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Four Corners

Jack C. Richards · David Bohlke



Teacher's Edition

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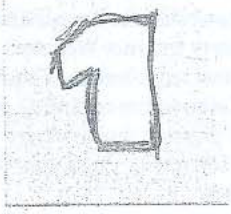
Four Corners

Jack C. Richards · David Bohlke
with Kristin Sherman



Teacher's Edition

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

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

www.cambridge.org
Information on this title: www.cambridge.org/9780521126465

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First published 2012

Printed in Hong Kong, China, by Golden Cup Printing Company Limited

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

ISBN 978-0-521-12615-1 Student's Book 1 with Self-study CD-ROM
ISBN 978-0-521-12654-0 Workbook 1
ISBN 978-0-521-12646-5 Teacher's Edition 1 with Assessment Audio CD / CD-ROM
ISBN 978-0-521-12640-3 Class Audio CDs 1
ISBN 978-0-521-12619-9 Classware 1
ISBN 978-0-521-12638-0 DVD 1

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

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Art direction, book design, photo research, and layout services: Adventure House, NYC
Audio production: CityVox, New York
Video production: Steadman Productions

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Scope and sequence

LEVEL 1	Learning outcomes	Grammar	Vocabulary
Welcome Unit Pages 2–3 **Classroom language** Page 4	**Students can . . .** ☑ introduce themselves and others ☑ say hello and good-bye		
Pages 5–14			
New friends A *What's your name?* B *How do you spell it?* C *Are you a student?* D *Names and jobs*	**Students can . . .** ☑ ask for and say names ☑ spell names ☑ talk about where people are from and what they do ☑ discuss people's names and jobs	The verb *be* Possessive adjectives Subject pronouns *Yes / no* questions with *be*	Names and titles Interesting jobs
Pages 15–24			
People and places A *Where are you from?* B *What's your email address?* C *Family* D *Family and friends*	**Students can . . .** ☑ ask for and say people's nationalities ☑ ask for and give phone numbers and email addresses ☑ identify family members and give their ages ☑ give information about family and friends	Plural subject pronouns Questions with *be* *Who* and *How old* with *be*	Nationalities Family members Numbers 0–101
Pages 25–34			
What's that? A *Is this your notebook?* B *What's this called in English?* C *Clothing* D *Favorite things*	**Students can . . .** ☑ ask about and identify everyday items ☑ ask what something is called in English ☑ talk about clothes and possessions ☑ describe favorite possessions	Demonstratives Articles *a* and *an* Plurals Possessive pronouns *Whose* *'s* and *s'*	Everyday items Clothes and colors
Pages 35–44			
Daily life A *Getting around* B *What time is it?* C *My routine* D *My weekend*	**Students can . . .** ☑ describe how people get around ☑ ask for and tell the time ☑ ask and answer questions about routines ☑ describe the things they do on weekends	Simple present statements Simple present *yes / no* questions	Ways of getting around Days of the week and routines
Pages 45–54			
Free time A *Online habits* B *How much is it?* C *What do you do for fun?* D *Online fun*	**Students can . . .** ☑ talk about their online habits ☑ accept and decline help ☑ ask and answer questions about leisure activities ☑ discuss how they use technology	Adverbs of frequency Simple present *Wh-* questions with *do*	Online activities Leisure activities and places
Pages 55–64			
Work and play A *What does she do?* B *Can I speak to . . . ?* C *Can you sing?* D *Work and study*	**Students can . . .** ☑ identify and talk about jobs ☑ ask for someone on the telephone ☑ have someone wait ☑ describe their talents and abilities ☑ talk about study and work programs	Simple present *Wh-* questions with *does* *Can* for ability *And, but,* and *or*	Jobs Abilities

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Functional language	Listening and Pronunciation	Reading and Writing	Speaking
Interactions: Saying hello Saying good-bye			• Introductions • Greetings
Interactions: Asking for spelling	**Listening:** Spelling names **Pronunciation:** Contractions	**Reading:** "Famous Names" An article **Writing:** My name	• Class introductions and greetings • *Keep talking:* Name circle • Class name list • Guessing game about famous people • *Keep talking:* "Find the differences" activity about jobs and cities • Quiz about celebrities
Interactions: Asking for someone's phone number Asking for someone's email address	**Listening:** Directory Assistance calls Information forms People I know **Pronunciation:** Word stress	**Reading:** "People in My Life" Photo captions **Writing:** My friends	• True and false information about people • *Keep talking:* Interviews with new identities • Class survey for new contact information • Information exchange about family members • *Keep talking:* Family trees • Presentation about friends
Interactions: Asking what something is	**Listening:** Things around the classroom Favorite things **Pronunciation:** Plurals	**Reading:** "What's your favorite item of clothing?" A webpage **Writing:** My favorite thing	• Questions and answers about personal items • *Keep talking:* Things in the closet • Memory game about everyday items • Personal items and their owners • *Keep talking:* "Find the differences" activity about clothing colors • Presentation of favorite things
Interactions: Asking the time	**Listening:** Times of different events Angela's routine **Pronunciation:** Reduction of *to*	**Reading:** "What's your favorite day of the week?" A message board **Writing:** About my weekend	• Survey about getting to school and work • *Keep talking:* Transportation facts • Interview about the times of specific events • Interview about routines • *Keep talking:* "Find someone who" activity about routines • Survey about busy weekends
Interactions: Declining help Accepting help	**Listening:** Shopping Favorite websites **Pronunciation:** Stress in numbers	**Reading:** "Fun Online Activities" An article **Writing:** Let's chat	• Comparison of online habits • *Keep talking:* Interview about online habits • Role play of a shopping situation • Interview about leisure activities • *Keep talking:* Interviews about fun activities • Discussion about favorite websites
Interactions: Asking for someone on the phone Having someone wait	**Listening:** Telephone calls Ads for overseas programs **Pronunciation:** *Can* and *can't*	**Reading:** "Overseas Opportunities" A magazine article **Writing:** My abilities	• "Find someone who" activity about jobs • *Keep talking:* Memory game about jobs • Role play of a phone call • Interview about abilities • *Keep talking:* Board game about abilities • Discussion about study and work programs

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

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Functional language	Listening and Pronunciation	Reading and Writing	Speaking
Interactions: Expressing dislikes Expressing likes	**Listening:** Food preferences A typical Swedish meal **Pronunciation:** Word stress	**Reading:** "My Favorite Food" An article **Writing:** A typical meal	• Survey about meals • *Keep talking:* Recipes • Information exchange about food preferences • Comparison of eating habits • *Keep talking:* Discussion about eating habits • Interview about favorite food
Interactions: Asking for directions	**Listening:** GPS directions Tourist information **Pronunciation:** Word stress	**Reading:** "Monterey Bay Aquarium" A poster **Writing:** Group poster	• Information exchange with maps • *Keep talking:* Information gap activity with neighborhood maps • Role play about directions • Interview about places in town • *Keep talking:* Description of an unusual zoo • Presentation about a city attraction
Interactions: Asking if someone can talk now Explaining that you can't talk now	**Listening:** Sound effects Telephone calls **Pronunciation:** Intonation in questions	**Reading:** "Status Updates" A micro-blog **Writing:** My status update	• Guessing game about people's actions • *Keep talking:* Interpretations of actions • Role play of a phone call • "Find someone who" activity about things people are doing these days • *Keep talking:* Guessing game about who's doing what • Speculations about someone's activities
Interactions: Showing that you're listening Expressing surprise	**Listening:** Diana's week Matt's busy week **Pronunciation:** Simple past *-ed* endings	**Reading:** "Matt's Movie Reviews" Blog posts **Writing:** A blog post	• Information exchange about last weekend • *Keep talking:* Picture story • Role play of surprising conversations • Interview about routine events in the past • *Keep talking:* Memories • "Find someone who" activity about past activities
Interactions: Reacting to good news Reacting to bad news	**Listening:** A short trip Three vacations **Pronunciation:** Reduction of *did you*	**Reading:** "Travel Tales" Blog posts **Writing:** A postcard	• Interview about where you were • *Keep talking:* Interview about school trips • Class exchange of personal news • Information exchange about vacations • *Keep talking:* Speculations about a vacation • Presentation of postcards
Interactions: Declining an invitation Accepting an invitation	**Listening:** Invitations A "Sweet 16" birthday party **Pronunciation:** Reduction of *going to*	**Reading:** "Birthday Traditions" An article **Writing:** A thank-you note	• Information exchange about special days • *Keep talking:* Weekend plans • Class invitations • Discussion of plans for three scenarios • *Keep talking:* Plan for a party • Discussion about birthday traditions

