal voice range to show we are interested.

- ☺ Can I see them?
- ☺ Great photo!

When the voice range is narrow, we don't sound interested; this would seem rude to the listener:

- ☹ They're lovely!
- ☹ Great photo!

LOA TIP MONITORING

Drill the expressions in the box in 2d, bearing in mind the advice below on monitoring your students.

You probably monitor your students most often by walking around the classroom and listening to them as they speak or write. Remember, though, that monitoring also includes paying careful attention to your students' accuracy while doing drills with the whole class. When drilling (whether with words, sentences, or expressions), be an active listener and be prepared to give specific guidance for improvement.

In this case, when drilling the questions and expressions in the box, listen carefully to how well students are using their voice to show interest. If necessary, model the target language again yourself or play recording 04.19 again. Use your own voice, arrows on the board, hand gestures, or a combination of all three to show how wide the up-and-down range of the voice needs to be. Keep listening and drilling until you are satisfied with your students' output.

- e **...** In pairs, students practice the conversation in 2d. Continue to monitor students to see how well they are using their voice to sound interested.

FAST FINISHERS

Ask fast finishers to repeat the conversation using different people and adjectives.

3 PRONUNCIATION
Sound and spelling: /tʃ/ and /dʒ/

- a **04.20** Play the recording for students to listen and repeat the words and the sounds /tʃ/ and /dʒ/.
- b **04.21** Play the recording for students to find the word in each line where the marked sound is different. Check answers as a class.

Answers

- 1 jeans 2 choose 3 orange 4 cheese

- c **...** In pairs, students practice saying the words in 3b.

4 SPEAKING

» Divide the class into pairs and assign A and B roles. Student As look at the pictures on SB p. 105. Student Bs look at the pictures on SB p. 108. Give them one minute to prepare what they're going to say. Monitor and write down any common mistakes/errors to deal with when giving feedback. Check answers as a class. Tell students to go back to SB p. 37.

5 WRITING

- a** Give students one minute to read Hector's photo caption and answer the question. Check the answer as a class.

Answer

They live in a new house in Rio de Janeiro. Pablo is her husband.

- b** >>> Students go to Writing Plus 4C on SB p. 159. Read the examples in Exercise a. Individually, students do Exercises b and c. Check answers as a class. When checking answers for Exercise c, nominate a few students to write the sentences on the board. Tell students to go back to SB p. 37.

Answers (Writing Plus 4C SB p. 159)

b 1 b 2 a 3 b 4 b 5 a 6 a

- c** 1 They don't speak German.
2 You have coffee there.
3 We don't work in a factory.
4 My dad teaches Italian at the university.
5 I don't like the computer at the office.
6 They have a nice house in Canada.

 FAST FINISHERS

Ask fast finishers to write more sentences using the sentence patterns in Exercise 5a.

- c** Remind students about the family photo they talked about in Exercise 1e. Give them five minutes to write about it. Encourage them to look at Hector's photo caption again and to use the expressions in the Useful Language section.
- d** Students read their partner's text. Ask: *How many people does your partner write about?* Students share their answers with the class.

 ADDITIONAL MATERIAL

Workbook 4C

Unit Progress Test

Photocopiable activities: Pronunciation 4C

UNIT 4

Review

1 GRAMMAR

- a Write the example on the board and do it as a class. Students write the simple present questions. Check answers as a class.

Answers

- 1 What's your name? / What is your name?
- 2 When do you have lunch?
- 3 What time do you go to work?
- 4 Where are your friends from?
- 5 What do you study?
- 6 Where's your school? / Where is your school?

- b  In pairs, students ask and answer the questions.

- c Students correct the underlined word in each sentence. Check answers as a class. Write the correct words on the board.

Answers

- 1 works
- 2 eats
- 3 has
- 4 goes
- 5 teaches
- 6 studies

- d Students underline the correct answers. Check answers as a class.

Answers

- 1 do
- 2 lives
- 3 are
- 4 do
- 5 are
- 6 go

2 VOCABULARY

- a Write the example on the board and do it as a class. Ask students to tell you the answer that's not possible.

Answers

- 1 to the gym
- 2 home
- 3 Italian
- 4 to the movies
- 5 to school
- 6 Japan

- b  Students check the sentences in 2a that are true for them. They then tell a partner.

- c Students complete the numbers. Check answers as a class and write them on the board.

Answers

- 1 thirty-
- 2 twenty-
- 3 seventy-
- 4 eighty-
- 5 ninety-
- 6 fifty-
- 7 forty-
- 8 sixty-
- 9 hundred

- d Students match the words with the people in the pictures. Check answers as a class. Say the numbers and ask students to say the words so you can check their pronunciation.

Answers

- 1 women
- 2 men
- 3 woman
- 4 baby
- 5 girl
- 6 boy

FAST FINISHERS

Ask fast finishers to write a list of more words related to people from this unit or previous units. Possible words include: *family, friends, brother, sister, son, daughter, manager, soccer player, tennis player, teacher, student, etc.*

3 SOUND AND SPELLING

- a  **04.22** Review the /ð/ sound with students by writing the symbol on the board and demonstrating the sound and how to say it. Play the recording for students to complete the task. Check answers as a class.

Answers

- 1 These are my friends.
- 2 I study there.
- 3 This is my father.
- 4 They're at the movies.
- 5 They teach at the university.
- 6 She's their daughter.

- b  **04.23** Tell the students to study the information. Play the recording for them to hear the pronunciation of the sounds and words.

EXTRA ACTIVITY

Write these words on the board with the key sounds underlined: *Chinese, Spanish, German, city, picture, juice. Ask the class to find the matching pairs (*Chinese, picture; Spanish, city; German, juice*). Drill the words a few times.*

- c  **04.24** Go through the examples with the class. Play the recording for students to complete the task. Play the recording again if necessary. Check answers as a class. In pairs, students practice saying the sentences.

Answers

- 1 D
- 2 S
- 3 D
- 4 D
- 5 S

LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied, and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook and the Photocopiable activities.

UNIT 5

PLACES

UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts, and conversations about places and hotels
- exchange and convey information and opinions about places and hotels
- evaluate places to live and stay
- ask and answer questions about towns and places
- ask and say where places are
- write an email about a place

UNIT CONTENTS

G GRAMMAR

- *there is / there are*: affirmative
- *there is / there are*: negative and questions

V VOCABULARY

- Places in a town: *bank, beach, café, hospital, hotel, movie theater, museum, park, restaurant, school, store, subway station, supermarket, swimming pool*
- Hotels: *bathtub, bed, blanket, parking, pillow, room, shower, towel, TV, Wi-Fi*
- Language Plus: *a few, a lot of*

P PRONUNCIATION

- *there is / there are*
- Sound and spelling: /u/ and /ʌ/
- Sound and spelling: /ʃ/
- Stressed syllables
- Emphasizing what you say 1

G COMMUNICATION SKILLS

- Describing a town
- Talking about hotels and hostels
- Asking about and saying where places are
- Writing about a part of town
- Writing Plus: *and* and *but*

- a**  Use the picture to teach the word *building*. Ask students to look at the picture and check the things they think are in this building. Put students into pairs to compare answers. Notice whether students attempt to use *there is/are*, but don't correct errors at this stage. Check answers as a class. If you wish, give students information from the Culture Notes.

CULTURE NOTES

The picture shows the Louis Vuitton Foundation building in Paris, France. It is an art museum and cultural center. It opened in 2014. The museum is a complex of connected buildings designed by the architect Frank O. Gehry. It houses modern and contemporary art.

- b**  In pairs, students answer the questions. Monitor and find out how easily students can do the activity. Don't correct errors at this stage. Check answers as a class.

Exercises **a** and **b** can be prepared as homework before this lesson to give students time to look up unfamiliar vocabulary. Ask students to look at the picture and to prepare their answers to the questions as homework to talk about in the next class.

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Write the word *MUSEUM* on the board and ask students to name some museums in the town or city you're in. Write them on the board. Ask about the museums on the board: *Which museums are old? Which are new? Which are good?* With advanced classes, ask: *Why?*

5A

THERE ARE A FEW STORES

OPTIONAL LEAD-IN

Books closed. Write on the board: *a hot place you know*; *a cold place you know*. Give students an example for each, and then give students a few minutes to talk about the hot and cold places they know in pairs. Students share their ideas with the class.

1 READING

- a Point to the pictures of Stovepipe Wells and Resolute Bay on SB p. 40. In pairs, students discuss the questions. If you have time, show students where these towns are on a map.
- b Give students one minute to read the texts and check their answers to 1a.
- c Give students two minutes to read the texts again and match the statements to the two places. Check answers as a class, encouraging students to give information from the text to support their answers. Check that students understand why it's night from September to April in Resolute Bay. (Earth rotates on its axis, but it's tilted 23.5 degrees. That means that with the rotation, the northern part of the world spends a long time in darkness.) If you wish, give students information from the Culture Notes.

Answers

Stovepipe Wells is in a desert. It's a good place for tourists.
Resolute Bay is on the ocean.

Answers

- 1 SW
- 2 RB
- 3 RB
- 4 SW
- 5 RB

CULTURE NOTES

Resolute Bay is in the far north of Canada. It is so close to the North Pole there is almost no sunlight during the long winter. Natives call it "Qausuittuq," meaning "a place with no dawn" in the local language, Inuktitut. In the summer, however, the sun never sets. People often go to Resolute Bay to take a flight from its airport to the North Pole to do research, or to have an adventure!

Located in the desert area of the U.S. called "Death Valley," Stovepipe Wells was an important rest stop for miners in the 1900s as it had a source of water. It became a camp that served the needs of the miners with something to eat, drink, and with lodging. Today, travelers through Death Valley still stop there for the hotels, campgrounds, gas station, and a restaurant.

At the end of this lesson, students will be able to:

- understand a text about a hot and a cold place
- use *there is* and *there are* in affirmative statements correctly
- use a lexical set for places in a town correctly
- understand someone talking about places in a town
- talk about the area of town they're in now

EXTRA ACTIVITY

Ask students to find all the adjectives in the articles about Stovepipe Wells and Resolute Bay. Write them on the board: *far, cold, small, (very) hot, (very) dry, good, big*.

Ask students to choose one of these adjectives from the board and think of another place that also possesses that characteristic, e.g., *Easter Island is very far from Chile* or *Chicago is a big city*.

- d In pairs, students discuss the questions. Invite pairs to share their answers with the class.

Language Plus *a few, a lot of*

Ask students to look at the pictures and phrases. Drill the phrases. Check understanding by pointing to the picture of Resolute Bay and asking: *A lot of houses or a few houses?* (a few houses).

2 GRAMMAR *there is / there are:* affirmative

- a Write on the board: *It's cold. It's hot*. Underline *cold* and *hot*. Write on the board: *There's a new town. There are two teachers*. Underline *town* and *teachers*. Write these grammar patterns on the board:
- *It's/They're* + adjective (e.g., *hot, cold*).
 - *There's* + *a/one* + singular noun (e.g., *town*).
 - *There are* (+ *two/three/four/a few/a lot of*) + plural noun (e.g., *teachers*).

Give students one minute to look at the texts in 1b and complete the two sentences. Check answers as a class.

Answers

- 1 There
- 2 are

CAREFUL!

Students commonly confuse *is* and *are* with this structure, e.g., *There are a school. There is two movie theaters*. (Correct form = *There's a school. There are two movie theaters*.) They may also leave out *there* altogether, e.g., *In my town is a big museum*. (Correct form = *In my town there's a big museum*.)

- b** **05.01 Pronunciation** Play the recording, pausing after each sentence for students to complete this dictation activity. Play the recording again if necessary. Check the answers as a class. Write the sentences on the board yourself or invite students to the board to write them. Students practice saying the sentences.

Answers and audioscript

- 1 There's a gas station.
- 2 There are two big hotels.
- 3 There are a few stores.
- 4 There's a good road through the town.

- c** **05.02** Students read the information in Grammar Focus 5A on SB p. 122. Play the recording for students where indicated and ask students to listen and repeat. Students then complete the exercises on SB p. 123. For Exercise a, they write about Regent Street on SB p. 122. Check answers as a class. For Exercise b they write about the picture on SB p. 123. Tell students to go back to SB p. 40.

Answers (Grammar Focus 5A SB p. 123)

- a**
- 1 There are a lot of apartments.
 - 2 There are three cars.
 - 3 There's a/one supermarket.
- b**
- | | |
|------------------------------|-------------------------|
| 1 There are two taxis. | 5 There's a/one girl. |
| 2 There's a/one restaurant. | 6 There are two boys. |
| 3 There are a lot of stores. | 7 There's a/one school. |
| 4 There are two women. | |

LOA TIP ELICITING

When you've just introduced students to a new piece of target language (in this case, *there is / there are*), eliciting more examples of the structure from the class is a good way to check that students know how to use it. Students can write the examples down in their books as a written record. If eliciting is a new process for your students, you might like to show them how it works by writing one prompt with a blank space on the board and asking the students what's missing.

You can then move on to eliciting verbally. Start by giving students minimal visual or spoken prompts, e.g., pointing to a picture or asking: *How can we say this?* You can then give more prompts, if necessary, to draw out the target language, e.g., *There ... There are ...*. Encourage the whole class to be involved in building sentences with the new language as you elicit. Don't just focus on one or two students.

Eliciting is an opportunity to discover what your students find difficult about a new piece of language. Using student-to-student error correction encourages collaboration. Use hand gestures to indicate that something is not exactly right, and to indicate to other students that they can contribute their own ideas or corrections.

At this stage in this lesson, draw a simple house on the board. Elicit the sentence: *There's a house*. Draw two more houses and elicit the sentence: *There are three houses*. Draw five more houses and elicit: *There are eight houses* or *There are a lot of houses*. Now change the context by putting a book on your desk and eliciting: *There's one book*. Make a pile of books, eliciting a new sentence each time. You could repeat the process with other common objects, e.g., *keys*, *bottles of water*, *pens*.

- d** Students write sentences about the places in the text from memory. Make sure students cover the texts. Monitor and help as necessary.

Answers

There are three small hotels in Resolute Bay. / There are a few hotels in Resolute Bay.
There are two big hotels near Stovepipe Wells.
There are a few cars in Resolute Bay.
There is an airport in Resolute Bay.
There isn't an airport in Stovepipe Wells.
There are a few stores in Resolute Bay.
There's a/one store in Stovepipe Wells.
There's a/one school in Resolute Bay.
There isn't a school in Stovepipe Wells.

FAST FINISHERS

Ask fast finishers to add adjectives to their sentences, e.g., *There is a good store* or *There are a lot of big houses*.

- e** First, give students two minutes to write two sentences about their own street. Put students in pairs to tell each other their sentences. Ask students to share their answers with the class and write some of their sentences on the board. Include a mix of examples, e.g., with singular nouns, plural nouns, adjectives, and *a few* and *a lot of*.

3 VOCABULARY Places in a town

- a** **05.03** Ask the class: *What's at Resolute Bay? Do you remember?* (e.g., an airport, a school, some stores, three hotels, a road). Individually, students match the words with the places in the pictures. Play the recording for students to check their answers. Drill each word.

Answers

a store b café c school d bank e restaurant f hotel

- b** Students decide which places in 3a sentences 1–6 describe. Check answers as a class.

Answers

1 school 2 restaurant 3 café 4 hotel 5 store 6 bank

- c** **05.04** Students complete the exercises in Vocabulary Focus 5A on SB p. 144. Play the recording for students to listen and repeat the places in Exercise a. For Exercise b, go through the example for picture 1 to make sure students understand there are often no right or wrong answers, although there are often likely answers. Check answers as a class. Tell students to go back to SB p. 41.

Suggested answers (Vocabulary Focus 5A SB p. 144)

- b**
- 1 swimming pool, beach
 - 2 café, restaurant, store, bank, hotel, supermarket, hospital, or movie theater
 - 3 swimming pool, park
 - 4 bank, hotel
 - 5 subway station, school, movie theater, store, restaurant, café, museum, beach
 - 6 movie theater
 - 7 restaurant, café
 - 8 beach, park, subway station, bus stop

d Sound and spelling /u/ and /ʌ/

▶05.05 For Exercise 1, play the recording for students to listen and notice the pronunciation of the sounds and example words. Ask: *Is /u/ a long or short sound?* (long). *Is /ʌ/ a long or short sound?* (short). Show students the position of the mouth for each sound: lips rounded and jaw up for /u/, mouth open and jaw down for /ʌ/.

▶05.06 For Exercise 2, tell students to copy the chart in their notebooks, but with more space to write into. Play the recording for students to complete the categorizing task. Students compare answers. Play the recording again, then check answers as a class. Point out how the /u/ and /ʌ/ sounds can have different spellings: /u/ = *oo, ew, wo, o* and *eau*; /ʌ/ = *u* and *o*.

Answers

Sound 1 /u/	Sound 2 /ʌ/
food	summer
new	mother
two	umbrella
who	sometimes
beautiful	
pool	

Put students into pairs to practice saying the words in Exercise 3.

4 LISTENING

a ▶05.07 Give students time to look at the map and the task. Play the recording for them to match places 1–5 on the map with the words in the box. Check answers as a class. Encourage students to say what information helped them find the answers.

Answers

- 1 café (near the bus stop)
- 2 bookstore (on 14th Street)
- 3 supermarket (on 14th Street)
- 4 bank (on Main Street, near the school)
- 5 restaurant (on Main Street, near the movie theater)

Audioscript

- A Excuse me, where are the stores? Are they near here?

B Yes, there are a few stores on 14th Street. That's right near here. There's a supermarket and there's also a good bookstore. It's pretty small, but the people are great. Oh, and there's a good Italian café on 14th Street, right by the bus stop. They have great pastries, and also good coffee.
- A What about a bank?

B There's a bank on Main Street. They have an ATM. It's near the school.

A And restaurants?

B Well, there's a new Chinese restaurant. That's on Main Street. It's near the movie theater. But it's expensive.

b ▶05.07 Play the recording again for students to decide whether the statements are true or false. Check answers as a class. Ask students to correct the false sentences.

Answers

- 1 F (There are a few stores on 14th Street.)
- 2 T
- 3 T
- 4 F (The coffee is good.)
- 5 T
- 6 F (The restaurant is expensive.)

c Put students into pairs to discuss the question. Point out that they can talk about the town they're in now or their original hometown. Pairs share their answers with the class.

5 SPEAKING

- a Give students two minutes to prepare what they're going to say.
- b Put students into small groups. They take turns describing the street to other students, using their notes. Monitor, but don't interrupt fluency. Can the other students identify the streets they hear about? Groups share their answers with the class.

+ ADDITIONAL MATERIAL

Workbook 5A
Photocopiable activities: Grammar 5A, Vocabulary 5A

5B

IS THERE A HOSTEL IN YOUR TOWN?

OPTIONAL LEAD-IN

Books closed. Prepare to show students pictures of the following places: restaurant, bank, beach, park, subway station, supermarket. Put students into pairs and tell them that you're going to show them pictures one by one and they need to write the name of the place with the correct spelling as quickly as possible. When they have written the name of the place, they shout: *Done!* so you can check their spelling. The pair who writes the place down correctly first wins a point, and the pair with the most points wins the game.

1 VOCABULARY Hotels

- a **05.08** Individually, students match the words with the pictures. Play the recording for them to check. Drill the words.

Answers

1 room 2 bed 3 shower 4 bathtub 5 TV

- b **Sound and spelling /ʃ/**

05.09 For Exercise 1, play the recording for students to listen and repeat the pronunciation of the /ʃ/ sound and the example word.

05.10 For Exercise 2, play the recording for students to underline the /ʃ/ sound in the words. Check answers as a class. Point out how the /ʃ/ sound can have different spellings (*sh*, *s*, *ss*).

Answers

station fish sure ocean

Put students into pairs to practice the words in Exercise 3.

- c **05.11** Students complete the exercises in Vocabulary Focus 5B on SB p. 138. Play the recording in Exercise a for students to listen and repeat the words. In Exercise b students compare their answers in pairs. Encourage them to give their reasons for their answers as much as they can, even if this has to be by miming. Tell students to go back to SB p. 42.

Answers (Vocabulary Focus 5B SB p. 138)

- b 1 pillow (it's on a bed; the others are for washing in and are in a bathroom)
2 room (it's a place; the others are objects)
3 shower (it's for washing in, and it's in a bathroom; the others are things on a bed)
4 parking (it's a place outside a hotel; the others are objects in a room)
5 room (it's a place; the others are objects)

FAST FINISHERS

Ask fast finishers to think of other things you often find in a hotel room. Encourage them to use bilingual dictionaries if they have them.

At the end of this lesson, students will be able to:

- use a lexical set of hotel-related words correctly
- understand a hostel review
- use *there is* and *there are* correctly in negative statements
- understand a conversation between a hostel receptionist and a guest
- use *there is* and *there are* correctly in questions
- ask and give information about a hotel and a hostel

- d **05.12 Pronunciation** Ask students to look at the words and the underlined syllables. Play the recording for students to listen and notice the pronunciation and the difference in syllable stress. Point to the pictures at the top of the page and ask: *Hotel or hostel?* (hotel). Point to the picture at the bottom of the page and ask: *Hotel or hostel?* (hostel). Drill the two words.

- e Students discuss the question in pairs. Check answers as a class.

Suggested answers

Hostel rooms usually only have beds. They don't usually have a shower, a bathtub, or a TV.

2 READING

- a Point to the pictures of Turkey. Ask: *What cities in Turkey do you know?* (e.g., Istanbul). Check that students understand the eight adjectives and drill all the words. Put students into pairs to talk about pictures 1–3. Check answers as a class. Ask: *Would you like to visit Turkey? Why / Why not?* and encourage students to use the adjectives in their answers.

LOA TIP CONCEPT CHECKING

Point to the adjectives in 2a. Check students' understanding with these questions or mime.

- Ask: *Which word is negative?* (boring)
- Point to the picture of Stovepipe Wells on SB p. 40 and ask: *"Humid or dry?"* (dry)
- Mime that you're looking at something and that you're interested in it; ask: *"Interesting" or "exciting?"* (interesting)
- Ask: *Which word means "very good to look at" – "nice" or "beautiful"?* (beautiful)
- Ask: *Which word means "very good" – "nice" or "great"?* (great)
- Mime that you're looking at something and your heart is beating fast and ask: *"Interesting" or "exciting?"* (exciting)
- Ask: *Does "nice" mean "good" or "very good"?* (good)

- b Elicit or pre-teach the word *cave* (a large hole in the side of a mountain or under the ground). Give students one minute to read the review so they can answer the question. Check the answer as a class. If you wish, give students information from the Culture Notes.

Answer

Yes, she does.

CULTURE NOTES

The photos show the region of Cappadocia, in central Turkey. This historically important area is now an important tourist destination thanks to its rock formations, created by volcanic activity millions of years ago.

People have lived in the region since ancient times. Cappadocia has many underground cities and tunnels, dug into the rock more than 1,000 years ago. These were used by local inhabitants as places to hide from invading armies.

- c Point to the chart and draw a simple diagram of a building on the board to teach the words *first floor*, *second floor*, and *third floor*. Give students two minutes to read the review again and check what's on the different floors of the hostel. Check answers as a class.

Answers

third floor: big rooms
second floor: small rooms
first floor: kitchen

EXTRA ACTIVITY

To exploit the reading text further, write these questions on the board:

- 1 Who or what is Göreme? (a town in Turkey)
- 2 Do all the rooms at the hostel have the same prices? (no – different rooms have different prices)
- 3 Is the hostel clean? (yes)
- 4 Are the people at the hostel friendly? (yes)
- 5 Who is Faruk? (the manager)
- 6 What does Faruk do well? (He sings karaoke.)

Make sure students understand *clean*. Write *clean* on the board, then point to something not very clean in the room (for example, the wastebasket or the board) and ask: *Is that clean?* (no). Give students two minutes to read the review again and answer the questions. Put students into pairs to compare their answers.

- d  Students discuss the question in pairs. Encourage them to use the adjectives from 2a. Pairs share their answers with the class.

3 GRAMMAR *there is / there are: negative*

- a  05.13 Give students one minute to complete the negative sentences, then play the recording for them to check. Write the following two grammar patterns on the board and ask students to match them to sentences 1 or 2:

- *There aren't any* + plural noun (sentence 1)
- *There isn't a/an* + singular noun (sentence 2)

Answers

1 aren't 2 isn't

- b Give students one minute to underline more examples of *there isn't* and *there aren't* in the review. Check answers as a class.

Answers

"... there isn't a shower or a bathtub in the big rooms."
"There aren't any TVs in the rooms."

- c Give students one minute to check the correct statements and correct the ones that aren't true. Monitor and help as necessary.

FAST FINISHERS

Ask fast finishers to write some more true and false sentences with *there isn't* / *there aren't* about the town or city you're in now. They can then use these sentences as part of 3d.

- d  In pairs, students read aloud and compare their sentences. Are they the same? What is different, and why? Pairs share their answers with the class.

4 LISTENING

- a  05.14 Check that students understand *hostel receptionist* (this person gives you the key to your room at a hostel) and *guest* (this person stays in a hotel or hostel). Play the recording for students to listen and answer the question. Students discuss the answer in pairs. Check the answer as a class, asking students to say why George isn't happy.

Answer

No, he isn't – he thinks it's a hotel.

Audioscript

RECEPTIONIST Hello.

GEORGE Hi. Do you have a room available tonight?

R Tonight ... ? Yes, we have four available rooms. They all have Wi-Fi.

G Oh good. Is there parking here?

R No, I'm sorry, we don't have parking.

G Oh. Is there a restaurant or café?

R No, but there's a kitchen.

G Right. Well, are there any cafés near here?

R Yes, there are two cafés on this street.

G Oh that's good. And the room ... is there a shower in the room?

R No, but there's a shower next to the room.

G So, it's not my shower?

R No, other guests use it, too. There are two showers.

G Really?! What kind of hotel is this?

R Well, it's not a hotel. It's a hostel.

- b  05.14 Before students listen again, explain the different meanings of *available*. Say: "*available rooms*" means "*empty*," *there aren't any people in the rooms*. Play the recording again for students to listen and check the things in the hostel. Check answers as a class.

Answers

available rooms, Wi-Fi, kitchen, showers

- c  Students discuss the questions in small groups. Ask groups to share their answers with the class, and write a list of ideas on the board, making sure all students understand any new vocabulary that comes up.

5 GRAMMAR

there is / there are: questions

- a  **05.15** Give students one minute to complete the questions, then play the recording for them to listen and check.

Answers

- 1 Is there 2 Are there

- b  **05.16–05.17** Students read the information in Grammar Focus 5B on SB p. 122. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises on SB p. 123, which practice the negative and question forms of *there is / there are*. Check answers as a class. Highlight the use of *one* in the conversation in Exercise c by asking *What does this mean?* (a hotel). Tell students to go back to SB p. 43.

Answers (Grammar Focus 5B SB p. 123)

- a 1 There aren't 3 Is there 5 There aren't 7 There isn't
2 There isn't 4 Are there 6 Is there 8 Are there
- b 1 There aren't any good restaurants in this town.
2 Are there any stores near the hotel?
4 Sorry, there aren't any available rooms.
- c A Excuse me, are there any hotels near here?
B No, there aren't. But there's one near the train station.
A And is there a restaurant near the hotel?
B Yes, there is. It's a very good one.
- d 2 There are no hotels on this street.
3 There are no pillows in the room.
4 There's no swimming pool.
5 There's no school in the town.
6 There are no gas stations on this road.

LANGUAGE NOTES

We often use *one* after *there is / there are* to avoid repeating a noun. You can use *one* more than once as you continue to talk about the same noun. For example, *There aren't any hotels near here, but there's one near the subway station. It's a really nice one.*

- c Give students two or three minutes to write questions about their partner's town, city, or street. Monitor and help as necessary.
- d  In pairs, students ask and answer their questions. Tell them not to just answer *yes* or *no*, but to use short answers (*Yes, there is. / No, there isn't.*) and/or give their partner extra information as in the examples on SB p. 43. Monitor and write down how much information students are giving in their answers. Give feedback on this at the end of the activity, and invite one or two new pairs of students to ask and answer their questions across the class for everyone to hear.

6 SPEAKING

 Divide the class into pairs and assign A and B roles. Student As read about a hostel on SB p. 109. Student Bs read about a hotel on SB p. 107. In pairs students find what things are the same and what things are different at the hotel and hostel. Give students two or three minutes to prepare what they're going to say and what questions they're going to ask before they begin talking. Monitor the students' use of the target language, but don't interrupt fluency. At the feedback stage, establish the answer to the task before correcting any errors you wrote down while monitoring. Close the lesson by asking: *Would you like to stay at Harry's Hostel or Hotel Helena? Why?*

Answers

Both places have Wi-Fi, but in Harry's Hostel it's free, in Hotel Helena it isn't.
There aren't any TVs in the rooms at Harry's Hostel, but rooms in Hotel Helena have TVs.
Harry's Hostel has a small café; Hotel Helena has a restaurant.
At Harry's Hostel, only the small rooms have a shower; at Hotel Helena, all the rooms have a shower.
There's a swimming pool and parking at Hotel Helena; there isn't a swimming pool or parking at Harry's Hostel.

ADDITIONAL MATERIAL

Workbook 5B

Photocopiable activities: Grammar 5B, Vocabulary 5B, Pronunciation 5B

EVERYDAY ENGLISH

Is there a café near here?

OPTIONAL LEAD-IN

Books closed. Write these adjectives down on one side of the board: *big, small, old, interesting, boring, exciting, beautiful, good, bad, great, nice, cheap, expensive*. Leave them on the board for this activity and for 6c at the end of the lesson. Write the names of places students will know (see ideas below) and the place you're in now on the board.

- a hotel, e.g., *The Presidential Hotel*
- a bookstore
- a park
- a movie theater
- a museum

Put students into pairs to make sentences about the places on the board using adjectives from the list or their own ideas, e.g., *The Presidential Hotel is beautiful. It's expensive*. Have pairs share their answers with the class.

1 LISTENING

- a** Students discuss the questions in pairs. Check answers as a class.
- b** **05.18** Point to the picture and ask: *Where are they?* (in a hotel room). Play Part 1 of the audio recording for students to answer questions 1–3. Check answers as a class.

Answers

- 1 Yes, she says it's OK.
- 2 coffee
- 3 No, they don't.

Audioscript (Part 1)

- LILY** I can't see the Eiffel Tower. Do you like this hotel room, Anya?
ANYA It's really small, but it's OK. Ugh, I'm very tired! Eleven hours from Los Angeles!
L I know! Do you want some coffee?
A Oh, yes, please.
L Hmm... Oh no!
A What's the problem?
- L** There's no coffee. There's water.
A Oh, no. I need coffee.
L Well, is there a café near here?
A I don't know.
L Well, is there a supermarket near here?
A I don't know! Come on. We can look for a café.
L OK.

2 PRONUNCIATION

Emphasizing what you say 1

- a** **05.19–05.20** Write the example sentence on the board and play the first recording. Play the second recording. Discuss the question as a class. Underline *really*.

Answer

The second time *really* is more stressed.

- b** Discuss the answer as a class.

Answer

- 2 make the meaning stronger

At the end of this lesson, students will be able to:

- understand a conversation about deciding to go shopping
- emphasize what they say by stressing *very*, *so*, and *really* before an adjective
- understand a conversation about finding where a store is
- use appropriate phrases to ask about and say where places are
- have a conversation to ask where a store is
- use *and* and *but* correctly
- write an email about a part of town

- c** **05.21** Play the recording for students to listen and underline the word with strong stress in each sentence. Check answers as a class. Point out that the words which are stressed are before adjectives. Elicit a few more examples of *very/really/so* + adjective from the class (e.g., *really cold, very exciting, so expensive*).

Answers

- 1 very 2 really 3 so

- d** **05.21** Play the recording again for students to listen and repeat the sentences, stressing *very*, *really*, and *so*.

3 LISTENING

- a** **05.22** Point to the photo of Lily and Anya in the street and ask: *Where are they?* (in the street/outside). Play Part 2 of the audio recording for students to understand the general meaning and answer the two questions. Check answers as a class.

Answers

- 1 No, they don't. 2 Sebastien, Lily's cousin

Audioscript (Part 2)

- LILY** Umm ... there's a café on this street. ... I think ... There?
ANYA No, that's a store!
L Oh! Well, maybe they have coffee there! Wait ... Sebastien?!
SEBASTIEN Lily? Hi! You're here, in PARIS!
L Surprise!
S Wow! How are you?
L Really good!
A Hi there.
L Oh, sorry. Anya, this is my cousin Sebastien. He's in school here in Paris. And Seb, this is Anya. We work together.
- A** Nice to meet you.
S Yes, nice to meet you, too.
A Sebastien, is there a café near here?
S Hmm, no. There's a good one near my apartment. I can show you.
A Thank you so much.
S No problem! It's this way.

- b** **05.22** Play Part 2 of the audio recording again for students to understand in more detail and complete the task. Put students into pairs to compare their answers. Check answers as a class. Ask them to correct the false sentences.

Answers

- 1 T
- 2 F (Lily sees Sebastien first.)
- 3 F (Sebastien is in school in Paris.)
- 4 F (There's a store near their hotel.)
- 5 T

4 USEFUL LANGUAGE

Asking and saying where places are

- a  **05.23** Give students one minute to complete the questions. Then play the recording for students to listen and check their answers. Nominate three students to read aloud a completed question each.

Answers

- 1 Where
- 2 there
- 3 near

- b  **05.24** Give students one minute to match the questions and answers. Then play the recording for them to check their answers. Check answers as a class by saying each question and nominating a student to give the two possible answers.

Answers

- 1 c
- 2 b
- 3 a

- c  **05.25** Give students two minutes to put the conversation in order by numbering it 2–8. Play the recording for students to listen and check their answers. Write the correct sequence on the board (5, 1, 7, 3, 4, 6, 2, 8).

Answers and Audioscript

- 1 **A** Excuse me, can you help me?
- 2 **B** Yes, of course.
- 3 **A** Are there any good cafés near here?
- 4 **B** Yes, there's one on the next street – Park Café.
- 5 **A** Great, thank you. And is there a good restaurant in this part of town?
- 6 **B** No, I'm sorry, there are no restaurants near here. But there's one near the bus station.
- 7 **A** OK, thanks for your help.
- 8 **B** No problem.

- d  Write the beginning and ending of the conversation on the board:

A: *Excuse me, can you help me?*

B: Yes, ____.

A: *Thanks for your help.*

B: No ____.

Elicit the missing words (*of course, problem*). Ask: Does “no problem” have a positive or negative meaning? (positive). Say to a few different students: *Excuse me, can you help me?* and *Thanks for your help* so they can practice the responses. Then put students into pairs to practice saying the conversation.

EXTRA ACTIVITY

Use this activity to give students confidence-building strategies for speaking. Write this mini-conversation on the board:

Lily: *Is there a supermarket near here?*

Anya: _____.

Ask: *Can you remember what Anya says?* Play Part 1 of the audio recording again and write Anya's answer on the board (*I don't know*).

Remind students of these other things they can say when answering a question that is difficult:

- *I'm sorry, I don't know.*
- *Sorry, I don't understand.*
- *Can you repeat that, please?*

Drill the phrases. Put students into pairs to have mini-conversations with *Excuse me, is there a ... near here?*, and the phrases above.

5 SPEAKING

➤➤➤ Divide the class into pairs and assign A and B roles. Student As look at the information on SB p. 45. Student Bs look at the information on SB p. 106. Students prepare how they will ask for and give information about the places on their role cards. Remind them to use polite phrases like *Excuse me, ...* and *Thank you*. If you think your students need support, write on the board: *Excuse me, is there a ... ?*, *Excuse me, are there any ... ?* If you did the Extra activity in 4d, remind students of phrases they can use if they have a problem. Students have two conversations in the street. Monitor, but don't interrupt fluency. Write down any mistakes with the target language to deal with. Encourage students to reflect on how easy or difficult they found the task. Tell students to go back to SB p. 45.

LOA TIP REVIEW AND REFLECT

Write these four stages of learning for “Asking and saying where places are” on the board:

Learning to ask and say where places are

- 1 Put a conversation in the correct order. (Exercise 4c)
- 2 Practice the conversation with a partner. (Exercise 4d)
- 3 Have a conversation with a partner. (Exercise 5)
- 4 Ask a real person in the street where a place is.
Tell a real person in the street where a place is.

Write these three phrases on the board in speech bubbles:

No problem!

OK.

Not OK.

Read out stages 1–4 on the board and ask students to say how they feel about each stage by saying one of the phrases in the speech bubbles. Remind students where they can find extra practice of this language (Workbook 5C).

6 WRITING

- a** Give students one minute to read Lily's email and answer the question. Check the answer as a class, then ask: *What are the bad things?* (The hotel is small and it's not near Sebastien's apartment.).

Answer

No, she doesn't.

- b** >>> Students go to Writing Plus 5C on SB p. 160. Go through the information in Exercise a with the class. Students do Exercise b and compare answers in pairs. Check answers as a class by nominating students to read aloud the sentences. They then do Exercise c and compare answers in pairs. Check answers as a class by nominating students to read aloud the sentences. Tell students to go back to SB p. 45.

Answers (Writing Plus 5C SB p. 160)

- b**
- 1 expensive
 - 2 there's
 - 3 the old houses are always cool
 - 4 there aren't any
 - 5 the sales assistants are very friendly
 - 6 it's near the ocean
- c** 1 but 2 but 3 and 4 and 5 and 6 but



FAST FINISHERS

Ask fast finishers to think of different ways of finishing the sentences in Exercise b, using either *and* or *but* (e.g., *I love New York, but it's very big. I love New York and I love Paris.*).

- c** If you did the optional lead-in, refer to the adjectives on the board for describing places. If not, elicit them now and write them on the board (e.g., *big, small, old, interesting, boring, exciting, beautiful, good, bad, great, nice, cheap, expensive*) and people (e.g., *nice, friendly*). Remind students that we can use *so, very, and really* before an adjective. Give them about five minutes to write about their part of town using *there's / there isn't / there are / there aren't, and, or but*. Monitor and help as necessary.
- d** In pairs, students read about their partner's part of town, thinking about what's the same and what's different. Ask students to share the similarities and differences as a class.

⊕ ADDITIONAL MATERIAL

Workbook 5C

Unit Progress Test

Photocopiable activities: Pronunciation 5C

UNIT 5

Review

1 GRAMMAR

a Write on the board:

- school (1)
- houses (10)
- park (0)
- movie theaters (0)

Elicit these sentences from the class: *There's a school. There are ten houses. There isn't a park. There aren't any movie theaters.* Individually, students correct the sentences. Check answers as a class and write the correct sentences on the board.

Answers

- 1 Is there a hotel on this street?
- 2 Yes, there is.
- 3 There's a shower.
- 4 There aren't any available rooms. OR There are no available rooms.
- 5 Is there a swimming pool at the hotel?
- 6 No, there isn't.

b Individually, students complete the sentences. Check answers as a class.

Answers

- 1 there 2 any 3 is 4 a 5 Are 6 a

FAST FINISHERS

Ask fast finishers to write two or three more questions with *Is there ... ?* and *Are there ... ?* about objects in the classroom or in their partner's bag. Suggest that they use vocabulary from Units 2 and 3, e.g., *Is there an umbrella in the classroom?* *Are there any cookies in your bag?* They can use these questions in 1c.

c  Students ask and answer the questions in pairs.

2 VOCABULARY

a Students complete the crossword individually or in pairs. Check answers as a class.

Answers

- 1 restaurant
- 2 beach
- 3 hospital
- 4 museum
- 5 hotel
- 6 store
- 7 supermarket
- 8 bank

b Students look at the pictures and unscramble the words. Check answers as a class.

Answers

- 1 bed 3 pillow 5 room 7 Wi-Fi
- 2 shower 4 bathtub 6 towel 8 blanket

EXTRA ACTIVITY

Ask: *What's important in a hotel room?* Individually, students number all the things in 2b, except *room*, from 1 (= very important) to 7 (= not important). Put students into pairs to compare their answers. Encourage them to give reasons if they can. Join pairs with other pairs to discuss their lists. Check answers as a class and ask: *Do people in your group have the same or different ideas?*

3 SOUND AND SPELLING

a  05.26 Write *you* and *up* on the board and the symbols /u/ and /ʌ/. Ask students to match the words to the symbols (*you* /u/, *up* /ʌ/). Students practice saying the words a few times. Individually, students complete the categorizing task. Play the recording for students to check their answers. Check answers as a class. In pairs, students practice saying the words.