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Introduction to *Four Corners*

About the course

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

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

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

The approach

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

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

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

The focus on practical learning outcomes is reflected in an outcomes-based approach to assessment. Students and teachers can measure success after every lesson to find out if they can *use* what they learned. If students need additional practice, they can use many other *Four Corners* components, such as the Student CD-ROM.

The syllabus

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

The four strands

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

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

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

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

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

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

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Benefits of the *Four Corners* approach and syllabus

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

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

Unit organization

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

How to teach a *Four Corners* unit

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

Warm-up

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

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

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

Teaching Notes

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

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

Vocabulary

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

Teaching Notes

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

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

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

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Language in context

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

Teaching Notes

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

Conversation

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

Teaching Notes

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

Grammar

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

Teaching Notes

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

Interactions

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

Teaching Notes

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

Pronunciation

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

Teaching Notes

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

Listening

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

Teaching Notes

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

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Reading

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

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

Teaching Notes

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

Writing

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

Teaching Notes

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

Speaking and Keep talking

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

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

Teaching Notes

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

Wrap-up

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

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

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Essential teaching tips

Classroom management

Error correction

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

Grouping students

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

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

Instructions

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

Monitoring

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

Teaching lower-level students

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

Teaching reading and listening

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

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

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Core series components

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

COMPONENT	DESCRIPTION
Student's Book with Self-study CD-ROM	The Student's Book is intended for classroom use and contains 12 ten-page units. *Keep talking* activities for additional speaking practice are included after the 12 units. The Self-study CD-ROM provides additional vocabulary, grammar, functional language, pronunciation, listening, and video-viewing practice.
Class Audio CDs	The Class Audio CDs are intended for classroom use. The CDs provide audio for all the audio sections in the Student's Book.
Teacher's Edition with Assessment Audio CD / CD-ROM	The interleaved Teacher's Edition with Assessment Audio CD / CD-ROM includes: • Page-by-page teaching notes with step-by-step lesson plans • Audio scripts, video scripts, and answer keys for the Student's Book and Workbook • Photocopiable video activity sheets • Video teaching notes • Language summaries for each Student's Book unit's grammar, vocabulary, and functional language • A complete assessment program, including oral and written quizzes, as well as unit tests in printable PDF and Microsoft Word® formats
Workbook	The Workbook's eight-page units can be used in class or for homework. Each unit provides students with additional vocabulary, grammar, functional language, and reading practice.
DVD	Videos for each unit provide further practice of the unit's vocabulary, grammar, and functional language in a real-world context and serve as models for students to make their own videos.
Classware	Classware presentation software can be used on an interactive whiteboard with portable interactive software technology, or with a computer and projector. This software is intended for classroom use and presents the Student's Book, audio, and video.

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

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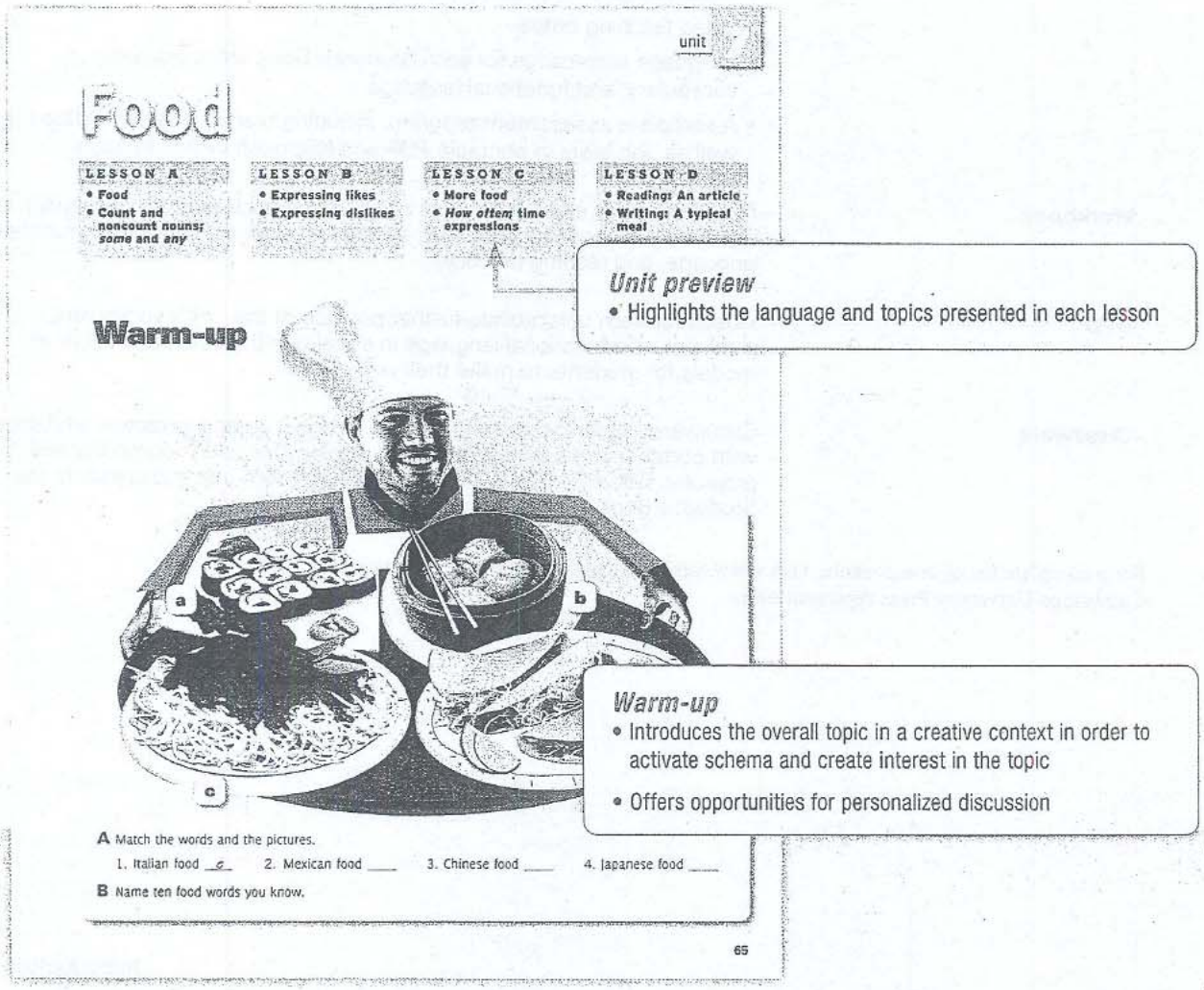
Walkthrough