Answers

/u/	/ʌ/
beautiful	umbrella
new	lunch
school	summer
food	brother
pool	mother

b  05.27 Go through the information in the chart. Play the recording for students to listen to the pronunciation and repeat the words.

c  05.28 Write *town* and *lot* on the board. Say the words and ask students to repeat them. Underline the *o* in each word. Ask: *Is the sound the same or different?* (different). Play the recording. Students do the task individually. Then play the recording for them to listen and check. Check answers as a class. In pairs.

Answers

- 1 D 2 S 3 S 4 S 5 D 6 D

LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied, and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook and the Photocopiable activities.

UNIT 6

WORK AND ROUTINES

UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts, and conversations about jobs and daily routines
- exchange information about people's jobs and daily routines
- understand a conversation about a new apartment
- understand conversations in which people make and accept offers and do so themselves
- write an email about their day

UNIT CONTENTS

G GRAMMAR

- Simple present: *he / she / it* negative
- Simple present: *he / she / it* questions

V VOCABULARY

- Jobs: *bank teller, businessman, businesswoman, chef, doctor, factory worker, IT worker, office worker, receptionist, sales assistant, server, soccer player, student, taxi driver, teacher*
- Daily routine: *arrive home, finish work, get home, get up, go to bed, go to school, go to work, have breakfast, have coffee, have dinner, have lunch, start work, take a shower, wake up, watch TV*
- Language Plus: *work / job*
- Language Plus: *for, from ... to ..., until*

P PRONUNCIATION

- Main stress in compound nouns
- Sound and spelling: /f/ and /tʃ/
- Sound and spelling: Consonant clusters
- Sentence stress
- *would*
- Emphasizing what you say 2

G COMMUNICATION SKILLS

- Talking about jobs
- Talking about daily routine and habits
- Making and accepting offers
- Writing an email about a typical day
- Writing Plus: *because* and *also*

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Write *interesting jobs, difficult jobs, and easy jobs* on the board and give students an example for each. Tell students to work in pairs and think of more jobs for each group. Ask pairs to share their answers with the class.

a Use the picture to teach *high-rise*. Ask: *Where do you see people on top of tall buildings like this?* (on very tall buildings, usually in big cities) *Is this job easy or hard? Dangerous or safe?* Put students into pairs to look at the picture and answer questions 1–3. Notice how successfully students are able to talk about jobs and work, but don't correct errors at this stage. Invite pairs to share their answers with the class, and write students' ideas on the board.

b Put students into pairs to think of two questions they'd like to ask the men sitting on a crossbeam in the picture. At the feedback stage, elicit and write all the questions on the board, correcting any errors with simple present questions as you do so.

Exercises **a** and **b** can be prepared as homework before this lesson to give students time to look up unfamiliar vocabulary. Ask students to look at the picture and to prepare their answers to the questions as homework to talk about in the next class.

EXTRA ACTIVITY

Put students into pairs. Tell Student As that they are one of the men in the picture. Student Bs ask the questions from Exercise **b**. Student As give imaginary answers. Pairs share their answers with the class. Ask students to tell the class any interesting or surprising answers their partner gave them.

CULTURE NOTES

High-rise steel workers, or ironworkers, work dangling from high-rise buildings and skyscrapers. There is no formal course you can take to learn how to do this job, but, like construction workers, high-rise steel workers need to have good physical strength, concentration, and excellent balance. It is an extremely dangerous job. High-rise steel workers use various kinds of safety equipment, but continue to be injured in workplace accidents.

6A

I DON'T WORK AT NIGHT

OPTIONAL LEAD-IN

Books closed. Ask students if they'd like to work or study in another country, which countries they'd like to work or study in, and why.

1 READING

- a** In pairs, students look at the pictures and answer the questions. Elicit students' ideas for places (e.g., hospital, school) and jobs (doctor, nurse, teacher), but don't confirm answers at this point.
- b** Give students one minute to read about Luiza and Fred and check answers. Ask the class: *What's Luiza's job?* (She's a doctor.) *What's Fred's job?* (He's a teacher.)
- c** Give students two minutes to read the website again and decide if the statements are true or false. They compare answers in pairs. Check answers as a class. Ask students to correct the false statements. If you wish, give students information from the Culture Notes below.

Answers

Luiza: place – hospital; job – doctor
Fred: place – school; job – teacher

Answers

- 1 T
- 2 F (Luiza works in a small hospital.)
- 3 F (Her work is very interesting.)
- 4 T
- 5 F (After school, he plays sports with the children.)
- 6 T

CULTURE NOTES

Jobs International is a fictional example of a non-profit organization that sends college-aged volunteers abroad to work on projects in the fields of community education, public health, and entrepreneurship. Volunteers usually stay for between five weeks and three months, and help provide development programs and humanitarian aid to communities in developing countries.

The mission of such organizations is to empower people to fight global poverty through sustainable life-changing development programs. Volunteers pay to join the programs, in return receiving housing and meals, training, support, and insurance. They pay for their own flights and visas.

FAST FINISHERS

Ask fast finishers to write a list of sports, starting with *rugby* and *volleyball*. Encourage them to use bilingual dictionaries if they have them.

At the end of this lesson, students will be able to:

- understand a text about two people who help others abroad
- understand people talking about their jobs
- use a lexical set of jobs correctly
- use the simple present with *he / she / it* in negative statements correctly
- talk about jobs

- d** Individually, students use the prompts to write questions for Luiza and Fred. Check answers as a class.

Answers

- 1 Where do you work?
- 2 Do you like the people?
- 3 Do you like the job?

- e** In pairs, students use their questions from 1d to interview each other in the roles of Luiza and Fred.

Ask: *Would you like to work for Jobs International? Why / Why not? Would you like to do Fred's job or Luiza's job? Why?* Put students into pairs to discuss for a few minutes. Then pairs share their answers with the class.

Language Plus work | job

Tell students to read the information about *work* and *job*. Ask: *Which word is both a verb and a noun?* (work). Write on the board: *I like my job/work*. Ask: *Are both words correct here?* (yes). Write: *It's a good job/work* and cross out *work*. Explain that we can say *a job* but not *a-work*. Elicit some jobs from the class and write them on the board before moving on to the lexical set on SB p. 49.

2 LISTENING AND VOCABULARY Jobs

- a** Individually, students match the words with the pictures. Check answers as a class.

Answers

- | | | | |
|---------------|-------------------|----------------|------------------|
| a taxi driver | c sales assistant | e student | g soccer player |
| b server | d office worker | f receptionist | h factory worker |

LOA TIP CONCEPT CHECKING

Ask these questions to check understanding:

- *Who works in a restaurant?* (a server)
- *Who works on a team, for example, Manchester United, Flamengo, Juventus?* (a soccer player)
- *Who works in an office?* (an office worker)
- *Who works in a car?* (a taxi driver)
- *Who goes to school or college?* (a student)
- *Who works at a hotel, hospital, or office?* (a receptionist)
- *Who works in a supermarket or a bookstore?* (a sales assistant)
- *Who works in a big place that makes cars or computers or phones or other things?* (a factory worker)

- b** **06.01 Pronunciation** Tell students to circle the two-word jobs in Exercise a. Write the answers on the board: *soccer player, taxi driver, factory worker, office worker, sales assistant*. Play the recording for students to listen for which word is stressed. Check the answer as a class and underline all the first words in the jobs on the board.

Answer

1 the first word

In pairs, students practice saying the words.

- c** **06.02** Tell students they're going to hear four people talking about their jobs. Point out that they will have to listen carefully for key (important) words because the people don't say the name of their jobs. Play the recording for students to listen for the four jobs. Students compare answers in pairs. Check answers as a class.

Answers

1 taxi driver 2 soccer player 3 student 4 sales assistant

Audioscript

1

ANNA I sit all day, but I meet some interesting people and go to a lot of different places. I don't work at night.

2

FELIPE I play on a team, and the weekend is the most important time of the week in my job. I don't play games during the week – well, sometimes on Wednesdays.

3

MARIA I study business at college. It's really interesting.

4

JESSICA I work in a store and meet a lot of different people.

- d** **06.02** Play the recording again for students to listen and complete the sentences. Check answers as a class.

Answers

1 sit; meet 2 play; play 3 study 4 meet

- e** Put students into pairs to discuss which of the jobs they like/don't like. At the feedback stage, conduct a class vote to find out which is the most/least popular job.

- f** **06.03** Students complete the exercises in Vocabulary Focus 6A on SB p. 145. Play the recording and ask students to listen and repeat the words in Exercise a. Students do Exercise b individually. Give a few of your own examples to demonstrate Exercise c, then put students into pairs to tell each other about people they know. Pairs share their answers with the class. Tell students to go back to SB p. 49.

Answers (Vocabulary Focus 6A SB p. 145)

b 1 student
2 server
3 factory worker
4 sales assistant
5 taxi driver
6 soccer player
7 receptionist
8 bank teller
9 office worker

3 GRAMMAR

Simple present: *he / she / it* negative

- a** **06.04** Individually, students complete the sentences. Play the recording for them to check their answers. Write on the board: *He works at night. She doesn't work at night*. Underline the *s* at the end of *works* and the *es* in *doesn't work* to highlight how the *s* moves in negative sentences. Ask: *How many syllables are in "doesn't"?* (two) and drill *doesn't* a few times.

Answers

1 doesn't 2 doesn't

CAREFUL!

At this level, the most common student error with the simple present with *he / she / it* in negative statements is using *don't* instead of *doesn't*, e.g., *He don't meet people at work*. (Correct form = *He doesn't meet people at work*.)

- b** **06.05** Students read the information in Grammar Focus 6A on SB p. 124. Play the recording where indicated and ask students to listen and repeat. Students complete the exercises on SB p. 125. Check answers as a class. Tell students to go back to SB p. 49.

Answers (Grammar Focus 6A SB p. 125)

a 2 doesn't 3 doesn't 4 don't
5 don't 6 don't 7 doesn't 8 don't
b 2 My brother doesn't work in a car factory.
3 My parents don't like coffee.
4 We don't live near the subway station.
5 He doesn't study Italian.
6 They don't go to work early.
7 Akira doesn't live in Tokyo.
8 Their son doesn't work in a bank.

- c** Individually, students complete the sentences. Check answers as a class.

Answers

1 doesn't work 2 doesn't like 3 doesn't sit 4 doesn't work

LOA TIP ELICITING

Use words and prompts to elicit more examples of the target language. Write *He ...* and *She ...* on the board and a negative symbol (–). As you say each of the four positive sentences below, point to the negative symbol and *He ...* or *She ...* to elicit a contrasting negative sentence with the opposite gender. Repeat the Exercise a few times. Listen carefully and check that students are pronouncing *doesn't* correctly and dropping the *s* from the end of the verb.

Say: *He likes school*. Students say: *She doesn't like school*.

Say: *She works here*. Students say: *He doesn't work here*.

Say: *He studies English*. Students say: *She doesn't study English*.

Say: *She plays tennis*. Students say: *He doesn't play tennis*.

EXTRA ACTIVITY

Write *like*, *work*, *speak*, *go*, and *live* on the board. Students use these verbs to write five simple present negative sentences, some true, some false, about their friends and family members (e.g., *My brother doesn't like his job.*). In pairs, students read aloud their sentences to each other. They listen to their partner and say which sentences they think are true and which are false.

d Sound and spelling /ʃ/ and /tʃ/

▶ 06.06 For Exercise 1, play the recording for students to hear the pronunciation of the words and answer the question. Check the answer as a class.

Answers

sound 1 /ʃ/: she, receptionist
sound 2 /tʃ/: children, teach

▶ 06.07 For Exercise 2, play the recording for students to complete the task. Check the answer as a class.

Answer

sound 1 /ʃ/: short, finish, station
sound 2 /tʃ/: cheap, watch, kitchen

Discuss the answer to the question in Exercise 3 as a class.

Answer

“ch”

💬 In pairs, students practice saying the words with /ʃ/ and /tʃ/ in Exercise 4.

4 SPEAKING

➤➤➤ Divide the class into pairs and assign A and B roles. Student As go to SB p. 109 to read about two people's jobs. Student Bs go to SB p. 107 to read about two different people's jobs. Give them three minutes to prepare sentences about their two people's jobs. In pairs, they then talk, listen, and try to guess the other two jobs. Monitor students' use of the target language, but don't interrupt fluency. At the feedback stage, ask students: *Did you guess the jobs?* Write any errors you noted while monitoring on the board and get the class to self-correct them. Close the lesson by asking: *Would you like to do the four people's jobs? Why / Why not?*

➕ ADDITIONAL MATERIAL

Workbook 6A

Photocopiable activities: Grammar 6A, Vocabulary 6A, Pronunciation 6A

6B

I WAKE UP AT 4:00

OPTIONAL LEAD-IN

Books closed. Draw the sun rising on the board, then the sun high in the sky with a falling arrow after to show it's just starting to go down, then the sun setting, and then the moon and stars. Use the pictures to elicit *morning*, *afternoon*, *evening*, *night*.

In pairs, students say one thing they do in the morning, afternoon, evening, and night, e.g., *I eat breakfast in the morning.*

1 READING AND VOCABULARY

Daily routine

a 💬 Point to the picture at the top of SB p. 50 of the man asleep. Elicit or teach the word *sleep*. If you didn't do the optional lead-in, elicit or teach the phrases in the box. Point out that three phrases start with *in the*, but *at* is used for *night*. Put students into pairs to talk about when they do the things in the list. Pairs share their answers with the class.

At the end of this lesson, students will be able to:

- understand a text about people with different sleep patterns
- use a lexical set of daily routine phrases correctly
- understand an interview with someone who has an unusual routine
- use the simple present with *he / she / it* in questions correctly
- ask and answer about their own and other people's daily routines

b Write on the board: *eight, five or six, twice*. Check that students understand *twice* (two times). Give them one minute to read the first paragraph to find out what these numbers refer to (*People say it's good to sleep for eight hours every night. Some people sleep for only five or six hours, and they feel fine in the morning. Some people sleep twice every night.*). Give students one minute to read about Beatriz and Anneli and complete the matching task. Check answers as a class. Ask students to say which words helped them find the answer. Use the picture to teach yoga if necessary. Ask: *What's the same about Beatriz and Anneli?* (They both sleep twice every night.) Ask: *Which word in the article means “needing to sleep”? (tired)*

Elicit some personal response to the article by asking:
Do you sleep twice a night? Would you like to?

Answers

- a Anneli – She wakes up and does yoga at 4:00 in the morning.
- b Beatriz – Her husband works in a restaurant.

- c Point to the underlined words in the Anneli text and ask students to match them with pictures 1–3. Check answers as a class. Drill the words.

Answers

- 1 get up 2 go to bed 3 wake up

- d Tell students to cover *A Good Night's Sleep* with a piece of paper. Individually, students match the words to make daily routine verb phrases. They then look at the text to check their answers. Check answers as a class and write the complete verb phrases on the board.

Answers

- 1 go 2 arrive / get 3 have 4 watch 5 finish

LANGUAGE NOTES

In this set of daily routine phrases, *wake up* and *get up* are phrasal verbs. The words *sleep* and *work* are single verbs. The other phrases are verb–noun collocations: a verb and a noun which go together to form one meaning.

English has a lot of phrasal verbs and collocations, so it's important for students to start learning them early (although it's not necessary for them to know the terms *phrasal verb* and *collocation*). With phrasal verbs, students need to understand that the meaning is carried by the whole phrase. In many cases, the individual words themselves carry little or no meaning (e.g., *get up*).

- e >>> 06.08–06.09 Students complete the exercises in Vocabulary Focus 6B on SB p. 146. Play the recording for students to complete the times in Exercise a and repeat the verb phrases in b. For Exercise c, check that students understand the difference between *goes home* (draw an imaginary line between the picture of Danny finishing work and the picture of Danny with his key in the front door) and *gets home* (point to the picture of Danny with his key in the front door). Tell students to go back to SB p. 50.

Answers (Vocabulary Focus 6B SB p. 146)

- a Danny wakes up at **seven o'clock**. He gets up at **a quarter after seven**. He has breakfast at **seven thirty**. He goes to work at **eight o'clock**. He starts work at **eight thirty**. He has lunch at **a quarter after twelve**. He finishes work at **a quarter to six**. He gets home at **a quarter after six**. He has dinner at **seven thirty**. He goes to bed at **ten o'clock**.
- c
- 1 gets up
 - 2 finishes breakfast
 - 3 goes to work
 - 4 starts work
 - 5 has lunch
 - 6 finishes work
 - 7 goes to bed

- f In pairs, students ask and answer the questions. Pairs share their answers with the class. If you wish, give students information from the Culture Notes.

CULTURE NOTES

World Sleep Day takes place every year on the Friday at the end of the second full week of March. Organized by WASM (the World Association of Sleep Medicine), the event's intention is to celebrate sleep and also raise public awareness of the importance of sleep for good health.

To honor World Sleep Day in 2015, a survey was conducted on differences between sleep habits among residents of the U.S., the U.K., Brazil, the Netherlands, France, Germany, Japan, China, South Korea, and Australia. It revealed some interesting facts. Here are some of them:

People in ...

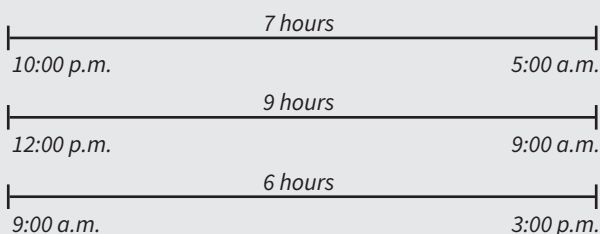
- Brazil spend the least time between eating and going to bed
- the Netherlands spend the most time between eating and going to bed
- China are most likely to have a short sleep during the day
- Australia tend to get up earliest
- France have the biggest bedrooms
- Japan tend to go to bed latest
- South Korea are the most likely to sleep on the floor

Language Plus *for, from ... to ... , until*

Write this fill-in-the-blanks sentence on the board: *I get up ___ 8:00 a.m.* Elicit the missing preposition (at). Then tell students to look at the timeline and read the information about *for*, *from ... to ...* and *until*. Point to 11:00 p.m. and ask: *What time is it?* (11 o'clock at night). Point to 7:00 a.m. and ask: *What time is it?* (7 o'clock in the morning). Ask: *Do we use "for" with times?* (No, we use *at*, *from ... to ...* and *until*). Draw an imaginary line with your finger from 11:00 until 7:00. Ask: *How much time is this?* (eight hours) *Do we say "for eight hours"?* (yes).

LOA TIP ELICITING

Draw three more timelines on the board:



Use the timelines to elicit more sentences with *I sleep* or *I work* and *for*, *from ... to ... , until*.

g Sound and spelling Consonant clusters

06.10 For Exercise 1, check that students understand *consonant* by eliciting some examples of consonants (g, p, k, etc.) and contrasting them with vowels (a, e, i, o, u). Point out that the words start with two consonants together. Play the recording for students to listen and practice saying the words.

06.11 For Exercise 2, play the recording for students to underline the consonant sounds that are together in each word. Play the recording again if necessary. Check answers as a class.

Answers

play small bread fruit driver study speak

For Exercise 3, put students into pairs to practice saying the words. Monitor and check that they aren't adding a vowel sound between the two consonants (as some students may do).

2 LISTENING

- a **06.12** Play the recording for students to answer the four questions. Play the recording again if necessary. Check answers as a class.

Answers

- 1 no
- 2 about 2:00
- 3 I take photos in the city.
- 4 No. She sleeps until morning.

Audioscript

INTERVIEWER Paul, you usually take photos at night. Do you go to bed early?
PAUL No. Usually around 11:00.
I And when do you wake up?
P I always wake up at about 2:00 a.m. every night.
I And what do you do then?
P Well, I get up and I go out. I walk around the city at night, and I take photos. Then I go home, and I sleep until morning.
I What about your wife? Does she wake up then?
P No, she doesn't wake up. She just sleeps until morning!

- b In pairs, students answer the questions about Paul's daily routine and his photos. Pairs share their answers with the class.

3 GRAMMAR

Simple present: *he / she / it* questions

- a Write on the board: you go to bed early? your wife wake up? Elicit the missing words (*Do, Does*) and drill the two questions. Individually, students complete the chart in 3a with *do* or *does*. Check answers as a class.

Answers

you	he / she / it
Do you go to bed early?	<u>Does</u> she wake up?
When <u>do</u> you wake up?	When <u>does</u> he get up?

- b **06.13–06.14** Students read the information in Grammar Focus 6B on SB p. 124. Ask them to answer the question under the cartoon: *Does she get up early?* (No, she doesn't.). Play the recording where indicated and ask students to listen and repeat. Individually, students complete the exercises on SB p. 125. Check answers as a class. Tell students to go back to SB p. 51.

Answers (Grammar Focus 6B SB p. 125)

- a 1 Does 2 Do 3 Does 4 do 5 does
b 1 does 2 No 3 doesn't 4 do 5 doesn't

FAST FINISHERS

In pairs, fast finishers practice saying the mini-conversations in Exercise b. Monitor and correct students' pronunciation as necessary.

- c **06.15** **Pronunciation** Play the recording for students to listen for the stressed words in the *When* questions. Check answers as a class. Play the recording again for students to listen and repeat.

Answers

- 1 question word (*when*) 3 up

- d Remind students about Beatriz and Anneli from the article on SB p. 50. Ask: *What's the same about the two women?* (They both sleep twice every night.). Give students three minutes to use the prompts to write questions about Beatriz and Anneli. Check answers as a class.

Answers

- 1 What time does Beatriz finish work?
- 2 Where does her husband work?
- 3 What time does he get home?
- 4 When does Anneli wake up?
- 5 What does she do then?
- 6 How does she feel in the morning?

- e In pairs, students ask and answer the questions. Check answers to the questions as a class by asking pairs of students to ask and answer the questions across the classroom.

Answers

- 1 At 6:00 in the evening.
- 2 In a restaurant.
- 3 At about 12:00 at night.
- 4 At about 4:00 in the morning.
- 5 She does yoga.
- 6 She feels fine.

EXTRA ACTIVITY

Ask these *yes/no* simple present questions about the article to give students practice with the short answers. How many questions can they answer correctly? Encourage students to give more information beyond the short answers where possible.

- *Does Beatriz live in Spain?* (No, she doesn't. She lives in the U.S.)
- *Does Beatriz have a job?* (Yes, she does. She finishes work at 6:00 in the evening.)
- *Does Beatriz eat dinner with her husband?* (Yes, she does.)
- *Does Anneli live in Finland?* (Yes, she does.)
- *Does Anneli wake up at 3:00 in the morning?* (No, she doesn't. She wakes up at 4:00 in the morning.)
- *Does Anneli feel tired at 8:00 in the morning?* (No, she doesn't. She feels fine.)

- f Give students two minutes to prepare questions with *you* from the prompts. Monitor and help as necessary. Put students into pairs to ask and answer the questions. Tell them to write down their partner's answers.

- g Put students into new pairs to ask each other questions with *he* or *she* about their first partner's daily routine.

4 SPEAKING

Tell students that they can now practice using all the language from the lesson with a partner. Divide the class into pairs and assign A and B roles. Student As read the information about Gamal on SB p. 109. Student Bs do the same about Peter on SB p. 107. Give students one minute to prepare questions from the prompts. Student A uses the questions to ask Student B questions, then they switch roles. Monitor and write down any common mistakes/errors to deal with when giving feedback. Make sure students can answer question d, *When does Peter see Gamal?* / *When does Gamal see Peter?* (They see each other between 6:00 and 7:00 in the evening).

ADDITIONAL MATERIAL

Workbook 6B

Photocopiable activities: Grammar 6B, Vocabulary 6B

 OPTIONAL LEAD-IN

Books closed. Bring the following items into class: a bowl, a glass, a cup, a spoon, a fork, a knife, and a plate. Show students the items and elicit the words for them in English.

1 LISTENING

- a** Use the picture to elicit or teach *cup*, *cupcake*, and *plate*. Drill the words. Give students time to read the task and check their choices.
- b**  In pairs, students compare their choices. Do they need the same things? Invite a few pairs to tell the whole class. With advanced classes, you may wish to elicit more things students think they might need. If you do this, make sure all students understand any new items of vocabulary which arise.
- c**  **06.16** Play Part 1 of the audio recording for students to understand the general meaning and answer the two questions. Check answers as a class.

Answers

1 Evan 2 this afternoon

Audioscript (Part 1)

ZOEY Hi, Evan.
EVAN Hi, Zoey! Those are nice flowers.
Z Yes. I want some flowers for Ariana – it's her birthday.
E Is it?
Z Yes! Hey, come with me. The flowers can be from both of us.
E Are you sure?
Z Yes!
E Well, OK ... great! Thanks, Zoey!
ARIANA Hi, Zoey! Oh, and hi, Evan! What a surprise!
E We have flowers. Happy birthday, Ariana!
Z Happy birthday!
A Thank you! What beautiful flowers! Come in. Would you like some coffee?
E No, that's OK, thanks.
Z Yes, please!
A OK, one coffee!

E So, Ariana, when is the birthday party?
A Oh, there isn't one.
Z What? You need a party!
E Do you want a birthday party?
A Well, ...
Z Or a dinner party! I can cook! I love to cook.
A Sure, a dinner party sounds really nice.
Z Great! What do we need? Some meat, fish, or vegetables, ...
A Mm, bread?
E A cake!
A I can buy one!
Z I can go with you, Ariana. I'll help you buy things.
A Really?! That's great, thanks.
Z Yes! We want to have a party!
A We can go shopping this afternoon. Is that okay with you?
Z Sure! That sounds great!

- d**  **06.16** Play Part 1 of the audio recording again for students to understand the conversation in more detail and underline the correct words. Check answers as a class.

Answers

1 Ariana 2 Zoey 3 Zoey 4 wants

At the end of this lesson, students will be able to:

- understand a conversation about what you need in a new apartment
- use appropriate phrases to make and accept offers
- emphasize what they say by using stress to draw attention to a key word
- use *because* and *also* correctly
- write an email about a typical day

2 USEFUL LANGUAGE**Making and accepting offers 1**

- a**  **06.17** Give students one minute to complete the conversations with the words in the box. Play the recording for students to check their answers. Check answers as a class by asking a pair of students to read the conversation aloud. Write: *Would you like a/an ... ?* in a speech bubble on the board. Label it as *making an offer*. Then write *Yes, please.* and label it *accepting an offer*. Finally, write *No, thanks.* and label it *not accepting an offer*.

Answers

like, thanks, please

 EXTRA ACTIVITY

Drill *Yes, please.* and *No, it's OK, thanks.* Pretend to offer some things to students (e.g., *Would you like my book? Would you like this pen?*) so they can practice using the phrases. In pairs, students continue the activity using things on their desk or in their bag.

- b**  **06.17 Pronunciation** Play the recording again for students to listen for the sound *would* and *you* make together. Check the answer as a class. Play the recording again, pausing it after each line for students to repeat.

Answer

The two words/sounds *would* and *you* combine (/wʊdzu/).

- c**  **06.18** Give students one minute to put Student A's questions in the correct order. Play the recording for students to check their answers. Check answers as a class by asking a pair of students to read aloud the completed conversation.

Answers

Would you like some coffee?
 And would you like a piece of cake?

- d**  Elicit some food and drink words and write them on the board (e.g., *sandwich*, *orange juice*, etc.). In pairs, students practice the conversation in 2c, offering different food and drink.

3 LISTENING AND USEFUL LANGUAGE

Making and accepting offers 2

- a 06.19 Play Part 2 of the audio recording for students to understand the general meaning and answer the questions. Check answers as a class.

Answers

1 go shopping 2 Yes, they do.

Audioscript (Part 2)

EVAN I'll come with you, too, if you'd like. I love shopping!

ARIANA Oh, thank you, Evan. That's very nice of you. But I'm sure you have other things to do.

E Don't worry, that's OK. I can help.

ZOEY That's great. Thanks, Evan!

A Come on! Let's go.

- b 06.20 Give students one minute to complete the sentences for making offers with the words in the box. Play the recording for students to check their answers. Check answers as a class by asking students to read aloud the completed sentences.

Answers

1 can 2 help 3 I'll

LOA TIP CONCEPT CHECKING

Write these expressions on the board:

• *Would you like ... ?* • *I'll ..., I can ...*

Next, write these words on the board and ask which expressions they go with:

• *help you* • *any help*

Check answers as a class. (*Would you like any help? I'll help you, I can help you.*) Point out that we use a verb after *I'll/I can* and a noun after *Would you like*.

- c 06.21 Students complete the task. Play the recording for students to check their answers. Play the recording again for students to listen and repeat.

Answers

Yes: That's great, thanks. Thank you, that's very nice of you.

No: Don't worry, that's OK. Thanks, but I'm fine.

- d 06.22 Give students two minutes to complete the conversation with the words in the box. Play the recording for students to check their answers. Check answers as a class.

Answers

1 supermarket 2 can 3 great 4 help 5 right

- e In pairs, students practice the conversation in 3d. Monitor and help if necessary.
- f Write *I need to ...* on the board and elicit some more ways to begin a conversation like the one in 3d (e.g., *I need to go to the hospital. I need to make lunch.*). In pairs, students make a new conversation. Monitor and help as necessary. Ask one or two pairs to repeat their new conversation for the class to hear.

4 PRONUNCIATION

Emphasizing what you say 2

- a 06.23 Play the recording for students to listen to the two offers, focusing on the strongly stressed word in each. Play the recording again for students to listen and repeat.

- b 06.24 Play the recording for students to listen and underline the stressed words in the mini-conversations. Check answers as a class.

Answers

1 José 2 I'll

- c Put students into pairs to practice the mini-conversations. Monitor and check if they are stressing the subject when they offer help. Correct their pronunciation as necessary.

5 SPEAKING

Tell students that they can now practice using all the language from the lesson with a partner. Put students into pairs and assign A and B roles. Give them two minutes to prepare what they're going to say, reminding them of the expression for politely saying yes or no to offers. Make sure they switch roles. Monitor and write down any errors related to making and accepting offers. Share answers as a class.

6 WRITING

- a Give students one minute to read the email and answer the questions. Check answers as a class.

Answers

At a café because the coffee machine in the office isn't very good.

EXTRA ACTIVITY

Write these statements on the board. Ask which ones are true and which are false.

- 1 Ariana walks to work.
- 2 She works from 8:30 until 4:30.
- 3 Ariana and Zoey have lunch in the office.
- 4 Ariana likes the food at the café.
- 5 Zoey always offers to pay at the café.

Give students two minutes to read the email again and answer the questions. Tell them to correct the false sentences. They compare answers in pairs. Check answers as a class (1 True, 2 False (She works from 8:30 until 5:30.), 3 False (They have lunch at the café.), 4 True, 5 True).

- b Students go to Writing Plus 6C on SB p. 160. Go through the information as a class, then write these two pairs of sentences on the board:

- Ariana's happy. She has a new apartment.
- Ariana has flowers. She has cookies.

Point to the first pair of sentences and ask: "Because" or "also"? (because). Then ask: *How can we join the two sentences?* Elicit *Ariana's happy because she has a new apartment*. Mark the change on the board.

Point to the second pair of sentences and ask: "Because" or "also"? (also) Ask: *How can we use "also" in these two sentences?* Elicit *Ariana has flowers. She also has cookies*. Mark the change on the board.

Students complete Exercises b and c. Check answers as a class. When checking question 6 in Exercise b, ask *What's different about "also" in this sentence?* (Usually *also* goes before the verb, but here it's after the verb because the verb is *be*.) Tell students to go back to SB p. 53.

Answers (Writing Plus 6C SB p. 160)

- b**
- 1 She also teaches basketball.
 - 2 because I sleep for seven hours at night.
 - 3 are Italian
 - 4 also works
 - 5 we like
 - 6 's also
- c**
- 1 I don't like my job because it's boring.
 - 2 She doesn't have breakfast because she's not hungry in the morning.
 - 3 I need to make lunch. I also need to go to the supermarket.
 - 4 The children are nice. They're also very funny.



FAST FINISHERS

Ask fast finishers to think of one or two different ways of adding ideas to the sentences in Exercise c using *because* and *also* (e.g., *I want to go shopping because I need some bowls. She teaches English at the school. She also teaches Spanish.*).

- c** Give students five minutes to write about a day in their life. Tell them to use Ariana's email as an example and *because* and *also*. Monitor and help as necessary.
- d** Students switch their writing with a partner. They read it to see if their partner does the same as them. In pairs, they talk about what's the same in their day. Share answers as a class.

+ ADDITIONAL MATERIAL

Workbook 6C
Unit Progress Test
Photocopiable activities: Pronunciation 6C

UNIT 6

Review

1 GRAMMAR

a Individually, students check the sentences that are correct and correct the ones that are wrong. Check answers as a class and write the correct sentences on the board.

Answers

- 1 She doesn't like cake.
- 2 Marcus doesn't meet many people.
- 3 ✓
- 4 I don't work on Fridays.
- 5 ✓
- 6 Isabella doesn't speak Italian.

b Individually, students complete the sentences with *do*, *don't*, *does*, or *doesn't*. Check answers by asking pairs of students to read aloud the completed conversations.

Answers

- 1 Does 2 doesn't 3 Do 4 do 5 Do 6 don't

c Individually, students use the words and phrases to write questions. Check answers as a class.

Answers

- 1 What do you eat in the morning?
- 2 Where does your brother work?
- 3 Do you speak English?
- 4 Does your teacher speak Spanish?
- 5 What time does the class start?
- 6 When does it end?

FAST FINISHERS

Ask fast finishers to write more simple present questions with *Where/What/When + your friend/brother/sister/mother/father* (e.g., *Where does your sister live?*). They can then use these questions in 1d.

d In pairs, students ask and answer the questions.

2 VOCABULARY

a Individually, students complete the job words. Check answers as a class.

Answers

- 1 server 3 doctor 5 teacher
- 2 taxi driver 4 receptionist 6 chef

EXTRA ACTIVITY

Elicit more jobs and write them on the board (e.g., *server, office worker, factory worker, soccer player, tennis player, student, sales assistant, businessman / businesswoman, bank teller, IT worker*). Choose one of the jobs in 2a or on the board. Can the students guess it in five *yes/no* questions (e.g., *Do you work in a hotel?*). Put students into small groups to play the game a few times.

b Individually, students use the words to complete the daily routine phrases in the chart. Check answers as a class.

Answers

- 1 to bed 2 get 3 start 4 lunch 5 arrive 6 take

c Put students into pairs to talk about what they do every day. Ask students to tell the class what their partner does every day.

3 SOUND AND SPELLING

a Students study the chart. Play the recording for students to listen to the words with /f/ and the words with /tj/.

Answers

- /f/ information, special, machine
- /tj/ chair, chicken, check

b Students use the chart in 3a to decide if the marked sounds are the same or different. Play the recording for them to listen and check their answers. In pairs, they practice saying the pairs of words. Monitor and check that they are pronouncing the words correctly.

Answers

sound 1 /f/	sound 2 /tj/
shoes	choose
cash	catch
wash	watch
sheep	cheap
she's	cheese

c Write *player, class, bread, and sport* on the board. Invite four students to come to the board and underline the consonant groups in each word (*player, class, bread, sport*). Drill the words. Students complete the matching task. Play the recording for them to check answers. In pairs, students practice saying the words.

Answers

- 1 twenty 2 start 3 player 4 class 5 bread 6 sport

LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied, and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook and the Photocopiable activities.

UNIT 7

SHOPPING AND FASHION

UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts, and conversations about shopping for objects and the clothes people wear
- exchange information about shopping for objects and the clothes people wear
- understand conversations in which people ask about and pay for things in a store and do so themselves
- write an email request for information

UNIT CONTENTS

G GRAMMAR

- *this, that, these, those*
- Possessive 's
- Review of adverbs

V VOCABULARY

- Common objects 2: *bag, chair, clock, cup, glass, guitar, lamp, picture, plant, plate, speaker, soccer, suitcase*
- Prices: *twenty-five dollars, three dollars and eighty cents*, etc.
- Clothes: *blouse, coat, dress, glasses, hat, jacket, jeans, pants, shirt, shoes, skirt, T-shirt*
- Colors: *black, blue, brown, green, gray, red, white, yellow*
- Language Plus: *dark / light*

P PRONUNCIATION

- Sound and spelling: /b/, /p/, /g/, and /k/
- Sound and spelling: *this, that, these*, and *those*
- Sound and spelling: /f/ and /dʒ/
- Connecting sounds

C COMMUNICATION SKILLS

- Talking about things you want to buy
- Talking about the clothes that people wear
- Asking about and paying for things in a store
- Writing an email request for information
- Writing Plus: Commas, exclamation points, and question marks

GETTING STARTED

OPTIONAL LEAD-IN

Write *market* on the board.

Put students into pairs. Ask: *What do you buy at a market?* Give students two minutes to write as many things as they can. Monitor and help with vocabulary as necessary. Share answers with the class, asking each pair to tell you one item from their list they think nobody else has written.

- a** Use the picture to teach *boat* and *clothes*. Ask students: *What country do you think this is?* Elicit their ideas, then tell them it's Thailand. Ask: *Do you have places (markets) like this in your country?* If you wish, give students information from the Culture Notes.

Put students into pairs to answer questions 1–3. Monitor and notice whether students attempt to use *this, that, these*, and *those* and how much vocabulary they have for clothes and colors, but don't correct errors at this stage. Share answers with the class. Elicit students' ideas about Question 1 and write them on the board. For Question 2, write any shopping questions that students suggest on the board. For Question 3, make a list of clothes that students can name in the picture. Leave students' ideas on the board.

CULTURE NOTES

The picture shows a tourist in a wooden boat choosing a pair of pants at a stand at Damnoen Saduak Floating Market in Ratchaburi, Thailand, about 100 km south of Bangkok.

This 100-year-old market was traditionally a place where vendors sold locally grown fruit and vegetables from boats on the canal. This has changed a lot in recent years, as the market has now become a very popular tourist destination and there are now also a large number of souvenir stands.

Beyond the market, there are quieter canals which can be explored by renting a boat. South of the floating market are several small family businesses, including a Thai candy maker, a citrus fruit farm, and a knife crafter.

- b** Put students into pairs to answer the questions. Monitor and check how much clothes and color vocabulary students produce. Don't correct errors or try to teach more vocabulary at this stage. Share answers with the class.

Exercises **a** and **b** can be prepared as homework before this lesson to give students time to look up unfamiliar vocabulary. Ask students to look at the picture and to prepare their answers to the questions as homework to talk about in the next class.

 OPTIONAL LEAD-IN

Books closed. Write the names of some local stores students will know on the board in one column and an item you can buy in each in another column. Put students into pairs and ask them to match the stores to the items. Check for understanding by asking: *What does Smith's sell? What can you buy in Smith's?* Afterward, write these two questions on the board without *sell* and *buy* and elicit what the verbs are.

1 READING AND VOCABULARY
Common objects 2

- a** If you didn't do the optional lead-in, draw a simple picture of a store counter and cash register with a person at either side. Use the picture to elicit the verbs *buy* and *sell*. Elicit some different stores students already know from SB p. 41, e.g., *supermarket*, *bookstore*. Tell students to look at the *Shopping* text. Give students one minute to read about the three places to shop and decide which place is in the picture. Check the answer as a class, asking students to say why this is the answer.

Answer

The Sunday Flea Market

- b** Students read what the four people say. Check that students understand *magazine* (a type of thin book with news articles and colorful pictures) and *lamp* (point to the lamp in the picture). Students read the text again to see which place is good for each of the four people. Students compare answers in pairs. Check answers as a class, asking students to say why these are the answers. To get some personal response to the text, ask: *Do you sometimes buy old things? What? Why?* If you wish, give students information from the Culture Notes.

Answers

- 1 The Mega Home Store (*They sell beds ... Everything is new.*)
- 2 Books & Co. (*They sell old and new books, and they also have magazines.*)
- 3 The Mega Home Store (*Open 8 a.m.–8 p.m.*)
- 4 The Sunday Flea Market (*They sell a lot of old things. You can buy ... lamps.*)

At the end of this lesson, students will be able to:

- understand a text about three places to shop
- use a lexical set of common objects correctly
- understand a conversation about objects at a market stall
- use *this*, *that*, *these*, *those* correctly
- understand prices and say them correctly
- ask and talk about objects at a market stall

 CULTURE NOTES

Both *Books & Co.* and *The Sunday Flea Market* sell second-hand things (things that other people owned or used in the past). In the U.S., buying second-hand things is popular. You can buy them at:

Flea markets such as *The Sunday Flea Market*, and **yard sales** (also called **garage sales**) (an occasion when people sell things, often in their garage or outside their house, that they no longer want).

Second-hand bookstores, which sell everything from very cheap old paperbacks to expensive and rare books. *Books & Co.* is unusual because it sells other things too.

Thrift stores are found in most U.S. cities and towns. They collect people's unwanted goods and sell them cheaply.

Antique or Vintage stores: These stores are run by people who collect old but valuable, attractive, or still useful objects to sell.