of the Student's Book

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

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



Unit preview
- Highlights the language and topics presented in each lesson

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

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

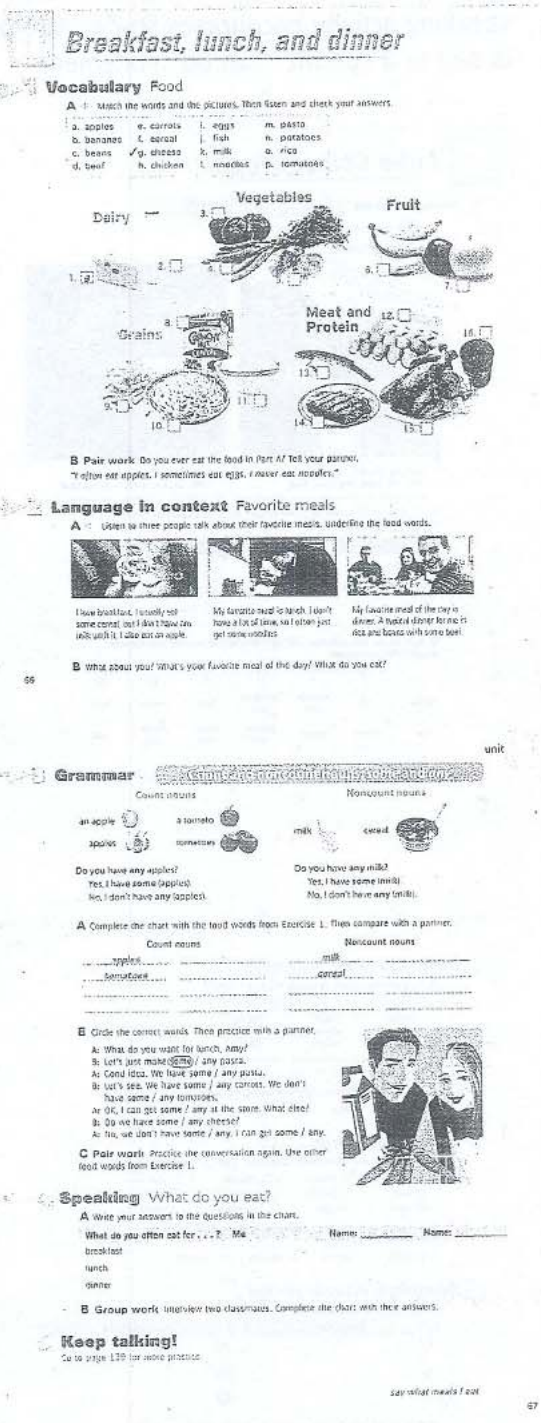
Vocabulary
- Clearly presents vocabulary related to the lesson topic
- Uses illustrations, photos, definitions, and activities to aid comprehension

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

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

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

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



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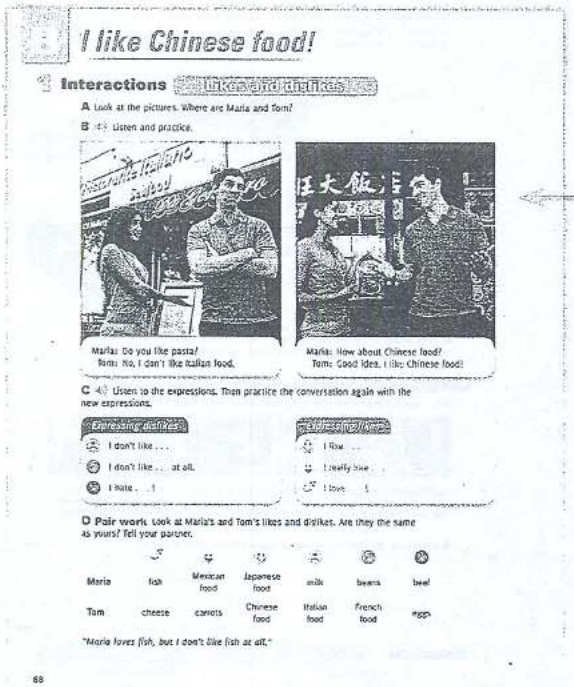
Lesson B presents the unit's functional English strand. Students practice language functions and strategies in relevant, transferable contexts. A final speaking activity encourages students to personalize the new language, and is tied to a specific "can do" statement.



I like Chinese food!

Interactions likes and dislikes

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

B Listen and practice.

Maria: Do you like pasta?
Tom: No, I don't like Italian food.

Maria: How about Chinese food?
Tom: Good idea. I like Chinese food!

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

Expressing dislikes
- I don't like . . .
- I don't like . . . at all.
- I hate . . .

Expressing likes
- I like . . .
- I really like . . .
- I love . . .

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

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

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

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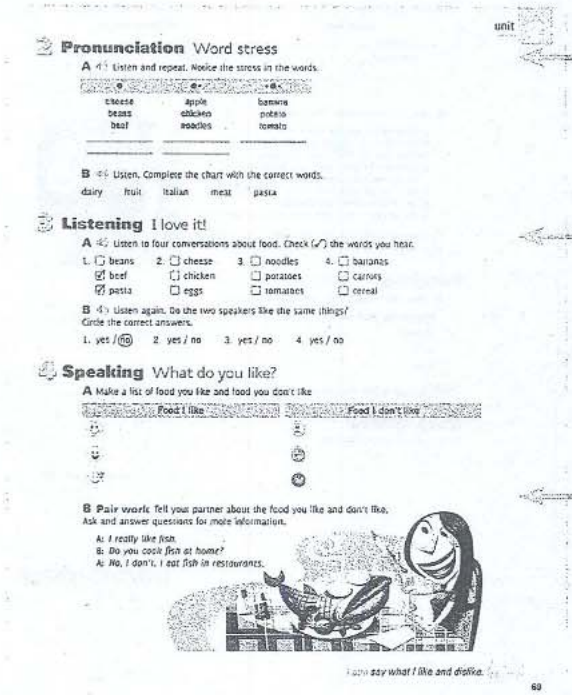
Interactions

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



unit

Pronunciation Word stress

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

cheese	apple	banana
beans	chicken	potato
beef	noodles	tomato

B Listen. Complete the chart with the correct words.

dairy fruit Italian meat pasta

Listening I love it!

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

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

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

1. yes / no 2. yes / no 3. yes / no 4. yes / no

Speaking What do you like?

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

Food I like	Food I don't like

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

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

I can say what I like and dislike.

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Pronunciation

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

Listening

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

Speaking

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

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

Vocabulary

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

Conversation

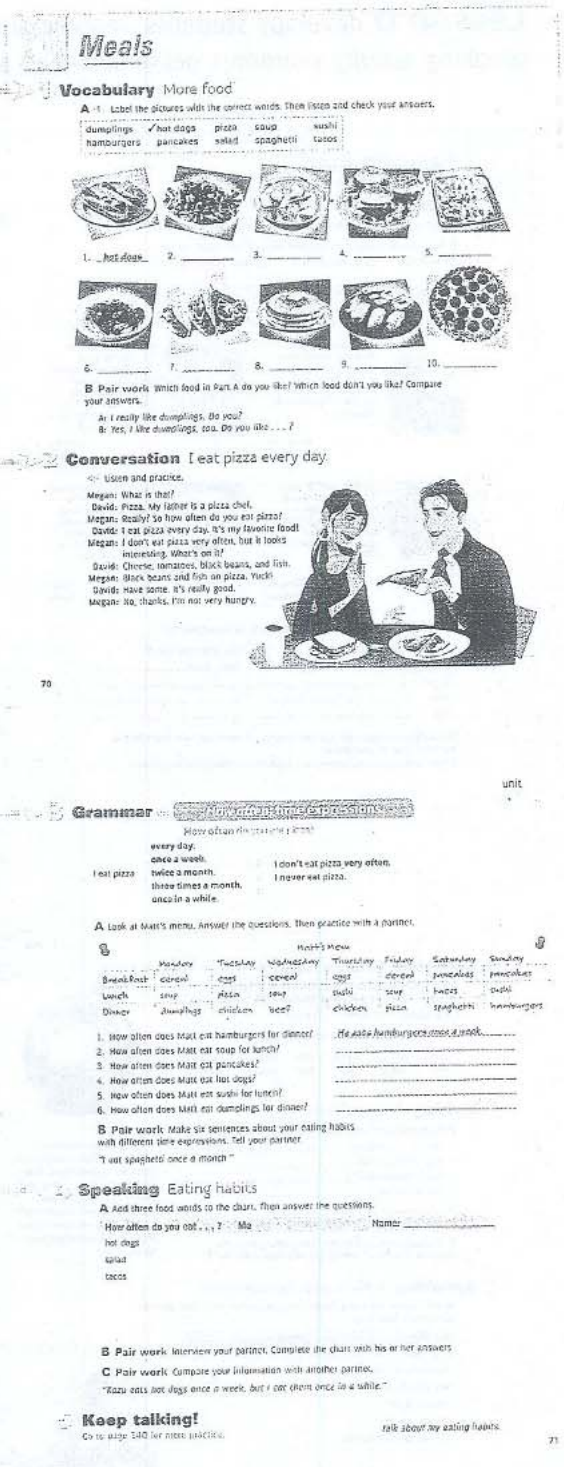
- Previews the meaning and use of the target grammar in the context of a conversation
- Recycles target vocabulary
- Provides structured listening and speaking practice

Grammar

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

Speaking

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



Meals

Vocabulary More food

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

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

1. hot dogs 2. _____ 3. _____ 4. _____ 5. _____
6. _____ 7. _____ 8. _____ 9. _____ 10. _____

B Pair work Which food in Part A do you like? Which food don't you like? Compare your answers.

A: I really like dumplings. Do you?
B: Yes, I like dumplings, too. Do you like . . . ?

Conversation I eat pizza every day.

Listen and practice.

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

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unit

Grammar How often . . . ? frequency expressions

How often do you eat pizza?

I eat pizza every day. / once a week. / twice a month. / three times a month. / once in a while.

I don't eat pizza very often. / I never eat pizza.

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

Matt's Menu

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Breakfast	cereal	eggs	cereal	eggs	cereal	pancakes	pancakes
Lunch	soup	pizza	soup	sushi	soup	tacos	sushi
Dinner	dumplings	chicken	beef	chicken	pizza	spaghetti	hamburgers

1. How often does Matt eat hamburgers for dinner? He eats hamburgers once a week.
2. How often does Matt eat soup for lunch? _____
3. How often does Matt eat pancakes? _____
4. How often does Matt eat hot dogs? _____
5. How often does Matt eat sushi for lunch? _____
6. How often does Matt eat dumplings for dinner? _____

B Pair work Make six sentences about your eating habits with different time expressions. Tell your partner.

"I eat spaghetti once a month."

Speaking Eating habits

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

How often do you eat . . . ? Me Name _____

hot dogs
salad
tacos

B Pair work Interview your partner. Complete the chart with his or her answers.

C Pair work Compare your information with another partner.

"Kazu eats hot dogs once a week, but I eat them once in a while."

Keep talking!

Go to page 140 for more practice.

talk about my eating habits

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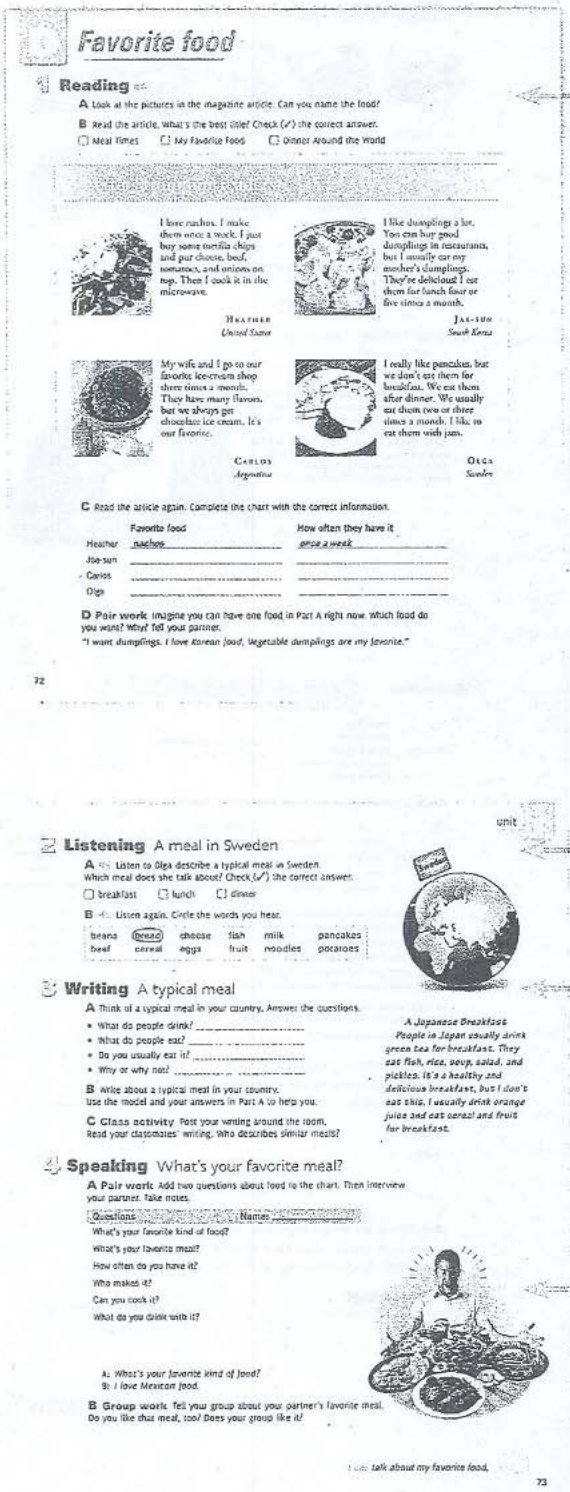
Lesson D develops students' reading and writing skills. The unit-ending speaking activity promotes personalization and fluency.



Favorite food

1 Reading

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

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

☐ Meal Times ☐ My Favorite Foods ☐ Dinner Around the World

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

HEATHER
United States

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

JAE-SUN
South Korea

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

CARLOS
Argentina

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

OLGA
Sweden

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

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

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

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

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unit

2 Listening A meal in Sweden

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

☐ breakfast ☐ lunch ☐ dinner

B Listen again. Circle the words you hear.

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

3 Writing A typical meal

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

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

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

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

A Japanese Breakfast

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

4 Speaking What's your favorite meal?

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

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

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

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

I like to talk about my favorite food.