These days, buying second-hand things online on auction sites such as eBay is also very popular.

- c** Students read about *The Sunday Flea Market* again and find the words for objects a–f in the picture. Students compare answers in pairs. Check answers as a class. Make sure students are saying singular forms (e.g., *lamp*, *suitcase*) and not the plural forms that are in the text (*lamps*, *suitcases*). Ask: *Which objects can you see in the classroom?* Ask: *Which words in The Sunday Flea Market text mean "look without buying"?* (look around).

Answers

a lamp b picture c suitcase d clock e chair f guitar

- d**  Remind students that *would like* is the polite way to say *want*. Take a class vote to find out which object in the picture most people in the class want.

 EXTRA ACTIVITY

Write on the board: *Old things or new things – which do you like best?* Then add this list below it on the board:

- | | |
|--------------|-----------|
| • newspapers | • cars |
| • lamps | • phones |
| • suitcases | • clothes |
| • houses | • books |
| • clocks | • chairs |

Put students into pairs to talk for two minutes about which they like better – old houses or new houses, old cars or new cars, etc. Share answers as a class. Do students have the same or different opinions?

e **07.01** Students complete the exercises in Vocabulary Focus 7A on SB p. 147. Play the recording in Exercise a for students to listen and repeat the words. For Exercise b, put students into groups of three. Write: *At home, I have a ...* on the board and elicit a few simple sentences from the class, e.g., *At home, I have a clock. At home, I have a clock and a guitar.* Ask students to read the speech bubbles, study the pictures again, and then cover them. Demonstrate how to play the game with two confident students. Stop the game after three or four minutes. Ask: *Is it easy or difficult to remember long sentences?* Tell students to go back to SB p. 56.

f **Sound and spelling** /b/, /p/, /g/, and /k/

For Exercise 1, students complete the words in the chart. Ask: *Are these letters and sounds vowels or consonants?* (consonants).

07.02 For Exercise 2, play the recording for students to listen and check. Check answers as a class.

Answers

Sound 1 /b/	Sound 2 /p/	Sound 3 /g/	Sound 4 /k/
bag ball	plant plate picture	glass guitar	cup suitcase clock

Discuss the question in Exercise 3 as a class. Show how the sounds /b/, /p/, and /g/ are always spelled with *b*, *p*, and *g* by writing more examples on the board, e.g., *big, bottle, pizza*. Show how the sound /k/ can be spelled with *c*, *k*, or *ck* by writing *computer, key, and back* on the board.

Answer
/k/

Put students into pairs for Exercise 4 to practice saying the words. Monitor and check that they are pronouncing the consonants correctly.

FAST FINISHERS

Ask fast finishers to find more words in the *Shopping* text which start with the sounds /b/, /p/, /g/, and /k/ (e.g., *buy, places, go*).

g Ask: *A store, a market? What's the difference?* (a store is a building where you buy things, a market is a place where people meet to buy and sell things, usually outside). Point to a table and mime that it's your market stall with things to sell. Teach: *market stall*. Divide the class into pairs and assign A and B roles. Give Student As 30 seconds to write five things to sell at their market stall. Write: *Do you have ... ?* and *Do you sell ... ?* on the board. In pairs, Student B uses the questions to find out what Student A sells. Students then switch roles and repeat the task. At the feedback stage, ask Student Bs: *Do you like your partner's stall? Why / Why not?*

2 LISTENING AND GRAMMAR
this, that, these, those

a **07.03** Tell students that they're going to listen to two people at Mega Home Store. Give them time to read the task, then play the recording for them to answer the questions. Play the recording again if necessary. Students compare answers in pairs. Check answers as a class, and ask: *Is Edward happy?* (yes). *Is Kate happy?* (no). Say: *Kate says about the speaker, "What?! That's very ..."* Elicit the word *expensive* and its opposite, *cheap*.

Answers

1 Kate 2 Edward 3 \$135 4 No, she doesn't.

Audioscript

KATE I like this plant. What do you think? For the kitchen.
EDWARD Hmm ... it's OK.
K Or these chairs. They're really nice.
E No, I don't really like them. That phone's nice.
K A phone! Don't you want to buy things for your new apartment?
E Yeah, sure. But I like the phone.
K Hmm ... Oh, look. Those plates are beautiful.
E Are they? Hmm ... Hey! Look at that speaker! That's so cool. It's perfect for a party.
K A party? In our new apartment?
E Of course! Excuse me.
ASSISTANT Yes?
E How much is that speaker?
A The speaker? \$135.
K What?! That's very ...
E OK, I'll take it!

b **07.04** Play the recording for students to add the missing words. Check answers as a class, writing the missing word and the noun that follows it on the board: *this plant, these chairs, those plates, that speaker*.

Answers

1 this 2 these 3 Those 4 that

c Underline *this, these, those*, and *that* in the phrases on the board. For each one, ask: *Singular or plural?* (*this plant* – singular, *these chairs* – plural, *those plates* – plural, *that speaker* – singular). Students complete the chart. Check answers as a class by copying the chart onto the board.

Answer the question about what the words mean as a class. Use gestures to teach *here, near me*, and *there, not near me* in relation to yourself. Point to *this* and *these* in the chart to show that they mean *here, near me*. Point to *that* and *those* in the chart to show that these words mean *there, not near me*. Give a few examples using things in the classroom, e.g., *I like this book. I like that clock. I like these pens. I like those shoes.*

Answers

Singular	this	that
Plural	these	those

1 this, these 2 that, those

d Sound and spelling *this, that, these, and those*

▶ 07.05 For Exercise 1, play the recording for students to listen and answer the questions.

Answers

This ends in a /s/ sound.

These and *those* end in a /z/ sound.

Put students into pairs for Exercise 2 to practice saying the words.

- e ▶▶▶ ▶ 07.06 Students read the information in Grammar Focus 7A on SB p. 126. Play the recording where indicated and ask students to listen and repeat. Students complete the exercises on SB p. 127. Check answers as a class. Tell students to go back to SB p. 57.

Answers (Grammar Focus 7A SB p. 127)

a 1 this 2 that 3 those 4 is 5 these

b 1 that 2 These 3 those 4 this

CAREFUL!

Students often make agreement errors with the determiners *this, that, these, and those*. The most common mistake is using a plural determiner rather than a singular one, e.g., *I like these book*. (Correct form = *I like this book*.), but they may also use a singular where a plural determiner would be correct, e.g., *That pictures are interesting*. (Correct form = *Those pictures are interesting*.)

- f Divide the class into A and B pairs and tell them they are the people in the picture of a store at the bottom of the page. Elicit a few of the items in the picture (e.g., *plates, lamp*, etc.). Tell them to look at the speech bubbles and say similar things to their partner. Monitor and check that students are using *this, that, these, and those* correctly. Close the activity by asking students to say one of their sentences to the whole class.

3 VOCABULARY Prices

- a ▶ 07.07 Play the recording for students to check the prices they hear. Play the recording again if necessary. Check answers as a class. Write the two answers on the board and underline the plural *s* in each phrase: *three dollars* and *eighty cents, twenty-five dollars*.

Answers

1 c 2 b

- b ▶ 07.08 In pairs, students practice saying the prices. Play the recording for them to listen and check.

Audioscript

- 1 five dollars and ninety-nine cents 3 four dollars and fifty cents
2 sixteen dollars and fifty cents 4 a hundred dollars

- c ▶ 07.09 Play the recording for students to fill in the blanks. Check answers as a class by playing the recording again, pausing it after each answer and writing the whole phrase on the board.

Answers

1 How much 2 It's 3 how much 4 They're

- d In pairs, students practice the conversation in 3c, changing the objects and the prices.
- e Give students one minute to think about their answers. Put them into pairs or small groups to talk together. Monitor and check that they are saying prices correctly. Check answers as a class. With a mono-cultural class, find out if everyone agrees on the prices. With a multi-cultural class, write the most and least expensive price for each item on the board to see how big the differences are. If you wish, give students information from the Culture Notes.

LOA TIP MONITORING

At A1 level, many speaking activities are highly structured, like speaking Exercise 3d in which students practiced mini-conversations with *How much ... ?* and prices. It's relatively easy to assess how well students can reproduce a conversation when there is a clear model to compare it to.

Exercise 3e is a different kind of speaking activity. It has a clear focus on saying prices, which you can monitor and assess, but it also gives students the opportunity to talk more freely – sharing their knowledge and ideas with others, agreeing and disagreeing with each other, responding to information with interest or surprise. The aim here is fluency – effective self-expression – not accuracy.

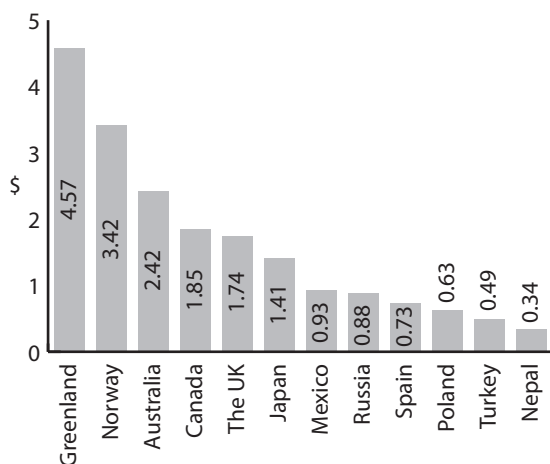
Here are some things to monitor when students are talking:

- Are students able to express themselves clearly, regardless of the accuracy of their grammar, vocabulary, or pronunciation?
- Do both students in each pair, or all the students in the group, speak for more or less the same amount of time?
- Do students stay on the topic and answer the question(s)?
- What extra information do students bring to the discussion?
- Does the conversation dry up at all? Why?
- Is there a complete breakdown in communication at any point? Why?
- Do students make eye contact and listen to each other well?
- Do students switch to L1?

If you notice students struggling with their fluency, think about building in longer preparation times for speaking activities and getting students to repeat speaking activities by changing the groups or pairs around. It's also a good idea to give the message to students that they shouldn't always worry about being correct. It is also important to practice speaking and trying to say what you want, and worrying too much about making mistakes can often harm students' confidence and stop them from developing fluency.

CULTURE NOTES

These were the prices (in U.S. dollars) of a 1.5 liter bottle of water in 12 different countries in 2014:



4 SPEAKING

➤ Tell students that they can now practice using all the language from the lesson with a partner. Divide the class into pairs and assign A and B roles. Student As read the information about what they want to buy and sell on SB p. 113 and prepare what they're going to say. Student Bs do the same on SB p. 111. They then take turns being a buyer and a seller at a flea market stall. Monitor, but don't interrupt fluency. Write down any common mistakes with the target language to deal with when giving feedback. Check answers by asking students about their conversations at the flea market stall: *Do you have some new objects? Are you happy with the price? Why / Why not?*

⊕ ADDITIONAL MATERIAL

Workbook 7A

Photocopiable activities: Grammar 7A, Vocabulary 7A, Pronunciation 7A

7B

IT'S OSCAR'S T-SHIRT

💡 OPTIONAL LEAD-IN

Books closed. If appropriate in your setting, put students into small groups and give them some sticky notes. Ask for one volunteer from each group to have stickers stuck on them. Tell students to work together and write the names of the clothes their volunteer is wearing in English and stick them on the appropriate items, e.g., *jeans, T-shirt, shoes*. Share answers with the class.

1 VOCABULARY Clothes

a Use the pictures to teach *model* and *fashion designer*. You may wish to elicit the names of some famous fashion designers.

b **07.10** Individually, students match the clothes words with a–h in the pictures. Play the recording for students to listen and check their answers. Check answers as a class.

Answers

a coat c skirt e shirt g jacket
b dress d blouse f T-shirt h pants

📖 LANGUAGE NOTES

Clothes, pants, and jeans only exist in the plural form. Students at this level often forget the plural *s* at the end of these words, e.g., *Like old clothe.* and *Are they new pant?*

At the end of this lesson, students will be able to:

- use a lexical set about clothes correctly
- understand a text about three fashion designers
- use a lexical set about colors correctly
- understand a conversation about the clothes people wear and like
- use possessive 's correctly
- use adverbs of frequency more proficiently
- ask and talk about the clothes that people wear

c In pairs, students ask and answer the question. Students share answers with the class.

💡 FAST FINISHERS

Ask fast finishers to ask each other: *How many (coats, jackets, jeans, etc.) do you have?*

d Sound and spelling /f/ and /dʒ/

07.11 For Exercise 1, play the recording for the students to listen and repeat the sounds and words.

07.12 For Exercise 2, play the recording for students to listen and categorize the sounds. Students compare answers in pairs. Play the recording again if necessary. Check answers as a class.

Answers

Sound 1 /f/	Sound 2 /dʒ/
international	German
fashion	large
sugar	language
	gym

Put students into pairs for Exercise 3 to practice saying the words.

- e >>> Divide the class into pairs and assign A and B roles. Student As look at picture 1 on SB p. 110 and take notes about the people's clothes. Tell them not to worry about the colors. Student Bs do the same on SB p. 114. Student A tells Student B about the people in his/her picture, and Student B listens and tells Student A the names. They then repeat the activity: this time Student B talks and Student A listens and says the names. Monitor and check that students are saying the clothes correctly. Tell students to go back to SB p. 58.

2 READING

- a Write this headline on the board: *They make colorful clothes, but do they wear them?* Tell students to read the introduction and then ask: *Who is "they"?* (fashion designers). Check the meaning of *colorful* by asking them to point to some colorful things in the room. Ask: *What do you think – do fashion designers wear colorful clothes?* and elicit some opinions. Give students two minutes to read about the three fashion designers and find out what's the same about them. Check the answer as a class. If you wish, give students information from the Culture Notes below.

Answer

They usually wear black and white clothes.

CULTURE NOTES

Tom Ford (born in the U.S., 1961) was the Creative Director of Gucci from 1994 to 2004. He then founded his own fashion company, Tom Ford, which offers clothes, glasses and sunglasses, and beauty products. Tom Ford is also a film director.

Carolina Herrera (born in Venezuela, 1939) launched a fashion company in New York in 1980. Her line of elegant clothing for women became highly successful, and the company grew rapidly to enormous success.

Michael Kors (born in the U.S., 1959) is the Chief Creative Officer of his brand, Michael Kors, which sells men's and women's clothes, accessories, and fragrances around the world. His brand's clothes are "ready-to-wear," which means they are produced in standard sizes and not made to fit a particular person.

- b Tell students to read the text again in detail to decide if the statements are true or false and to correct the false ones. Students compare answers in pairs. Check answers as a class. Ask: *Do you wear colorful clothes? Why / Why not? Are black, gray, and white clothes boring?* and elicit some answers from the class.

Answers

- 1 T 2 F (He often wears a black jacket.)
3 F (She usually wears a black skirt.) 4 T

- c >>> Students discuss the question in pairs. Join pairs with other pairs for them to compare opinions in a bigger group. Share answers with the class.

3 VOCABULARY Colors

- a Individually, students look at the picture of Tom Ford and complete the sentences with the colors.

Answers

Tom Ford often wears a white shirt and a black or dark gray jacket.

Language Plus *dark / light*

Ask students to read the information. Point to the blues and grays in the Carolina Herrera picture and ask: *Is this light blue or dark blue/gray?* Ask students if they can see more examples of light and dark blue, green, and gray in the classroom. Drill the phrases.

- b >>> 07.13–07.14 Students complete the exercises in Vocabulary Focus 7B on SB p. 148. Play the recordings for Exercises a and b for students to listen and repeat the words. Give students five minutes to write about the people in Exercise c. Monitor and help as necessary, checking the students' work as you go. Students compare sentences in pairs. Nominate a few students to read aloud their sentences. Tell students to go back to SB p. 59.

Suggested answers (Vocabulary Focus 7B SB p. 148)

- c 2 Sunyin usually wears a white blouse and a brown skirt.
3 Ali usually wears a light blue shirt and dark gray pants.
4 Carmen usually wears a yellow T-shirt and dark blue pants.
5 Shinji usually wears a dark gray hat, a white shirt, a light gray jacket, and a dark gray coat.
6 Michelle usually wears a red dress.

EXTRA ACTIVITY

In pairs, students look at the clothes in the pictures in a and ask each other: *What color is this? What color are those?* Monitor and check that they are using the colors correctly. Are they using *light* and *dark*, too?

- c >>> Divide the class into pairs and assign A and B roles. Student As talk about the clothes and colors in one of the pictures in 1a. Student B listens and guesses the picture. They then switch roles. Monitor and check that students are using clothes and colors vocabulary correctly.

4 LISTENING

- a 07.15 Point to the picture of the López family. Tell students the children are named Oscar and Sara and the parents are named Gonzalo and Isabella. Tell students they're going to listen to Isabella and Gonzalo talking about clothes. Play the recording for students to listen and check the clothes they talk about. Check answers as a class.

Answers

T-shirt, jeans, shirt

Audioscript

- ISABELLA Look at all our old clothes! There are a lot! We need to donate some of these.
GONZALO Yeah, you're right. ... Is this my old T-shirt?
I No, it's Oscar's T-shirt. He never wears it.
G Are these your jeans?
I No, they're Sara's jeans.
G But she sometimes wears these.
I But she doesn't like them.
G OK. ... Wait just a minute – that's my shirt. I sometimes wear that.
I Really?
G Well, no ... not really.
I So ... ?
G Fine – out it goes.

- b 07.15 Ask: *Do you think Isabella and Gonzalo talk about old clothes or new clothes?* (They talk about old clothes.). Hold an object (e.g., a book) close to you to teach the word *keep* and pretend to give it to someone to teach the word *donate*. Write the new words on the board. Ask: *Do you think they keep their old clothes or donate them?* (They donate the old clothes.). Tell students to look at the task. Play the recording again for students to listen and complete the chart by writing the clothes and the reason for donating them. Students compare answers in pairs. Check answers as a class. To get some personal response to the listening, ask: *Do you keep your old clothes or donate them?* Put students into pairs to compare what they do. Check answers as a class.

Answers

Who?	What clothes?	Why?
Oscar	T-shirt	doesn't wear
Sara	jeans	doesn't like
Gonzalo	shirt	doesn't wear

5 GRAMMAR

Possessive 's; Review of adverbs

- a 07.16 Individually, students read the mini-conversations and add the missing names from the listening. Play the recording for them to listen and check their answers. Check answers as a class.

Answers

1 Oscar 2 Sara

- b 07.17 Students read the information in Grammar Focus 7B on SB p. 126. Play the recording where indicated and ask students to listen and repeat. Students complete the exercises on SB p. 127. Check answers as a class. Tell students to go back to SB p. 59.

Answers (Grammar Focus 7B SB p. 127)

- a
- 2 It's Esteban's shirt.
 - 3 It's Beth's dress.
 - 4 They're Luke's jeans.
 - 5 They're Sara's shoes.
 - 6 It's Matthew's jacket.
- b
- 2 Jacob's house is near the train station.
 - 3 Vanessa's shoes are brown.
 - 4 I like my friend's new coat.
 - 5 Rob and Emma's new car is blue.
 - 6 Penelope's new dress is pretty.
 - 7 He's Ryan's best friend.
 - 8 The boys' room is on the first floor.

CAREFUL!

Learners commonly make mistakes with the possessive 's. They may omit it, e.g., *It's Martin shirt*. (Correct form = *It's Martin's shirt*.), or, in writing, use the possessive 's where a plural s is needed, e.g., *I always wear black shoe's*. (Correct form = *I always wear black shoes*.)

LOA TIP ELICITING

Use this drill to give students extra practice with producing and pronouncing the possessive 's correctly. Students should be using the sounds /s/, /z/, or /ɪz/. Repeat the drill a couple of times. Listen and correct students' pronunciation as necessary.

Say: *Sam/hat* – *It's ...* Students say: *It's Sam's hat.* /z/
Say: *Luna/shoes* – *They're ...* Students say: *They're Luna's shoes.* /z/
Say: *Pete/T-shirt* – *It's ...* Students say: *It's Pete's T-shirt.* /s/
Say: *Louise/jeans* – *They're ...* Students say: *They're Louise's jeans.* /ɪz/

- c Tell students to ask and answer questions about the López family with *Who*.

Suggested answers

Who's Isabella? She's Gonzalo's wife.
Who's Oscar? He's Isabella and Gonzalo's son.
Who's Sara? She's Oscar's sister.
Who are Isabella and Gonzalo? They're Oscar and Sara's parents.
Who are Oscar and Sara? They're Isabella and Gonzalo's children.

- d 07.18 Write on the board: *Michael Kors wears a black T-shirt. (usually)* Elicit the sentence with *usually* in the correct position. (*Michael Kors usually wears a black T-shirt.*) Tell students to read about the people in Isabella's office and to add the adverbs of frequency in the correct place. Play the recording for them to check their answers. Check answers as a class. To review the grammar, ask: *Do we say "always wears" or "wears always"?* (always wears) Then ask: *What about "is"?* *Do we say "always is" or "is always"?* (is always) Elicit and write: *My sister's clothes are always colorful* on the board as an example sentence.

Answers

- 1 My boss always wears a blouse and pants.
- 2 She never wears a skirt.
- 3 John usually wears jeans and a white shirt,
- 4 but he sometimes wears black pants.
- 5 And Lindsay often wears a dress,
- 6 but on Fridays she usually wears jeans.

- e Give students one minute to think about their answer and take notes. Put them in pairs to talk about their answers. Share answers as a class.

6 SPEAKING

- a Individually, students put the words in the correct order to make questions. Check answers as a class. Give students one minute to write one more question with their own ideas. Elicit their questions and collate them on the board, encouraging the class to be involved if any errors need to be corrected.

Answers

- 1 What do you wear at work/school?
- 2 What color clothes do you wear?
- 3 Do you wear your brother's/sister's/father's/mother's clothes?
- 4 Do you wear shoes at home?

- b In pairs, students ask and answer the questions in 6a, adding extra information to their answers.

ADDITIONAL MATERIAL

Workbook 7B

Photocopiable activities: Grammar 7B, Vocabulary 7B

 OPTIONAL LEAD-IN

Books closed. Write the names of some local stores students will know on the board.

Write these sentences on the board:

- *I never go to ...*
- *I sometimes go to ...*
- *I often go to ...*
- *I never buy things in ...*
- *I often buy things in ...*
- *I sometimes buy things in ...*

Put students into pairs to finish the sentences using the stores on the board so they are true for them. Share answers as a class.

1 LISTENING

- a** Point to the picture of Alexis and Mia. Ask: *Where are they?* (in a store) *What do you think Alexis wants to buy?* (Students' own answers.) Tell students to look at the list and rate shopping for each kind of thing from 1 (= *I like going shopping for this/these very much*) to 4 (= *I really don't like shopping for this/these*). Check that they understand *things for the home* (chairs, cups, glasses, etc.) and *electronics* (= things connected with computers).
- b**  In pairs, students compare their opinions. Check answers as a class, asking some pairs: *Do you like shopping for the same things?*
- c**  **07.19** Play Part 1 of the audio recording for students to understand the general meaning and answer the two questions. Check answers as a class.

Answers

1 their mothers for Mother's Day 2 four plates

Audioscript (Part 1)

ALEXIS I don't like shopping for Mother's Day. Do you?
MIA Why not? I don't mind it.
A My mother is hard to shop for. Oh, look. These umbrellas are nice.
M Ah ... They're really nice.
ASSISTANT Can I help you?
A Yes, how much are these umbrellas?
AS They're fifteen dollars each.
M That's a good price.
A Do you have any red ones?
AS No, I'm sorry. We only have yellow or green.
A Too bad.
AS But we have these bags in red. We also have them in blue.

A Mm.
AS They're the same price as the umbrellas – fifteen dollars.
A No, I don't think so. Can I look around?
AS Of course.
M Alexis, these plates are really nice.
A Yes, they are. But my mom doesn't need plates.
M I know ... but not for your mom ... for me!
A Oh!
M I really like them ... and they're so cheap! Excuse me ... I'd like four of these plates, please.
AS Sure.

At the end of this lesson, students will be able to:

- understand conversations in a store
- use appropriate phrases for going shopping
- recognize the extra sounds /j/ and /w/ in connecting sounds
- role-play buying and selling things at a market stall
- use commas, exclamation points, and question marks correctly
- write an email request for information

- d**  **07.19** Check that students understand the difference between *need* and *want* by asking: *What do people need every day – food and water or computer games and books? (food and water). So what about computer games or books – do they need or want them? (want).* Play Part 1 of the audio recording again for students to listen and add the numbers. Students compare answers in pairs. Check answers as a class. To get some personal response to the audio, ask students: *Do you only buy what you need? Do you sometimes buy things that you want, like Mia with the plates?*

Answers

Umbrellas
price: \$15
colors: yellow, green

Bags
price: \$15
colors: red, blue

 EXTRA ACTIVITY

Write *I need ...* and *I'd like ...* on the board. Remind students that *I'd like* is a polite way to say *I want*. Write *shopping list* on the board and ask students to write a shopping list of six things: three things they need and three things they want, in any order. They can use objects and clothes from Lessons 7A and 7B or use their own ideas. In pairs, they show each other their list. Can students guess which things are the "wants" and which are the "needs" on their partner's list? Do they have the same wants and needs? Share answers with the class, encouraging students to use *'d like* rather than *want*.

2 USEFUL LANGUAGE Going shopping 1

- a**  **07.20** Use the picture on SB p. 61 to elicit or teach *customer* and *sales assistant*. Individually, students complete the categorizing task. Play the recording for students to check their answers. If you didn't do the extra activity above, remind students that *I'd like* is the polite way to say *I want*. Play the recording again, pausing it after each expression for students to listen and repeat.

Answers

1 C 2 C 3 S 4 S 5 C 6 S 7 S

- b**  **07.21** Individually, students put the conversation in the correct order. Play the recording for students to check their answers. Write the correct sequence on the board (3, 7, 5, 1, 4, 6, 2).

Answers and Audioscript

- 1 Can I help you?
- 2 Yes, thank you. How much is this large bowl?
- 3 It's fifteen dollars.
- 4 And how much is the small bowl?
- 5 It's ten dollars for the small one.
- 6 OK, then I'd like the large bowl, please.
- 7 Of course.

- c In pairs, students practice the conversation in 2b.
- d Working in the same pairs, students repeat the conversation in 2b, talking about glasses instead of bowls this time and changing the prices. Invite a confident pair to perform their conversation in front of the class.

3 PRONUNCIATION Connecting sounds

- a 07.22 Play the recording for students to listen for the extra sounds in the sentences.

In pairs, students practice saying the sentences.

- b Go through the rules as a class.

Answers

We add a /j/ sound between words ending with /i/ and words starting with a vowel.

We add a /w/ sound between words ending with /u/ and words starting with a vowel.

LANGUAGE NOTES

The sounds /j/ and /w/ are semivowels. In connected speech, they appear between a word ending in /i/ or /u/ and a word starting with a vowel because they make the change from one mouth position to the next easier, which in turn, makes the sound change smoother. For example, it's easier to say *he is* /hi jɪz/ than *he is* /hi ɪz/. Without the extra sound, the break between the words sounds noticeable, and speech becomes jerky.

- c 07.23 Play the recording for students to listen and mark the extra /j/ or /w/ sound. Check answers as a class.

Answers

1 /w/ 2 /j/ 3 /j/ 4 /w/

- d In pairs, students practice saying the sentences. Monitor and check that they are using the extra sounds correctly to make their speech sound smooth and natural.

4 LISTENING AND USEFUL LANGUAGE Going shopping 2

- a 07.24 Write the following prices on the board and ask students to say them: \$10.00, \$20.00, \$35.00, \$2.50, \$15.72, \$29.99. (ten dollars, twenty dollars, thirty-five dollars, two dollars and fifty cents, fifteen dollars and seventy-two cents, twenty-nine dollars and ninety-nine cents) You may wish to substitute the \$ sign for another currency. Point out that in normal speech, we can drop the *dollars* (or *pounds*, *euros*, etc.) when there are *cents* in the price. For example, we can say \$2.50 as *two fifty*, \$15.72 as *fifteen seventy-two*, etc.

Play Part 2 of the audio recording for students to listen and decide if the statements are true or false. Students compare answers in pairs. Check answers as a class. Ask students to correct the false sentence.

Answers

1 F (Mia pays twelve dollars.) 2 T 3 T

Audioscript (Part 2)

ASSISTANT OK, that's twelve dollars, please.

MIA Here you go.

AS Thank you. Insert your card, please.

M OK, no problem.

AS Thank you. And here's your receipt.

M Thanks. Alexis, do you see anything for your mom here?

ALEXIS No, I don't really like anything.

M OK. There's another store near here. We can go there.

A OK. Well, now you have some nice new plates!

M Yes, I do! And I still need to buy Mother's day gifts!

A Yes, we do. (to sales assistant) Bye, thank you!

AS Thank you! Have a great day!

- b 07.25 Check that students understand *PIN* (Personal Identification Number; you use this number with your bank card in a store) and *receipt* (you give the money to the sales assistant and he or she gives you the object and this small piece of paper). Individually, students complete the sentences with the words in the box. Play the recording for students to check their answers. Check answers as a class. Drill the sentences, reminding students about the extra /w/ sound in *Here you are*.

Answers

S OK, that's eight dollars, please.

C Here you go.

S Enter your PIN, please.

C OK, no problem.

S Here's your receipt.

- c 07.26 Individually, students complete the conversation using the word in parentheses (*shoes*) and the phrases in 4b. Play the recording for students to check their answers. Check answers as a class.

Answers

C How much are these shoes?

S Thirty dollars.

C Here you go.

S Enter your PIN, please.

C OK, no problem.

S And here's your receipt.

- d In pairs, students practice the conversation in 4c with a partner a few times. Each time, they change the object and the price. Monitor and check that students are pronouncing the shopping expressions and saying prices correctly.

5 SPEAKING

» Tell students that they can now practice using all the language from the lesson with a partner in two role-play conversations in a store. Write on the board: *Hello, can I help you?* Ask: *Who says this – a customer or a sales assistant?* (sales assistant). Divide the class into pairs and assign A and B roles. Student As look at the information on SB p. 111 about their roles as sales assistant and customer and prepare what to say. Student Bs do the same on SB p. 112 about their roles as customer and sales assistant. Monitor and write down any common mistakes/errors to deal with when giving feedback. Tell students to go back to SB p. 61.

LOA TIP CONCEPT CHECKING

Write these four stages of learning to “Ask about and pay for things in a store” on the board:

Learning to ask about and pay for things in a store

1 Put the conversation in the correct order (Exercise 2b)

2 Practice the conversation with a partner (Exercise 2c)

3 Have a conversation with a partner (Exercise 5)

4 Have a conversation with a real sales assistant

Write these three phrases on the board in speech bubbles:

No problem!

OK.

Not OK.

Read aloud stages 1–4 from the board and ask students to say how they feel about each stage by saying one of the three speech bubbles. Remind students where they can find extra practice of this language (Workbook 7C).

6 WRITING

- a** Give students one minute to read the online advertisement and Alexis’s email and answer the question. Check the answer as a class. Write *an email request for information* on the board, and explain *request* (when you ask for something).

Answer

Can I see photos of these things?

How much are they?

Can I pay by credit card?

- b** >>> Students go to Writing Plus 7C on SB p. 161. Go through the information as a class. Individually, students do Exercises b and c. While they are doing the exercise, copy all the unpunctuated sentences from the two exercises onto the board. Check answers as a class by inviting a few students to come to the board and add the punctuation. Tell students to go back to SB p. 61.

Answers (Writing Plus 7C SB p. 161)

- b**
- 1 For sale: old books, newspapers, magazines.
 - 2 I love old cups, plates, and glasses.
 - 3 She’s wearing black pants, a white shirt, a gray jacket, and black shoes.
 - 4 They sell radios, clocks, pictures, lamps, tables, chairs ...
 - 5 For sale: coats, jackets, hats, shoes, shirts, dresses ...
 - 6 We need bread, milk, cheese, and apples.
- c**
- 1 How old are these things?
 - 2 Thank you!
 - 3 Write soon!
 - 4 New bookstore!
 - 5 Can I pay by credit card?
 - 6 How much are they?
- c** Give students one minute to read the two advertisements and choose one to write to for information. Give them five minutes to write their email. Remind students to use commas, question marks, and exclamation points in their emails. Monitor, help as necessary, and check students’ punctuation.

FAST FINISHERS

Ask fast finishers to work in pairs and look at the commas, exclamation points, and question marks in each other’s emails. Does their partner use them correctly?

- d** Students read their partner’s email to see if they are similar or different. Share answers by asking a few students: *Does your partner ask about the same objects as you? What do you and your partner ask about?*

+ ADDITIONAL MATERIAL

Workbook 7C

Unit Progress Test

Photocopiable activities: Pronunciation 7C

UNIT 7

Review

1 GRAMMAR

a Individually, students use the words to complete the sentences. Check answers as a class.

Answers

- 1 This 2 these 3 That's 4 Those

b Individually, students read the conversation and choose the correct answers. Students compare answers in pairs. Check answers as a class by writing the correct answers on the board.

Answers

- 1 These 2 Kate's 3 is 4 Amy's 5 girls'

c Put students into groups of three to practice the conversation.

2 VOCABULARY

a Individually, students complete the names of the common objects. Check answers as a class.

Answers

- 1 a plate 2 a guitar 3 a chair 4 a glass 5 a lamp 6 a plant

FAST FINISHERS

Ask fast finishers to make a list of as many objects in the classroom as they can.

b In pairs, students complete the descriptions. Check answers as a class.

Answers

- 1 a dark blue dress
2 light brown pants and black shoes
3 a gray shirt and a green jacket
4 a light green coat and a red hat
5 a white blouse and a red skirt
6 dark blue jeans and a light blue T-shirt

c Students think about their answers to the questions, then ask and answer in pairs. Share answers with the class.

EXTRA ACTIVITY

Tell students to look at Vocabulary Focus 4A and 6B on SB pp. 142 and 146. In pairs, they take turns pointing to clothes in the pictures and asking: *What's this/that? What are these/those?* (e.g., shirt, jacket, shoes, pants). Encourage students to add colors to their answers, e.g., *What's that? It's a green T-shirt.*

3 SOUND AND SPELLING

a 07.27 Students answer the three questions. Play the recording for them to check their answers. Check answers as a class. In pairs, students practice saying the words.

Answers

- 1 suitcase, clock, cup, jacket, coat, dark
2 pink, lamp, picture, plate, plant
4 magazine, bag, gray, green

b 07.28 Students complete the chart. Play the recording for them to check their answers. Check answers as a class. In pairs, students practice saying the words.

Answers

/f/	/dʒ/
sugar	jeans
international	large
fashion	jacket
T-shirt	Germany

LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied, and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook and the Photocopiable activities.

UNIT 8

PAST EVENTS

UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts, and conversations about past events in people's lives and in stories
- exchange and convey information and opinions about past events in people's lives and in stories
- talk about where people were at different times
- talk about past and present free time activities
- understand conversations in which people make and respond to suggestions and do so themselves
- write a thank you note

UNIT CONTENTS

G GRAMMAR

- Simple past: *be*
- Simple past: affirmative

V VOCABULARY

- Past time expressions: *XX week(s) ago, XX month(s) ago, XX year(s) ago, on the weekend, last (Friday), last month, last night, last weekend, last week, on (Monday, Tuesday, etc.), this morning, this afternoon, yesterday*
- Free time activities: *go shopping, go to a café, go to a party, go to the movies, have coffee, have a drink, have pizza, take a shower, listen to music, listen to the radio, play a video game, play soccer, play the guitar, read a book, read a magazine, read the newspaper, watch a movie, watch a soccer match*

P PRONUNCIATION

- *was* and *were*: unstressed forms in connected speech
- Sound and spelling: /t/ and /d/
- Sentence stress and intonation

C COMMUNICATION SKILLS

- Talking about past events
- Describing events in the past
- Making and responding to suggestions
- Writing a thank you note
- Writing Plus: short emails, letters, and notes

- a**  Elicit or teach *New Year* and tell students that the picture is at a New Year show (a public event). Ask students to read the task. Teach *lantern* by drawing a simple picture on the board. Put students into pairs to discuss questions 1 and 2. Monitor and notice whether students attempt to use any simple past verbs, but don't correct errors at this stage. Go through the questions as a class, writing students' ideas on the board. Leave students' ideas on the board. If you wish, give students information from the Culture Notes.

CULTURE NOTES

The photo shows a festival in Northern Thailand named Yi Peng (or Yee Peng). The celebration consists of lighting and releasing lanterns (called Khomloy) into the sky on the full moon of the second month of the Lanna calendar (the Thai lunar calendar). It is believed that when you release the fire-lit lanterns with a coin and a lock of hair into the sky, you let go of any sickness or bad luck from the previous year.

Other activities that can be enjoyed in this festival are live performances, religious celebrations, dancing, and beautiful fireworks.

- b**  In pairs, students answer the questions. Monitor and notice whether students attempt to use the simple past and how much vocabulary for free time activities they have. Don't correct errors at this stage. Check answers as a class.

Exercises **a** and **b** can be prepared as homework before this lesson to give students time to look up unfamiliar vocabulary. Ask students to look at the picture and to prepare their answers to the questions as homework to talk about in the next class.

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Write today's date on the board and elicit the word *now*. Then write some times in the past on the board to the left of today's date, e.g., *yesterday, last summer*. (Avoid *last New Year* and *last weekend* as they're in 1b.) Point to these times and elicit or teach that they are in the *past*.

Ask students to guess where you were at the times you wrote on the board. Help with vocabulary as necessary, but don't worry too much at this point about whether students are forming statements with past forms of *be* as this will be taught later in the unit.

Ask students to repeat the activity in pairs, writing down some times in the past. They show each other the dates and try to guess where their partner was.

8A

I WAS ON TOUR WITH MY BAND

OPTIONAL LEAD-IN

Books closed. Copy these two columns onto the board:

- | | |
|----------------|---|
| 1 <i>be in</i> | a <i>very old / an English teacher / a fashion designer</i> |
| 2 <i>be at</i> | b <i>New York / Europe / Brazil / bed / the hospital</i> |
| 3 <i>be</i> | c <i>home / work / the beach / a café</i> |

Ask students to match 1–3 with a–c. Check answers as a class. (1b, 2c, 3a)

Write on the board: *I'd like to be ... I wouldn't like to be ...*

Give students two minutes to complete the sentences as many times as they can with ideas from the board or their own ideas. Students mingle as a class to compare their sentences and find another student / students with the same sentence(s) as them. Students share answers with the class.

1 READING

- a Point to the four pictures and drill the name of each event. Teach *events* as a general word for all four pictures. Give students time to choose an event they like and one they don't like and to think of their reasons why. Put students into pairs to compare their answers.
- b Give students one minute to read the texts quickly and find out which events Cara, Antonio, and Ava talk about. Check answers as a class. Point to the photos of Cara, Antonio, and Ava and ask: *What jobs do Cara, Antonio, and Ava do?* (photographer, doctor, singer). If you wish, give students information from the Culture Notes.

Answers

Cara a meeting
Antonio a sports game
Ava a concert

CULTURE NOTES

Professional photographers combine their creative and technical skills to take photos for clients. Specialist areas for photographers include fashion, advertising, portraits, weddings, other social events, book and magazine publishing, business, scientific, medical, and news events (photojournalism).

Sports doctors train in general medicine but specialize in the prevention, diagnosis, and treatment of sports-related injuries. Their main focus is on joint, bone, and muscle health as well as the more general medical care of athletes. They may work in hospitals and clinics as well as travel to sports games.

Professional singers perform as solo artists, as part of a band, or as a backup musician or session musician (in a studio). They may sing live, do studio recordings, or a combination of both. Live performances might be one-off gigs (concerts) or regular bookings, for example, weekly or monthly bookings.

At the end of this lesson, students will be able to:

- understand a text about past events in people's working lives
- use the simple past of *be* in affirmative statements correctly
- use a lexical set of past time expressions correctly
- use the simple past of *be* in negative statements and questions correctly
- ask and talk about where they and other people were at different times

- c Students read the texts again to find the cities the three people talk about. Check answers as a class. Ask: *Which word in the text means "a group who works or plays sports together"?* (team) *Which phrase means "singing or playing music in different countries"?* (on tour)

Answers

Cara New York, Chicago
Antonio Miami, Cleveland, Los Angeles
Ava Seattle, Portland, San Francisco

- d Elicit some adjectives to describe the people's lives and write them on the board (e.g., *exciting, difficult, interesting, fun*). In pairs, students talk about the three people's lives and say which of the three people they would like to meet and why. Share answers with the class.

2 GRAMMAR Simple past: *be* affirmative

- a Write today's date on the board and the word *today*, then yesterday's date on the board and *yesterday*. Write the following fill-in-the-blank sentence on the board: *Today, I ___ in New York*. Elicit the missing word (*am*). Then write the following on the board: *Yesterday I ___ in Chicago*. Elicit the missing word (*was*).

Individually, students complete the chart. Check answers as a class.

Answers

1 was 2 was 3 were

Ask students to find more examples of *was* and *were* in the texts.

Answers

I was in New York three days ago for work, and then I was in Chicago yesterday.
 We were in Miami two weeks ago for a game, and we were in Cleveland last week.
 Last week, I was on tour with my band in the U.S. We were in Seattle on Wednesday, and then we were in Portland on Thursday.
 But Saturday night was the best. We were in San Francisco, and about 1,000 people were at our concert.

- b **08.01 Pronunciation** Play the recording for students to listen for whether or not *was* and *were* are stressed. Check the answer as a class. Play the recording again, then put students into pairs to practice saying the sentences.

Answer

No, *was* and *were* aren't stressed.

- c **08.02** Students read the information in Grammar Focus 8A Part 1 on SB p. 128. Play the recording where indicated and ask students to listen and repeat. Students complete Exercise a in Part 1 on SB p. 129. Check answers as a class by asking students to read aloud the completed sentences. Make sure they are pronouncing *was* and *were* correctly (unstressed). Tell students to go back to SB p. 65.

Answers (Grammar Focus 8A Part 1 SB p. 129)

- a 1 was 3 were 5 were 7 were 9 was
2 was 4 were 6 was 8 were 10 was

CAREFUL!

Students often use *was* instead of *were*, e.g., *We was in Milan*. (Correct form = *We were in Milan*.), and also *were* instead of *was*, e.g., *He were in a meeting*. (Correct form = *He was in a meeting*.), although this is a less common mistake.

Tense errors with simple past *be* are common. Students often use the present tense when they should use the simple past, e.g., *All my friends are at the party last night*. (Correct form = *All my friends were at the party last night*.)

- d Write on the board: *I was ___ (where?) yesterday*. Elicit a list of possible places (e.g., *at home*, *at work*, *in the park*, *at school*). Individually, students write sentences about where they were this morning, last night, and yesterday afternoon. Monitor and help as necessary.
- e In pairs, students compare their sentences. Were they in the same places? Students share answers with the class.

3 VOCABULARY Past time expressions

- a Write *past time expressions* on the board. Elicit the past time expressions students have seen so far in the lesson (e.g., *yesterday*, *this morning*, *yesterday afternoon*, *last night*) and write them on the board. Individually, students match the four sentences to the timeline. Copy the timeline onto the board and check answers as a class.

Answers

week 1	week 2	week 3
2	3	Monday Tuesday Wednesday Thursday Friday
		1 4

- b Individually, students use the words in the box to replace the underlined words in 3a.

Answers

- 1 We were in Seattle on Saturday.
2 We were in Miami two months ago.
3 ... we were in Cleveland last year.
4 I was in Chicago this morning.

- c **08.03–08.05** Students complete the exercises in Vocabulary Focus 8A on SB p. 149. For Exercise a, point to the days of the week on the diary page and play the recording for students to listen and repeat. Give students one minute to complete Exercise b, then put them in pairs to compare their answers. Check answers as a class.

Play the recording for students to listen and repeat the past time expressions in Exercise c. Students complete Exercise d. Play the recording for them to listen and check their answers. Check answers as a class. Students complete Exercise e individually. Check answers as a class. Tell students to go back to SB p. 65.

Answers (Vocabulary Focus 8A SB p. 149)

- d 1 last 2 ago 3 this 4 on
e 1 last 2 a 3 this 4 ago 5 on/last 6 last

- d Ask students to make a list of eight family members and friends. Divide the class into pairs and assign A and B roles. Student A says a past time expression, e.g., *last year*, and Student B says a sentence with the past time expression, e.g., *My brother was in Mexico last year*. After two minutes, they switch roles.

EXTRA ACTIVITY

Students continue working in pairs. Each student makes a list of places from vacations or other trips in their life. They then take turns pointing to a place on their partner's list and talking about the place their partner has chosen, e.g., *I was in Spain in 2019. It was very beautiful. It was very hot!* They then work in different pairs and tell their new partner two interesting facts about their first partner, e.g., *Miguel was in London three years ago*.

4 LISTENING AND GRAMMAR

Simple past: *be* negative and questions

- a **08.06** Remind students about Cara, Antonio, and Ava. Ask: *Who's a singer?* (Ava) *Who's a photographer?* (Cara) *What's Antonio's job?* (doctor) Play the recording so students can listen and identify which of the three people are speaking. Students compare answers in pairs. Play the recording again if necessary. Check answers as a class.

Answers

- 1 Cara 2 Antonio 3 Ava

Audioscript

CONVERSATION 1

WILL Were you at work yesterday?

CARA Yes, I was, but I wasn't here in the office.

W Where were you?

C I was at a meeting in Chicago.

W Oh, was it interesting?

C Yes, it was really interesting.

CONVERSATION 2

DANIELA Were you at the game last Saturday?

ANTONIO No, I wasn't – not the game here in New York.

D Oh, really? Were you away?

A Yes, I was away with the team in Cleveland.

D How was the game there?

A It was good – really exciting.

CONVERSATION 3

JAMES Were you at home last weekend?

AVA No, I wasn't. I was away.

J Oh, where were you?

A I was in San Francisco with my band – there was a concert.

J That's great! Was it fun?

A Yes, it was. And San Francisco is a beautiful city.

- b **08.06** Individually, students match the events with the adjectives. Play the recording for them to check their answers. Check answers as a class.

Answers

- 1 b 2 a 3 c

- c **08.07** Play the recording for students to read and complete conversation 1 with the words in the box. Check answers as a class, pausing the recording after each line. Point out that we stress *was* when it appears in a short answer: *Yes, I was*.

Answers and Audioscript

WILL Were you at work yesterday?

CARA Yes, I was, but I wasn't here in the office.

WILL Where were you?

CARA I was at a meeting in Chicago.

WILL Oh, was it interesting?

CARA Yes, it was really interesting.

- d **08.08–08.10** Students read the information in Grammar Focus 8A Part 2 on SB p. 128. Play the recording where indicated and ask students to listen and repeat. Individually, students complete Exercises a and b in Part 2 on SB p. 129. Check answers as a class. Tell students to go back to SB p. 65.

Answers (Grammar Focus 8A Part 2 SB p. 129)

a 1 was 3 wasn't 5 was 7 was 9 wasn't 11 wasn't
2 was 4 was 6 was 8 were 10 were

b

- 2 Was he at the basketball game on Saturday?
3 Were they at the supermarket yesterday?
4 Where were you three years ago?
5 Was the movie interesting?
6 When were you in China?
7 Where was the concert?
8 Was it a boring meeting?

FAST FINISHERS

Ask fast finishers to work in pairs and ask and answer the questions in Exercise b. They should practice replying with the short answers *Yes, it was* or *No, it wasn't*.

- e **08.11** Individually, students complete the conversation with *was*, *were*, *wasn't*, or *weren't*. Play the recording for students to check their answers. Check answers as a class.

Answers and Audioscript

A You weren't at work yesterday.

B No, I was off yesterday.

A Nice. Were you at home all day?

B No, I wasn't. I was in town in the morning, and then I was at a party last night.

A Was the party good?

B Yes, it was a lot of fun.

- f In pairs, students practice the conversation. They repeat the conversation a couple of times, changing some of the information each time. Monitor and check that they are using *was* and *were* correctly. Listen also for whether students are attempting to use other verbs in the simple past, or avoiding them altogether. If you do notice mistakes with other simple past verbs, don't be tempted to correct them at this stage.

LOA TIP MONITORING

As you listen to students changing the conversation in 4f, you might notice them attempting to use other verbs in the simple past. It doesn't matter at this stage whether their attempts are successful or unsuccessful, as the target language for this lesson is the simple past of *be* only. However, listening for their attempts will give you useful insight into what your students already know or don't know about the simple past affirmative, and this information will help you prepare more effectively for teaching that tense in Lesson 8B.

EXTRA ACTIVITY

Write these prompts on the board:

- 1 *How / New York?*
- 2 *the meeting in Chicago interesting?*
- 3 *the games in Miami and Cleveland good?*
- 4 *all the players OK?*
- 5 *How many people / at the concert in San Francisco?*
- 6 *Three cities in five days! / you tired?*

Give students two minutes to write questions with *was* and *were* for Cara, Antonio, and Ava. Check answers as a class (1 How was New York?; 2 Was the meeting in Chicago interesting?; 3 Were the games in Miami and Cleveland good?; 4 Were all the players OK?; 5 How many people were at the concert in San Francisco?; 6 Three cities in five days! Were you tired?).

In pairs, students take turns being Cara, Antonio, and Ava while their partner asks them the questions. Monitor and check that they are using *was* and *were* correctly. Don't expect them to use any other verbs correctly in the simple past, but take the opportunity to diagnose how much they already know about the simple past.

5 SPEAKING

Tell students that they can now practice using all the language from the lesson. Divide the class into groups of three and assign A, B, and C roles. Student As look at the questions, and information on SB p. 113, Student Bs do the same on SB p. 111, and Student Cs on SB p. 115. Student A asks Student B questions, Student B asks Student C questions, and Student C asks Student A questions. They all listen carefully to answer: *What's the same for all three people?* Monitor and write down any common mistakes/errors to deal with when giving feedback. Check the answer as a class.

Answer

Morgan, Andrea, and Jaime were at parties last weekend.

ADDITIONAL MATERIAL

Workbook 8A

Photocopiable activities: Grammar 8A, Vocabulary 8A

OPTIONAL LEAD-IN

Books closed. Write the names of the following animals on the board: *bear*, *hippo*, and *deer*. If possible, have a picture of each animal to clarify vocabulary. Ask: *Where do you usually see these animals?* Elicit some possible responses, e.g., *at the Zoo, in a Safari, in the forest, on TV*, etc.

In pairs, students take turns asking: *Where do you normally see these animals?* Students share their partners' responses.

Are there any strange locations among the responses? Point out to the class by asking: *Is this a place that you usually see this animal?*

1 READING

- a** Ask students to look at the three pictures and their environments. In pairs, students answer the questions. Ask students to share what they discussed with the class. Write the names of the animals on the board and copy the information about each animal below them to find out how much students know about them. Before students read the text, you may want to read them the Culture Note.

Answers

2 deer 1 bear 3 hippo

CULTURE NOTES

Bears can be found in many habitats, from very warm deserts to ice cold mountains. They eat vegetables, insects, small animals, and honey. Polar bears are giant white bears. They are the largest land predators in the world. Deer are found in many places, but usually prefer the forests. They normally eat plants. Hippos live in lakes and rivers. Adults eat about 80 lbs. (35 kg) of grass each night. They can stay a long time inside the water because their eyes, ears, and nose are all at the top of their head.

- b** Before students write their answers, ask students if they know what rugby is (*a sport where two teams try to score points by carrying an oval ball across a line or kicking it over and between an H-shaped set of posts*) and what a backyard is (*a garden, or a yard, in the back of someone's house*). Give students time to answer the questions individually. Tell students to underline any new vocabulary they find. Put students into pairs to compare their answers. Check answers as a class. Ask students to identify the parts of the stories that give the answers.

Answers

- Ready to Play
- Surprise Visitors
- Curious Creature

At the end of this lesson, students will be able to:

- understand and talk about past events in a story about wild animals
- use the simple past in affirmative statements correctly with a set of regular and irregular verbs
- use a lexical set about free time activities correctly
- talk about free time activities in the past and present

- c** Students read the stories again to find the information needed to complete the chart. Students complete the exercise individually. Check answers as a class.

Answers

	Where?	When?	Animal activity?
Andrew from Utah	at home	evening	- walk around backyard - look in windows - try to open kitchen door - go away
Ben from South Africa	rugby field (near Ben's business)	evening	- eat grass - go away
A woman from Indiana	at home	evening	- jump - come into the living room - go into the bathroom

EXTRA ACTIVITY

To explore the reading text further, write these sentences on the board:

- a** Andrew was at home in his house on a _____.
- b** He was in the _____, and he heard something _____.
- a** Ben loves _____.
- b** It was _____, and he saw _____ on the field.
- a** A woman from Indiana had an apartment with a _____.
- b** she went into her _____ and watched _____.

Give the students one minute to read the text again and add the missing words. Check answers as a class. (1a farm, 1b kitchen, strange; 2a rugby, 2b dark, something; 3a yard, 3b living room, TV)

- d** Students discuss the questions in pairs. Check answers as a class. Ask the class: *Why do you think wild animals come into people's homes?* Elicit some opinions from the class.

2 GRAMMAR Simple past: affirmative

- a 08.12 Write on the board: *He ____ out the window.* Elicit or teach the missing word *looked*. Ask: *Is “looked” a present event or past event?* (a past event) Individually, students read *Wild Stories* on SB p. 66 again and add the simple past verbs to the chart. Play the audio to check the answers.

A		B	
Verb	Past form	Verb	Past form
look	looked	have	had
watch	<u>watched</u>	hear	<u>heard</u>
call	<u>called</u>	eat	<u>ate</u>
jump	<u>jumped</u>	see	<u>saw</u>
walk	<u>walked</u>	go	<u>went</u>
try	<u>tried</u>	come	<u>came</u>

- b Discuss the questions about the form of the simple past as a class. Point out that the verbs in A have regular simple past forms and the verbs in B have irregular simple past forms. Tell students that there is a list of verbs with irregular simple past forms on SB p. 103.

Answers
1 -ed
2 in different ways

CAREFUL!

Students often use the simple present where the simple past would be correct, e.g., ~~I arrive last week~~. (Correct form = *I arrived last week*.). The verbs that students most commonly make mistakes with are *like*, *get*, *watch*, *go*, *do*, and *buy*.
Another common error is using the wrong verb, particularly *was* or *did* instead of *went*, e.g., ~~I was shopping yesterday~~. (Correct form = *I went shopping yesterday*.).
Spelling mistakes can be a problem, particularly with *bought* and *watched*, e.g., ~~I bough a new phone~~. (Correct form = *I bought a new phone*.).

- c Sound and spelling /t/ and /d/
 08.13 For Exercise 1, play the recording for students to listen to the pronunciation of *talked* and *lived*. Play the recording again for students to listen and repeat.
 08.14 For Exercise 2, play the recording for students to listen to the pronunciation of the regular simple past forms. Play the recording again if necessary. Check answers as a class.
- Answers
more like /t/: looked, watched, walked, finished
more like /d/: called, tried, played

Put students into pairs for Exercise 3 to practice saying the verbs.

d In pairs, students take turns testing each other on all the past forms (regular and irregular) in the chart in 2a. Their partner should keep the chart covered with their hand while being tested. They then switch roles.

- e 08.15–08.16 Students read the information in Grammar Focus 8B on SB p. 128. Play the recording where indicated and ask students to listen and repeat. Draw attention to the spelling of -ed endings and remind students that there is a list of verbs with irregular simple past forms on SB p. 103. Students complete Exercises a–d on SB p. 129. Check answers as a class. Give students two minutes to complete the sentences in Exercise d using *I* or *we*. Students compare answers in pairs. Ask pairs to share their answers with the class. Do any students have the same sentences? Tell students to go back to SB p. 67.

Answers (Grammar Focus 8B SB p. 129)
a
1 went 2 had 3 stayed 4 saw 5 watched 6 arrived
b
1 went 2 saw 3 talked 4 stayed 5 watched 6 read
c
2 had 4 had 6 stayed 8 went
3 went 5 talked 7 watched 9 read

FAST FINISHERS

- Ask fast finishers to look at the list of irregular simple past verbs on SB p. 103 and choose six more they would like to learn. Tell them to write example sentences using these verbs.
- f Tell students to look at the sentence beginnings and make sure they notice they all indicate the past. Give students two minutes to complete the sentences with their own information. Monitor and help as necessary.

3 LISTENING AND VOCABULARY
Free time activities

- a 08.17 Make sure students understand what they have to do before you play the recording. Play the recording and have students write down the incorrect information individually. Play the recording one more time for students to check their answers. Check answers as a class.
- Answers
1 the bear came into the man’s house
2 the hippos were from the zoo
3 the deer went into the kitchen and ate all the food
- b 08.18 Before you play the recording, give students two minutes to try to complete the sentences with the correct verb. Play the recording to check the answer. As a class, clarify any questions students might have about their answers.

Answers
1 went home, for a walk
2 had breakfast, dinner
3 read a book
4 heard a song on the radio
5 talked to my parents, to my friend
6 watched a movie

c Point out that the phrases in the box can’t be changed to fit the verbs. Individually, students add the words or phrases to the verbs to make simple past phrases. Check the answers by writing them on the board. Explain that the verb *have* is commonly used to refer to eating or drinking, e.g., *I had orange juice for breakfast*.

FAST FINISHERS

Ask fast finishers to write a complete sentence with their own information for each verb, e.g., *I went to the movies last night. I watched a good movie.*

- d**  **08.19** Point to the five pictures. Say: *These are Emily's activities yesterday.* In pairs, students talk for a minute about the free time activities in the five pictures. Play the recording for them to listen and put the pictures in the correct order. Play the recording again if necessary. Check answers as a class.

Answers

e, a, c, d, b

- e**  **08.19** Individually, students complete Emily's statement with phrases in 3d. Play the recording for students to check their answers. Check answers as a class.

Answers

1 had breakfast 3 went home 5 watched a movie
2 had dinner 4 talked to my friend 6 read a book

- f**  **08.20–08.21** Students complete the exercises in Vocabulary Focus 8B on SB p. 150. Play the recording in Exercise a for students to listen and put the activities in the correct order. Check answers as a class. Play the recording in Exercise b for students to listen and repeat the verbs in their present and past forms. Students complete c individually. Check answers as a class. Monitor Exercises d and e and help as necessary. Tell students to go back to SB p. 67.

Answers (Vocabulary Focus 8B SB p. 150)

a

1 I went shopping. I went to a café. I went to the movies. I went to a party.
2 I had a coffee. I took a shower. I had a pizza. I had a glass of water.
3 I listened to music. I listened to a podcast. I watched a soccer game. I watched a movie on TV.
4 I read a book. I read the newspaper. I read a magazine.
5 I played soccer. I played the guitar. I played a video game.

c

1 watched
2 read
3 went
4 listened
5 had

- g** Tell students to look at the three sentence beginnings. Give students two minutes to complete the sentences and write one using their own ideas. Monitor and help as necessary.

- h**  Put students into groups to read and compare their sentences from 3g. You could also set this stage up as a mingling activity, with students walking around the classroom to compare their sentences with as many people as possible. Monitor and check that students are using free time activity phrases correctly in their present and past forms. After about three minutes, put students into pairs to prepare their answers to Questions a–c. Continue to monitor students' use of tenses. Have pairs share answers with the class.

4 SPEAKING

- a**  Tell students that they can now practice using all the language from the lesson with a partner. Divide the class into pairs and assign A and B roles. Student As read the information about Leo on SB p. 113. Student Bs read the information about Charlotte on SB p. 111. Student As tell Student Bs about Leo, then Student Bs tell Student As about Charlotte. Monitor, but don't interrupt fluency. Note down any common mistakes/errors to deal with when giving feedback. Students then answer this question in pairs: *Which of Leo's and Charlotte's activities are the same?* Check the answer as a whole class, then correct any errors you noted while monitoring.

Answer

Leo and Charlotte both had breakfast, went shopping, went to a café, and read a book.

ADDITIONAL MATERIAL

Workbook 8B

Photocopiable activities: Grammar 8B, Vocabulary 8B, Pronunciation 8B

OPTIONAL LEAD-IN

Books closed. Write these free time activities on the board:

- 1 go for a walk
- 2 go to a soccer match
- 3 go shopping
- 4 read a book
- 5 go to a party
- 6 play a video game
- 7 go to a concert
- 8 read the newspaper
- 9 go to the movies

Now write these adverbs of frequency on the board:

- often
- sometimes
- never

In pairs, students say how often they do activities 1–9.

1 LISTENING

- a** Give students time to read the questions and think about their answers. In pairs, they ask and answer the questions. Share answers with the class.

- b** Play Part 1 of the audio recording for students to listen and check the answers with what they hear.

Answers

a the weekend, b Boston, d family

- c** Play Part 1 of the audio recording again and ask students to decide if the sentences are true or false. Ask students to correct the false statements as a class. Check answers as a class.

Answers

- 1 T
- 2 T
- 3 F (Logan's family is in Arizona, so he doesn't see them that often.)

Audioscript (Part 1)

- DANIEL** Hi, Logan. How was your weekend?
LOGAN It was good. How was yours?
D Well, you know, busy with friends. So, how do you like it here in Boston?
L Oh, I love it. Well, I like the city, but not the weather!
 Where are you from, Daniel?
- D** I'm from Portland, Maine. It's north of Boston.
L Oh, OK. Do you miss your family?
D Oh, you know, Maine isn't that far away, so I see my parents often. How about you?
L Well, my family is in Arizona, so I don't see them that often.
L Excuse me, I have to take this call. ... Hello, this is Logan ...

At the end of this lesson, students will be able to:

- understand conversations about settling in and getting to know a new area
- use appropriate phrases for making and responding to suggestions
- recognize and produce sentence stress and intonation correctly
- write short emails, letters, and notes
- write a thank you note

- d** In pairs, ask students to take turns asking the question. Walk around the class to monitor students' responses, but don't interrupt fluency at this point.

- e** Play Part 2 of the audio recording for students to listen and answer the questions. Check answers as a class.

Answers

Daniel went to a party.
 Logan watched TV.

Audioscript (Part 2)

- LOGAN** So Daniel, how was your Sunday?
DANIEL Well, I went to a party in the evening.
L Oh, that sounds fun.
D Yeah ... but I was tired. I went home early. What about you? How was your Sunday?
L Oh, it was OK. I went for a walk in the afternoon. And then I stayed home and watched TV. It's difficult to meet people in Boston.
D It's hard for me too, sometimes. I know – let's go somewhere this weekend so you can see a different town. We could go to Newport.
- L** That sounds good. I *would* like to see some different places. Where's Newport?
D Oh, it's a small town, about two hours away. I went to school near there.
L Really?
D Yeah, it's a beautiful place. Here. Look at these pictures. My friends from school live there. Sometimes I go and visit them.
L Oh, yeah, it looks interesting.
D So, do you want to go there on Saturday?
L Yeah, that's a great idea. I don't need any more TV time this weekend!

- f** Play Part 2 of the audio recording again for students to answer the questions. Students compare answers in pairs. Check answers as a class. Ask: *Where is Portland?* (It's north.) *What does Daniel say about it?* (It's not far from Boston, so he sees his parents often.)

Answers

- 1 It's difficult for Daniel to meet people. Yes, it's hard for Daniel too, sometimes.
- 2 To go to Newport.
- 3 He feels happy because he'd like to see some different places.

- g** Individually, students think about their answers to the questions. They then compare their opinions in pairs or small groups. If you did the optional lead-in, remind students of the free time activities they talked about at the beginning of the lesson. Students share answers with the class.

2 USEFUL LANGUAGE

Making and responding to suggestions

- a  **08.24** Play the recording for students to listen and underline the words they hear. Check answers as a class. Ask: *Are both options possible?* and discuss the answer with the class. Write the four sentence beginnings on the board: *We could go ... Let's go ... Do you want to go ... ? Let's go ...* . Play the recording again and ask: *Is "could" stressed? (no) Is "let's" stressed? (no).*

Answers

- 1 We could, good
2 do you want to, great
Both options are possible in all four cases, but we would use a period or an exclamation point after *let's...* , not a question mark.

LOA TIP DRILLING

Say *could* and *can* in their unstressed forms /kʊd/ and /kən/ for students to listen and repeat. Then say the stressed word *Let's* for students to listen and repeat. Now drill the sentences below. Monitor and check that students are saying the unstressed words correctly. Repeat the drill, changing *Let's go* to *Let's stay*, etc.

- *We could stay or we could go.*
- *Let's go.*
- *We can talk or we can watch TV.*
- *Let's talk.*
- *We could have lunch or we could have a coffee.*
- *Let's have lunch.*

- b  **08.25** Individually, students complete the conversation with the words in the box. Play the recording for them to listen and check their answers. Check answers as a class.

Answers

- 1 go 2 sorry 3 want 4 idea

- c  In pairs, students practice the conversation in 2b. Monitor and check that students are pronouncing the expressions for making suggestions correctly.
- d Individually, students complete the conversation with words and phrases from 2a and 2b. Check answers as a class, accepting all possible answers.

Suggested answers

- A *Let's go to the movies tonight.*
B *I'm sorry, I'm busy. I have a work dinner.*
A *We could / Let's go tomorrow night.*
B *OK, that sounds good. / that's a nice/great idea.*

- e  In pairs, students practice the conversation in 2d with a partner, taking turns to be A and B. Ask confident students to change free time activities and the times/days.

3 PRONUNCIATION

Sentence stress and intonation

- a  **08.26** Play the recording for students to listen for the main stress in the underlined words in the two expressions.

- b  **08.26** Play the recording for students to listen for whether the intonation rises or falls after the stressed word in the two expressions in 3a. Check the answer as a class. Play the recording again for students to listen and repeat the two expressions. Remind students that having a flat intonation might not sound polite. Students practice saying the expressions in pairs.

Answer

It falls.

- c  Divide the class into pairs and assign A and B roles. Student As say sentences 1 and 2 and Student Bs respond with an expression in 3a. They then switch roles. Monitor and check that students are using stress and intonation correctly in their responses.

EXTRA ACTIVITY

Point to the picture of Daniel and Logan looking at the computers on SB p. 68. Ask: *Which city are Daniel and Logan in? (Boston) What does Daniel suggest doing with Logan next weekend? (going to Newport / going to a small town near Boston).*

Elicit some places in the area where you are now (beaches, towns, museums, etc.) that are good for visitors to go to. Write these places on the board. In pairs, students use the ideas on the board to have mini-conversations like the ones in 3c. Encourage them to add extra information about the places, e.g., *It's really beautiful, It's a small town, It's a big museum, It's very interesting.* Monitor, but don't interrupt fluency.

4 SPEAKING

- a Tell students that they can now practice using all the language from the lesson with a partner. Divide the class into pairs and assign A and B roles. Give students one minute to look at the conversation map and decide what they're going to say.

- b  Tell students they're going to act out a phone conversation. Elicit the opening lines of a phone conversation and write them on the board:

A: (ring, ring...)

B: *Hello?*

A: *Oh hi, it's me, (name).*

B: *Hi (name), how are you?*

A: *I'm fine, thanks. Listen, do you want to ...*

In pairs, students role-play the conversation they prepared in 4a. They then switch roles. Monitor, but don't interrupt fluency. Listen for correct usage of the target language from this lesson as well as any mistakes with the target language. Correct errors as a class at the feedback stage.

5 WRITING

- a**  Give students one minute to read the note and answer the question. They compare their answers in pairs. Check the answer as a class.

Answer

to say thank you and send a picture

- b**  Students go to Writing Plus 8C on SB p. 161. Go through the information as a class. Draw attention to the reference to using simple past. Individually, students do Exercises b and c. Check answers as a class. Tell students to go back to SB p. 69.

Answers (Writing Plus 8C SB p. 161)

b 1 c 2 e 3 a 4 b 5 d

c 1 Dear 2 Here are 3 sorry 4 It was 5 talked 6 hope

 FAST FINISHERS

Ask fast finishers to change the start and finish of the email in Exercise b (e.g., *Dear Laura* instead of *Hi Laura*), and to change some of the details (e.g., *dinner* instead of *lunch*).

- c** Give students five minutes to write a thank you note to a friend. Encourage them to use the ideas given. Monitor and help as necessary. Check that students use the simple past appropriately in their note.
- d** Students read their partner's note. Ask a few students: *What does your partner say thank you for?* Do students say thank you for the same or very different things?

 ADDITIONAL MATERIAL

Workbook 8C

Unit Progress Test

Photocopiable activities: Pronunciation 8C

UNIT 8

Review

1 GRAMMAR

- a Write (?) *where / you yesterday* and elicit the simple past question *Where were you yesterday?*. Ask the question to a few students in the class. Individually, students use the prompts to make sentences using the simple past. Check answers as a class.

Answers

- 1 I was in a meeting.
- 2 Were you OK?
- 3 James wasn't at work this morning.
- 4 Where was he?
- 5 Yasmin and Kylie were in New York two weeks ago.
- 6 We weren't in Paris six years ago.

- b Write these five places on the board: *museum, stadium, movie theater, hotel, concert*. Give students 30 seconds to read the text and find out which three places the writer went to last week. Tell them not to worry about the blanks at this point. Check answers as a class (*museum, movie theater, hotel*). Now give students two minutes to read the text again and complete it with the simple past form of the verbs in parentheses. Check answers as a class.

Answers

- 1 were 3 visited 5 went 7 watched 9 weren't 11 was
- 2 arrived 4 talked 6 saw 8 stayed 10 liked 12 had

2 VOCABULARY

- a Individually, students look at the date and time at the top of the exercise, then choose the correct answers. Students compare answers in pairs. Check answers as a class.

Answers

- 1 a 2 b 3 a 4 a 5 b 6 b

- b  In pairs, students ask and answer questions using *Where were you ... ?* and the past time expressions in 2a. Share answers with the class.

- c Individually, students use the words and phrases in the box to complete the chart. Point out that one phrase can be used more than once. Check answers as a class.

Answers

- 1 a pizza 3 a soccer game 5 a video game 7 a shower
- 2 a podcast 4 a magazine 6 a soccer game

EXTRA ACTIVITY

Individually, students write five simple past sentences with phrases from the chart. They should use *I* and *yesterday* or *this morning*. They compare their answers with a partner and find out how many of their sentences are the same. Students share answers with the class.

- d Individually, students correct the errors in the sentences. Students compare answers in pairs. Check answers as a class.

Answers

- 1 I was in Atlanta two weeks ago.
- 2 We were in Quito last weekend.
- 3 I had coffee with Lily on Friday.
- 4 We went to a party yesterday.
- 5 I listened to music last night.
- 6 We played baseball this morning.

3 SOUND AND SPELLING

- a  08.27 Write *loved* and *liked* on the board and underline the *-ed* endings. Write /t/ and /d/ on the board. Ask about each word: *What's the final sound?* (*loved* /d/, *liked* /t/) Individually, students add the words to the correct place in the chart. Play the recording for students to check their answers. Check answers as a class. In pairs, students practice saying the words in the chart.

Answers

/t/	/d/
talked, watched, finished	lived, listened, played

- b  08.28 Play the recording for students to underline the words with the main stress. If necessary, play the recording a second time to check the answers.

Answers

b

- 1 That's a great idea.
- 2 It's a beautiful place.
- 3 It was good.
- 4 How was your weekend?

- c Individually, students complete the conversation with the sentences from part b. Walk around and offer individual support if necessary. Then, have students practice saying the sentences with a partner.

Answers

c

- 1 How was your weekend?
- 2 It was good.
- 3 It's a beautiful place.
- 4 That's a great idea.

FAST FINISHERS

Ask fast finishers to think of more verbs with the sounds /t/ (e.g., *worked, walked*) and /d/ (e.g., *visited, stayed*).

LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied, and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook and the Photocopiable activities.

UNIT 9

VACATIONS

UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts, and conversations about vacations, seasons, the weather, and a trip to a different place
- exchange and convey information and opinions about vacations, seasons, the weather, and a trip to a different place
- understand conversations in which people make requests and do so themselves
- write an online post about a trip to another place

UNIT CONTENTS

G GRAMMAR

- Simple past: negative
- Simple past: questions

V VOCABULARY

- Transportation: *bike, boat, bus, car, drive, fly, go by (bus, plane, ship, metro/subway), take a (bus, taxi, train, tram), walk*
- The seasons: *autumn/fall, spring, summer, winter*
- The weather: *cloud, cloudy, cold, hot, rain (n.), rain (v.), rainy, snow (n.), snow (v.), snowy, sunny, warm, wind, windy*
- Language Plus: *go*
- Language Plus: *like*

P PRONUNCIATION

- Sound and spelling: the letter *a*
- Sentence stress
- Sound and spelling: the letter *o*
- Syllables and spelling

C COMMUNICATION SKILLS

- Talking about travel and vacation experiences
- Talking about past vacations
- Making and responding to requests
- Writing an online post about a trip to another place
- Writing Plus: Making the order clear (*First, ... Next, ... Then, ... After that, ...*)

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Write *vacation* on the board. Ask: *Which countries do people from your country visit? Which countries would you like to visit? Why?* Put students into pairs or small groups to discuss the questions, then share answers with the class.

- a** Check that students understand *transportation* (how we travel from place to place) and *weather* (you can draw sun, cloud, or rain symbols on the board, as well as some temperatures, e.g., 20°C, -5°C). Put students into pairs to look at the picture and answer questions 1–4. Monitor and notice how much weather vocabulary students can produce, but don't teach any vocabulary or correct any errors at this stage.

Share answers with the class and write students' suggested answers on the board to create a multiple-choice listening task. If you wish, give students information from the Culture Notes.

CULTURE NOTES

The picture shows tourists on a gondola in Venice, Italy. The gondoliers (the conductors) take visitors on a romantic tour of the busy Grand Canal in a 600 kg boat. Gondolas are built by hand in special workshops called *squeri*. Although they are an iconic symbol of the city of Venice, they are no longer a common form of transportation. There are only around 500 gondolas left.

- b** In pairs, students answer the questions. Monitor and notice whether students are using simple past verbs correctly and how much weather vocabulary they can produce. Check answers as a class, inviting students to report their partner's answers to the class.
- c** Students think of one question to ask their partner about their last vacation. After students have asked one partner, encourage them to ask the same question to one or two other students. Monitor and check whether students attempt to use simple past questions, but don't correct errors at this stage. Share answers with the class.

Exercises **a**, **b**, and **c** can be prepared as homework before this lesson to give students time to look up unfamiliar vocabulary. Ask students to look at the picture and to prepare their answers to the questions as homework to talk about in the next class.

 OPTIONAL LEAD-IN

Books closed. Write these nouns on one side of the board:

- TV / a movie
- shopping / to a café
- a computer game / soccer / the guitar
- coffee / a pizza / lunch
- a magazine / a book / a newspaper
- to the radio

Elicit the verbs from Unit 8 which can go with these nouns, in their present and past forms (*watch/watched, go/went, play/played, have/had, read/read, listen/listened*) and write them on the board.

Write on the board: *I think you ... last night*. Put students into pairs, but tell them not to talk to each other yet. Give students two minutes to write sentences about two of the activities on the board that they think their partner did last night e.g., *I think you watched TV last night*. Monitor and help as necessary. Make sure students don't say or show anything to their partner at this point.

In pairs, students read their sentences to each other. They listen and say *Yes, that's true* or *No, that's not true* about each sentence. Monitor and check that students are pronouncing the past verb forms correctly. If students are attempting to use simple past negative statements, don't try to correct them, but explain that they will learn about it in this lesson.

1 READING

- a**  Use the picture of the tents to elicit or teach *tent*. Then elicit or teach the verb *camp* (to use a tent as a vacation home) and *campsite* (a place for tents). Give students up to a minute to think about their answer, then put them into pairs to discuss the question. Students share answers with the class. Ask students to think of the good and bad points of the four types of vacation accommodation.

- b**  Ask students to look at the title *Backyard Camping* and the three pictures. Check that students can remember what a backyard is. Point to the three responses in speech bubbles and give students one minute to read the first paragraph (*How does it work?*) and choose their response. Put students into pairs to compare opinions.

Then students share answers with the class. Encourage them to think about what the good and bad points of backyard camping might be.

 CULTURE NOTES

Backyard camping is a new and low-cost form of vacation accommodation that started on a small scale and has now become an international trend. An online community links campers with people who offer their private backyards as campsites. Homeowners list their backyards on a website with pictures, prices, and contact details, and campers contact them directly to book their stay.

Locations range from small town backyards to fields on big country estates. Some offer access to hot showers, barbecues, Wi-Fi, and electricity, while others are much more basic.

At the end of this lesson, students will be able to:

- understand a text about camping in people's backyards
- use a lexical set of transportation words correctly
- use simple past negative statements correctly
- listen to and understand a conversation about camping in someone's backyard
- talk about past vacations

- c** Give students three minutes to read about three backyards, choose the answers which are incorrect, and correct them. They compare answers in pairs. Check answers as a class.

Answers

1 c (in Stansbury Park) 2 a (big tents) 3 d (cheap)

 EXTRA ACTIVITY

Ask students to look at the text about Guadalupe's Place and ask: *Which word is a place where you can see lots of different animals? (zoo) What are the Amazon and the Mississippi? (rivers)* To get some personal response to the text, ask: *Which of the three places would you most like to camp in? Why?* Students compare their choices in small groups. Take a class vote to find out which place is most popular.

2 VOCABULARY Transportation

- a**  **09.01** Individually, students find transportation words in the text to match the pictures. Play the recording for students to listen and check. Check answers as a class.

Answers

1 bus 2 car 3 plane 4 taxi 5 bike 6 tram 7 train

- b** Tell students to look at the text to find the missing words. Check answers as a class. Write *go by bus* and *take a bus* on the board to highlight absence of the article after *by*. Drill the expressions in the chart.

Answers

go <u>by</u>	bus plane tram	take	a bus a taxi
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- c** Students look in the texts to find the missing verbs. Check answers as a class. Drill the words.

Answers

a drive b fly

- d**   **09.02–09.03** Students complete the exercises in Vocabulary Focus 9A on SB p. 151. Play the recording in Exercise a for students to listen and repeat the words. Students do Exercise b in pairs. Check answers as a class. Students do Exercise c in pairs. Check answers as a class. Students look at the phrases in Exercise d. Ask students to tell the class how often they take a bus, train, or taxi. Play the recording in Exercise e for students to listen and check the sentences they hear. Check answers as a class. Elicit and write on the board the past form of *take* (*took*). Ask students to look at the example sentences in Exercise f and write three sentences of their own.

Remind students to use the simple past and a past time expression. Monitor and help as necessary. In pairs, students tell each other their sentences. Check answers as a class. Tell students to go back to SB p. 72.

Answers (Vocabulary Focus 9A SB p. 151)

b

- | | | | |
|--------|----------------|---------|---------------|
| 1 bike | 3 metro/subway | 5 taxi | 7 train |
| 2 tram | 4 bus | 6 plane | 8 boat / ship |

e

- I go to work by train.
- He takes a bus to school.
- She drives to work.
- She goes by plane to see her parents.
- They always walk to school.

LANGUAGE NOTES

We use *go by* with public transportation (*bus, train, plane, taxi, etc.*) but only *go by* with private transportation (e.g., *bike, car*). We can also use *take* with public transportation.

- e Give students half a minute to think about their answers, then put them into pairs to ask and answer the questions. Students share answers with the class.

Language Plus go

Give students one minute to study the different patterns in the expressions with *go*. Point out that we say *go to* when we travel to a place. For example, we can say *go to Italy on vacation*. However, we don't use *to* with *home*. Write *on vacation* on the board as a fixed phrase for students to learn.

LOA TIP CONCEPT CHECKING

Test students' accuracy by using these prompts to elicit the expressions in the Language Plus box.

Say: *office, hospital, bank, factory ... / go ... ?*

Students say: *go to work*

Say: *stay in a hotel, at a campsite ... / go ... ?*

Students say: *go on vacation*

Say: *see a movie* Students say: *go to the movies*

Say: *after school, after work, after a party*

Students say: *go home*

Repeat until the students can produce the expressions without mistakes.

Elicit more expressions with *go to* (e.g., *a party, a concert, a meeting, bed, Germany, Chicago*). Check that students are using *a/the* (or no *a/the*) correctly. If they make mistakes, encourage them to self-correct using your fingers to indicate where an extra word is needed or not needed. Write the expressions on the board.

Elicit some true simple past sentences from students using any of the expressions with *go* from the book or on the board, e.g., *I went to bed at eleven thirty last night., I went to a meeting yesterday.*

f Sound and spelling the letter a

09.04 For Exercise 1, play the recording for students to listen to the different sounds the letter *a* can have.

09.05 For Exercise 2, play the recording for students to listen for which sound pattern the marked letters have in the words in the box. Check answers as a class. Drill the word pairs with the same vowel sound. (*want/watch, camp/taxi, train/plane, father/car*)

Answers

want: Sound 2 /**ɑ**/ camp: Sound 1 /**æ**/
train: Sound 3 /**eɪ**/ father: Sound 2 /**ɑ**/

09.06 For Exercise 3, play the recording for students to listen and underline the word in each line with a different *a* sound. Play the recording again if necessary. Check answers as a class.

Answers

1 want 2 have 3 party 4 want

Put students into pairs for Exercise 4 to practice saying all the words. Monitor and check that they are pronouncing the letter *a* correctly in each word.