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Reading

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

Listening

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

Writing

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

Speaking

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

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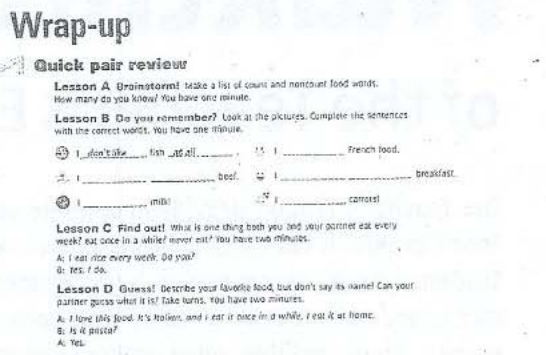
Wrap-up Each unit ends with a *Wrap-up* page that consolidates the vocabulary, grammar, and functional language from the unit and encourages students to use different sources to learn more about a topic of interest.

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

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

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



Wrap-up

Quick pair review

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

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

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

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

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

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

In the real world

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

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

Jack Black's Favorite Food
The American actor Jack Black doesn't have one favorite food. He has two of them! He loves pizza and cheeseburgers.

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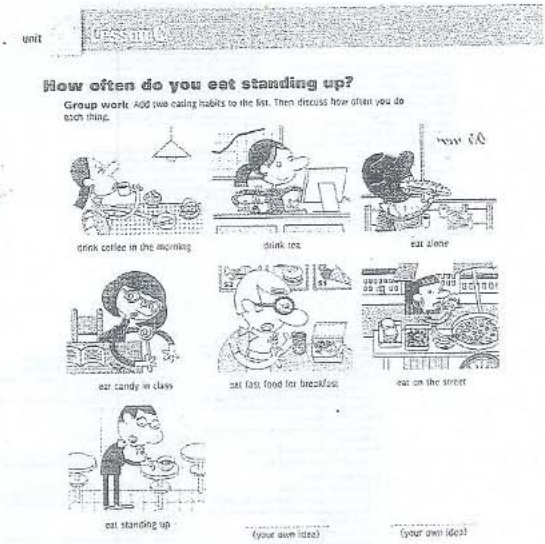

unit

How often do you eat standing up?

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

drink coffee in the morning
drink tea
eat alone
eat candy in class
eat fast food for breakfast
eat on the street
eat standing up
(your own idea)
(your own idea)

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

140

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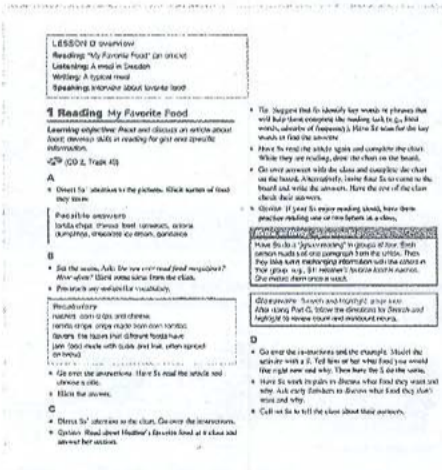
Walkthrough

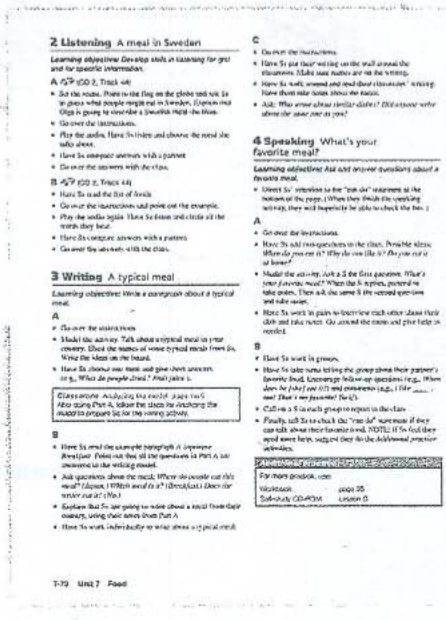
of the Teacher's Edition

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



Teaching notes

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



Classware

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

Additional practice

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

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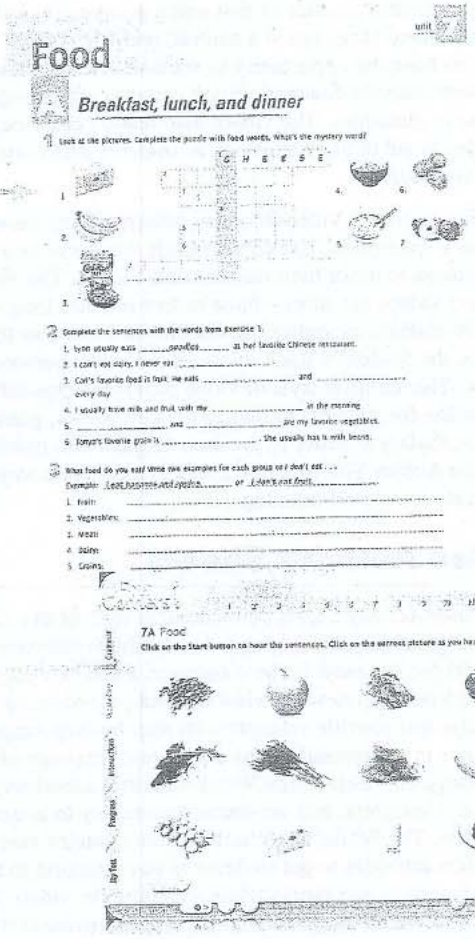
Walkthrough

of the Workbook and Self-study CD-ROM

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



Workbook

The Workbook provides additional

- vocabulary
- grammar
- functional language
- reading practice

Self-study CD-ROM

The Self-study CD-ROM in the Student's Book provides additional interactive practice. It contains

- vocabulary exercises
- grammar exercises
- listening exercises
- functional language practice
- pronunciation practice
- video comprehension practice
- word lists
- grammar reference
- functional language reference
- interactive quizzes
- a progress chart

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Introduction to the Video Program

Video Program

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

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

Video Activity Sheets

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

Video Teaching Notes

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

Action Video Teaching Notes

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

Additional techniques for teaching video

Picture-only viewing

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

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

Who	Where	When (time of day)	What

Have Ss complete the chart.

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

Sound-only viewing

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

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

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

  Where are they?

  What are they doing?

  How are they feeling?

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

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

Normal viewing with subtitles

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

- **Repeat the lines** This is useful to give Ss practice with vocabulary, expressions, and intonation patterns. Play a scene up to the appropriate point, stop the video, and have Ss repeat and mimic the speakers as closely as they can. Then replay the line(s) again, several times for Ss to master it.
- **Freeze frame** This is an excellent activity for checking comprehension. Choose a scene with one or more important actions or language points. Play the scene, pause at the critical point, and then ask students a question. For example, have students describe what is happening or has happened in a scene, describe the characters (who they are or how they are behaving), or have them note details about the setting or predict what will happen next.
- **Subtitle answer check** Use the video to check answers for information gap questions from the Activity Sheets. After Ss have completed the Activity Sheet section, turn on the subtitles and play the conversation again, having Ss read the subtitles to check their answers.
- **What happens next?** For more complex video segments, this activity, described previously in the Picture-only viewing section, can also be done with the sound and subtitles on.
- **Role play** Choose a scene with two or more speaking characters. Tell students that they will watch the video and then role-play the conversation. Assign characters. Play the video at least twice. Then have students practice the role play and perform it in pairs, groups, or for the class. Give students a copy of the script for support, if necessary.
- **A new ending** After viewing a video, have pairs or small groups of students script a new and different ending that rewrites the final scene or creates a new scene of what would happen next. Have students write their script and then perform it for the class. This can also become an **Action Video** assignment if your students enjoy role-playing.