3 GRAMMAR AND LISTENING

Simple past: negative

- a Give students one minute to read the blog and answer the question. Check the answer as a class, asking students to explain how they know.

Answer

Guadalupe's Place (we went swimming every morning in their pool)

- b Give students two minutes to read the blog again and check the correct answers. Students compare answers in pairs. Check answers as a class.

Answers

1a 2b 3b 4a

- c Complete the rule as a class. Write on the board: *He _____ in a hotel.* With a quizzical expression, ask: *Julian stayed in a hotel?* and elicit *He didn't stay in a hotel.* Complete the rule together as a class. Ask: *Do we add -ed to the verb in the simple past negative?* (no) Check that students can pronounce *didn't* correctly (/ˈdɪdənt/). Drill *didn't* and *He didn't stay in a hotel* a few times.

Answer

didn't

CAREFUL!

The most common error with simple past negative at this level is the use of *don't* or *doesn't* instead of *didn't*, e.g., *I went with my brother, but he doesn't like it.* (Correct form = *I went with my brother, but he **didn't** like it.*)

- d **09.07** Students read the information in Grammar Focus 9A on SB p. 130. Play the recording where indicated and ask students to listen and repeat. Students complete Exercises a and b on SB p. 131. Check answers as a class. Tell students to go back to SB p. 73.

Answers (Grammar Focus 9A SB p. 131)

a

2 didn't get up 4 didn't use 6 didn't visit 8 didn't take
3 didn't have 5 didn't read 7 didn't go 9 didn't listen

b

2 didn't go, went 4 didn't have, had 6 didn't go, went
3 didn't arrive, arrived 5 didn't play, played

EXTRA ACTIVITY

Elicit the past tenses of *play* (played), *get up* (got up), *have* (had), *use* (used), *read* (read), *visit* (visited), *take* (took), *go* (went), and *listen* (listened).

Write *yesterday* on the board and ask students to look at the sentences in Exercise a again. In pairs, students say whether each sentence is true or false for them about yesterday, e.g., *I didn't play soccer yesterday. That's true. I didn't get up early yesterday. That's not true. I got up early.* Ask pairs: *Which negative sentences are true for both of you?* Students share answers with the class.

- e **09.08** **Pronunciation** Play the recording for students to listen and answer the question. Check the answer as a class. Play the recording again for students to listen and repeat the sentences.

Answer

unstressed

- f **09.09** Play the recording twice for students to listen and take notes. Students compare answers in pairs. Check answers as a class, pausing the recording after Julian talks about each topic and writing the answer on the board as a sentence.

Answers

emails: He didn't read his emails for three weeks.

money: They didn't have a lot of money.

bikes: They had bikes.

photos: He took some beautiful photos.

Audioscript

MEGAN So how was your trip to Colombia, Julian?

JULIAN Oh, it was great. It was very relaxing – I didn't read my emails for three weeks!

M Where were you? In Bogotá?

J No, no, we didn't go to big cities at all. We wanted to see the country, so we went by bus and we stayed in small towns. The best place we stayed was with a family.

M In their house?

J Well, we didn't stay in their house. We camped in their backyard. They had a swimming pool. They also had bikes, so we saw lots of nice places nearby. I took some beautiful photos!

M I'd love to see them.

J Of course.

M Was it cheap to camp?

J Yes ... \$4 a night!

M \$4! That's really cheap.

J Yeah, it was good, because we didn't have a lot of money!

- g Elicit the word *relaxing* by saying: *Julian didn't read his emails for three weeks. What does he say about that? It was ...* . Play the first part of the recording again if necessary, stopping just after the word *relaxing*. Ask: *Do you check your emails on vacation? Why / Why not?* Ask students to think about what they liked and didn't like about Julian's vacation. In pairs, students compare opinions. Students share answers with the class.

- h Ask students to look at the task. Elicit the present form of each past verb in the task. (*stay, visit, buy, have, go, cook, watch, read*) Give students two minutes to check any true sentences, change the others to negative sentences, and write an extra positive sentence after each one. Monitor and check that they are using the simple past correctly. If you see mistakes, point them out and encourage students to self-correct.

FAST FINISHERS

Ask fast finishers to add extra sentences with *was/were* and *really/so/very* + adjective to their sentences in 3h, e.g., *I stayed in a hotel. It **was really nice**. I didn't have my computer with me. It **was very relaxing**.*

- i In pairs, students tell each other their sentences. Are they the same or different? Monitor and check that students are pronouncing simple past negative and affirmative statements correctly. Students share answers with the class.

4 SPEAKING

Divide the class into pairs and assign A and B roles. Student As read the information on SB p. 114 and talk about their trip using the notes. Student Bs do the same on SB p. 110. Student A talks and Student B listens. They then switch roles. Remind them to listen carefully to find what four things they both did on their trips. Monitor, but don't interrupt fluency. Write down any common mistakes with the target language to deal with when giving feedback. Pairs share answers with the class, identifying what four things they both did.

Answers

They both took a plane (flew), took lots of photos, went shopping (but Student A didn't buy anything), and went to good restaurants.

EXTRA ACTIVITY

Students write a blog entry like Julian's about a vacation at Robert's Place or Youssef's Place. They use travel details from the texts on SB p. 72 and add their own ideas. Encourage students to include simple past negative sentences. Monitor and check that they are doing so.

ADDITIONAL MATERIAL

Workbook 9A

Photocopiable activities: Grammar 9A, Vocabulary 9A, Pronunciation 9A

At the end of this lesson, students will be able to:

- use a lexical set about seasons correctly
- understand a text about a New Year's vacation
- use a lexical set about the weather correctly
- understand a conversation about summer vacations
- use simple past questions correctly
- ask and talk about past vacations

OPTIONAL LEAD-IN

Books closed. Divide the class into two teams. Explain that they are going to do a quiz about Puerto Rico. Appoint one person in each team to write down the team's answers. Read aloud one question at a time, giving teams time to confer quietly before writing down their answers and listening to the next question. Check answers as a class and keep a running total of each team's points on the board. Each correct answer earns one point, and the team with the most points is the winner.

- 1 What are the official languages of Puerto Rico? (English and Spanish)
- 2 What's the capital of Puerto Rico? (San Juan)
- 3 Are there more or less than 3 million people in Puerto Rico? (more)
- 4 Is the currency used in Puerto Rico the U.S. dollar? (yes)
- 5 What is one activity you cannot do in Puerto Rico: swimming, bird-watching, or skiing? (skiing)
- 6 Name a type of transportation that you can use to get to Puerto Rico. (plane, boat, ship, ferry)
- 7 What three colors are in the Puerto Rican flag? (red, white, and blue)

1 VOCABULARY The seasons

- a** **09.10** Use pictures a–d to teach the noun *the seasons*. Individually, students match the four seasons with the pictures. Play the recording for them to listen and check. Check answers as a class. Drill the words.

Answers

a spring b summer c autumn/fall d winter

- b** Students discuss the questions in pairs. Put pairs with other pairs to form small groups and compare their opinions. Pairs share their answers with the class. If you wish, give students information from the Culture Notes.

CULTURE NOTES

The four-season year – with spring, summer, autumn/fall, and winter all roughly the same length and distinct in character – is typically experienced in places that are between the equator and the North or South pole, such as the U.S., Japan, Australia, and countries in Europe.

Places like Brazil, Kenya, and Puerto Rico, which are near or at the equator, experience little seasonal variation. They have about the same amount of daylight and darkness throughout the year, and they remain warm year-round.

Polar regions are colder than other places on Earth, but they do have seasonal variations. They have very dramatic changes in daylight with very long nights in winter and very short nights in summer.

Countries in the northern and southern hemispheres are closer to the sun at opposite times of the year. This explains why the Brazilian summer lasts from December to March, while in the U.S., it's June to September.

2 READING

- a** Point to the picture of New York. Ask: *What do people usually do on New Year's Eve?* and elicit some typical activities (e.g., *go to a party, watch fireworks*) and write them on the board. Give students one minute to read the text to find out what was different about this New Year's for the Ortega family. Check the answer as a class.

Ask students to look again at the title: *New Year's Fun in the Big Apple*. Ask: *Where's Puerto Rico?* (in the Caribbean sea) *Where's the Caribbean sea?* (next to Mexico and Central America) You may wish to point out that “the Big Apple” is a nickname given to the city of New York by a reporter in the 1920s. Draw a simple picture of Earth divided into the northern and southern hemispheres. Point to the northern and southern hemispheres, as well as the equator.

Answer

They were in New York City. The weather was cold.

- b** Give students three minutes to read the text again and complete Michael's notes. Students compare answers in pairs. Check answers as a class. Ask students: *Would you like to go to New York for New Year's? Why / Why not?* Students discuss their opinion in pairs. Pairs share their answers with the class.

Answers

1 shopping 2 party 3 cold 4 watched

EXTRA ACTIVITY

Ask students to write five sentences about what they did and didn't do last New Year's, using ideas from the text or their own ideas (e.g., *I saw fireworks. I didn't go to a party.*). Monitor and check that students are using the simple past correctly. Help with vocabulary as necessary. Put students into small groups to compare their sentences. Ask: *Who had an exciting New Year's Eve? Who had a quiet New Year's Eve?* Students share answers with the class.

3 VOCABULARY The weather

- a** **09.11** Ask students to look at the pictures. Play the recording for students to listen and complete the sentences with *hot* or *cold*. Check answers as a class.

Answers

1 cold 2 hot

Language Plus like

Ask students to look at the two sentences with *like*. Then write these questions with blanks on the board:

- _____ cold weather?
- What _____ today?
- What _____ yesterday?

Elicit the questions. (*Do you like cold weather? What is the weather like today? What was the weather like yesterday?*) Point out that *like* is a verb in the question *Do you like rainy weather?* In *What's the weather like today?*, *like* is a preposition. Drill the three questions and elicit possible answers from the class.

- b** >>> 09.12–09.13 Students complete the exercises in Vocabulary Focus 9B on SB p. 152. Play the recording in Exercise a for students to listen and repeat the words. Students discuss Exercise b in pairs. Students share answers as a class. Students complete Exercise c individually. Play the recording for students to check their answers. Individually, students underline the correct answers in Exercise d. Check answers as a class. Students then ask and answer the questions in pairs. Monitor and check that students are pronouncing the weather words correctly. Share answers as a class. Tell students to go back to SB p. 75.

Answers (Vocabulary Focus 9B SB p. 152)

b (Suggested answers)

- 1 spring, fall, or winter 3 autumn/fall 5 winter
2 winter 4 summer

c

- 1 rainy 2 snowy 3 windy 4 sunny 5 cloudy

d

- 1 sunny 2 cloudy 3 snowy 4 sunny 5 rain

c Sound and spelling the letter o

09.14 For Exercise 1, play the recording for students to listen to the different sounds the letter *o* can have. Then play it again for students to listen and repeat the words.

09.15 For Exercise 2, play the recording for students to listen for which sound pattern the marked letters have in the words in the box. Check answers as a class. Drill the words in pairs with the same sound. (*shopping/hot, town/cloudy, cold/snow*)

Answers

shopping : Sound 3 /a/
town : Sound 2 /au/
cold : Sound 1 /ou/

09.16 For Exercise 3, play the recording for students to underline the word in each line which has a different *o* sound. Play the recording again if necessary. Check answers as a class. Play the recording one more time for students to listen and repeat.

Answers

- 1 go 2 not 3 phone

- d** >>> Divide the class into pairs and assign A and B roles. Student As look at the weather information on SB p. 111. Student Bs do the same on SB p. 113. Student B asks Student A about the weather in Mumbai. They then switch roles and Student A asks Student B about the weather in Berlin. Monitor, but don't interrupt fluency. Check answers as a class. Ask: *Do you like the weather in Mumbai? Do you like the weather in Berlin?* Tell students to go back to SB p. 75.

EXTRA ACTIVITY

Elicit the questions *What's the weather like?* and *Do you like (cold) weather?* In pairs, students take turns asking and answering the two questions about the pictures in Vocabulary Focus 9B on SB p. 152. Monitor and check that students are using the correct questions and pronouncing the weather vocabulary correctly. Pairs share their answers with the class. Ask: *What weather does your partner like?*

4 LISTENING AND GRAMMAR

Simple past: questions

- a** 09.17 Write *summer vacations* on the board. Point to the picture of Eric and Angie and tell students that Eric and Angie talk about summer vacations. Play the recording for students to listen to the conversation for general meaning and check the correct sentence. Check the answer as a class and elicit or teach *future*.

Answer

- 2 They talk about past and future vacations.

Audioscript

ERIC Where did you go on your summer vacation last year, Angie?

ANGIE I went to San Andrés Island, near Nicaragua.

E Great! How was the weather?

A It was hot and sunny. What about you, Eric?

E I stayed here in São Paulo. It rained a lot of the time. I want to go somewhere different this year.

A Well, try San Andrés Island. It's not expensive to fly there.

E Hmm ... but, well, I don't like flying.

A Oh, I see. Well, what about Uruguay? I went there two years ago. The beaches were beautiful.

E Oh, really? How did you get there?

A By bus. And, you know, the weather was really warm.

E Did you enjoy it there?

A Yes, I did. I had a great time, and I didn't want to leave!

- b** 09.17 Draw a compass on the board with the four points marked *N*, *S*, *E*, and *W*. Elicit the words *north*, *south*, *east*, and *west*. You may wish to pre-teach the word *island* by drawing a simple picture or map on the board. Play the recording again for students to complete the matching task. Students compare answers in pairs. Check answers as a class.

Answers

- 1 c 2 a 3 b

- c** 09.18 Play the recording for students to listen to the three questions and choose the one word missing from all of them. Check the answer as a class. Ask: *Are these questions about the past, the present, or the future?* (the past)

Answer

did

CAREFUL!

Students may make mistakes with word order when using simple past questions, e.g., *Where she did go?* (Correct form = *Where did she go?*)

- d **09.19–09.20** Students read the information in Grammar Focus 9B on SB p. 130. Play the recording where indicated and ask students to listen and repeat. Students complete the exercises on SB p. 131. Check answers as a class. Monitor and help or correct as necessary. Tell students to go back to SB p. 75.

Answers (Grammar Focus 9B SB p. 131)

a

- 1 Where did you go on vacation?
- 2 What did you see?
- 3 Did you have a good time?
- 4 Who did you meet?
- 5 What did you eat?
- 6 Did you like it?

b

- 1 did 2 Did 3 does 4 Do 5 did 6 do 7 did 8 did

c

- 2 they didn't 3 he didn't 4 we did 5 she didn't

FAST FINISHERS

Ask fast finishers to change the *Yes, I did.* answers in Exercise c to *No, I didn't.* and vice versa, and to change the extra information after each short answer, e.g., *Did you go home early? No, I didn't. I stayed until 9 o'clock.* Pairs of fast finishers can then practice the mini-conversations together.

- e **09.21** Individually, students use the prompts to write two conversations about last weekend. Play the recording for them to check their answers. Check answers as a class by playing the recording again and pausing after each question. In pairs, students practice reading the two conversations.

Answers and audioscript

Conversation 1

- A** Did you go to the movies last weekend?
B Yes, I did.
A What did you see?
B The new James Bond movie.

Conversation 2

- C** Did you go to a restaurant last night?
D Yes, I did.
C Where did you go?
D A new Thai restaurant.

- f In pairs, students use the conversations in 4e and their own ideas to interview their partner about last weekend. Encourage them to write down their partner's answers. Monitor and correct as necessary.
- g Put students into new pairs to tell each other what their first partner did. Monitor, but don't interrupt fluency. Take notes of any errors with the target language and correct them as a class at the feedback stage. To close the activity, ask students to tell the class about any really interesting activities they heard about.

5 SPEAKING

- a Tell students that they can now practice using all the language from the lesson with a partner. Give them two minutes to think about a past vacation and take notes on the four points. Monitor and help as necessary with vocabulary.
- b Give students three minutes to use the prompts to write simple past questions to ask their partner. Monitor and check that students are forming the questions correctly.
- c In pairs, students ask and answer the questions about their past vacations. Monitor, but don't interrupt fluency. At the feedback stage, ask pairs of students if their vacations were similar or very different.

LOA TIP REVIEW AND REFLECT

Write *fluency* and *accuracy* on the board. Tell students that *fluency* means saying what you want to say and feeling that it's easy and comfortable. Explain that *accuracy* means being correct.

As a class, discuss whether each of these activities in 9A and 9B was to practice accuracy or fluency:

1 *Where do you usually stay on vacation?* (9A 1a)

2 *Listen and practice the words.* (9A 2f)

3 *Complete the sentences with "did" or "do"/"did."*
(9B Grammar Focus)

4 *Ask and answer the questions about your vacation.* (9B 5c)

Check answers as a class (1 fluency, 2 accuracy, 3 accuracy, 4 fluency). Remind students that they don't always need to worry about being correct when doing fluency activities.

Ask students to think about these questions: *Do you like doing fluency exercises? Why? Do you like doing accuracy exercises? Why? Which do you need to practice more?*

+ ADDITIONAL MATERIAL

Workbook 9B

Photocopiable activities: Grammar 9B, Vocabulary 9B

 OPTIONAL LEAD-IN

Books closed. Tell students to write *go* and *go to* on a piece of paper. Say the following words and tell students to write them next to *go* or *go to*:

- *the store*
- *shopping*
- *a different country*
- *home*
- *work*
- *a party*
- *on vacation*

Students compare answers in pairs. Check answers as a class (*go: shopping, home, on vacation; go to: the store, a different country, work, a party*).

Then write *I'd like to ...* on the board. Give students one minute to write three true sentences with *I'd like to* and a phrase with *go* or *go to*. Put them into pairs to compare sentences. Check answers as a class on how many sentences are the same.

1 LISTENING

- a  Write *Nice places to visit near here* on the board and elicit a few places of interest in the area. Put students into pairs to discuss the questions for a minute. Share answers with the class.
- b  **09.22** Students discuss the questions in pairs. Play Part 1 of the audio recording for students to understand the general meaning and check their answers to the two questions. Check answers as a class.

Answers

- 1 Yes, they do. 2 a hat

Audioscript (Part 1)

- SARA** I love this market, Isabel!
There are so many cool things to buy!
- ISABEL** I know! And the food is great, too! Tamales! Empanadas! I love Mexico.
- S** It's very different from Baltimore. We don't have markets like this.
- S** Oh, wow! I love that big hat!
- I** Oh, uh, yeah ... it's big!
- S** Let's have a look. ...
- S** I bought the hat.
- I** I can see ...
- S** Oh, look at those Mexican blankets! Those colors! I need four of them.
- I** Of course!
- S** Oh! And those bowls! They're so cute. I need two of those.
- S** Ugh, this bag is really heavy now. Can you take it for a minute, Isabel?
- I** Sure.
- S** Thank you.

- c  **09.22** Play Part 1 of the audio recording again for students to listen to the conversation in more detail and decide if the statements are true or false. Check answers as a class. Ask: *Which word in the conversation means "difficult to carry"?* (heavy) Mime *heavy* if students don't understand the word.

Answers

- 1 F (Isabel says the food is great.) 2 T 3 T

At the end of this lesson, students will be able to:

- understand conversations in which people make requests
- recognize and produce words which have letters that aren't pronounced
- use appropriate phrases for making and responding to requests
- role-play a phone conversation and make requests
- use *First, ... Next, ... Then, ...* and *After that ...* to make the order clear in writing
- write an online post about a trip to another place

- d  Individually, students think about their answers to the question. Students discuss the question in pairs. Students share their answers with the class.

2 PRONUNCIATION
Syllables and spelling

- a  **09.23** Play the recording for students to hear the pronunciation of *different*. Discuss the answer as a class. Write *different* on the board and hold your pen above the word. Ask: *Which letter don't you hear?* Play the recording again if necessary. Elicit and underline the *e* in the middle of the word. Ask: *How many syllables does this word have?* (two) and *Do you hear all the letters?* (no) Play the recording again for students to listen and repeat *different*. Listen and check that they are pronouncing it as two syllables /'dɪfrənt/.

 LANGUAGE NOTES

Syllables are units of sound that contain a vowel. In English, unlike in other languages, there isn't always a direct relationship between the way a word is spelled and how it is pronounced.

Sometimes, letters are not pronounced because a sound disappears in fast speech. For example, *different* can be pronounced /'dɪfrənt/ in unusual cases, if we are stressing it for some reason. However, in normal connected speech, it is usual to leave out the schwa sound /ə/ in the middle of the word (/dɪfrənt/). Many words which appear to have three or more syllables in writing (e.g., *interesting, camera, every*, etc.) actually "lose" a schwa sound in connected speech.

- b  **09.24** Play the recording for students to listen and underline the letters they don't hear. Check answers as a class, writing each word on the board, and crossing out the letters that aren't pronounced. Say each word individually and ask students: *How many syllables do you hear in each word?* (restaurant 2, interesting 3, favorite 2, every 2, family 2, vegetable 3, camera 2, business 2)

Answers

restaurant, interesting, favorite, every, family, vegetable, camera, business

- c  In pairs, students practice saying the words in 2b. Monitor and check that students are pronouncing the words without the schwa /ə/ sound that is normally lost.

3 LISTENING

- a  **09.25** Point to the picture of Sara and Isabel at the market. Write on the board: *The market is a great place to buy ___ things.* and ask students which words from the listening (part 1) could go in the blank: *cool, cute, or colorful.* Ask students: *What happens if I buy everything I like on a trip to the market?* In pairs, students guess the answers to the two questions about Sara. Elicit students' guesses and write them on the board, but don't confirm the answers yet. Play Part 2 of the audio recording for students to see if their guesses were correct. Check answers as a class.

Answers

- 1 She calls/gets a taxi. 2 They have a lot of bags.

Audioscript (Part 2)

- SARA** Isabel, you didn't buy anything!
- ISABEL** No, maybe I can find something at the airport.
- S** Oh! Speaking of the airport ... We need to go right now! Our flight is in three hours!
- I** Well ... yes ... I'm ready.
- S** I need to put these things in my suitcase. Hmm, Isabel, can you do something for me? Could you put these blankets in your suitcase?
- I** Yes, of course. But now my suitcase is heavy, too!
- S** OK. Hmm. So, here's the problem. Now we have a lot of bags. How can we get to the airport?
- I** Hmm. We can't take the bus or the subway. We need a taxi.
- S** OK. I'll get us a taxi.
- S** OK, my phone says the taxi will be here in ten minutes. One more thing ... could you help me with these bags, please?
- I** Sure, no problem.
- S** Thank you!

- b  **09.25** Play Part 2 of the audio recording again for students to listen to the conversation in more detail and underline the correct answers. Students compare answers in pairs. Check answers as a class. Ask: *What verb does Sara use when she offers to call for a taxi? (I'll get us a taxi = call or use an app on the phone to have a taxi available.)* Point to pictures b and c and ask: *Are these items heavy or light? (heavy)* Say: *The bag is very heavy. What verb does Sara use to ask Isabel to take her blanket? (put it in)* Write these two phrasal verbs on the board.

Answers

- 1 airport 2 blankets 3 asks

- c  Students discuss the question in pairs. Pairs share their answers with the class.

EXTRA ACTIVITY

Put students into pairs and give them one minute to make a list of things people sometimes ask for help with, such as computers, transportation problems, carrying or moving things, jobs around the house, or personal problems. Elicit students' ideas and collate them on one side of the board. Ask: *How do you feel about helping people with these things?* and write on the board: ✓✓✓ = *I like it*, ✓ = *It's OK*, X = *Don't ask me!* Students think about their responses, then compare opinions in pairs or small groups. Students share their answers with the class. Which things do students like helping other people with? Leave the list on the board.

4 USEFUL LANGUAGE

Making and responding to requests

- a  **09.26** Play the recording for students to listen and underline *can* or *could* in each request. Check answers and discuss the question as a class.

Answers

- 1 Can 2 Can 3 Could 4 Could
Yes, it is.

LANGUAGE NOTES

Could usually sounds more formal than *can* in requests, and we tend to use *could* for requests which are more difficult for the listener to agree to. However, saying *please* and not using a flat intonation in the question is by far the most effective way of making a request sound polite and will have more of an impact on the listener than the use of *could* instead of *can*.

LOA TIP DRILLING

Use this drill to help students use a polite changing intonation in requests.

First, say this sentence twice – once with a flat intonation and then again with a changing tone:

Can you take it for a minute?

Can you take it for a minute?

Ask: *Which sounds more polite?* (the sentence with changing intonation)

Drill the four requests in 4a with a similar intonation. Put students into pairs to practice saying the requests without a flat intonation.

- b  **09.27** Individually, students put the replies into the correct place in the chart. Play the recording for students to check their answers. Check answers as a class. Draw attention to the fact that *no problem* means *yes*. Play the recording again and drill all the replies. Point out that when we say *no* to a request, we usually give a reason. Elicit some possible reasons (e.g., *I'm busy. I'm tired.*).

Answers

Yes	No
Of course.	No, I can't.
Sure, no problem.	I'm sorry, I can't.

- c  **09.28** Individually, students complete the mini-conversations with the phrases in the box. Play the recording for them to check their answers. Check answers as a class.

Answers

- 1 Thanks, that's really nice of you. 2 Oh, that's OK. I can do it.

- d  In pairs, students use the ideas to practice making and responding to requests. Monitor and check that they are pronouncing the requests and replies correctly.

FAST FINISHERS

Ask fast finishers to have more mini-conversations like the ones in 4c. If you did the extra activity in 3c, you can use the list of students' ideas about what people sometimes need help with, which you wrote on the board.

5 SPEAKING

- a** Tell students that they can now practice using all the language from the lesson with a partner. Divide the class into pairs and assign A and B roles. Give students one minute to look at the conversation map and think about what they're going to say. If you did the extra activity in 3c, remind them of the list of things they discussed that people sometimes need help with.

Point out that they're going to do the role play as a phone conversation. Elicit the opening lines of a phone conversation and write them on the board:

A: (ring, ring ...) *Hello, it's (name).*

B: *Hi, (name), how are you?*

- b**  In their A/B pairs, students role-play the conversation they've prepared. They then switch roles. Monitor, but don't interrupt fluency. Write down correct usage of the target language from this lesson, as well as any mistakes with the target language. Correct errors as a class at the feedback stage and share the good examples, too.

6 WRITING

- a** Give students one minute to read Sara's online post and answer the question. They compare answers in pairs. Check the answer as a class.

Answer

They went for a walk to the old part of the city.

They had lunch at a small restaurant.

- b**  Students go to Writing Plus 9C on SB p. 162. Go through the information in Exercise a with the class. Individually, students do Exercises b and c. Check answers as a class. Tell students to go back to SB p. 77.

Answers (Writing Plus 9C SB p. 162)

b

- | | | | |
|----------|----------|---------------|---------------|
| 1 First, | 3 Then, | 5 After that, | 7 Next, |
| 2 Next, | 4 First, | 6 First, | 8 After that, |

c

- 1 First, I went to a café. After that, I went to the park.
- 2 First, it was sunny and warm. Then, it was sunny and cold.
- 3 First, we went to a restaurant. Next, we saw a movie. Then, we went home.
- 4 First, I finished work. Next, I went for a walk by the river. After that, I met her at the bus station.

- c** Give students ten minutes to prepare and write an online post about a trip to another place using the ideas given. Remind them to use the simple past and words like *first*, *next*, and *after that* for making the order clear. Monitor and help as necessary.

- d** Students read their partners' texts. At the feedback stage, ask: *Do you like the activities your partner did?* and ask for examples.

ADDITIONAL MATERIAL

Workbook 9C

Unit Progress Test

Photocopiable activities: Pronunciation 9C

UNIT 9

Review

1 GRAMMAR

- a Review some negative verb forms (including the simple past negative) by saying affirmative forms and eliciting the negative. Start by saying *he is* to elicit *he's not*, and continue with *they are* → *they're not*, *he was* → *he wasn't*, *They know* → *they don't know*, *he likes* → *he doesn't like*, *he studied* → *he didn't study*.

Individually, students underline the correct answers. Check answers as a class.

Answers

- 1 stay 3 didn't 5 didn't watch
2 take 4 have 6 didn't take

- b Ask individual students some simple past *yes/no* questions. (e.g., *Did you have a coffee this morning? Did you do your homework yesterday? Did you walk to school today? Did you go to a party on the weekend?*) Make sure students use the short answers *Yes, I did* or *No, I didn't*.

Individually, students look at the answers and complete the questions. Check answers as a class.

Answers

- 1 Did you play 3 Did you take 5 Did you use
2 did you get up 4 did you go 6 did you have

FAST FINISHERS

Ask fast finishers to write more simple past questions with *What ... ? What time ... ? Where ... ? How ... ?* and *you* and a time expression. They can use these in 1c.

- c In pairs, students ask the questions in 1b and answer with their own information. Pairs share their answers with the class.
- d Students correct the sentences. Check answers as a class.

Answers

- 1 Did you arrive last night? 5 I didn't watch TV.
2 Yes, I did. 6 What did you cook?
3 No, I didn't. 7 We didn't visit Pedro yesterday.
4 What did you buy? 8 Did you see the backyard?

EXTRA ACTIVITY

Elicit some questions about travel and vacations, e.g., *How did you travel? What did you see? What was the weather like? Did you speak English? Did you see ... ?*

Write *I went to ...* on the board and tell students you are thinking of a place (a famous town or city, or a big town or city in the country you are in). They can ask you five simple past questions (except *Where did you go?*) before guessing up to three times where the place is.

Students then play the game in groups. Monitor and check that students are using the grammar and vocabulary from Unit 9 correctly.

2 VOCABULARY

- a Individually, students look at the pictures and unscramble the letters to make transportation words. Check answers as a class.

Answers

- 1 train 2 taxi 3 subway 4 tram 5 plane 6 ship

- b Students read the conversation and underline the correct weather words. Check answers as a class.

Answers

- 1 cold 3 snows 5 windy 7 cloudy
2 snow 4 rainy 6 hot

3 SOUND AND SPELLING

- a 09.29 Individually, students find and underline the word in each line with a different marked sound. Play the recording for them to check their answers. In pairs, students practice saying the words.

Answers

- 1 car 2 camp 3 town 4 take 5 cloud 6 drove

- b 09.30 Write *yesterday* and *different* on the board. Ask: *Do we pronounce all the letters in "yesterday"?* (yes) *Do we pronounce all the letters in "different"?* (no – we say it as /ˈdɪfrənt/) Students write the words in the correct place in the chart. Play the recording for students to check their answers. In pairs, students practice saying all the words.

Answers

We always say all the letters	We don't always say all the letters
beautiful	interesting
expensive	camera
difficult	every
museum	restaurant
	business
	favorite

LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied, and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook and the Photocopiable activities.

UNIT 10

HERE AND NOW

UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts, and conversations about the home, phones, and people's current activities
- exchange and convey information and opinions about the home, phones, and people's current activities
- understand conversations in which people ask for travel information and do so themselves
- write a message to a friend asking for information

UNIT CONTENTS

G GRAMMAR

- Present continuous: affirmative
- Present continuous: negative and questions

V VOCABULARY

- The home: *bathroom, backyard, bedroom, dining room, door, floor, kitchen, living room, wall, window, yard*
- Place phrases with prepositions (*in*): *in/at a café, in a hotel, in/at a restaurant, in a taxi, in bed, in the car; (at): at a party, at home, at school, at the airport, at the bus stop, at the movies, at the subway station, at work; (on): on a bus, on a plane, on a train, on vacation*
- Language Plus: *in / on*

P PRONUNCIATION

- Sound and spelling: /tʃ/ and /θ/
- Sentence stress
- Sound and spelling: /ə/
- Main stress in questions
- Sound and spelling: /ɪə/ and /eə/

G COMMUNICATION SKILLS

- Talking about your home
- Asking where people are and what they're doing
- Asking for travel information
- Writing a message asking for information
- Writing Plus: Word order in questions

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Write these time expressions on the board:

every day, once or twice a week/month/year, once every two or three years, never.

Write the following words on the board: *husband, wife, brother, sister, father, mother, son, daughter.*

Ask: *How often do you see different members of your family?*

Demonstrate by talking about one of the family members on the board, using time expressions. For example: *I see my daughter every day. I see my father once or twice a month, but I see my brother once every two or three years. I never see my sister – she lives in New Zealand.* Put students into pairs or small groups to discuss the question for a minute or two. Pairs share answers with the class.

- a** Use the picture to elicit the part of the house they are in. Ask: *Where is the computer?* (on the table). Put students into pairs to look at the picture and answer questions 1–5. Monitor and notice whether students use the present continuous and any technology or family vocabulary, but don't correct any errors at this stage. Ask students to share their answers with the class and write students' suggested answers on the board. If you wish, give students information from the Culture Notes.

EXTRA ACTIVITY

Elicit or teach *laptop*. Write this task on the board:

Who ... ?

- 1 ... *thinks the people are doing something new*
- 2 ... *thinks the woman is talking to her child*
- 3 ... *thinks the woman is happy to see the child*
- 4 ... *thinks they are in the same house*
- 5 ... *uses a laptop at home*
- 6 ... *likes video chatting with family and friends*
- 7 ... *speaks to their children on the Internet*

Use these questions to introduce family vocabulary and talk about what is happening in the picture. Students share answers as a class.

CULTURE NOTES

The photo shows a woman talking to a child on a video call. On this type of call, you are able to have a conversation face-to-face with another caller who may be on the other side of the world, or just in a different part of the house. Today, there are many apps on your phone or laptop that can be used to call people on video, but Skype was the first one widely available.

Skype, which was created in 2003 by Niklas Zennström from Sweden and Janus Friis from Denmark, offers free basic phone service (including long-distance and international calls) through the Internet.

- b** In pairs, students answer the questions. Monitor and notice how much house vocabulary the students can produce and whether they attempt to use any *in/on/at* + place phrases. Have students share answers as a class, asking them to report back one new thing they learned about their partner.

Exercises **a** and **b** can be prepared as homework before this lesson to give students time to look up unfamiliar vocabulary. Ask students to look at the picture and to prepare their answers to the questions as homework to talk about in the next class.

 OPTIONAL LEAD-IN

Books closed. Ask each of the following questions and ask students to put their hand up each time the answer is "at home":

Where do you prefer to ...

- watch TV – at home or at a friend's house?
- have breakfast – at home or in a café?
- listen to the radio – at home or in the car?
- study – at home or at school?
- sleep – at home or in a hotel?
- listen to music – at home or at a concert?

Encourage students to give reasons for their choices. Notice whether students are trying to use any vocabulary for parts of the home (e.g., *bedroom*, *kitchen*), but don't correct at this stage.

If there's enough space in the classroom and you have the time, you could prepare a large piece of paper with the words *at home* on it and put it at the opposite end of the classroom from the board. Before asking each question, write the alternative answer on the board. Then, ask students to get up and walk to the correct answer (on the board or on the paper) instead of putting their hands up. Students in the same area can then talk briefly about why they chose that answer. Students share answers with the class.

At the end of this lesson, students will be able to:

- use a lexical set to talk about the home correctly
- understand someone talking about their apartment
- understand short text messages
- use present continuous affirmative statements correctly
- talk about a room in a home

10.04 For Exercise 2, play the recording for students to listen and put the words in the correct place in the chart. Students compare answers in pairs. Check answers as a class.

Answers

Sound 1 /tʃ/	Sound 2 /θ/
cheese, change, March, question, watch	month, birthday, thanks, both, three

For Exercise 3, discuss the question as a class and write the answers on the board.

Answers

/tʃ/ *tch, ch, ti*
/θ/ *th*

 For Exercise 4, put students into pairs to practice saying the words. Monitor and check that they're pronouncing them correctly.

d  Give students one minute to read the questions and think about their answers. Put them in pairs to ask and answer the questions. Share answers as a class.

1 VOCABULARY The home

a **10.01** Individually, students match the words with the pictures. Play the recording for students to listen and check their answers. Check answers as a class. Drill the words.

Answers

- a living room c kitchen e bathroom
b bedroom d dining room f yard

b  **10.02** Students complete the exercises in Vocabulary Focus 10A on SB p. 153. For Exercise a, give students one minute to look at the picture of the house and find the six objects. Put students into pairs to ask and answer where the objects are. Make sure they're using *in the + (room)* in their answers. Students do Exercise b individually. Play the recording for students to check their answers. Students do Exercise c individually. Check answers as a class. Tell students to go back to SB p. 80.

Answers (Vocabulary Focus 10A SB p. 153)

- a** 1 It's in the living room. 4 It's in the yard.
2 It's in the bathroom. 5 It's in the kitchen.
3 It's in the dining room. 6 It's in the bedroom.
b a window b floor c door d wall
c 1 dining room 3 window 5 wall 7 bathroom
2 yard 4 floor 6 living room 8 doors

c Sound and spelling /tʃ/ and /θ/

10.03 For Exercise 1, play the recording for students to listen and practice saying the sounds and words. Make sure students are putting their tongue behind their upper teeth for /tʃ/ and between both their upper and lower teeth for /θ/.

2 LISTENING AND SPEAKING

a **10.05** Point to the three pictures of Grace's apartment on SB p. 81. Play the recording for students to listen for general meaning and put the rooms in the order that Grace talks about them.

Answers

Picture b Picture a Picture c

Audioscript

GRACE I really love my apartment – it's great! But it's very small, and I need to think about how I use the space. One really good thing is the light. I have big windows, so a lot of light comes into the apartment – the place doesn't feel very small. The living room area has a TV, a small table, and a sofa. Then there's a small kitchen. I don't have a dining room. In the kitchen, I have a table where I eat my meals and I do all my work on my computer. Then the bedroom has, well, a bed, of course ... and a small lamp on a table. So I don't have a big apartment, but I live downtown – the city is my home!

b **10.05** Give students time to read the sentences. Check that they understand *light* by pointing to an area of the room that has a lot of light and contrasting it with an area that doesn't have much light. Play the recording again for them to choose the correct answers. Students compare answers in pairs. Check answers as a class and ask students to correct the false statements. Ask: *Does Grace like her apartment?* (yes) If you wish, give students information from the Culture Notes.

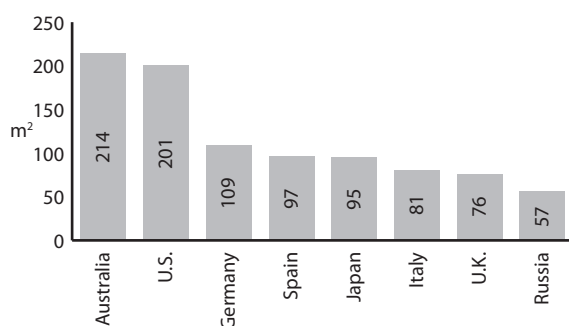
Answers

- 1 T
- 2 T
- 3 F (There's a TV.)
- 4 F (There isn't a dining room.)
- 5 F (She uses her computer in the kitchen at the table.)

CULTURE NOTES

In many countries, there's a trend toward houses and apartments becoming smaller. There are several reasons for this. First, more people are living in big cities, so there's a need for more homes in one place. Also, since the financial crisis of 2007–8, people have less money to spend on big homes, and as people are living longer, there's a greater demand for small homes with no stairs. Finally, an increasing number of people have a greener worldview, and want to minimize the impact of their home on the environment. Smaller homes take less energy to build, less energy to heat or cool, need fewer furnishings, and take less time and money to maintain.

Here are some average home sizes around the world (2009):



- c Put students into pairs to discuss the question. Tell them to consider things like the size (it's small), where it is (downtown), the color of the walls, etc. Pairs share their answers with the class.

EXTRA ACTIVITY

Write this question on the board: *What's important for you in a home?* Then write these points:

- *where it is*
- *light*
- *big kitchen*
- *big bedrooms*
- *big living room*
- *big dining room*
- *color of the walls*
- *yard*

Give students one minute to decide how important each of the points is to them. Put students into pairs to compare opinions for one minute. Encourage them to give reasons if they can. Join pairs with other pairs for another minute or two to see if they agree on three important things. Monitor, but don't interrupt fluency. Pairs share their answers with the class. What things are important? What aren't so important?

Language Plus *in / on*

Go through the information with the class about how we use *in* and *on*. Check understanding of the rule by asking about things in the classroom: *Where's the clock?* (on the wall) *Where are your bags?* (on the floor) Then ask about the pictures on SB p. 80: *Where's the big table?* (in the dining room) *Where's the sofa?* (in the living room)

- d Give students one minute to take notes about what they will tell their partner about their home and the rooms it has. Then put students into pairs. Give them up to three minutes to talk together. Pairs share their answers with the class. Ask: *Are your homes similar or very different?*
- e Give students one minute to think about some of the objects in one room in their home. They might find the words in Vocabulary Focus 2B (on SB p. 138) and 7A (on SB p. 147) useful. Give students about three minutes to talk together. Students share answers with the class. Ask: *Do you and your partner have the same objects in each room?*

3 READING

- a Students read the text messages quickly and find out if they are for people who are near or far away. Check the answer as a class.