Action Video viewing

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

Planning

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

Sharing

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

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

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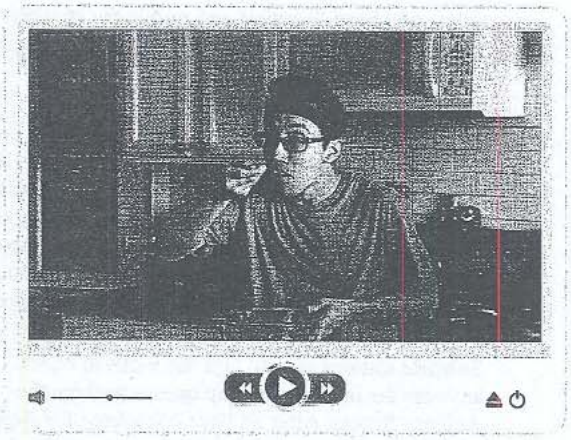
Walkthrough

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

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

DVD

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





Video activity sheets

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

Video teaching notes

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

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Introduction to Classware

About Classware

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

Classware provides an effective medium to focus students' attention on the content being presented and practiced. It can also help promote their participation and interaction with the material in a more dynamic way. The software can also simplify several of the teaching tasks that take place in the classroom. You can use Classware to zoom in on a section of a page, play audio or video without having to use a separate CD or DVD player, display scripts while students listen to the audio or watch a video segment, and access online dictionaries. The easy-to-use tools of Classware also allow manipulation of all the digitized texts, pictures, audio, and video in an uncomplicated way. You can add text to the page, highlight text or pictures, draw lines or circles, erase, and conceal text or pictures – or ask students to go to the board and do so.

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

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

Classware key functions and tools

These are some of the tools and functions available in Classware:

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

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How to use Classware when teaching a *Four Corners* unit

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

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

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

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

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

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

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

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

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

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

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

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

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Classware activity types

1 Analyzing the model

Purpose: *To prepare Ss for the writing activity.*
For use with: Writing *sections with questions in Part A and model in Part B.*
Classware tools: *Zoom, Pen.*
Preparation: *None.*

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

2 Choose ABC

Purpose: *To practice or review target vocabulary.*
For use with: Vocabulary *with pictures.*
Classware tools: *Zoom, Hide or Pen, Eraser.*
Preparation: *Before class, hide the target words using the Hide or thick Pen tool so that Ss can see only the pictures. Save the session.*

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

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

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

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

3 Disappearing dialogue

Purpose: *To practice speaking.*
For use with: Conversation, Interactions.
Classware tools: *Zoom, Pen.*
Preparation: *None.*

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

4 Fill in the text

Purpose: *To practice or review target vocabulary.*
For use with: Language in context, Conversation.
Classware tools: *Zoom, Hide or Pen, Eraser.*
Preparation: *Before class, hide the target words in the text using the Hide or thick Pen tool. Save the session.*

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

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

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5 Find the match

Purpose: *To practice or review target language.*
For use with: Language in context, Conversation.
Classware tools: *Zoom, Hide, Pen, Text Box, Eraser.*
Preparation: *Before class, hide target language items in the text using the Hide or the thick Pen tool. On the margin of the text, or wherever there is space, insert a Text Box and type the hidden words in a different order in the box. Save the session.*

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

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

6 Fix it!

Purpose: *To practice or review target language.*
For use with: Vocabulary, Grammar, *answers to reading comprehension questions.*
Classware tools: *Zoom, Pen.*
Preparation: *Before class, write an incorrect answer for each item in the selected exercise using the black Pen tool. Save the session.*

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

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

7 Guided brainstorming

Purpose: *To review target vocabulary.*
For use with: Brainstorm! *activities in the* Wrap-up.
Classware tools: *Attach a Blank Page, Pen, (or Text Box).*
Preparation: *Before class, attach a Blank Page next to the section and write a list with the first letter of likely brainstorming answers either using the Pen tool directly onto the Blank Page or typing the list into a Text Box added to the Blank Page. Save the session.*

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

Option 1: For more challenge, ask Ss to close their books and try to remember answers.
Option 2: Give a time limit for groups to answer.

8 Highlight and say it!

Purpose: *To practice pronunciation.*
For use with: *Any previously taught section with several examples of target pronunciation items.*
Classware tools: *Zoom, Highlight.*
Preparation: *None.*

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

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9 Label that picture

Purpose: *To review vocabulary.*
For use with: *Any pictures including several target vocabulary items.*
Classware tools: *Zoom, Pen.*
Preparation: *If using a section with several labeled pictures (as in some Vocabulary sections), before class, hide the labels using the thick Pen tool. Save the session.*

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

10 Language switch

Purpose: *To practice speaking and target language.*
For use with: Interactions, Conversation.
Classware tools: *Zoom, Highlight.*
Preparation: *Before class:*

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

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

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

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

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

11 List that

Purpose: *To review language.*
For use with: Wrap-up, Speaking.
Classware tools: *Attach Blank Page, Pen (or Text Box).*
Preparation: *Before class, attach a Blank Page next to the section and divide it into columns (one for each team) using the Pen tool (or Text Box). Save the session.*

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

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

12 Make connections

Purpose: *To activate Ss prior knowledge, to preview content of unit, to review language.*
For use with: Warm-up.
Classware tools: *Zoom, Pen.*
Preparation: *None.*

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

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13 Preview the unit

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

For use with: Warm-up.

Classware tools: *Hide, Pen, Eraser.*

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

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

14 Restoring text

Purpose: *To review language.*

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

Classware tools: *Zoom, Hide, Eraser, Show.*

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

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

15 Revealing grammar

Purpose: *To review grammar.*

For use with: Grammar.

Classware tools: *Zoom, Pen, Eraser.*

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

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

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

16 Right or wrong?

Purpose: *To practice or review target language.*

For use with: Vocabulary, Grammar.

Classware tools: *Zoom, Pen.*

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

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

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

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17 Search and highlight

Purpose: *To review vocabulary and / or grammar.*
For use with: Vocabulary, Language in context, Conversation, Reading.
Classware tools: *Zoom, Highlight.*
Preparation: *None.*

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

18 Show the word!

Purpose: *To practice or review target vocabulary.*
For use with: Vocabulary *with pictures.*
Classware tools: *Zoom, Hide or Pen, Eraser.*
Preparation: *Before class, hide the target words using the Hide or thick Pen tool so that only the pictures are visible. Save the session.*

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

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

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

19 Swipe and guess

Purpose: *To review target vocabulary.*
For use with: Vocabulary *with labeled pictures.*
Classware tools: *Zoom, Hide, Text Box, Eraser.*
Preparation: *Before class, hide the pictures using the Hide tool, and cover the words using Text Boxes. Save the session.*

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

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

20 Which word?

Purpose: *To practice target vocabulary.*
For use with: Language in context, Conversation.
Classware tools: *Text Box (or Hide or Pen).*
Preparation: *Before class, cover each target item with a Text Box (or hide the items with the Hide or Pen tool, and add a Text Box to the margin of the text). Type in the covered item and another item from the Vocabulary set. Save the session.*

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

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Introduction to the CEFR

Introduction to the Common European Framework of Reference (CEFR)

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

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

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

Four Corners and the Common European Framework of Reference

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

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

Sources:
http://www.ielts-test-practice.com/ielts-scores.html
http://www.ets.org/Media/Research/pdf/CEFR_Mapping_Study_Interim_Report.pdf
http://www.sprachenmarkt.de/fileadmin/sprachenmarkt/ets_images/TOEIC_Can-do-table_CEFR_2008.pdf

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

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

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

Sources:
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Speaking

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

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

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

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

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Speaking *(continued)*

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

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

Listening

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

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

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

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

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

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

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Reading

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

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

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

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

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

WB1A = Workbook, Unit 1A

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Writing

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

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

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

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

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

WB1A = Workbook, Unit 1A

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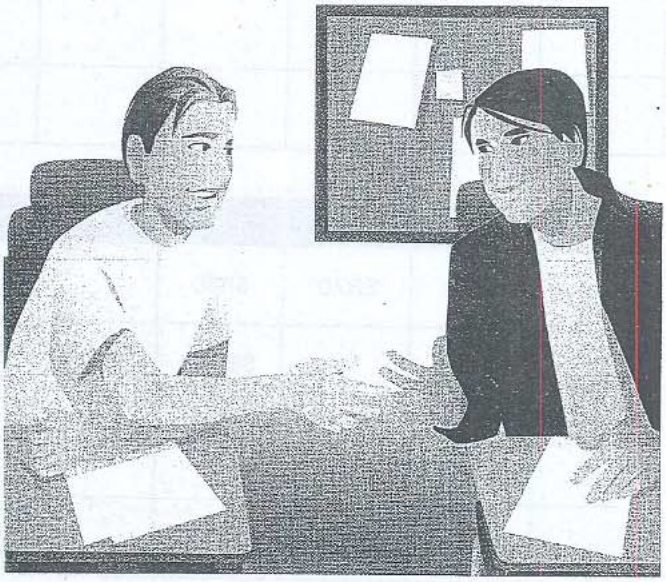
Welcome

1 Introducing yourself

A Listen and practice.

Simon: Hello. I'm Simon.
Chen: Hi, Simon. My name is Chen. Nice to meet you.
Simon: Nice to meet you, too.

B Pair work Introduce yourselves.



2 Introducing someone else

A Listen and practice.

Simon: Chen, this is my friend Sofia.
Sofia: Hi, Chen. Nice to meet you.
Chen: Nice to meet you, too, Sofia.

B Group work Introduce your partner from Exercise 1 to another classmate.



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Welcome

1 Introducing yourself

Learning objective: *Introduce one's self.*

A (CD 1, Track 2)

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

B

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

2 Introducing someone else

Learning objective: *Introduce someone else.*

A (CD 1, Track 3)

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

B

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

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

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3 Hi and bye

Learning objective: *Say hello and good-bye.*

A (CD 1, Track 4)

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

B (CD 1, Track 5)

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

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

C

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

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Hi and bye

A Listen and practice.





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

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

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

Saying hello

Hi.

Hello.

Good morning.

Good afternoon.

Good evening.

Saying good-bye

Bye.

Good-bye.

C Class activity Say hello to your classmates and ask how they are. Then say good-bye.

Introduce myself and others.
Say hello and good-bye.

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Classroom language



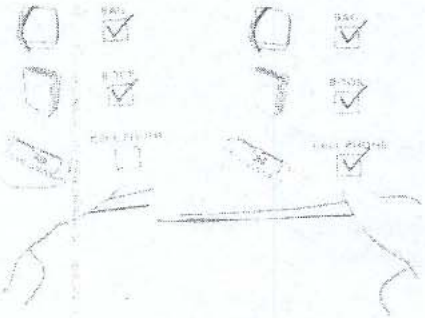
Pair work



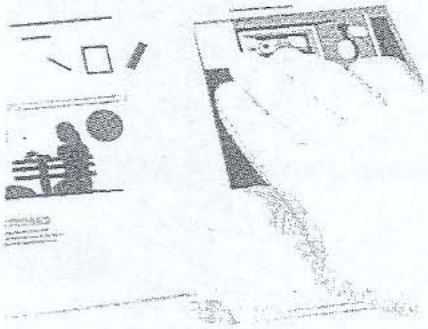
Group work



Class activity



Compare answers.



Cover the picture.



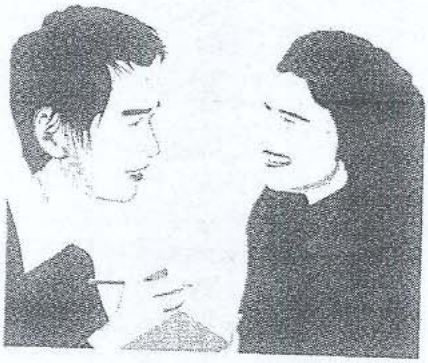
Go to page 12.

What's your name?

My name is Marisa.



Ask and answer questions.



Interview your partner.



Role-play the situation.

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Classroom language

Learning objective: *Use classroom language.*

(CD 1, Track 6)

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

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New friends

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

Warm-up

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

A

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

B

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

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Nationalities

LESSON A
- Names and titles
- The verb *be*; possessive adjectives

LESSON B
- Asking for spelling

LESSON C
- Interesting jobs
- Subject pronouns; *yes / no* questions with *be*

LESSON D
- Reading: "Famous Names"
- Writing: My name

Warm-up

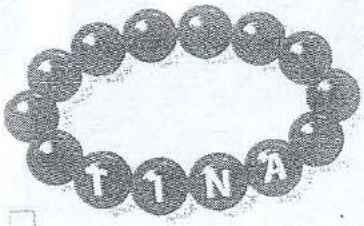
Popular names in the United States



1. Jacob
2. Michael
3. Ethan
4. Joshua
5. Daniel

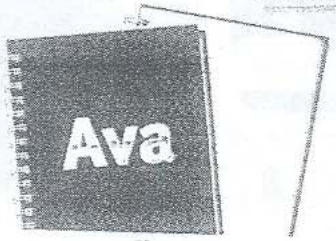


1. Emma
2. Isabella
3. Emily
4. Madison
5. Ava











Source: www.ssa.gov/OACT/babynames/

A Check (✓) the popular names.

B Say ten popular names in your country.

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What's your name?

1 Language in context First day of class

A Listen to Ms. Peters meet her students on the first day of class. Underline the names.



2 Vocabulary Names and titles

A Listen and repeat.

first name middle name last / family name

Jennifer Ann Wilson

full name

Miss Comez = a single woman
Mrs. Chow = a married woman
Ms. Peters = a single or married woman
Mr. Adams = a single or married man

B **Pair work** Complete the sentences with your own information. Then compare answers.