Answer
near

- b Give students two minutes to read the messages more carefully and decide where each writer is. Point out that there is sometimes more than one possible answer.

Suggested answers

- 1 in the living room
- 2 in the bedroom, yard, living room, or dining room
- 3 in the living room
- 4 in the car
- 5 in the kitchen

- c Put students into pairs to discuss the question. Invite pairs to share their answers with the class.

4 GRAMMAR

Present continuous: affirmative

- a Write the following fill-in-the-blank sentence and word in parentheses on the board: *We _____ the game. It's Brazil and Germany. (watch)* Elicit and/or write in the missing verb form (*'re watching*). Discuss the question in 4a as a class.

Answer
now

LOA TIP CONCEPT CHECKING

Timelines are useful tools for showing students how tenses relate to time. Using concept-checking questions as you build the timeline on the board engages students as well as checks understanding. Draw this timeline on the board:

PAST NOW

Say: *We're sitting in the classroom.* Hover your pen below the timeline before, on and after the word "now" and ask: *When does this activity start? (before now)* Put your pen on the board below the timeline and before "now" and start drawing a wavy line. Ask: *When does "sitting in the classroom" finish? Now or after now? (after now)* End the wavy line after "now" and write *sitting in the classroom* below it.

PAST NOW
sitting in the classroom

Say to students: *We're studying English.* Repeat the questioning technique with this new sentence and mark another wavy line under the one on the board (or invite a student to the board to draw it and ask the class if they agree). Write *studying English* below this second wavy line.

- b Discuss the rule as a class and write the form on the board.

Answer

Present continuous affirmative (+):
I / you / he / she / it / we / they + be + verb + -ing

CAREFUL!

Learners at this level tend to avoid using the present continuous, using the simple present instead, e.g., ~~*I write to tell you about my new house.*~~ (Correct form = *I'm writing to tell you about my new house.*) They might also omit the auxiliary *be*, e.g., ~~*She sitting in the car.*~~ (Correct form = *She's sitting in the car.*)

- c **10.06 Pronunciation** Play the recording for students to listen for the stressed words. Check the answer as a class. Drill the sentence.

Answer

We're watching the game.

- d Give students one minute to find and underline more examples of the present continuous in the messages in 3a.

Answers

1 I'm studying 2 Steve's talking 3 I'm sitting 4 I'm cooking

- e **10.07** Students read the information in Grammar Focus 10A on SB p. 130. Draw attention to the spelling of *having* (NOT ~~*haveing*~~) and *sitting* (NOT ~~*siting*~~) and to the use of contractions (*I'm*, *she's*, etc.). Play the recording where indicated and ask students to listen and repeat. Students complete Exercise a on SB p. 131. Check answers as a class and write the words on the board so students can check the spelling. Students complete Exercise b. Monitor and check that students are using contractions and *-ing* forms correctly. Check answers as a class. Tell students to go back to SB p. 81.

Answers (Grammar Focus 10A SB p. 131)

- a 1 eating 3 talking 5 getting 7 wearing
2 cooking 4 listening 6 having 8 going
b 1 I'm wearing jeans and a T-shirt.
2 We're listening to Drake's new song.
3 Lee's studying in her bedroom.
4 They're having dinner at the moment.
5 Rob and Ben are playing soccer in the park.
6 He's watching a movie in the living room.
7 Our children are cooking dinner for us.
8 I'm writing this email at work.

FAST FINISHERS

Ask fast finishers to write the *-ing* forms of the daily routine expressions in Vocabulary Focus 6B on SB p. 146 (*waking up*, *getting up*, etc.) and the *-ing* forms of the transportation verbs in Vocabulary Focus 9A on SB p. 151 (*going*, *getting*, *flying*, etc.).

- f Read the example message with the class and ask students to think of their own ideas for 2 p.m. on a Sunday. Give them up to five minutes to write their message. Monitor and help as necessary.
g Each student reads their message to the class. Ask other students to listen carefully and listen for who is doing the same things as them. Check answers as a class.

5 SPEAKING

» Tell students that they can now practice using all the language from the lesson with a partner. Divide the class into pairs and assign A and B roles. Student As look at the pictures on SB p. 115 and think about what the people are doing, especially in picture 2. Student Bs do the same on SB p. 112, focusing on picture 6. Without saying the picture number, Student A uses the notes to describe what he/she is doing in picture 2. Student B listens and identifies the picture. They then switch roles, with Student B talking about picture 6 and Student A identifying the picture. The pairs then repeat the activity, this time choosing picture 4 or 5 (Student A) and picture 1 or 3 (Student B). Monitor, but don't interrupt fluency. Write down any common mistakes with the target language to deal with when giving feedback. Close the lesson by asking some students to say what they are doing now. (e.g., *I'm sitting in the classroom. I'm listening to other students. I'm speaking English.*)

+ ADDITIONAL MATERIALS

Workbook 10A

Photocopiable activities: Grammar 10A, Vocabulary 10A

 OPTIONAL LEAD-IN

Books closed. Mime *driving a car* and ask: *What am I doing?* (*You're driving a car.*) Elicit that the verb form is the present continuous because it's happening now. Mime the following:

sleeping

watching a movie

having lunch

talking on the phone

cooking

reading a newspaper

Encourage students to think of their own actions to mime to their partners. Pairs share their answers with the class.

1 READING

- a** Individually, students match the phrases with the pictures. Check answers as a class. Drill the phrases.

Answers

a on a mountain

c in the car

e at the movies

b in a restaurant

d in bed

- b**  Put students into pairs to discuss the questions. Check the answer to Question 1 and elicit students' opinions about Question 2. Encourage them to give reasons for their opinions. Do students agree or disagree?

Answers

1 a phone 2 Students' own answers

- c** Teach or elicit *on / off* by turning the classroom light on and off. Then teach *turn it on / turn it off*. Point to the people in pictures a–e and ask: *Are their phones on or off?* (on)

Ask students to read the first paragraph of the text and ask: *Which three places does the writer talk about?* (café, car, bed) Give students two minutes to read all the comments and answer the questions. Students compare answers in pairs. Check answers as a class.

Answers

1 Raoul, Miguel, Sam 2 Raoul, Yasmin, Sam

 EXTRA ACTIVITY

Write these fill-in-the-blank sentences on the board. Ask students to look again at the comments and find the missing words.

1 *My phone is always _____, day or night. (Raoul)*

2 *I have my phone on _____ in a restaurant. (Yasmin)*

3 *My phone is usually _____, and I don't use it much. (Jenny)*

Check answers as a class. (1 on, 2 silent, 3 off)

At the end of this lesson, students will be able to:

- understand a text about when and where people use their phones
- use place phrases with prepositions (*in*, *on*, and *at*) correctly
- use the present continuous in negative statements and questions correctly
- ask and talk about where people are and what they're doing

- d**  Give students time to think about their answers, then put them into pairs to discuss. Share answers as a class. If you wish, give students information from the Culture Notes.

 CULTURE NOTES

The rules and etiquette around the use of cell phones generally relate to safety and consideration for other people.

Rules about using phones on planes vary from airline to airline. In the U.S., passengers must have their phones on airplane mode at all times, in case transmission signals interfere with the plane's equipment. In other parts of the world, this rule only applies to take-off and landing.

For safety reasons, using a hand-held phone while driving is banned in most countries, but it's not the case everywhere. In some countries, for example, the ban only applies in major cities.

What about the use of phones in public places? Talking on your phone in movie theaters and theaters is not usually forbidden by law, but it is usually discouraged as it can be distracting for other people. Similarly, some trains have "quiet cars" where people aren't allowed to talk on their phones.

Using phones as cameras can be subject to rules, too. In many cities around the world, some high-profile tourist sites and museums have recently banned selfie sticks (gadgets that allow people to take wide-angle self-portraits) for fear of them causing damage to artwork and other exhibits.

- e** Give students up to five minutes to write a comment for the website about their own phone habits. Monitor and help as necessary.

- f**  In pairs, students read aloud their comment and listen to their partner's. Are they the same? Pairs share their answers with the class.

2 VOCABULARY Place phrases with prepositions

- a** Individually, students look at the message board again to find the *in/on/at* + noun phrases and add them to the chart. Check answers as a class, making sure students use the right article (*a / the*) or no article at all, e.g., *at home*. Drill the phrases.

Answers

in	on	at
in the car, in bed, in a restaurant	on a plane, on a bus	at the airport, at work, at the movies, at home

- b** Demonstrate how this guessing activity works by saying *I'm eating lunch. I'm looking out the window. I'm traveling to a different country.* until students guess the place, using a preposition (*on a plane*). Put students into pairs or small groups to play the game together. Monitor to make sure they are using a preposition (*in, on, at*) as well as the place.
- c** **10.08** Students complete the exercises in Vocabulary Focus 10B on SB p. 147. In Exercise a, play the recording for students to listen and repeat the phrases. Students complete Exercise b individually. Check answers as a class. Put students into pairs to do Exercise c. Check answers as a class. Tell students to go back to SB p. 82.

Answers (Vocabulary Focus 10B SB p. 147)

- b**
- 1 It's 10:00, but he's still in bed.
 - 2 I'm waiting for the plane at the airport.
 - 3 I can't talk now. I'm in the car. I'm driving home.
 - 4 Are you at home or are you at work?
 - 5 I'm having a coffee in/at a café.
 - 6 John's not here. He's still on vacation.

d Sound and spelling /ə/

10.09 For Exercise 1, play the recording for students to listen to the sound /ə/ in the words. Discuss the questions as a class. Point out that this sound appears in many English words.

Answers
unstressed

10.10 For Exercise 2, play the recording for students to listen and underline the /ə/ sounds in the words. Play the recording again if necessary. Check answers as a class.

Answers
about banana woman television problem breakfast
company information

In pairs, students practice saying the words in Exercise 3.

EXTRA ACTIVITY

Books closed. Draw this chart for a game of tic-tac-toe on the board:

the car	a taxi	the station
the airport	home	a plane
a train	a bus stop	a bus

Divide the class into two teams, Xs and Os. Teams take turns choosing a player to say a sentence with *I'm in/on/at + a word/phrase* from the chart (e.g., *I'm on a plane!*). If they use the correct preposition, they win the right to draw an X or an O in the relevant square, and that square can't be used again. The first team to make a horizontal, vertical, or diagonal line of three squares wins the game. Play the game once or twice more, using the same items or different ones from Vocabulary Focus 10B on SB p. 147.

3 LISTENING AND GRAMMAR
Present continuous: negative and questions

- a** **10.11** Ask students to look at pictures a–e. Tell them the woman's name is Ellie. Ask about each picture: *Where is she?* (in the kitchen, in bed, at the bus stop, in a café, in the living room) Play the recording for students to listen for the general meaning and put the pictures in the correct order. Play the recording again if necessary. Check answers as a class.

Answers

1 d 2 c 3 a 4 e 5 b

Audioscript

CONVERSATION 1

ELLIE Hello?

JACK Hi, it's Jack. How are you?

E Um, I'm fine. But I can't talk right now.

J Are you working? I hear a lot of people there.

E No, I'm not working. I'm in a café. I'm with some people and they're talking. I'll call you later, OK?

J OK.

CONVERSATION 2

ELLIE Hi, Jack.

JACK Hi. What are you doing?

E I'm at the bus stop. I'm going home.

J Oh, OK. Um, do you want to go out tonight?

E Mm, maybe? Oh, sorry, I can't talk right now. My bus is coming.

J Oh. I'll call you later, then.

CONVERSATION 3

ELLIE Jack ... Hi.

JACK Hi, Ellie. Are you at home now?

E Yes, I am. But actually, now is not a good time.

J Are you working?

E No, I'm not working. I'm cooking dinner.

J Oh, OK. So, what do you think about tonight?

E No, sorry, I'm too tired. Let's talk later, OK?

CONVERSATION 4

ELLIE Hi Jack.

JACK Hi, it's me again. Can you talk now? Or are you having dinner?

E No, I'm not having dinner. I'm watching a movie.

J Oh, what are you watching? Is it good?

E It's ... fine. Um, but I really want to watch it. Can we talk some other time?

J OK.

CONVERSATION 5

ELLIE Hi, it's Ellie. I'm sorry, I can't take your call right now. Please leave a message.

JACK Hi, this is Jack. Um, well I guess you're sleeping, so ... um, I'll call you tomorrow. Tomorrow morning. OK? Maybe we can go out for breakfast! Yeah. Bye.

- b** Students discuss the questions in pairs. Check and discuss answers as a class.

Suggested answers

- 1 Yes, he does. He calls her five times in one day and wants to go out with her.
- 2 No, she doesn't. She doesn't want to talk to him.

- c** **10.12** Individually, students complete the chart. Play the recording for them to listen and check their answers. Elicit more negative sentences: point to the picture of Ellie in picture b, then point to yourself and shake your head to elicit: *I'm not sleeping*. Do the same with picture a of Ellie and elicit *I'm not cooking*.

Answers

+	-
I'm working.	I'm <u>not</u> working.
I'm having dinner.	I'm <u>not</u> having dinner.

- d **10.13** Individually, students complete Jack's questions. Play the recording for them to check their answers. Check answers as a class by playing the recording again and pausing it after each question.

Answers

1 are you 2 Are you 3 are you

- e **10.14 Pronunciation** Play the recording for students to listen for the main stress in the questions. Play the recording again, pausing after each exchange so students can listen and repeat.

Answers

1 What are you doing?
2 Are you working?
3 Oh, what are you watching?

LOA TIP DRILLING

Use backward drilling to help students focus on the main stress in the questions.

Say: *working?* Students repeat: *working?*

Say: *you working?* Students repeat: *you working?*

Say: *Are you working?* Students repeat: *Are you working?*

Make sure you keep the stress and intonation consistent as you drill. When you add *you* and *are you* to the questions, it's important to pronounce them as the weak/unstressed forms /j/ and /əjə/ (NOT /ju/ and /ar ju/) and to keep stressing the *-ing* verb. Make sure, too, that you always pronounce the *-ing* verb in these questions with a falling intonation at every step of the drill.

Do a second drill.

Say: *doing?* Students repeat: *doing?*

Say: *you doing?* Students repeat: *you doing?*

Say: *are you doing?* Students repeat: *are you doing?*

Say: *What are you doing?* Students repeat: *What are you doing?*

- f **10.15-10.17** Students read the information in Grammar Focus 10B on SB p. 132. Play the recording where indicated and ask students to listen and repeat. Students complete Exercise a on SB p. 133. Check answers as a class. Elicit some more negative sentences by saying: *He's working.* (→ *He isn't working.*), *You're looking.* (→ *You aren't looking.*), *She's listening.* (→ *She isn't listening.*), *We're playing soccer.* (→ *We aren't playing soccer.*) Students complete Exercise b. Check answers as a class. Individually, students complete Exercise c. Monitor and help as necessary. Put students into pairs to ask and answer their questions. Tell students to go back to SB p. 83.

Answers (Grammar Focus 10B SB p. 133)

- a** 2 're not having 4 's not playing 6 're not eating
3 'm not working 5 're not staying
b 1 Why are you wearing a coat? 4 Where are you going?
2 Is she working? 5 Who is she texting?
3 What are you doing? 6 Is he playing a computer game?

FAST FINISHERS

Put fast finishers into pairs to ask and answer the question *What's he/she doing?* or *What are they doing?* about the people in the photos on SB pp. 82 and 83.

- g Divide the class into pairs and assign A and B roles. Student As look at the picture on SB p. 114 and take notes on what the people are doing. Student Bs do the same on SB p. 112. Explain that there are five small differences between Student A's picture and Student B's picture. In their pairs, they ask and answer questions to find the differences. Monitor, but don't interrupt fluency. Write down any common mistakes/errors with the target language to deal with when giving feedback. Check answers as a class, identifying the five differences. Tell students to go back to SB p. 83.

Answers

In Student A's picture Aiko is reading a newspaper, but in Student B's picture she's reading a book.

In Student A's picture Jacob and Raquel are drinking, but in Student B's picture they're eating.

In Student A's picture Dani is talking on the phone, but in Student B's picture she's sleeping.

In Student A's picture Ben is sitting on a chair, but in Student B's picture he's sitting on the floor.

In Student A's picture Ali is cooking, but in Student B's picture he's making coffee.

EXTRA ACTIVITY

Draw a smiley face on the board and write on the board: *I'm happy I'm not ...* and finish the sentences in these two ways:

I'm happy I'm not working.

I'm happy I'm not in the hospital.

Give students two minutes to complete the sentence in as many ways as possible, using the present continuous or *in/on/at* + place. Tell students to think of simple reasons for their answers, e.g., *I'm happy I'm not working because I'm really tired today* or *I'm happy I'm not in the hospital because I don't like doctors*. In pairs, students compare their sentences. How many do they have the same? Are their reasons the same or different? Pairs share their answers with the class. Encourage students to use *both* when they talk about themselves and their partner, e.g., *We're both happy we're not on a bus. I think they're very slow, and Jeanne thinks they're dirty.*

4 SPEAKING

- a** Tell students that they will now practice using all the language from the lesson. Go through the task with the class. Remind students how they started the phone conversation in Unit 9C Exercise 5a. Give students two minutes to prepare what they're going to say. Monitor and help as necessary.
- b** Go through the example conversation with the class. Give students time to think about questions they will ask their partner. Put students into pairs to have the conversation. Monitor to check if students are using language from the lesson correctly, but don't interrupt fluency. Students then switch roles and repeat the conversation.

ADDITIONAL MATERIALS

Workbook 10B

Photocopiable activities: Grammar 10B, Vocabulary 10B, Pronunciation 10B

OPTIONAL LEAD-IN

Books closed. Write the following on the board:
Think of something you bought on your last vacation.
What did you buy?
How much did it cost?
Do you still have it?
Was it a good idea to buy it?
 Give students a few minutes to discuss their answers in pairs.
 Pairs share their answers with the class.

1 LISTENING

- a In pairs, students look at the picture and answer the questions. Elicit some ideas as a class, but don't confirm the correct answers at this stage.
- b **10.18** Play Part 1 of the audio recording for students to check their ideas. Check answers as a class.

Answers

1 to a baseball game 2 to a restaurant

Audioscript (Part 1)

OWEN Javier! We have to go! The baseball game starts at five!
J Sure!
 Excuse me, can we have our check, please?
o Thanks. Thank you very much. The food was good.
SERVER Oh, thank you!
SERVER Forty-five dollars and fifty cents, please.
J OK. Jim can meet us at the train station.
o OK ... just a minute.
o Oh, that's great!
JAVIER Hey, Owen! Let me.
J Yeah. So, what time's the train?
o No! I'll get the check. Could you text Jim, please? He can meet us at the train station near the stadium.
o I don't know! We need to check.

- c **10.18** Play Part 1 of the audio recording again for students to listen and answer the questions. Check answers as a class.

Answers

1 Jim can meet them at the train station.
 2 No, they don't.

2 PRONUNCIATION

Sound and spelling: /ɪə/ and /eə/

- a **10.19** Play the recording for students to listen and decide which word has a different sound. Check the answer as a class.

Answer

yeah

At the end of this lesson, students will be able to:

- understand conversations in which people ask for travel information
- recognize the sounds /ɪə/ and /eə/ and how they can be spelled
- ask for travel information at a train station
- use word order in questions correctly
- write a message asking for information

- b **10.20** Drill the words *here* and *really* and write /ɪə/ on the board. Drill *yeah* and write /eə/ on the board. Individually, students write the words in the correct place in the chart. Play the recording for students to check their answers. Check answers as a class.

Answers

Sound 1 /ɪə/	Sound 2 /eə/
year, dear, near, clear, zero	chair, care, hair, there, pair

- c **10.20** Play the recording, pausing after each word for students to listen and repeat. Monitor and correct students' pronunciation as necessary. You could repeat the activity by saying the first group of words and getting students to repeat after you. Then repeat for the second group.

3 LISTENING

- a Use the picture on SB p. 85 to pre-teach *passenger* and *platform*. In pairs, students think about the questions Owen asks the ticket agent. Elicit students' suggestions and write any acceptable and correct suggestions on the board. Don't only try to elicit the questions that you know Owen actually asks. Leave the questions on the board for the next listening activity.

LOA TIP ELICITING

Usually when we elicit, we have a very specific word, phrase, or sentence in mind that we want to know if the students can produce. On other occasions, like in Exercise 3a, we elicit more broadly, inviting suggestions and being open to what students might offer. In this case, we have to make an on-the-spot decision about how to help a student say what they want. This usually requires some degree of error correction. We can give students the opportunity and guidance to self-correct, or we can ask other students to help. For example:

Teacher: So, what questions does Owen ask the ticket agent? What do you think?

Gregor: Which number ... place ... for the train?

Teacher: OK. [Indicates with a gesture that it's a good idea for a question but not correctly formed.] What do we call the places for trains at the station?

Ahmed: Platforms!

Teacher: That's right. Platform 1, Platform 2, ... So, what question do we ask?

Karl: What number platform is it?

Teacher: You don't need "number."

Gregor: What platform is it?

Teacher: Good, that's it. (Writes the question on the board.)

- b** ▶ **10.21** Play Part 2 of the audio recording for students to check if Owen asks any of the questions on the board. Students compare answers in pairs. Play the recording again if necessary. Check answers as a class.

Answers

What time's the next train to the stadium?
What time is it now?
Which platform is it?

Audioscript (Part 2)

OWEN Excuse me?
TICKET AGENT Yes? How can I help you?
O What time's the next train to the stadium?
TA The next train is at ... 4:35.
O What time is it now?
TA Well, it's 4:32 now.

JAVIER The train leaves in three minutes! Come on! Let's go!
O Uh, which platform is it?
TA It's Platform 3. It's across the bridge and down the stairs.
J Thanks!
TA Enjoy the baseball game!

- c** ▶ **10.21** Play Part 2 of the audio recording again for students to listen and write down the three pieces of information. Students compare answers in pairs. Play the recording again if necessary. Check answers as a class.

Answers

1 Time of next train: 4:35 2 Time now: 4:32 3 Platform: 3

- d** ... In pairs, students discuss the question. Pairs share their answers with the class. Encourage students to give reasons for their opinions.

EXTRA ACTIVITY

Say: *Tell me how Owen and Javier travel to the baseball game and elicit By train.* Teach the word *trip* and ask: *Was their trip difficult?* Elicit reasons why trips are difficult (bad roads, slow trains, long distance, a lot of changes, etc.). Individually, students make a rough map of a difficult trip they often take or a difficult trip they took in the past. They show their map to a partner and talk about the trip.

4 USEFUL LANGUAGE

Asking for travel information

- a** Elicit or pre-teach *passenger* (a person who is traveling by car, bus, train, or plane, but not driving or flying it). Individually, students decide whether a passenger or ticket agent says each expression. Students compare answers in pairs. Don't check answers as a class at this point.
- b** ▶ **10.22** Play the recording for students to check their answers to 4a. Check answers as a class. Check that students understand the meaning of *direct train* by writing on the board: *There ___ a direct train to Philadelphia. You change at Penn Station.* and asking students to say the missing word (*isn't*). Play the recording again, pausing after each phrase for students to listen and repeat. Monitor and check that students are pronouncing the phrases correctly. Correct as necessary.

Answers

1 TA 2 P 3 P 4 TA 5 TA 6 TA 7 P 8 P 9 TA

- c** ▶ **10.23** Students look at the two sentences and add the missing prepositions. Play the audio for students to listen and check their answers.

Check understanding of the rule by asking: *Do we use "in" with a time* (point to your watch or a clock) *or when we say how much time* (use your hands to indicate quantity)? (how much time). Write these fill-in-the-blank phrases on the board and elicit the missing prepositions: ___ *six thirty*, ___ *five minutes*, ___ *two hours*, ___ *6:45* (*at, in, in, at*).

Answers

1 in 2 at

- d** ▶ **10.24** Give students up to two minutes to put the conversation in the correct order. Play the recording for them to check their answers. Check answers as a class.

Answers

A 5, 9, 3, 1, 7
B 4, 8, 10, 2, 6

Audioscript

A Excuse me.
B Yes? How can I help you?
A What time's the next bus to Dallas?
B The next bus leaves in 20 minutes.
A So, at 5:15. And is it a direct bus?

B No, you change at Austin.
A OK, and which bus stop is it?
B It's stop 7, near the ticket office.
A Great! Thanks for your help.
B No problem.

- e** ... Put students into pairs to practice the conversation in 4d. They then switch roles, changing the kind of transportation and the details. Monitor and help as necessary. Invite one or two of the more confident pairs to perform one of their conversations for the class.

5 SPEAKING

» Tell students that they can now practice using all the language from the lesson with a partner. Divide the class into pairs and assign A and B roles. Student As look at the travel information role cards on SB p. 110. Student Bs do the same on SB p. 112. Student A asks Student B about trains to Chicago and Student B replies. They then switch roles and Student B asks Student A about buses to Phoenix (/ˈfɪnɪks/). Monitor, but don't interrupt fluency. Make sure students are using the expressions for asking for travel information correctly. Write any common mistakes/errors to deal with when giving feedback. Check answers as a class. Ask: *Was your partner helpful? Why not?* Tell students to go back to SB p. 85.

6 WRITING

- a** Give students one minute to read Anthony's message to Owen and answer the questions. They compare answers in pairs. Check answers as a class.

Answers

1 He's traveling to Washington, D.C. on the train.
2 Where can I find a taxi at the train station?
How much is it from the station to the hotel?

- b** >>> Students go to Writing Plus 10C on SB p. 162. Go through the information in Exercise a as a class. Individually, students do Exercises b and c. Check answers as a class. Tell students to go back to SB p. 85.

Answers (Writing Plus 10C SB p. 162)

- b** 1 are you 3 Did you use 5 were there 7 Is there
2 is that 4 Can you 6 is your sister watching 8 often do you
- c** 1 Where is the bus stop? 4 Can you buy some bread?
2 When do you start work? 5 What are you doing?
3 Did you buy the tickets? 6 What time is the movie?

 FAST FINISHERS

Ask fast finishers to write more questions about travel. Each question should start with a different word, e.g., *Is, Does, Where, What, When, How, Can*. (e.g., *Can you buy the tickets? Where's Platform 7?*)

- c** Give students ten minutes to write a message to a friend, using the ideas given. Remind them to use the present continuous where possible and correct word order in questions. Monitor and help as necessary.

- d**  Put students into pairs. Students read their partner's message and try to answer the questions. Pairs share answers as a class. Ask: *Did you answer your partner's questions? Which question(s) did you answer?*

 ADDITIONAL MATERIALS

Workbook 10C
Unit Progress Test
Photocopiable activities: Pronunciation 10C

UNIT 10

Review

1 GRAMMAR

- a** Books closed. Write the example sentence on the board and elicit the correct form (*Carmen's wearing a yellow T-shirt*). Books open. Individually, students correct the sentences. Check answers as a class. Check the spelling of *getting*, *writing*, and *having*.

Answers

- 1 You're wearing my shoes!
- 2 They're getting a taxi.
- 3 I'm writing to Kelly.
- 4 The class is starting.
- 5 She's having lunch.
- 6 We're waiting.

EXTRA ACTIVITY

Say: *Two women and a man are sitting in a meeting. They're talking about a photograph. The man's wearing a light blue shirt. Can you find the picture? Go!* (It's on SB p. 64.) In pairs, students choose a different picture with people in it from the Student's Book. Give them two minutes to write as many sentences as they can about their picture using the present continuous. You could write some verbs on the board as prompts (e.g., *wear, sit, stand, talk, walk, look*). Monitor and help as necessary. A student from each pair reads aloud their sentences to the class. Which pair can find the picture first?

- b** Individually, students put the words in the correct order to make questions. Check answers as a class.

Answers

- 1 Where are you sitting?
- 2 Are you wearing black shoes?
- 3 Is it raining?
- 4 Are you using a computer?
- 5 Why are you studying English?
- 6 What are your friends doing?

- c** In pairs, students ask and answer the questions in 1b.

- d** Give students one minute to read the conversation (without completing the grammar task yet) and answer the following questions: *Where's Gaby?* (on the train), *Where's Juan?* (at home/in the kitchen), *What does Juan say the weather is like?* (snowy/cold/It's snowing.) Individually, students complete the conversation. Check answers as a class. Students read the conversation in pairs.

Answers

- 1 are you doing
- 2 'm talking
- 3 'm cooking
- 4 are you listening to
- 5 'm reading
- 6 's raining
- 7 's not raining
- 8 's snowing
- 9 are they doing
- 10 're making

2 VOCABULARY

- a** Students look at the picture and write the rooms. Check answers as a class by saying a number and asking students to say the room. Monitor and correct their pronunciation if necessary.

Answers

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

- b** Individually, students complete the questions with *in*, *on*, or *at*. Check answers as a class.

Answers

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

FAST FINISHERS

Ask fast finishers to change parts of the questions in 2b. This could be the verb, the place phrase, or the time phrase, e.g., *Do you listen to music in the car? In bed? Do you sleep on trains? And do you talk to people on trains?* Every question should still include a place phrase with a preposition. Students can then use these extra questions in 2c.

- c** In pairs, students ask and answer the questions in 2b. Pairs share answers as a class. Ask students to tell the class one or two things they learned about their partner.

3 SOUND AND SPELLING

- a** Students study the two sounds and spellings. Ask: *Which of the two sounds can be spelled in different ways? (/tʃ/).* Monitor and check that students are pronouncing the sounds correctly.

- b** **10.25** Play the recording for students to listen and write the words in the correct place in the chart according to the sound of the marked letters. Play the recording again if necessary. In pairs, students practice saying the words.

Answers

/tʃ/	/θ/
change, kitchen, question	bathroom, birthday, thanks

- c** **10.26** Write the words *here*, *there*, and the sounds /eə/ and /ɪə/ on the board. Ask students to match the sounds with the underlined parts of the words (*here* /ɪə/, *there* /eə/). Drill the phrase *here and there* a few times. Play the recording for students to listen and identify whether the two marked sounds in each sentence are the same or different. Check answers by playing the recording again and pausing it after each sentence. In pairs, students practice saying the sentences.

Answers

- | | | | | | |
|-----|-----|-----|-----|-----|-----|
| 1 S | 2 S | 3 D | 4 D | 5 S | 6 S |
|-----|-----|-----|-----|-----|-----|

LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied, and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook and the Photocopiable activities.

UNIT 11

ACHIEVERS

UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts, and conversations about achievements, life events, and unusual abilities
- exchange and convey information about achievements, life events, and abilities
- understand conversations in which other people talk about their opinions and do so themselves
- write an email to a friend

UNIT CONTENTS

G GRAMMAR

- Object pronouns
- *can* for ability

V VOCABULARY

- Life events: *be born, die, finish school, finish college, get married, go to school, go to college, grow up, have a baby, stop working*
- Abilities: *cook (dinner), dance, drive a car / to work, paint (a picture), play cards, play (sports), ride a bike / a motorcycle, ride a horse, run, sing (a song), swim*
- Language Plus: Years (1937, 2021, etc.)
- Language Plus: (*very / pretty*) *well*

P PRONUNCIATION

- Sound and spelling: numbers
- *can / can't*
- Sentence stress
- Consonant clusters

C COMMUNICATION SKILLS

- Talking about people's lives
- Talking about things you know how to do
- Talking about opinions
- Writing an email to a friend
- Writing Plus: Pronouns

Have students share their answers with the class and write students' suggested answers on the board. Make sure you elicit as many questions as possible for question 4. If you wish, give students information from the Culture Notes.

EXTRA ACTIVITY

Put students into pairs. They take turns asking and answering the questions they wrote down in question 4 of Exercise a. The person answering should imagine that they are the man in the tent. Monitor and help as necessary. Pairs share their answers with the class.

CULTURE NOTES

The climber in the picture is vertical camping. His tent is known as a *portaledge* or *hanging tent*. Vertical camping allows rock climbers to attempt climbs that wouldn't otherwise be possible, in locations all around the world.

Vertical campers, who happily sleep over 1,000 meters from the ground, get fantastic views of the mountains. They also face freezing temperatures and the possibility of chunks of ice and rock falling onto them at any time.

GETTING STARTED

OPTIONAL LEAD-IN

Books closed. Write some important dates on the board. Write them in order, for example, the date you started college or the year your child was born, etc.

Ask students to guess what happened on the dates you wrote. Find out how much vocabulary for past events students can produce. You may wish to teach the phrase *life events* to highlight that these are dates when something important happened.

- a** Elicit an initial response to the picture. Use the picture to elicit *tent, mountain, climb, and climber*. Ask: *What's he doing?* (He's writing.) Put students into pairs to look at the picture and answer questions 1–4. Use a mime or the picture on SB p. 50 to teach *do yoga*. Monitor and notice whether students use object pronouns and *can/can't* for ability. Don't correct any errors at this stage.

- b** Put students into pairs or small groups to answer the questions. Monitor and notice whether students use object pronouns and *can/can't* for ability, but don't correct any errors at this stage. Invite students to share answers with the class, encouraging students to say why they wouldn't like to be in the tent.

Exercises **a** and **b** can be prepared as homework before this lesson to give students time to look up unfamiliar vocabulary. Ask students to look at the picture and to prepare their answers to the questions as homework to talk about in the next class.

11A SHE WENT AROUND THE EARTH

At the end of this lesson, students will be able to:

- understand a text about people who were the first to achieve something significant
- use a lexical set of life events correctly
- use object pronouns correctly
- talk about life events and which year they happened in

OPTIONAL LEAD-IN

Books closed. Pre-teach *famous* (known by many people) and ask: *Who are the five most famous people in the world?* Put students into pairs and give them one minute to think of as many people as they can. At the feedback stage, elicit their answers and write a list on the board. (At the time of going to press, the most followed Twitter users in the world were Katy Perry, Justin Bieber, Barack Obama, Taylor Swift, and Rihanna.)

Ask: *Would you like to be famous? Why / Why not?* Put students into pairs to discuss for one minute. Pairs share answers with the class.

1 READING

- a If you didn't do the optional lead-in, pre-teach *famous*. Give students time to think about two famous people from their country (past or present) and the answers to the three questions. In pairs, students ask and answer the questions. Pairs share their answers with the class. Has everyone in the class heard of all the famous people students talk about?
- b Point to the title of the article and ask: *Is this text about world-famous people?* (no) Before students read the article, you may wish to pre-teach *space* (the empty area outside the Earth's atmosphere, where the sun, moon, and stars are), *tractor* (a motor vehicle used on farms), and *parachute jumping* (jumping from a plane with something on your back that opens, so you fall to the ground slowly). Give students two minutes to read the texts quickly and answer each question with *Valentina* or *William*. Check answers as a class, asking students to say *Valentina* or *William* for each answer. Ask the class: *Did you know about these people before?*

Answers

- | | |
|------------------------|------------------------|
| 1 William Higinbotham | 4 Valentina Tereshkova |
| 2 William Higinbotham | 5 William Higinbotham |
| 3 Valentina Tereshkova | 6 Valentina Tereshkova |

FAST FINISHERS

Ask fast finishers to find and circle all the numbers (but not years) in the two texts and to find what each number or date is connected to (e.g., 48 – *Valentina went around the Earth 48 times*).

- c Give students three minutes to read the article again in more detail and underline things which they find interesting. They then choose one thing and tell a partner why they find it interesting. Invite pairs to share answers with the class, eliciting three or four different points that interested students. If you wish, give students information from the Culture Notes.

CULTURE NOTES

Women in space

Valentina Tereshkova's 1963 space flight showed that women have the same ability in space as men. She later toured the world promoting feminism as well as Soviet science and technology.

Currently, around 10% of all astronauts are women. Sally Ride was the first American woman to go into space in 1983. Other nations that have sent women into space are the U.K., India, Japan, China, France, Canada, Italy, Russia, Iran, and South Korea.

In 2013, the highly acclaimed movie *Gravity* drew public attention to the experiences of female astronauts.

The history of video games

A little before William Higinbotham's achievement, two basic and little-known video games with graphics were invented – Nim (a calculation game) (1951) and OXO (a tic-tac-toe game) (1952). It wasn't until 1962 that a more widely used video game was created, *Spacewar!*, in which two players fired torpedoes at each other from spaceships. This was the beginning of computer programming for popular game use.

2 VOCABULARY Life events

- a 11.01 Individually, students match the words and phrases with the pictures. Play the recording for students to check their answers. Check answers as a class. Drill the words and phrases.

Answers

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

- b Write the following numbers on the board: 70–99%, 5–69%, and 100%. Ask students to match them to categories 1–3 (70–99% = 2 *most people*, 5–69% = 3 *only some people*, 100% = 1 *everyone*). Individually, students categorize the life events in 2a into three lists. Don't check answers as a class at this point.
- c Put students into pairs to compare their lists and see if they're the same. Share and discuss answers as a class.

Suggested answers

- 1 be born, grow up, die
- 2 go to school
- 3 finish college, get married

d Give students five minutes to read the article again and write simple past sentences using the years. Monitor and help as necessary. Check answers as a class by saying each year and asking a student to say the sentence.

Answers

1953 – Valentina finished school.
1963 – Valentina got married.
1964 – Valentina had a baby / a daughter.
1910 – William was born.
1928 – William went to college.
1932 – William studied at Cornell University.
1949 – William got married and moved to Bellport, New York.

Language Plus Years

Go through the information as a class. Write these years on the board: 1742, 1800, 1926, 2000, 2008, 2019. Point to each year and elicit how we say it.

In pairs, students say the year before and the year after each of the dates on the board (1741, 1743, 1799, 1801, etc.).

e Sound and spelling Numbers

▶11.02 For Exercise 1, play the recording for students to listen to the numbers and underline the main stress. Play the recording again for them to listen and answer question b. Check the answer as a class. Highlight the different ways to pronounce the letter *t* (/t/ or /d/).

Answer

a thirty, first part of the word
thirteen, second part of the word
b thirty: like /d/
thirteen: like /t/

▶11.03 For Exercise 2, students listen to the recording and write down the numbers they hear. Play the recording a second time for students to check their answers. Make sure students can spell the numbers correctly by writing the answers on the board once everyone is done.

Answers

fourteen (14), fifty (50), eighty (80), eighteen (18), forty (40), sixteen (16), fifteen (15), nineteen (19)

Put students into pairs to practice saying the words in Exercise 3.

f >>> ▶11.04–11.05 Students complete the exercises in Vocabulary Focus 11A on SB p. 154. Students do Exercise a individually. They then compare answers in pairs. Check answers as a class. For Exercise b, play the recording for students to listen and repeat the verb phrases. Students do Exercise c individually. Check answers as a class. For Exercise d, you may wish to write the first words *When*, *What*, *Did*, *Why*, and *Where* on the board for extra support before students do the task. Play the recording for students to listen and check their answers. Check answers as a class by asking pairs of students to read aloud the questions and answers. For Exercise e, put students into pairs to ask and answer the questions, giving their own true answers. Monitor and check that students are pronouncing the vocabulary correctly. Students share answers with the class. Tell students to go back to SB p. 89.

Answers (Vocabulary Focus 11A SB p. 154)

a Suggested answers

1 be born	5 go to college	8 have a baby
2 grow up	6 finish college	9 stop working
3 go to school	7 get married	10 die
4 finish school		

c 1 went to, finished	3 stopped	5 finished, got
2 was born, died	4 got married, had	6 was born, grew up
d 1 Where did you	3 What did you	5 Did you
2 When did you	4 Why did you	

3 LISTENING AND GRAMMAR
Object pronouns

a ▶11.06 Ask students to look at the questions about Valentina Tereshkova. Play the recording for students to listen and check the questions they can answer. Tell them they don't need to answer the questions yet. Check answers as a class.

Answers

2 Why did she get the job?
3 How did she meet her husband?
5 What does she want to do in the future?

Audioscript

A What are you reading?	B Well, she was young, and she was pretty small. And she also did a lot of parachute jumping.
B Oh, it's about Valentina Tereshkova.	A Oh, so she was in planes a lot.
A Who's she?	B Yes! And she married a cosmonaut, too. She met him in 1963. He was in the same space program. And they had a daughter.
B She's a Russian cosmonaut. Do you know about her?	A So, did she go to space again?
A No. What did she do?	B No, she only went once. But she said she would like to fly to Mars one day. She said that when she was 70!
B Well, she was the first woman in space. She went to space in 1963. It says here 400 people wanted the job, but they asked her.	
A Why did they ask her?	

b ▶11.06 Before students listen again, you may wish to pre-teach *Mars* (the fourth planet from the sun, sometimes called the Red Planet) and *program* (a plan of events with a particular purpose). Play the recording again for students to listen and answer the three questions they checked in 3a. Students compare answers in pairs. Play the recording again if necessary. Check answers as a class.

Answers

2 Because she was young and she was pretty small. And she also did a lot of parachute jumping.
3 He was in the same space program.
5 She would like to fly to Mars.

c ▶11.07 Individually, students complete the sentences with the words from the box. Play the recording for students to listen and check their answers.

Answers

1 She, her 2 him, He

d Discuss the rule as a class.

Answers

1 before 2 after

LOA TIP CONCEPT CHECKING

Use this simple eliciting activity to check that students have understood the rule.

Write these verbs on the board, making sure there's space on either side of them to add pronouns:

likes

is talking to

is listening to

understands

Use the picture of the man and woman in 3a to elicit sentences with *he, she, him, and her* and the verbs on the board. Use each verb twice, e.g., *He likes her. She likes him.*

e  **11.08** Students read the information in Grammar Focus 11A on SB p. 132. Play the recording where indicated and ask students to listen and repeat. Students complete the exercises on SB p. 133. Individually, students do Exercises a and b. For Exercise c, students work individually to write sentences. Students share answers as a class. Alternatively, use the Extra activity. Monitor and check students' use of pronouns and help as necessary. Tell students to go back to SB p. 89.

Answers (Grammar Focus 11A SB p. 133)

a 1 us 2 her 3 them 4 it 5 them 6 him

b 1 it 2 He 3 him 4 us 5 she 6 her 7 we 8 me

CAREFUL!

Students often omit object pronouns, particularly *it*, e.g., ~~*I enjoy a lot.*~~ (Correct form = *I enjoy **it** a lot.*). They also tend to use *this* or *that* where *it* would be correct, e.g., ~~*I have a new phone. I like this because it's small.*~~ (Correct form = *I have a new phone. I like **it** because it's small.*). Learners often use *they, that, these, or those* instead of *them*, e.g., ~~*I bought these shoes because I need they.*~~ (Correct form = *I bought these shoes because I need **them**.*)

EXTRA ACTIVITY

Set up Exercise c in Grammar Focus 11A as a writing and guessing activity.

Tell students to write *Who am I?* at the top of a piece of paper (and not to write their names anywhere on the paper). Give them 5–10 minutes to write about their favorite things and people below this title, using pronouns where possible. Monitor and check students' use of pronouns and help as necessary. When the writing time is up, collect all the students' work. Read the texts for the class, seeing if students can guess who wrote each one. Alternatively, post the students' work on the classroom walls and ask students to walk around, read each other's work, and guess who wrote each piece.

At the feedback stage, ask: *Who was easy to guess? Who was difficult? What interesting things did you learn about other students?*

4 SPEAKING

a Tell students that they can now practice using all the language from the lesson. Give students two minutes to write four or five events in their lives and the years these events happened in. Monitor and help students as necessary. Make sure they are using the simple past.

b  Put students into pairs to read each other's sentences and ask questions about them. Monitor and check that students are forming simple past questions, and are using pronouns and life events vocabulary correctly. Take notes on any mistakes to correct at the feedback stage.

c  Students report two things about their partner's life to the rest of the class. Correct any mistakes that you wrote down while monitoring.

+ ADDITIONAL MATERIALS

Workbook 11A

Photocopiable activities: Grammar 11A, Vocabulary 11A

 OPTIONAL LEAD-IN

Books closed. Write on the board:

a cold place _____

a heavy thing _____

a big mountain _____

Encourage students to call out ideas for *a cold place*. Write the first answer they give. Then erase *a* and their answer and write *a very* so the board reads: *a very cold place* _____. Elicit a colder place. Then repeat the procedure, but write *an extremely cold place* – and mime being extremely cold. Elicit a place that is even colder than the previous two. Then ask: *How long can you be in (extremely cold place) wearing a coat and boots?* Use gestures to help students understand your meaning. Take different answers. Then ask: *in a T-shirt?* Encourage students to have fun and be competitive. Repeat the procedure with *a heavy thing* (Can you carry it? Can you move it?) and *a big mountain* (Can you climb it? Who can climb it?). Underline the *x* in *extremely cold*, *extremely heavy*, etc. Write an *X* and ask: *What does X mean?* Elicit: *Extreme(ly)*.

1 READING

- a**  Write on the board: *It's difficult for me to ...*. Use the pictures (and mime) to teach *be cold for a long time*, *swim underwater*, and *pull or carry big objects*. In pairs or small groups, students discuss which of the three things are difficult for them and why. Students share answers with the class.
- b** Point to the text and ask: *Do you think superhumans exist in real life?* Encourage students who say yes to share as much information about people who can do amazing things as they can. If you didn't do the optional lead-in, teach *amazing* (very, very good in a surprising way). You may wish to give students information from the Culture Notes. Give students one minute to read the text and answer the question. Check the answer as a class.

Answer

real people

 CULTURE NOTES

You may think that superhumans only exist in movies like Superman, Batman, or X-Men, but some of these so called "super powers" exist in real life, too.

Unbreakable bones: Scientists have discovered that a genetic mutation to the gene LRP5 can make the bones unusually strong, almost unbreakable! They are now studying people with this mutation to find a cure for osteoporosis.

Incredible vision: An average human being can see 1 million colors; however, people with a genetic mutation to the gene *opsin* could see up to 100 million colors!

At the end of this lesson, students will be able to:

- understand a text about people who can do amazing things
- use *can* for ability in affirmative and negative statements correctly
- use a lexical set for abilities correctly
- understand someone taking part in a job interview
- use *can* for ability in questions correctly
- talk about their own and other people's abilities

- c** Give students two minutes to read the text again in more detail and answer the questions. Check answers as a class. Check that students understand the word *teeth* by pointing to your own.

Answers

- 1 one hour, 52 minutes, and two seconds
- 2 more than five minutes
- 3 with only her teeth

 EXTRA ACTIVITY

Write these questions on the board:

- 1 *How far did Wim Hof run in 2009?*
- 2 *What was the weather like?*
- 3 *What do the Bajau Laut want to see under the water?*
- 4 *Where do the Bajau Laut people live?*
- 5 *What did Seema Bhadoria do when she was 18?*

Put students into pairs to read the text again and discuss the answers. Check answers as a class (1 more than 40 km, 2 –20°C, 3 fish, 4 Southeast Asia, 5 She pulled a plane with her teeth).

- d**  Check that students understand the word *useful* (helping you to do something). Give them time to think about the question, then put them in pairs to discuss. Share answers with the class.

2 GRAMMAR *can: affirmative and negative*

- a** Write on the board: *The Iceman can/can't make ice. The fishermen can/can't swim underwater.* Ask students to choose the correct answers (*can*, *can't*). Write + next to the first sentence and – next to the second sentence. Students underline the correct answer in the chart in 2a.

Answers

+	I / You / He / She /	<u>can</u>	swim underwater.
–	We / They	<u>can't</u>	make ice.

 CAREFUL!

Students at this level often use *to* + infinitive or verb + *-ing* after *can* and *can't*, e.g., *I can to swim. I can't flying.* (Correct form = *I can swim. I can't fly.*)

- b** Give students one minute to underline more examples of *can* and *can't* in the text. Tell them to underline the words that come after *can* or *can't*, too. Students compare answers in pairs. Check answers as a class.

Answers

Do you sometimes do things that are different and interesting? Do you make videos of these things? Maybe you're not Superman or Superwoman, but you can do something amazing. Here are some stories about people who can do amazing things!

The Iceman

Wim Hof is from the Netherlands, and he's often called "The Iceman." He can't make ice, but he can sit in a bath of ice for one hour, 52 minutes, and two seconds. He doesn't feel cold. In 2009, he ran more than 40 kilometers in -20°C wearing only shorts!

The Fishmen

The Bajau Laut people in Southeast Asia can swim underwater for a long time. Sometimes they can go underwater for more than five minutes. They can also see very well in the water – it helps them to see the fish!

The Strong Woman

Seema Bhadoria is an amazing young woman from India – she can pull really big objects with only her teeth. When she was only 18 years old, she pulled a plane with her teeth! She can also pull a ship and a big truck.

After *can* / *can't* is a verb.

- c >>> 11.09 Students read the information in Grammar Focus 11B Part 1 on SB p. 134. Play the recording where indicated and ask students to listen and repeat. Students complete Exercise a on SB p. 135. Check answers as a class. Tell students to go back to SB p. 91.

Answers (Grammar Focus 11B Part 1 SB p. 135)

a 1 can 2 can't 3 can't 4 can 5 can 6 can't

3 VOCABULARY Abilities

- a Individually, students match the words with the pictures. Check answers as a class.

Answers

a swim b cook c paint d sing

- b >>> 11.10–11.11 Students complete the exercises in Vocabulary Focus 11B on SB p. 155. In Exercise a, play the recording for students to listen and repeat the verbs. Students look at the pictures in b and complete the phrases with verbs from a. Play the recording for them to listen and check their answers. In Exercise c, give students one minute to write four sentences about what they did. Monitor and make sure they're using the verbs from Exercise a in the simple past correctly, e.g., *drove* (NOT *drived*). Students tell a partner their sentences. Are any of their sentences the same? Check answers as a class. Tell students to go back to SB p. 91.

Answers (Vocabulary Focus 11B SB p. 155)

b 1 paint 2 ride 3 sing 4 cook 5 play 6 drive

Language Plus (*very* / *pretty*) *well*

Go through the information with the class. Ask: *Which word or phrase do we use with "can't"? (at all).* Drill the four sentences.

Write ✓✓✓, ✓✓, ✓, and X on the board to represent *very well*, *well*, *pretty well*, and (*not*) *at all*. Say a pronoun (*He, She, You, I*) and a verb like *swim, paint, dance, or play cards* and point to one of the symbols on the board. Elicit sentences like *He can swim pretty well, I can't sing at all*, and *You can paint very well*. Drill each sentence you elicit.

- c >>> Give students time to think about people they know and how well they can and can't do things. Put students into pairs or small groups to talk for two or three minutes. Monitor and check that students are using *can/can't* correctly as well as *very well, pretty well*, etc. Students share answers with the class, asking students to report back on some things their partner told them.

EXTRA ACTIVITY

Elicit these typical human abilities and write them on the board:

see, hear, walk, run, swim, speak, think, remember, draw, write, jump, play games/sports

Write *amazing people* on the board as a title. Ask students to think about people they know about who have amazing abilities. For example, *Some people can speak ten or more different languages. Usain Bolt can run really fast*. Put students into pairs for a few minutes to compare ideas and write sentences. Monitor and help as necessary.

Join pairs with other pairs to form groups and tell them to compare their sentences. Which abilities are the most amazing? Check answers, asking each group to share what they talked about.

4 LISTENING

- a Give students 30 seconds to read the job advertisement and answer the question. Check the answer as a class.

Answer

a lot of things

- b 11.12 Before you play the recording, elicit or teach *school principal* (a person who is in charge of a school). Play the recording for students to listen for the general meaning and answer the question. Check the answer as a class, establishing the fact that Andy isn't a teacher.

Answer

No, he's not

Audioscript

- | | |
|---|--|
| CLAIRE Hi, Andy! I'm Claire, nice to meet you! | A No, I can't. I don't really like dancing, so I can't dance very well. |
| ANDY Hi, Claire! Nice to meet you, too. | C That's OK. And what about your teaching? |
| C Well, let's start. First question, what fun things can you do with the students? | A Teaching? |
| A Well, I can play the guitar. | C Yes, can you teach well? |
| C Great. And can you sing? | A What? Sorry. I'm not a teacher. I can't teach at all. |
| A Yes, I can. I can sing and play the guitar pretty well. Oh, and I can ride a horse very well. You wanted someone who can ride a horse. | C Really? But ... but did you read the advertisement? |
| C That's right – great! Now, our students also like parties and they like dancing. Can you dance well? | A Well ... kind of ... but not really. I just read some of the words "sing, dance, ride a horse ..." – you know ... |
| | C But we want teachers – English teachers. |
| | A Oh. Sorry! |

- c 11.12 Play the recording again for students to listen in more detail and complete the task. Students compare answers in pairs. Check answers as a class.

Answers

1 sing, play the guitar 2 ride a horse 3 dance 4 teach

5 GRAMMAR *can*: questions

- a **11.13** Individually, students complete the conversations. Play the recording for students to listen and check their answers. Check answers as a class by asking two pairs of students to read aloud the conversations.

Answers

- 1 can you, I can 2 Can you, I can't

- b **11.14** Students read the information in Grammar Focus 11B Part 2 on SB p. 134. Play the recording as indicated and ask students to listen and repeat. Students complete Exercise a in Part 2 on SB p. 135. Check answers as a class. Point out the use of *well* at the end of question 2 and the questions about two abilities (3, 5, and 6). Drill the questions. Tell students to go back to SB p. 91.

Answer (Grammar Focus 11B Part 2 SB p. 135)

- 1 Can you ride a horse?
- 2 Can he cook well?
- 3 Can they sing and play the guitar?
- 4 Can she draw pictures?
- 5 Can you speak both Japanese and Mandarin?
- 6 Can he drive a car and a bus?

FAST FINISHERS

Ask fast finishers to write more questions like the ones in Exercise a, including a question with *well* (e.g., *Can you swim well?*) and a question about two abilities (e.g., *Can you play soccer and basketball?*).

- c **11.15** **Pronunciation** Play the recording for students to notice when *can* and *can't* are stressed. Check answers as a class. Play the recording again for students to listen and repeat.

Answers

- 2 I can't dance very well.
4 Yes, I can.

- d In pairs, students practice saying the sentences in 5c. Then they underline the correct words to complete the rules. Check answers as a class.

Answers

- Can** isn't stressed in affirmative sentences and questions.
Can is stressed in negative sentences and short answers.

- e **11.16** Students complete the conversation. Play the recording for students to listen and check their answers. Check answers as a class by asking a pair of students to read aloud the conversation. Drill the questions in the conversation, then drill other questions with *Can you ... ?* (for example, *Can you swim? Can you ride a bike?*).

Answers

- A** Can Andy play the guitar?
B Yes, he can.
A And can he ride a horse?
B Yes, he can ride a horse very well.
A Can he teach?
B No, he can't teach at all.

- f Put students into pairs to practice the conversation in 5e. Monitor and check that they're pronouncing *can* or *can't* correctly according to its position in the sentence.

6 SPEAKING

- a Tell students that they can now practice using all the language from the lesson. In pairs, students write a question with *can* for each topic. If you think students need extra support, write some verbs on the board for them to use, e.g., *make, cook, play, run, swim, speak, pronounce, understand, paint*. With more confident students, try to elicit as many of these as you can. Monitor and help as necessary.

- b Put students into new pairs to ask and answer the questions. Tell them to look at the speech bubble and remind them to use *well, very well, pretty well*, or *(not) at all*. Monitor and take notes on any errors with the target language to correct at the feedback stage. Also, note the activities students in the class can and can't do.

- c Put students back into their original pairs so they can tell each other what they learned about their second partner. Monitor again and take notes on any more errors with the target language to correct at the feedback stage. Also, continue to note any abilities you hear students talking about.

Go through any errors with the class at the feedback stage. Then ask students to tell the class some of the things they found out about their partner. Finish the class on a positive note by telling the class things you heard students talking about, e.g., *A lot of people can play the guitar. Everybody can swim well or pretty well. A few people can swim underwater for a long time.*

LOA TIP REVIEW AND REFLECT

Books closed. Write on the board: ✓✓✓ = very well, ✓✓ = well, ✓ = pretty well, X = (not) at all. Then write these topics:

- 1 understand the texts in this book
- 2 understand the conversations in this book
- 3 understand books, newspapers, magazines, and websites in English
- 4 understand songs in English
- 5 understand TV shows and movies in English
- 6 speak English with students in this class
- 7 write short messages and emails in English

Individually, students think about how well they can do 1–7, marking each one ✓✓✓, ✓✓, ✓, or X. Ask students to compare their answers if it feels appropriate.

Close the activity by asking about the things on the board: *Which are pretty easy for you? Which are pretty difficult for you? Elicit some reasons why or why not.*

ADDITIONAL MATERIALS

Workbook 11B

Photocopiable activities: Grammar 11B, Vocabulary 11B, Pronunciation 11B

 OPTIONAL LEAD-IN

Ask students to look at the pictures on SB p. 92 of Carter, Leah, and their mom. Tell them to look at the pictures for 30 seconds. Books closed. Ask these questions and see how much the students can remember about the pictures.

- *Is Carter or Leah pointing to the menu? (It's Leah.)*
- *Who is wearing a blue t-shirt in picture a? (Carter)*
- *What color is the pan their mom is holding in picture b? (orange/red)*
- *Where are they in picture a? in b? (restaurant/kitchen)*

Books open. Ask a few students: *What else can you see in these pictures?*

1 LISTENING

- a**  Give students time to think about their answers to the questions, then put them into pairs to talk for one minute. Pairs share their answers with the class, with students reporting their partner's answers to the class.
- b**  Give students one minute to look at the pictures, read the two descriptions of the story, and guess which one is correct. Students compare their choices in pairs. Take a class vote on which summary students think is correct, but don't confirm the answer at this point.
- c**  **11.17** Play Part 1 of the audio recording for students to listen for the general meaning and see if they guessed the correct summary. Check the answer as a class, establishing that in this part of the story Carter and Leah have different *opinions* (a thought or belief about something).

Answer

2

Audioscript (Part 1)

- LEAH** Are you sure this restaurant is OK with you, Carter?
- CARTER** Sure! I love Indian food.
- L** Me too. And it's so nice to go out to dinner with my brother! So, did you talk to Mom today?
- C** Yes, for a long time. We had a nice chat.
- L** Oh, that's good. I need to call her.
- C** We can go visit her next weekend. What do you think?
- L** That's a good idea. Or maybe she can come visit and we can take her to this restaurant!
- C** Mom at an Indian restaurant? I don't think so.
- L** Why not?
- C** I don't think she eats Indian food.
- L** Maybe you're right. But she can try it.
- C** Yeah. So, what's good here? The beef?
- L** No, that's not my favorite. You should try the vegetable curry.
- C** Well ... OK.
- L** So, where's a good place to take Mom?
- C** What about the Italian restaurant near you?
- L** I don't think the Italian place is a good idea.
- C** Why not?
- L** You know. She can cook Italian food really well.
- C** Oh, right. I can hear her now. *You want to eat at a restaurant? You think I can't cook Italian food?*
- L** Yes! That's her!
- C** How about that new restaurant near here? It looks good.
- L** I'm not so sure. Isn't it for tourists?
- C** Well, maybe you're right. But it could be fun. So, where's the server? I'm hungry.
- L** Yeah, the service is slow here.

At the end of this lesson, students will be able to:

- understand conversations in which people talk about their opinions
- use appropriate expressions to talk about their own opinions
- recognize consonant clusters and pronounce them correctly
- give opinions on places to visit
- use pronouns in writing correctly
- write an email to a friend

- d**  **11.17** Give students time to read the questions. Play Part 1 of the audio recording again for students to listen in more detail and add *C* (for Carter) or *L* (for Leah) next to each sentence. Students compare answers in pairs. Check answers as a class. Check students understand the word *tourists* (someone who visits a place for pleasure and does not live there).

Answers

1 B 2 C 3 C 4 L 5 B 6 C

- e**  Ask the class: *Are there a lot of tourists in (the town or city you are in now)?* If students come from different places, add this question: *Do a lot of tourists visit your hometown?* In pairs, students talk about interesting places to visit in or near their hometown. Students share their answers with the class. Write some popular places on the board and leave them there to use later in the lesson.

2 USEFUL LANGUAGE
Talking about opinions

- a**  **11.18** Point to picture a and ask: *Do Carter and Leah have the same opinion or a different opinion?* (different) Individually, students categorize the eight expressions as a, b, c, or d. Play the recording for students to check their answers. Check answers as a class.

Answers

1 a 2 d 3 c 4 d 5 b 6 a 7 c 8 a

- b**  **11.18** **Pronunciation** Play the recording again for students to listen and underline the main stress in each sentence. Students compare answers in pairs. Check answers as a class. Play the recording again for students to listen and repeat. Make sure students are placing the main stress on the correct words.

Answers

- Where's a good place to take Mom?
- No, that's not my favorite.
- Maybe you're right.
- I don't think the Italian place is a good idea.
- It looks good.
- What about that new restaurant near here?
- I think you're right.
- What do you think?

- c**  **11.19** Individually, students categorize the four expressions as a, b, c, or d in 2a. Play the recording for students to check their answers. Check answers as a class. Establish the meaning of *agree* (have the same opinion). Elicit the negative form of this word (*disagree*).

Answers

1 c 2 a 3 a 4 d

- d 11.20 Individually, students put the words in the correct order to make sentences. Play the recording for students to check their answers. Check answers as a class.

Answers

- 1 We can go visit her next weekend.
- 2 What do you think of the new restaurant?
- 3 I think you're right.
- 4 I don't think so.
- 5 That's a good idea.

LOA TIP CONCEPT CHECKING

Drilling useful language for everyday English is more meaningful if you link it to the class's context.

Remind students of the places they discussed in 1e. Drill expressions for asking an opinion (*What do you think of ... ? What about ... ? What do you think? Do you like ... ?*) by saying *What do you think of (place)? What about (place)?* etc. for students to listen and repeat.

Next, point out that we use *I think ...* a lot for giving an opinion. Say some example opinions for students to listen and repeat, e.g., *I think (place) is beautiful. I think (place) is very interesting.* Again, link the opinions to places in the area to keep the drill meaningful.

Write a checkmark (✓) on the board and drill these expressions for having the same opinion: *Maybe you're right. I think you're right. Yes, I agree.* Use facial expressions (e.g., nod and smile) to show agreement.

Write an X on the board and drill these expressions for having a different opinion: *I don't think so. I don't think that's true. I don't think that's right. I'm not so sure. I don't agree.* Use facial expressions (e.g., shake your head or frown) to show disagreement.

Finally, give some simple opinions, e.g., *I think the weather is really nice today. I think your English is good. I think this classroom is very nice. I think this street is really clean.* Ask students to agree or disagree with them. Keep this stage as light-hearted as you can, encouraging students to have different opinions and use different expressions.

- e Ask students to read the conversation to find out what the pair are talking about (*learning languages*). Elicit the different aspects of learning a language (*grammar, vocabulary, pronunciation, listening, speaking, reading, writing, everyday expressions*). Give students time to read the conversation, think of their opinions, and complete the conversation with their own ideas. Monitor and check that students are using the expressions correctly.
- f In pairs, students practice the conversation in 2e, taking turns being A. Listen and check that they're pronouncing the expressions correctly. Nominate one or two more confident pairs to read their conversations for the class. Then take the opportunity to find out what your students think is difficult about learning English and what's not so difficult.

3 PRONUNCIATION Consonant clusters

- a 11.21 Play the recording for students to notice how the marked letters are pronounced. Ask: *Which word has some silent letters?* (right) Play the recording again for students to listen and repeat. Monitor and check that students are pronouncing the consonant clusters correctly.

- b 11.22 Give students time to look at the words and sounds in the task. Then play the recording for them to listen and match the marked letters with sounds a–f. Play the recording again if necessary. Check answers as a class.

Answers

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

- c Put students into pairs to practice saying the words. Monitor and check that students are pronouncing the consonant clusters correctly.

4 SPEAKING

» Tell students that they can now practice using all the language from the class with a partner in a conversation about places to visit. Divide the class into pairs and assign A and B roles. Student As look at the information on SB p. 113, which gives them their opinions, and prepare what to say. Student Bs do the same on SB p. 114. Tell them to begin their conversation using the speech bubbles, and then to continue using expressions from the lesson and the opinions from their role. Monitor and write down any common mistakes/errors with the language from this class to deal with when giving feedback. Tell students to go back to SB p. 93.

EXTRA ACTIVITY

To give students more personalized practice in agreeing and disagreeing, write this list on the board for students to copy:

- a place
- a food or drink
- an object
- an activity

For each item in the list, students either find a picture of one in the SB or think of their own example and take notes of their opinion of it.

Put students into groups of three. Students take turns giving their opinion about examples of things on the list. (e.g., *Look at page 51. I think this city is very beautiful.*) The other two students use expressions from the book to show that they agree or disagree.

5 WRITING

- a Give students two minutes to read Leah's email to a friend and answer the question. Ask them to look for the three main topics that Leah writes about. Students compare answers in pairs. Check the answer as a class.

Answer

There are a lot of things she can do in Ann Arbor. She's making new friends there. It's good to have her brother in the city.
Her apartment is comfortable.
She can walk to class every day.

b >>> Students go to Writing Plus 11C on SB p. 163. Read the information in Exercise a as a class. Individually, students do Exercises b and c. Check answers as a class. Tell students to go back to SB p. 93.

Answers (Writing Plus 11C SB p. 163)

- b** 1 her 3 They 5 He 7 You 9 it
2 She 4 them 6 he 8 It
- c** 1 She, it 3 They, him 5 me
2 it, us 4 We 6 He, her, she, him

 **FAST FINISHERS**

Ask fast finishers to circle all the pronouns in Leah’s email on SB p. 93 and to think about what or who each pronoun is about.

c Give students 5–10 minutes to read the notes and write an email to a friend about their life now. Monitor and check that students are using subject and object pronouns correctly.

d Students switch their email with a partner and read their partner’s email. They then tell their partner what they think is interesting about their partner’s life before sharing this information with the rest of the class at the feedback stage.

 **ADDITIONAL MATERIALS**

Workbook 11C
Unit Progress Test
Photocopiable activities: Pronunciation 11C

UNIT 11

Review

1 GRAMMAR

- a** Write this fill-in-the-blank sentence on the board: *This cake is for ____!* Elicit all the possible pronouns that could finish the sentence (*me, you, us, him, her, them*). Individually, students complete the sentences with the correct pronoun. Check answers as a class.

Answers

1 me 2 them 3 her 4 us 5 him 6 you 7 it

EXTRA ACTIVITY

Copy these speech bubbles on the board:

1 Can you help us?	4 I know him!
2 Look at me!	5 Stop them!
3 I don't understand you.	6 Why don't you turn it off?

Ask students to identify the object pronouns in each sentence (1 *us*, 2 *me*, 3 *you*, 4 *him*, 5 *them*, 6 *it*). Then ask: *Who is saying each sentence? Why? What's happening? What do you think?* Students discuss their ideas in pairs. Pairs share their answers with the class. (Suggested answers: 1 *some people are lost in a new place*, 2 *a young child is riding a bike for the first time*, 3 *you are speaking*, 4 *you see a friend on TV*, 5 *two people are running away with your money*, 6 *your friend's phone is on*) Do students have similar or very different ideas?

- b** Students look at the chart and complete the conversation with the words and phrases below it. Students compare answers in pairs. Check answers as a class by asking two students to perform the conversation. Remind students that *can* is stressed in questions, negatives, and short answers, but not in affirmative sentences. In pairs, students practice reading the conversation.

Answers

1 Can 2 he can't 3 can 4 can 5 Can she 6 she can 7 can 8 can't 9 Can you 10 I can

- c** In pairs, students ask and answer questions with *Can you ... ?* about the activities in 1b. Monitor and check that students are using and pronouncing *can* correctly.

FAST FINISHERS

Ask fast finishers to ask their partner questions with *Can ... ?* about friends and family members. They can look at Vocabulary Focus 11B on SB p. 155 for ideas, e.g., *Can your brother drive a car? Can your friends dance?*

2 VOCABULARY

- a** Write these questions on the board: 1 *Which places does the writer mention?* 2 *Where does he live now?* 3 *Which family members does he write about?* Give students one minute to read the text and find out. Tell them not to worry about the blanks at the moment. Check answers as a class (1 *London, England, Michigan, Atlanta*, 2 *Michigan*, 3 *his parents and his wife*). Give students two minutes to read the text again and add the verb phrases in the correct form. Students compare answers in pairs. Check answers as a class.

Answers

1 was born 2 grew up 3 finished school 4 went to college 5 got married 6 died 7 had a baby boy

- b** Individually, students complete the verb phrases in the chart with words in the box. Check answers as a class.

Answers

1 basketball 2 songs 3 walls 4 a motorcycle 5 to work 6 dinner

- c** Write *I ... every day, I sometimes ... , and I never ...* on the board and give a few examples of your own using the verb phrases in 2b, e.g., *I sometimes play cards. I never play basketball*. In pairs, students talk about how often they do the activities in 2b. Invite students to share their answers with the class, asking students to report back anything surprising they learned about their partner.

3 SOUND AND SPELLING

- a** **11.23** Students underline the main stress in each of the words. Play the recording for them to listen and check their answers. Check answers as a class. In pairs, students practice saying the words. Monitor and correct their pronunciation as necessary.

Answers

thirteen	nineteen
fifteen	twenty
sixty	fourteen
forty	seventy
ninety	thirty
eighteen	eighty

- b** **11.24** Students decide whether the marked sounds are the same or different in each pair of words. Play the recording for them to listen and check their answers. Check answers as a class. In pairs, students practice saying the words, making sure they pronounce the marked sounds the same in every pair. Monitor and correct as necessary.

Answers

1 S 2 S 3 S 4 S 5 S 6 S

LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied, and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook and the Photocopiable activities.

UNIT 12

PLANS

UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand information, texts, and conversations about future plans
- exchange and convey information about future plans
- understand conversations in which people make and accept invitations and do so themselves
- write an invitation

UNIT CONTENTS

G GRAMMAR

- *be going to*: affirmative and negative
- *be going to*: questions

V VOCABULARY

- Months: *January, February, March, April, May, June, July, August, September, October, November, December*
- Future time expressions: *on the weekend, in (March) / (the winter) / (two weeks), next (March) / (Monday) / month / week / (summer), on (Friday), this afternoon / evening / (March) / month / (summer) / (Wednesday) / week / weekend, tomorrow*
- Ordinal numbers: 1st–31st
- Common verbs and collocations: *clean a room / your apartment, do laundry, do yoga, do your homework, exercise at the gym, go to the beach, go to a museum, invite someone to a party, invite someone for a meal, make a cake, play sports, use a computer, use the Internet, visit a friend, visit Paris*
- Language Plus: the date

P PRONUNCIATION

- Sentence stress
- *going to*
- Sound and spelling: /v/ and /w/
- Sound and spelling: oo

G COMMUNICATION SKILLS

- Talking about future plans
- Asking and answering about future plans
- Making and accepting invitations
- Writing an invitation
- Writing Plus: Paragraphs

GETTING STARTED

OPTIONAL LEAD-IN

Ask students to imagine they're going on vacation to one of the countries on SB p. 9. Give them a few minutes to write a list of four items to take with them. Tell them to move around the classroom trying to find someone who chose the same country as them and compare lists. Students share answers with the class.

a Elicit an initial response to the picture.

Do students think it's funny? Why? Put students into pairs to look at the picture and discuss questions 1–3. Monitor and notice whether students attempt to use *going to* in questions 1 and 3 but don't correct any errors at this stage. Ask pairs to share their answers with the class and write students' suggested answers on the board. If you wish, give students information from the Culture Notes.

EXTRA ACTIVITY

Write these sentences on the board:

- A *Maybe he booked the hotel online?*
- B *I always pack too much!*
- C *Maybe the man's going to play golf.*
- D *They have a lot of bags!*
- E *I usually forget things!*
- F *A hotel with a swimming pool.*

CULTURE NOTES

Some may say that packing is a personal thing, that each person knows what is best for their vacation, but specialists say there is a science to the process. Here are two important tips:

The first trick is to apply the “5, 4, 3, 2, 1” rule. For a week-long trip, it consists of: Five pairs of socks and underwear, four tops, three bottoms, two pairs of shoes, and one hat.

The second tip involves how you fold your clothes. According to the organizing expert Marie Kondo, you have to create flat rectangles with your clothes and stack them on top of each other.

b Check that students understand *pack*, using mime if necessary. Teach or elicit *too much* by drawing a simple suitcase on the board and saying: *I'm going on vacation for two days. I want to take ten books, a laptop, a tablet, six pairs of shoes, five pairs of jeans. It is too much or not enough?* (too much) Then, say: *I'm going on vacation for two weeks. I want to take one T-shirt, one pair of jeans and that's all. Is it too much or not enough?* (not enough)

Put students into pairs or small groups to answer the questions. Invite students to share their answers with the class, encouraging students to tell the class what their partners said.

Exercises **a** and **b** can be prepared as homework before this lesson to give students time to look up unfamiliar vocabulary. Ask students to look at the picture and to prepare their answers to the questions as homework to talk about in the next class.

At the end of this lesson, students will be able to:

- understand a text about a TV reality show
- use *be going to* in affirmative statements correctly
- use a lexical set of months and future time clauses correctly
- use ordinals correctly to say the date
- understand three people talking about vacation plans
- use *be going to* in negative statements correctly
- talk about vacation plans



OPTIONAL LEAD-IN

Write these statements about vacations on the board:

- *I go on vacation every year.*
- *I always go on vacation with other people.*
- *I never go to other countries on vacation.*
- *I sometimes go on vacation alone.*
- *I like TV shows about traveling.*
- *I went on a good vacation last year.*
- *I would like to travel somewhere new this year.*

Give students one minute to think about whether these statements are true or false for them. Put students into pairs or small groups to compare their ideas for two minutes, giving more details where possible. Pairs share their answers with the class.

1 READING

- a** Give students time to think about things that are important to them. Put them into pairs to talk for one minute. Pairs share their answers with the class.
- b** Point to the picture and ask: *What are they doing?* (They're hiking in the mountains.) Tell students to look at the question. Check that students understand *fun* (something that you enjoy), *dangerous* (it can hurt or kill you), and its opposite, *safe*. Give one minute for students to read *Danger Zone* quickly for general meaning and to answer the question. Check the answer as a class. Point out that *danger* is the noun and *dangerous* is the adjective (so it's a quality given to a situation or a person).

Answer

a dangerous competition

- c** Give students two minutes to read the text again in more detail and answer the questions. Students compare answers in pairs. Check answers as a class. Teach the phrase *reality TV* for shows like this. If you wish, give students information from the Culture Notes. Ask students to name some reality TV shows. Ask: *Do you sometimes watch TV shows like this? Why / Why not?*

Answers

- 1 They go and live in the mountains.
- 2 No, they don't. Every day they do something difficult and sometimes dangerous. It's usually cold and wet, and they don't have a lot of food.
- 3 A prize of \$25,000.



CULTURE NOTES

Reality TV is a genre in which ordinary people (non-celebrities) are filmed for TV in unscripted situations.

The genre began in the 1940s with shows like *Candid Camera*, in which unsuspecting members of the public were secretly filmed by hidden cameras while practical jokes were played on them. Later, in the 1970s, producers started making observational documentaries like *The Family*, which recorded the day-to-day activities and conversations of ordinary people.

It was from the year 2000 onward that reality TV became really popular, with the debut of shows like *Big Brother* in which ordinary people in unfamiliar environments face increasingly difficult challenges. Contestants are voted for by the public until one winner is left. In talent shows like *The Voice* and *American Idol*, professional judges are involved, as well as the TV audience.

Some people criticize reality TV for not being as "real" as it claims to be. Situations are often deliberately created by the producers to generate conflict, and editing can change the appearance of what really happened in order to add drama to a show. In other cases, producers may even actually stage fake scenes which are then presented to the viewer as "real."

- d** Students read the people's ideas for after the show and choose the best one. In pairs, students compare their opinions. Pairs share their answers with the class. Which idea do most people in the class like best?

2 GRAMMAR *be going to*: affirmative

- a** **12.01** Books closed. Write on the board: *I'm _____ to have a big cup of coffee.* and ask: *What's the missing word? Can you remember Manuela's sentence?* Try to elicit the missing word (*going*). If you can't, ask students to look again at SB p. 96. Books open. Students complete Mason's sentences with the words in the box. Play the recording for students to listen and check their answers. Check answers as a class.

Answers

1 going 2 to 3 are

- b** Discuss the question as a class. Make sure all students understand *the future* (after now) by comparing with *now* and *the past* (before now).

Answer

the future

CAREFUL!

When using *be going to*, students at this level often leave out *be*, e.g., *We going to start at 3:30*. (Correct form = *We're going to start at 3:30*.) They may also use *go* instead of *going*, e.g., *I'm go to have a sandwich*. (Correct form = *I'm going to have a sandwich*.) They may omit *going* completely, e.g., *I'm to do my homework*. (Correct form = *I'm going to do my homework*.) Another common error is using the verb form *to + -ing* instead of the infinitive form, e.g., *I'm going to working on a farm*. (Correct form = *I'm going to work on a farm*.) Some students may use *will* where *be going to* would be correct, e.g., *I will take a hot bath*. (Correct form = *I'm going to take a hot bath*.)

- c **12.01 Pronunciation** Play the recording again for students to listen to the sentence stress and pronunciation of *going to* and answer the questions. Check answers as a class. In pairs, students practice saying the sentences. Monitor and check that students are pronouncing the sentences correctly.

Answers

- 1 the main verb 2 No, we can't.

- d **12.02** Students read the information in Grammar Focus 12A Part 1 on SB p. 134. Play the recording where indicated and ask students to listen and repeat. Students complete Exercise a in Part 1 on SB p. 135. Check answers as a class. Tell students to go back to SB p. 96.

Answers (Grammar Focus 12A Part 1 SB p. 135)

- a
1 going to eat 3 going to watch 5 going to go
2 going to clean 4 going to wear

FAST FINISHERS

Ask fast finishers to think of different sentences with *be going to* for 1–5 in Exercise a, e.g., *I'm hungry. I'm going to make lunch. It's very hot. I'm going to open the window.*

- e Give students one or two minutes to write three sentences with *be going to* about their plans for after class. Write some verbs on the board if you think students need support (e.g., *meet, eat, have, watch, play, call, talk to, drive, take*). Monitor and help or correct as necessary.
- f Put students into small groups to compare their sentences. If space allows it, get the students moving around the classroom and talking to other students. Ask pairs to share their answers with the class, asking students to report who has the same plans as them.

EXTRA ACTIVITY

Remind students of the everyday objects and activities they talked about in 1a. Say: *Imagine you are on the TV show Danger Zone. What are you going to eat or do after the show ends? Choose three things.* Put students into pairs to talk about their plans with *be going to*, e.g., *I'm going to eat a lot of chocolate.* Ask students to report their partner's plans to the class, e.g., *Anita's going to watch TV in bed.*

VOCABULARY

Months and future time expressions; Ordinal numbers

- a Remind students that *9 a.m.* means nine o'clock in the morning, and *9 p.m.* means nine o'clock in the evening. Point to *Monday a.m.* on the timeline and say: *It's Monday morning.* Individually, students put the future time expressions 1–6 in the correct place on the timeline. They write the numbers under the relevant square or squares on the timeline. Check answers as a class.

Answers



Language Plus The date

Give students time to read the information. Point out the use of *on* with dates, e.g., *on April 30th*. Drill the dates in the book (*August fifth, March twentieth*).

Write today's date on the board in numbers and ask students to say it. Elicit or teach the ordinal numbers *first, second, third, fourth, and fifth*.

Write on the board: *March 1st–5th*. Use the thumb and fingers of one hand to count and drill *March first, March second, March third, March fourth, March fifth*.

- b **12.03–12.05** Students complete the exercises in Vocabulary Focus 12A on SB p. 156. Play the recording for Exercise a (Months and future time expressions) for students to listen and repeat the months. In Exercise b, students talk about the seasons in their country. Share answers with the class. Play the recording in Exercise c for students to listen and repeat the time expressions. Students do Exercise d individually. Check answers as a class. Give students one minute to think and write their answers in Exercise e. Put students into pairs to compare their sentences. Check answers as a class.

Play the recording for Exercise a (Ordinal numbers) for students to listen and repeat the ordinal numbers. Point out that we always pronounce the *th* at the end of ordinal numbers as /θ/. Put students into pairs for Exercise b. Monitor and check that students are pronouncing *th* correctly. Tell students to go back to SB p. 97.

Answers (Vocabulary Focus 12A SB p. 156)

- d
1 Thursday 3 three months, June, winter
2 Thursday, June, winter, year 4 Thursday, June, winter, year

- c In pairs, students ask and answer the questions. Monitor and check that students are using *on* and pronouncing the dates correctly. Students share answers with the class.

EXTRA ACTIVITY

Write these dates on the board as numerals in month/day format: *10/19, 01/02, 05/31*. Elicit the spoken form (*October nineteenth, January second, May thirty-first*). Give students one minute to write five dates that are important to them in the same month/day format. Put students into pairs to talk about why each date is important to them. Monitor and check that students are pronouncing the ordinal numbers and months correctly.

4 LISTENING

- a 12.06 Point to the three pictures and ask: *What things and places can you see?* (e.g., a boat on the ocean, fruit on a farm, a kitchen) Play the recording for students to listen for general meaning and answer the question. Check the answer as a class.

Answer

P picture c A picture a G picture b

Audioscript

PAOLA This summer, I'm not going to have a normal vacation. I'm going to do something different. I read about a cooking school in the mountains. I'm going to learn how to cook really well. It's a two-week course. I think it's going to be fun!

GAZE Most summers I go to another country – last year I went to Munich in Germany. This summer, I'm not going to travel abroad. I'm going to stay here in Minnesota. I'm going to live on a farm, and I'm going to work there. They're not going to pay me, but it's not important to me. I want to do something different and be outside all day.

AZRA Every summer my family normally gets a house near the beach, and we spend the vacation there. But we're not going to do that this year. For a change, we're going to go on a trip to Italy. There's a boat that goes along the coast of Italy. They say it's a very beautiful trip.

- b 12.06 Give students time to read the three sentences and make sure they understand the meaning of *trip* (a journey to another place and back). Play the recording again for students to listen in more detail and decide if the statements are true or false. Students compare answers in pairs. Ask them to correct the false statement. Check answers as a class.

Answers

1 F (This is Paola's first cooking course.) 2 T 3 T

- c Put students into pairs to discuss the questions. Ask pairs to share their answers with the class.

5 GRAMMAR *be going to: negative*

- a 12.07 Ask students to complete the two sentences. Play the recording for students to check their answers. Ask: *Do we stress the word "not" and "re not" in these sentences?* Play the recording again for students to listen and check (Yes, we do.). Play the recording again for students to listen and repeat.

Answers

1 I'm not going to have a normal vacation.
2 We're not going to do that this year.

- b 12.08 Students read the information in Grammar Focus 12A Part 2 on SB p. 134. Play the recording where indicated and ask students to listen and repeat. Students complete Exercises a and b in Part 2 on SB p. 135. Check answers as a class. Put students into pairs to practice the conversation in b. Tell students to go back to SB p. 97.

Answers (Grammar Focus 12A Part 2 SB p. 135)

a

1 He's going to do his homework on the weekend.
2 We're not going to visit my parents next week.
3 I'm going to have a party on Friday night.
4 They're not going to play soccer on Saturday.
5 She's not going to cook dinner this evening.
6 We're going to meet some friends tomorrow evening.

b

1 'm going to stay 4 'm going to read 7 'm going to go
2 'm going to cook 5 'm not going to cook 8 'm going to have
3 'm not going to watch 6 'm going to get

- c 12.09 Individually, students complete the conversations. Play the recording for students to listen and check their answers. Check answers as a class.

Answers and audioscript

1

A After class, I'm not going to do my homework.

B Why not?

A I'm tired. I'm going to do it tomorrow.

2

C After class, I'm not going to go home.

D Why not?

C I'm going to meet friends at a café.

- d In pairs, students practice the conversations in 5c. They then change the conversations, using their own ideas. If students need help thinking of ideas, write these words and phrases on the board: *use my phone, do anything, eat anything, speak English, go outside*. Ask a couple of confident pairs to say their versions in front of the class.

6 SPEAKING

- a Tell students that they can now practice using all the language from the lesson. Give them one minute to write two things they're going to do on their next vacation, using the ideas in the book. Monitor and help as necessary.

LOA TIP MONITORING

Speaking activities work best when students are motivated. This can be achieved by ensuring all students feel confident that they have prepared plenty of things to say. Monitoring at the preparation stage can be a useful way to find out which students need a little extra support when preparing ideas. Go around the class looking out for anyone who isn't taking many (or any) notes. Stop and take time to give them some ideas or suggest places in the book where they might find their own. The Vocabulary Focus section at the end of the Student's Book is often a good source of ideas, especially as by this stage in the course, students have completed almost all the exercises there.

For Exercise 6a and the extra activity at the end of the lesson, direct students who need extra support to Countries and nationalities (1A and 1B) on SB p. 136, Places in a town (5A) on SB p. 144, Hotels (5B) on SB p. 138, Daily routine (6B) on SB p. 146, Clothes (7B) on SB p. 148, Free time activities (8B) on SB p. 150, Transportation (9A) on SB p. 151, and Abilities (11B) on SB p. 155.

- b Give students another minute to write two things from their everyday life they *aren't* going to do on their next vacation. You may wish to remind them about Julian's trip on SB p. 73 (*He didn't stay in a hotel, he didn't go to big cities, he didn't drive*, etc.). Monitor and help as necessary.
- c Put students into small groups to tell other students about their vacation plans. Do they all have the same ideas? Groups share their answers with the class.

💡 EXTRA ACTIVITY

Divide the class into three or four groups and give them 5–10 minutes to plan a vacation together in either a very hot or a very cold country. Write these questions on the board for the groups to think about:

- *Where are you going to stay?*
- *What are you going to take on vacation? What are you not going to take?*
- *What kinds of transportation are you going to use? What are you not going to use?*
- *What are you going to do there? What are you not going to do?*

Monitor as the groups prepare their ideas. Stop and get involved with each group for a short time. Show enthusiasm for their ideas and suggest other ideas to get them thinking. The more motivated students are at this stage, the more successful the speaking stage itself will be (see Monitoring). After five or ten minutes, ask one person in each group to tell the rest of the class about their group's vacation plan. They should try to persuade the other groups that theirs is a good plan. The other groups listen carefully and ask one or two questions about the plan. Encourage all group members to answer the questions, not just the presenter. Notice whether students are attempting to use questions with *going to*, but don't correct errors at this stage.

At the end of all the presentations, take a class vote to find out which vacation is the most popular (students can't vote for their own vacation).

⊕ ADDITIONAL MATERIAL

Workbook 12A

Photocopiable activities: Grammar 12A, Vocabulary 12A, Pronunciation 12A

12B

WHAT ARE YOU GOING TO DO THIS WEEKEND?

At the end of this lesson, students will be able to:

- understand a text about using your weekends well
- use a lexical set of common verbs and collocations correctly
- understand a conversation between friends about plans for the weekend
- use *be going to* in questions correctly
- ask and talk about plans for the future

💡 OPTIONAL LEAD-IN

Books closed. Write *TIME* on the board with these words around it: *afternoon, minute, season, day, hour, week, year, month, weekend*.

Ask students to put the words in order from a short period of time to a long period of time. You may wish to draw a horizontal line on the board and put *minute* at the left end and *year* at the right end. Check answers as a class (from short to long: *minute, hour, afternoon, day, weekend, week, month, season, year*).

Ask the following questions:

- *How many minutes are there in an hour? (60)*
- *How many hours are there in a day? (24)*
- *How many days are there in a week? (7)*
- *How many months are there in a year? (12)*
- *How many weekends are there in a year? (52)*
- *How many hours are there in your weekend?*

1 READING

- a**  Put students into small groups to read the sentences and tell each other which are true for them. Groups share their answers with the class.
- b** Give students one minute to read *Only 4,000 Weekends in Your Life!* for general meaning and choose the sentence in 1a which matches the writer's main idea. Students compare answers in pairs. Check the answer as a class.

Answer

3 It's important to use the time well on the weekend.

- c**  Put students into pairs to talk about which things in the picture Laura says are good to do on the weekend and which aren't good to do. Tell students to look at the text again if necessary. Check answers as a class.

Answers

Good things: a play some music, c plan three to five activities to do and write them down, e go for a run

Not good things: b sit on the sofa and watch TV, d clean your house or apartment

- d Give students one minute to read Wendy's, David's, and Rachel's plans for the weekend and match them with the first three ideas in the text. Check answers as a class.

Answers

1 Rachel 2 David 3 Wendy

- e  Put students into pairs to discuss what they think about Laura's ideas. Tell them that the information comes from a real book about managing your free time called *What the Most Successful People Do on the Weekend*. Ask: *Would you like to read the book? Why / Why not?* If you wish, give students information from the Culture Notes.

 EXTRA ACTIVITY

Remind students about this idea from Laura's book: *Write a list of 100 "big" things you'd like to do in your life*. Tell students that some people call this a *bucket list* (see Culture Notes).

Give students two minutes to write a short bucket list of five "big" things they'd like to do in their life. Put them into groups to compare their lists. If you have space, get the students up and walking around the classroom to do this. If students hear good ideas, they can add them to their lists.

Share answers with the class, asking students if there is one thing on their list they can do this weekend.

 CULTURE NOTES

Time management and "bucket lists"

In her self-help book about time management, *What the Most Successful People Do on the Weekend* (2012), Laura Vanderkam suggests ways to help you make the most of your free time by focusing on what really matters to you and setting time aside to do it.

One way of identifying personal priorities is to write a "bucket list" (a list of things to do before you die). This word comes from the informal expression *kick the bucket* (to die). Typical items on a bucket list include traveling to interesting places, traveling by unusual forms of transportation, learning new skills, and doing extreme sports.

2 VOCABULARY

Common verbs and collocations

- a  **12.10** Students match the verbs in the box with the words and phrases to make common verb phrases and collocations. Play the recording for students to check their answers. Check answers as a class.

Answers

1 do 3 visit 5 paint 7 use 9 play
2 invite 4 make 6 clean 8 go

- b Give students one minute to read the text and lists on SB p. 98 again and find examples of each verb in 1a. Check answers as a class.

Suggested answers

1 do yoga
2 invite some friends for dinner
3 visit Paris
4 make a cheesecake
5 paint my room
6 clean your house or apartment
7 use your computer
8 go for a (long) run
9 play basketball (with friends)

- c  Give students time to think about what they always/often/sometimes/never do on the weekend. Put them into pairs to compare and discuss their ideas. Invite pairs to share their answers with the class, asking students to tell the class what they and their partner both do, or do differently on the weekend.

- d  **12.11** Students go to Vocabulary Focus 12B on SB p. 157. Play the recording for Exercise a for students to listen and repeat the verbs and their past forms. Students complete Exercise b. Check answers as a class. Give students one minute to do Exercise c. Tell them to use the simple past with a past time expression (e.g., *I visited a friend yesterday*), the simple present with *always/sometimes/never* (e.g., *I always use a computer*) or *be going to* + a future time expression (*I'm going to go to the beach tomorrow*). Monitor and help as necessary. Students tell a partner their sentences. Are any of their sentences the same? Pairs share their answers with the class. Tell students to go back to SB p. 99.

Answers (Vocabulary Focus 12B SB p. 157)

b

1 plays
2 invite
3 paint
4 visited
5 make
6 does
7 use

- e **Sound and spelling /v/ and /w/**

 **12.12** For Exercise 1, play the recording for students to listen to the pronunciation of the two sounds and words. Ask: *Are your teeth on your lips for the /v/ sound or the /w/ sound? (/v/).* Play the recording again for students to listen and repeat.

 **12.13** For Exercise 2, play the recording for students to listen to the words and practice saying them.

3 LISTENING AND GRAMMAR

***be going to*: questions**

- a  **12.14** Point to the picture of Lee and Marcus (the two men) in the picture. Say: *Lee and Marcus are talking to their friend Marina about their plans for the weekend*. Ask: *Do they know exactly what they are going to do?* Point to *No plan* and elicit *No*. Ask the question again and point to *Clear plan* to elicit *Yes*. Play the recording for students to listen and write Lee's and Marcus's names on the line. Students compare answers in pairs.

Answers

Lee Marcus
no plan ← → clear plan

Audioscript

CONVERSATION 1

MARINA What are you going to do this weekend, Lee?

LEE Oh, I don't know. Nothing much.

M Are you going to go out?

L I'm going to see a movie.

M What movie are you going to see?

L I don't know yet. I don't know what's playing.

M What about Sunday?

L Well, I'm going to go out somewhere ... maybe. I'll see what the weather's like.

CONVERSATION 2

MARINA So what are you going to do this weekend, Marcus?

MARCUS Well, on Saturday I'm going to get up early, and I'm going to go for a run. Then I'm going to go shopping.

M What are you going to buy?

M Well, I want to buy a new jacket and some shoes. And in the evening, I'm going to meet some friends for dinner.

M Where are you going to go?

M There's a new restaurant called *Sandy's*. We're going to go there. And on Sunday, I'm going to play tennis.

- b** **12.14** Play the recording again for students to listen and check the things they know from listening to the conversations. Students compare answers in pairs. Check answers as a class.

Answers

- 3 Marcus's shopping plans
- 4 the name of the restaurant Marcus is going to go to
- 5 Marcus's plans for Sunday

- c** **12.15** Individually, students choose the correct questions. Play the recording for students to check their answers. Check answers as a class. Play the recording again for students to listen and repeat. Monitor and check that students are pronouncing the questions correctly.

Answers

- 1 a 2 b

- d** **12.16–12.17** Students read the information in Grammar Focus 12B on SB p. 134. Play the recording where indicated and ask students to listen and repeat. Students complete Exercises a and b on SB p. 135. Check answers as a class. Tell students to go back to SB p. 99.

Answers (Grammar Focus 12B SB p. 135)

a

- 2 What are you going to do this evening?
- 3 Are they going to go to Italy next summer?
- 4 When are you going to have lunch?
- 5 How is she going to get to the airport?
- 6 When are we going to clean the apartment?

b

- 1 Are you going to stay
- 2 is she going to buy
- 3 Are you going to go
- 4 are they going to invite
- 5 Is he going to watch

FAST FINISHERS

Put students into pairs to practice saying the five mini-conversations in Exercise b. Tell them to repeat the conversations, using their own ideas to change the answers, e.g., *A: Are you going to stay home tonight? B: Yes, we are. We're going to watch a movie.* Ask some pairs of students to read one or two of their new conversations to the class.

- e** **12.18** Individually, students put the words in the correct order to make questions. Play the recording for students to listen and check their answers. Check answers as a class.

Answers

- 1 What are you going to do this weekend?
- 2 Are you going to go out?
- 3 What movie are you going to see?
- 4 What are you going to buy?
- 5 Where are you going to go?

- f** Divide the class into pairs and assign A and B roles. Student A is Lee. Student B is Marcus. Ask: *Who doesn't have clear plans for the weekend?* (Lee). Elicit or teach some of the expressions Lee uses to show this. (*Oh, I don't know. Nothing much. I don't know yet. I'm going to go out somewhere ... maybe.*) Write these expressions on the board and drill them. Then drill some of Marcus's "clear" statements, e.g., *I'm going to go shopping. I'm going to play tennis.* Put students into pairs to have the conversations. Student B asks Lee questions 1, 2, and 3 in 3e. Student A asks Marcus questions 1, 4, and 5 in 3e. Monitor and check that students are saying the questions correctly and that they are expressing Lee's uncertainty and Marcus's certainty in their answers. When they've finished, correct any errors as a class and drill the "clear" and "not clear" statements again. Then ask students to repeat the conversations, taking the opposite roles this time.

4 SPEAKING

- a** Tell students that they can now practice using all the language from the lesson. Give them two minutes to write questions to ask their partner using the ideas in the book and *be going to*. Monitor and check that they're forming the questions correctly.

Suggested answers

- What are you going to do this evening?
What are you going to do on your next birthday?
What are you going to do on the weekend?

FAST FINISHERS

Ask fast finishers to write more *be going to* questions to ask their partner (e.g., about vacations, next week, next year). Encourage them to use other question words too, e.g., *How are you going to get home after class?*, *When are you going to do your homework?*

- b** In pairs, students ask and answer their questions in 4a. Remind them to use expressions like *Nothing much*, *I don't know*, and *Maybe* if they don't have clear plans. Students listen to their partner and mark their plans on the line in 3a. Monitor and write down any errors with the target language to deal with at the feedback stage.
- c** Ask students to compare their lines with other students'. Who has clear plans for the future? Who doesn't? Invite pairs to share their answers with the class, asking students to give some examples of their partner's plans.

LOA TIP REVIEW AND REFLECT

Write these things on the board:

- 1 look again at all the grammar in Units 1–12
- 2 look again at all the vocabulary in Units 1–12
- 3 study English at the A2 level
- 4 visit an English-speaking country
- 5 take exams in English in the future
- 6 use English for study in the future
- 7 use English for work in the future
- 8 use English for fun in the future

Then write this key:

✓ = yes

? = maybe

X = no

Give students time to look at each point on the board and mark them according to the key.

Put students into pairs to ask and answer questions with *be going to* about the ideas on the board, e.g., *Are you going to study English at the A2 level? Maybe.*

Ask pairs to share their answers with the class. Nominate a few pairs to tell the class the things they *are* both going to do and the things they both *aren't* going to do.

⊕ ADDITIONAL MATERIAL

Workbook 12B

Photocopiable activities: Grammar 12B, Vocabulary 12B

12C

EVERYDAY ENGLISH Do you want to watch the game?

At the end of this lesson, students will be able to:

- understand conversations in which people make and accept invitations
- use appropriate phrases for making and accepting invitations
- recognize the way the letters *oo* can sound
- invite other people to do something
- use paragraphs correctly
- write an invitation

💡 OPTIONAL LEAD-IN

Books closed. Write on the board:

INVITATION

dinner party

8 p.m. @ my house

Say to students: *You're going to have a dinner party at your house. You can invite five people, famous or not famous, from the past or from now. Who are you going to invite? Why?*

Give students one minute to make a list of dinner guests. Put students into small groups to compare and talk about their guest lists. Groups share their answers with the class. Ask: *Which of these dinner parties would you like to go to? Why?*

1 LISTENING

- a Give students time to think about their answers and encourage them to think of anything else they do when they invite friends to their homes.
- b  Put students into pairs to talk about their ideas in 1a. Pairs share their answers with the class.
- c Point to the pictures and ask: *What's Ryan doing? What do you think Carlos is inviting him to do?* Elicit students' ideas and write them on the board. Don't confirm the answer at this point.

- d **12.19** Play Part 1 of the audio recording for students to listen for the general meaning and check if their guess in 1c was correct. Check the answer as a class. Ask: *When Carlos invites Ryan to watch a movie, does Ryan say yes or no?* (Ryan says no because he has plans to watch a football game at a friend's house.)

Answer

Ryan invites Carlos to watch a football game.

Audioscript (Part 1)

- | | |
|---|---|
| CARLOS Hi, Ryan? | C Sure. OK. |
| RYAN Hi, Carlos. | R Hey, wait. Do you like football? |
| C How are you? | C Football? Of course! I'm from Spain. We love football. |
| R Good, good. How about you? | R Great! Do you want to watch the game with me and my friends tonight? |
| C I'm fine. So, uh, I wanted to ask you ... Are you free tonight? Do you want to go see a movie? | C Oh, well, I don't know them. |
| R Oh, what a great idea, Carlos. I'd like to, but ... | R Come on. It's fine. Just a few friends. It's football! |
| C Oh, good. | C OK, sure. That sounds like fun. |
| R No, I'd <i>like</i> to, but I'm going to watch the game at a friend's tonight. | R I'll text you the address. See you tonight. |
| C Oh, OK. | C Great. See you then! Thanks! |
| R Sorry. Next time! | |

- e **12.19** Play Part 1 of the audio recording again for students to listen and underline the correct words. Check answers as a class.

Answers

1 the movies 2 has 3 accepts

2 USEFUL LANGUAGE

Making and accepting invitations

- a **12.20** Individually, students categorize the six expressions. Play the recording for students to listen and check their answers. Check answers as a class. Drill the expressions. Elicit some possible ways to finish *I'd love to, but ...* (e.g., *I'm busy then. I'm going to go shopping with Anna then*).

Answers

1 a 2 c 3 b 4 a 5 c 6 b

- b **12.21** Individually, students complete the conversation with the words in the box. Play the recording for students to listen and check their answers. Check answers as a class by asking one pair of students to read aloud the conversation.

Answers

1 want 2 love 3 Thank 4 free 5 sorry 6 busy 7 OK

- c In pairs, students practice the conversation in 2b. Ask them to repeat it a few times, changing the place and the days.

LOA TIP ELICITING

Books closed. Combine the ideas from Carlos and Ryan's conversation and the Useful language to build a simple elicited conversation on the board. This is the conversation you're going to elicit:

Ryan: Would you like to come for dinner at my apartment?

Carlos: I'd love to, but ...

R: Oh, good.

C: But I want to thank you. So, would you like to come for dinner at my apartment?

R: Oh, well, yes. I'd love to come. Thank you.

C: Are you free on Friday?

R: Oh, no. Sorry, I'm busy then. Saturday's OK.

C: Great!

Use the questions below to elicit the conversation. If students get stuck, give the first words or letters as prompts. If absolutely necessary, supply whole words, phrases, or sentences yourself. Keep the class engaged in the eliciting process, encouraging them to self-correct and/or to correct each other.

What was Ryan's invitation to Carlos?

What did Carlos say?

Ryan thought Carlos said "yes." He was happy. What did he say?

How did Carlos change the conversation?

What was his invitation to Ryan?

What did Ryan say?

What day did Carlos's suggest?

How did he suggest it?

Did Ryan accept or say no? What did he say?

What day did he suggest?

How did Carlos finish the conversation?

When the whole conversation is on the board, put students into pairs to practice saying it.

3 LISTENING

- a Put students into pairs to talk about the questions and think about their answers to the questions. Elicit ideas from the class. Ask students to share the nationalities of their friends with the class.

- b **12.22** Play Part 2 of the audio recording for students to listen for the general meaning and answer the questions. Check answers as a class.

Answers

- 1 They watch the game at Ryan's friend's house. His name is Steve.
- 2 Carlos moved there from Spain last month.

Audioscript (Part 2)

STEVE Hi. Are you Carlos?
CARLOS Yes, hello. Are you Steve?
STEVE Yeah! Nice to meet you.
Come on in!
RYAN Carlos! Glad you could make it!
C Yes, thanks.
R Carlos, this is Joe, Hayley, and Adriana. Everyone, this is my new friend Carlos. He moved here from Spain last month.
C Nice to meet you.
S Do you want a soda? Some pizza?
C Sure. Thanks, Steve.
R Have a seat. The game's going to start soon.
C Oh, uh ... Is this the game?
S Yeah. Are you a Patriots fan?

C No, I mean ... Oh, this is funny. Ryan, when you said *football*, I thought you meant *football*! Not American football.
R Oh?
S Oh, I get it! You mean *soccer*! I guess only people here call this sport "football."
C Yes, and only people here call my favorite sport "soccer."
R Ha! Of course. That's right. Too funny. Well, tonight, Carlos, we can tell you all about football. *American football*.
C Great! I don't understand this sport. Why do they call it "football" when you can use your hands ...

- c** ▶ **12.22** Play Part 2 of the audio recording again for students to listen in more detail and check the correct answers. Check the answer as a class.

Answer

1 ✓ 3 ✓ 5 ✓

- d** Students make sentences about the story using words and phrases in the box. Students compare answers in pairs. Check answers as a class.

Answers

Carlos thought it was a soccer game. He confused the word "football" with "soccer."

EXTRA ACTIVITY

As this is the last unit in the book, check if students remember the stories they heard in all the past units. Give time for students to look through the book and find clues to help them answer these questions.

- 1 *Where did Sophia and Isaac meet?* (at work)
- 2 *What was Juan looking for when he met with an agent?* (an apartment)
- 3 *Who has a piece of chocolate cake at the café?* (Tracy and Hannah)
- 4 *What are Toby and Hector talking about while they are looking at pictures?* (their families)
- 5 *Who do Anya and Lily run into in Paris?* (Sebastien, Lily's cousin)
- 6 *Why do Zoey and Evan buy Ariana flowers?* (It's Ariana's birthday)
- 7 *What does Mia buy at the store for herself?* (4 plates)
- 8 *What does Daniel invite Logan to do?* (Visit Newport, a town close to Boston)

4 PRONUNCIATION

Sound and spelling: oo

- a** ▶ **12.23** Play the recording for students to listen how *oo* is pronounced in the two marked words. Check answers as a class. Drill the two words. Point out that there is no rule about whether *oo* is pronounced /ʊ/ or /u/. Students need to listen and learn each word.
- b** ▶ **12.24** Play the recording for students to listen and put the words in the correct place in the chart. Students compare answers in pairs. Play the recording again if necessary. Check answers as a class. Drill all the words.

Answers

Sound 1 /ʊ/	Sound 2 /u/
cook, look, book, football	cool, spoon, soon

- c** In pairs, students practice saying the words. Monitor and check that they're pronouncing them correctly. Correct any errors you hear.

5 SPEAKING

» Tell students that they can now practice using all the language from the lesson with a partner in a conversation. Divide the class into pairs and assign A and B roles. Student As look at the task and diary information on SB p. 110 and prepare what to say. Student Bs do the same on SB p. 115. Monitor as students talk and write down any errors with the language from this lesson to correct at the feedback stage. Tell students to go back to SB p. 101.

6 WRITING

- a** Give students one minute to read the invitations and replies to see if Carlos's friends say yes or no. Check answers as a class.

Answers

Ryan says yes, but he's going to come late at 4:30 because he's working. Steve says no because he's at his parents' house until Sunday. Hayley and Adriana say yes.

- b** » Students go to Writing Plus 12C on SB p. 163. Go through the information in Exercise a as a class. Tell students to look at Exercise b. Explain that the lines in 1 and 2 are missing paragraphs. Which paragraph is missing from each invitation, a or b? Students complete the exercise. Check answers as a class. Give students two minutes to individually rewrite the invitations in Exercise c. Monitor and check students' work. Tell students to go back to SB p. 101.

Answers (Writing Plus 12C SB p. 163)

b

1 a 2 b

c

- 1 Do you have any plans for the weekend? I'd like to see a movie.
We could meet at the movie theater at 6:30. Is that OK with you?
- 2 It's my birthday next Friday. I'm going to be 25!
Do you want to come here for dinner on Saturday? I'm going to invite a few friends.

FAST FINISHERS

Ask fast finishers to look at Leah's email on SB p. 93, count the paragraphs, and write the topic of each paragraph by the side of it in a few words. Check answers by looking at what they've written. (It has four paragraphs: Paragraph 1: thanking Hailey; Paragraph 2: life in Ann Arbor; Paragraph 3: Leah's apartment; Paragraph 4: her friends and school.)

ADDITIONAL MATERIAL

Workbook 12C

Unit Progress Test

Photocopiable activities: Pronunciation 12C

- c** Give students 5–10 minutes to read the notes and write an invitation. Remind them to use paragraphs. Monitor and help as necessary.
- d** Students trade their invitation with a partner and read their partner's invitation. They then write a reply, using expressions from the lesson, and give the reply to their partner. Pairs share their answers with the class. Ask: *What did you invite your partner to do? Did he/she say yes or no?*

UNIT 12

Review

1 GRAMMAR

- a Write this statement on the board: *Emily's going to visit Mia.* Give students 30 seconds to read Emily's email to check if the statement is true or false. Check the answer as a class. (False. Mia's going to visit Emily.) Give students two or three minutes to read the email again and complete it with the correct form of *be going to* and the verbs in parentheses. Check answers as a class.

Answers

- 1 'm going to study 5 'm not going to work 9 'm not going to do
2 'm going to work 6 're going to arrive 10 're not going to go
3 'm going to cook 7 is going to have
4 is going to cook 8 's not going to invite

- b Individually, students correct the error in each sentence. Check answers as a class.

Answers

- 1 "Are you going to watch TV this evening?" "No, I'm not."
2 Is your mom going to cook your dinner this evening?
3 "Are you going to clean your bedroom?" "Yes, I am."
4 What are you going to wear tomorrow?
5 "Are your friends going to visit you today?" "Yes, they are."
6 What are you going to do next summer?

- c In pairs, students ask and answer the questions in 1b. Check answers as a class.

2 VOCABULARY

- a Say *January, February ...* and elicit the rest of the months of the year. Put students into pairs to practice saying the months together. Let them look at Vocabulary Focus 12A on SB p. 156 if they need help. Ask: "*in*," "*on*," or "*at*" *January?* (in) Individually, students cross out the answers that are not possible. Check answers as a class.

Answers

- 1 tomorrow / ~~on~~ tomorrow 5 next / ~~at~~ weekend
2 this / ~~in~~ / next / on Friday 6 on / ~~in~~ Sunday
3 on / ~~in~~ the weekend 7 in / ~~on~~ three weeks
4 ~~on~~ / this / in / next June 8 this / ~~at~~ afternoon

- b Individually, students complete the ordinal numbers. Check answers as a class.

Answers

- 1 second 3 twenty-first 5 fifteenth
2 thirtieth 4 third 6 ninth

- c Individually, students complete the questions with the words in the box. Check answers as a class.

Answers

- 1 go 2 make 3 play 4 clean 5 use 6 invite

FAST FINISHERS

Ask fast finishers to replace the nouns in the questions in 2c with different nouns, e.g., *Do you often clean your house? Are you going to make lunch on the weekend?* They can use their own ideas or ideas from Vocabulary Focus 12B on SB p. 157. Tell them to use these new questions in 2d.

- d In pairs, students ask and answer the questions in 2c. Pairs share their answers with the class.

EXTRA ACTIVITY

Write this task on the board:

Find someone who ...

- does the laundry / yoga.
- doesn't use the Internet / a computer every day.
- went to the beach / cleaned their room / visited a friend yesterday.
- can make a list / lunch / pizza.
- is going to visit a friend / invite someone for a meal / do their homework after this class.

Tell students to choose ONE idea in each line and make a question about it to elicit the answers *yes* or *no*. For example, *Do you do yoga? Did you use the Internet yesterday?*

Put students into large groups or get them moving around the classroom to ask their five questions to different people. If someone answers "yes," they write down that person's name and ask one or two questions to find out more information.

Share answers with the class. Ask students to tell the class what they found out about other students.

3 SOUND AND SPELLING

- a 12.25 Play the recording for students to listen and circle all the /v/ sounds and underline all the /w/ sounds in the phrases. Check answers as a class. Play the recording again for students to listen and practice saying the phrases. Put students into pairs to practice saying the phrases. Monitor and check that they are pronouncing /v/ and /w/ correctly.

Answers

- 1 Visit in the evening 2 We never invite Wendy.
3 I love weekends in winter. 4 win video games every week
5 watch TV with Valeria and William
6 on Wednesday, November twelfth

- b 12.26 Play the recording for students to listen and put the words in the right place in the chart. Check answers by playing the recording again and pausing it after each word. Put students into pairs to practice saying the words. Monitor and check that they are pronouncing *oo* correctly.

Answers

/ʊ/	/u/
good, book, football, look	boots, cool, school, soon

LOA REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied, and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook and the Photocopiable activities.

Ideas for pre-teaching vocabulary

Before reading and listening tasks, it's often necessary to make sure students understand a few key words. This is called "pre-teaching." There are a number of ways to do this. Here are some ideas:

Give a definition: Use a short sentence to explain the meaning of a word. You could also use a learner dictionary to find on-level definitions, e.g., *dive – to swim under water, usually with breathing equipment.* (from *Cambridge Essential American English Dictionary*, Second Edition).

Draw/Show a picture or object: One of the easiest ways to teach students new words is to draw a picture on the board or show a picture on an interactive whiteboard or a computer or tablet. Using (or drawing) funny and/or interesting pictures is a good way to ensure students remember the new words, e.g., to teach the word *dive* you could find a picture of a diver with a big shark behind him.

Act it out: With lower-level students it can be useful to show the word by acting it out, rather than giving definitions which may use above-level vocabulary.

Elicit it: Elicitation allows you to check which words students may already know. Don't tell them the word you want to teach. Elicit it by asking questions or saying open-ended sentences, e.g., *What is the activity when we swim under the ocean and look at fish?* or *When we swim under water and look at fish, we ... ?* (dive).

Fill-in the blanks: It's useful for students to see the word in a sentence to understand the context. Write a sentence with a blank on the board (this can be one from the text), e.g., *Cristina _____ in the Mediterranean Sea every summer. She loves to see the beautiful fish under the water.* (dives). Allow students to guess what word goes in the blank, but don't confirm if they're right or wrong. After they read the text, they can guess again. Then confirm their answer.

Discussion questions: With more confident students you can write discussion questions containing the new words on the board. Then give students one or two example answers to these questions. Students try to guess the meaning. Give more example answers, if necessary. You may then wish to allow students to ask and answer these questions for themselves.

Pre-teaching for listening: You can use any of the above ideas, or others you may have, to teach new words before students listen. It may also be useful to model the pronunciation of the words so students are used to hearing how it sounds. This is particularly useful when a word has an unfamiliar spelling rule. If you don't want to model the word, it can be useful to write the word in IPA on the board (you can find this in all dictionaries).

Extra activities – how to ...

Bingo

Use: to review numbers, times, prices, years, etc.

Dynamic: whole class

Procedure:

- Decide what kind of numbers you want to review, e.g., *times*, and write 25 of these numbers on the board in numerals, e.g., 10:20, 11:30, 16:55, etc.
- Ask students to draw a bingo grid with four columns and two rows. Tell them to complete it with eight times from the board.

- Play the game as a class. Read aloud the numbers on the board in random order, making a note of the ones you read aloud.
- Students cross out the numbers on their grid as they hear them. The first student to cross out all their numbers calls out "Bingo!" Check that the numbers they crossed out were ones you actually read aloud, then announce that they're the winner.
- Depending on the kind of numbers you have chosen to review, you may wish to adjust the difficulty of the activity. For example, if you are working with numbers 1–100, include some pairs of numbers that you know often cause students problems, e.g., 14 and 40, or 16 and 17, etc. With times, you can have students write out the numbers, e.g., ten twenty, eleven thirty, or with *o'clock*, e.g., twenty after ten, a quarter to eleven, five to five, etc.

Spelling competition

Use: to review general vocabulary and reinforce the alphabet

Dynamic: whole class

Procedure:

- Ask all the students to stand. Nominate a student and give them a simple word to spell aloud by asking: *How do you spell "(word)"?* Nominate students one by one and ask each one to spell a word, e.g., *hello, book, open*. Choose students at random to prevent students from feeling stressed as they see "their turn" approaching.
- When a student makes a mistake, they are eliminated and have to sit down. Move on to the next student with the same word until someone spells it correctly.
- Gradually increase the length and difficulty of the words, e.g., *yellow, question, police officer*, leaving words you know students often have problems spelling until later in the activity.
- Eliminated students listen to the words and try to write them down before the nominated student completes the word. They then check their own spelling by listening to the student. The winner of the game is the last student standing.

Grammar auction

Use: to review a specific grammar area or general grammar

Dynamic: whole class (in teams)

Procedure:

- Prepare 10 to 15 sentences containing either items of grammar from the unit you're currently working on or areas of grammar you know students find problematic. Some of them should be correct and some incorrect.
- Write the sentences on the board and explain what an auction is (when you sell something to the person who offers the most money).
- Put students into small groups, tell them they have \$100, and they need to buy the correct sentences. In their groups, students discuss which sentences they think are correct and decide which to buy and how much they are prepared to pay for each. Don't help or allow students to look at their notes or the Student's Book.
- Take the role of auctioneer and sell each sentence to the group which offers the most money. Keep track of how much each group has spent. Remind students that once they have spent all their money, they can't buy any more sentences, so they shouldn't spend too much too soon.
- After all the sentences have been sold, go through them one at a time, revealing which are correct and which are incorrect. Ask students to correct the mistakes.

- The winning group is the one who has bought the most correct sentences. If it's a draw, then the group with the most money left wins.

Guess who?

Use: to practice question forms: simple present, present continuous, simple past, etc.

Dynamic: whole class (with optional group/pair extension)

Procedure:

- Tell students that you are thinking of a person and that they have to guess who it is by asking *Yes/No* questions.
- If you wish to practice a specific grammar area, you might tell students that this person is living (for present tenses), dead (for past tenses), etc. Alternatively, you can use this activity to practice question forms in general by not specifying anything about the person.
- Put students into pairs or small groups to brainstorm possible questions. Specify a total number of questions, between five and ten, for the class to try to guess who you're thinking of. Students then take turns asking you some of the questions they thought of. Make sure you reply only with *yes* or *no* (NOT *Yes, he/she is*) in order not to give away if the person is a man or a woman.
- Students win if they guess the person within the specified number of questions. The teacher wins if students can't guess the person.
- Continue the game either as a class, or by asking a student to choose a person and take over from you at the front of the class, or by putting students into pairs or small groups to play.

Memory game

Use: to review a specific lexical set, e.g., common objects, clothes, food

Dynamic: whole class

Procedure:

- Before the class, decide which lexical set you want to test students on and collect ten objects to take into class, e.g., for *clothes*, some earrings, a raincoat, a scarf, etc. Alternatively, source pictures of these items if you do not have the objects themselves readily available.
- Show each object to the class and elicit the word for it before putting it out of sight, either in a bag or a box or simply behind your desk. Don't allow students to take notes at this point.
- When you've shown students all the objects, put them into pairs and give them three minutes to write down as many of the ten objects as they can remember. Ask them to do so by using the grammar you'd like students to use in their replies, e.g., *What objects do I have?* (to elicit answers with *have*), *What objects are there in the box?* (*there is / there are*), *What objects did I show you?* (simple past), etc.
- Check answers as a class. Pairs win one point for every object they remember correctly. The pair with the most points wins.

Listing game

Use: to review a specific lexical set, e.g., food, common objects, etc.

Dynamic: groups

Procedure:

- Before the class, decide which lexical set you're going to test students on and decide the best sentence to lead in to this. If, for example, you want to review food, you can say: *I went to the store and I bought ...*. However, if students haven't seen the simple past yet, you could adapt the game to review common objects: *In my bag, there's ...*, etc.
- Demonstrate the activity with the lead-in sentence and then the first item, e.g., *In my bag, there's a pen*. Gesture to a student to repeat your sentence and add an item, e.g.,

In my bag, there's a pen and a notebook. They nominate the next student who repeats the sentence and adds another item, and so on until the list is too long to remember.

- Put students into groups of three to five to play together. Depending on your students, you may wish to adjust the difficulty of the activity. For example, ask students to include the number of each item, e.g., ... *three coursebooks, a notebook, and five pens*. Or if students have studied quantifiers, you can suggest they use these in their answers, e.g., ... *some coursebooks, a notebook, and a lot of pens*.

Backs to the board

Use: to review a specific lexical set or general vocabulary

Dynamic: whole class (in teams)

Procedure:

- Put students into small groups of four to five. If possible, mix more and less confident students so no group is noticeably stronger or weaker than another.
- Tell students in each group to sit close together, leaving space between the groups so they can't easily hear one another. Tell one student in each group to sit with their back to the board and the others to sit so that they can see the board.
- Explain that you're going to write a word or phrase on the board and that the students who can see the board have to communicate the meaning to the student who can't. They can use any method to do this: drawing pictures, mime, synonyms, simple explanations, etc. However, use of a language other than English will mean they are disqualified.
- When the student(s) with their back to the board think they know the word, they raise their hand. Ask the first student to raise their hand for the word, and if they're correct, award their group a point. If they aren't, the other teams continue. Any student who shouts out the answer is also disqualified.
- The winning group is the one who has the most points at the end of the game.

Tennis

Use: to review specific word pairs, e.g., opposite adjectives, simple past / past participle forms, collocations

Dynamic: pairs

Procedure:

- Explain which lexical set you're going to work on, e.g., *adjectives*. Demonstrate the activity by asking a confident student to help you. Say an adjective, e.g., *old*, and ask the student to respond with the opposite, i.e. *new*. The student continues with a different adjective and you respond with its opposite.
- Tell students that, just like in a real game of tennis, it's important not to pause for a long time. If one of the students pauses too long between items, they lose that round, e.g., in **A** *old* **B** *new – good* **A** *bad – big* **B** *ummm ahhh ... small*, **B** would lose.
- Put students into pairs to play together. Tell them they should continue for as long as possible. If one student loses the round, they start again.

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Corpus

Development of this publication has made use of the Cambridge English Corpus (CEC). The CEC is a computer database of contemporary spoken and written English, which currently stands at over one billion words. It includes British English, American English, and other varieties of English. It also includes the Cambridge Learner Corpus, developed in collaboration with the University of Cambridge ESOL Examinations. Cambridge University Press has built up the CEC to provide evidence about language use that helps us to produce better language teaching materials.

English Profile

This product is informed by English Vocabulary Profile, built as part of English Profile, a collaborative program designed to enhance the learning, teaching, and assessment of English worldwide. Its main funding partners are Cambridge University Press and Cambridge Assessment English, and its aim is to create a “profile” for English, linked to the Common European Framework of Reference for Languages (CEFR). English Profile outcomes, such as the English Vocabulary Profile, will provide detailed information about the language that learners can be expected to demonstrate at each CEFR level, offering a clear benchmark for learners' proficiency. For more information, please visit www.englishprofile.org.

CALD

The Cambridge Advanced Learner's Dictionary is the world's most widely used dictionary for learners of English. Including all the words and phrases that learners are likely to come across, it also has easy-to-understand definitions and example sentences to show how the word is used in context. The Cambridge Advanced Learner's Dictionary is available online at dictionary.cambridge.org.

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