My first name is _____ My full name is _____

My family name is _____ My teacher's name is _____

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LESSON A overview
Vocabulary: Names and titles
Grammar: The verb *be*; possessive adjectives
Speaking: Class introductions and greetings

1 Language in context First day of class

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

(CD 1, Track 7)

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

2 Vocabulary Names and titles

Learning objective: *Use names and titles vocabulary.*

A (CD 1, Track 8)

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

Extra activity Name tags

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

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

Cultural note

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

B

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

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3 Grammar The verb *be*; possessive adjectives

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

(CD 1, Track 9)

Possessive adjectives

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

The verb *be*

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

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

A

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

B

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

4 Speaking My name is . . .

Learning objective: *Ask for and say names.*

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

A

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

B

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

> ***Additional practice***
> For more practice, use:
>
> | | |
> |---|---|
> | Workbook | pages 1–3 |
> | Self-study CD-ROM | Lesson A |

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3 Grammar The verb *be*; possessive adjectives

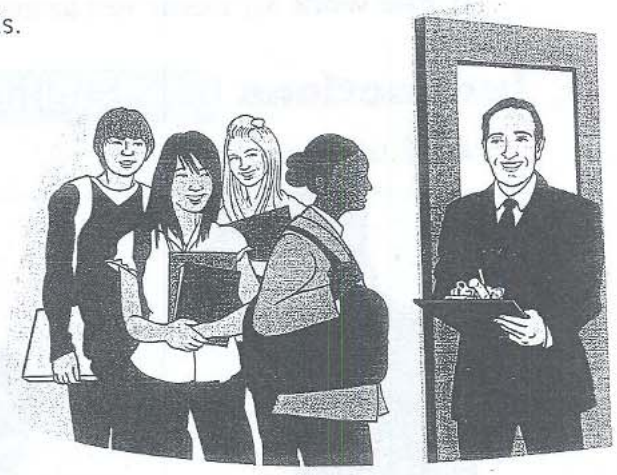
What is (What's)	your name? his name? her name?	**My** name **is** Maria. **His** name **is** Ricardo. **Her** name **is** Yoko.
What are	your names? their names?	**Our** names **are** Maria and Jason. **Their** names **are** Ricardo and Yoko.

A Circle the correct words. Then compare with a partner.

1. Maria is a student. **His** / (**Her**) last name is Gomez.
2. Ms. Peters (**is**) / **are** our teacher. (**Her**) / **Their** first name is Linda.
3. My name is Jason. What's **our** / (**your**) name?
4. Anna and Bruce **is** / (**are**) students. **Her** / (**Their**) teacher is Miss Brown.
5. Their first names **is** / (**are**) Yoko and Ricardo.
6. Hello, everyone. I'm Miss Diaz. What are (**your**) / **his** names?

B Complete the conversation with the correct words. Then practice in a group.

A: Hello. Welcome to English class. What *is* your name, please?
B: *My* name is Pam.
A: And what's *your* last name, Pam?
B: My last name *is* Nelson.
A: OK. And *what* is your name?
C: Ji-ah. *My* family name is Lee.



4 Speaking My name is . . .

A Class activity Meet your classmates. Say your first and last name.

A: *Hello. My name is Oscar Martinez. What's your name?*
B: *Hi. My name is Susana Harris.*
A: *It's nice to meet you.*
B: *Nice to meet you, too.*

B Share your information.

A: *What's his name?*
B: *His name is Oscar Martinez. What's her name?*
A: *Sorry, I don't know.*

5 Keep talking!

Go to page 125 for more practice.

ask for and say names.

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B How do you spell it?

1 The alphabet

A Listen and repeat.

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

B Pair work Say a letter. Your partner points to it. Take turns.

2 Interactions Spelling names

A Listen and practice.



Donald: Hello. My name is Donald Wang.
Clerk: How do you spell your first name?
Donald: D-O-N-A-L-D.
Clerk: And how do you spell your last name?
Donald: W-A-N-G.

Asking for spelling

How do you spell your first name?
How do you spell your last name?

B Pair work Practice the conversation again with these names.

John Evans Cindy Douglas Antonia Lopez Richard Wu

A: *Hello. My name is John Evans.*
B: *Hello, John. How do you spell your first name?*
A: *J-O-H-N.*
B: *And how do you spell . . . ?*

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LESSON B overview

Interactions: Asking for spelling
Listening: Spelling names
Speaking: Class name list

1 The alphabet

Learning objective: *Say the alphabet.*

A (CD 1, Track 10)

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

B

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

Extra activity Extension

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

2 Interactions Spelling names

Learning objective: *Spell names.*

A (CD 1, Track 11)

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

B

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

Classware Tip

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

Extra activity Listening

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

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3 Listening Spell it!

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

A (CD 1, Track 12)

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

B (CD 1, Track 13)

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

4 Speaking A class list

Learning objective: *Spell names.*

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)
- Read the conversation with a S. Have the S read A's lines.
- Model the conversation with another S. Substitute your own information.
- Have Ss ask and answer questions to make a list of names. If your class is large, have Ss ask questions to list ten classmates. Have Ss walk around the room to take turns asking and answering questions to make their lists.
- Have Ss work in pairs to take turns asking and answering questions about their own information (e.g., *What is your name?*). Elicit ideas from the class.
- Finally, tell Ss to check the "can do" statement if they can spell names. NOTE: If Ss need more help, suggest they do the *Additional practice* activities.

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

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

Additional practice
For more practice, use:

Workbook	page 4
Self-study CD-ROM	Lesson B

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3 Listening Spell it!

A Listen to four people spell their names. Check (✓) the correct answers.

1. ☑ Steven ☐ Stephen	2. ☐ Dina ☑ Dena	3. ☐ Kelly ☑ Kerry	4. ☑ Bryan ☐ Brian

B Listen to the conversations. Write the names.

1.

HELLO.
My name is

George Lee .

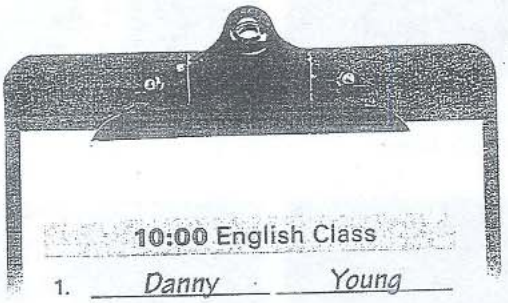
2.

CITY COLLEGE
STUDENT ID



Susan Watkins

3.



10:00 English Class

1. Danny Young

4.

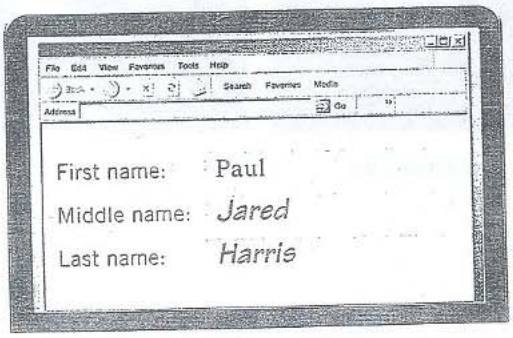
GYM

Mr. (Miss) Mrs.

Karen
First name

Nelson
Last name

5.



6.

Welcome, students!
Ms. Fields

4 Speaking A class list

Class activity Ask your classmates for their names. Make a list.

A: *What's your first name?*
B: *Tyler.*
A: *How do you spell it?*
B: *T-Y-L-E-R.*
A: *And what's your last name?*
B: *Larsen.*

First names	Last names
Tyler	Larsen
Lindsey	Fisher
Marcela	Perez
Evan	Howley
Dmitri	Benos

spell names.

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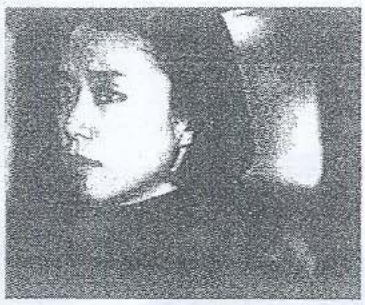
Are you a student?

Vocabulary Interesting jobs

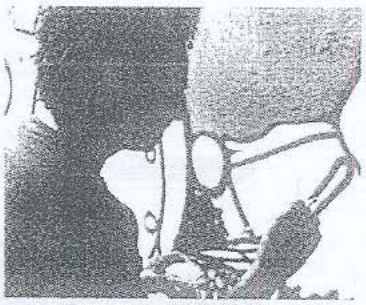
A Listen and repeat.



Gael García Bernal is an **actor**.
He's from Mexico.



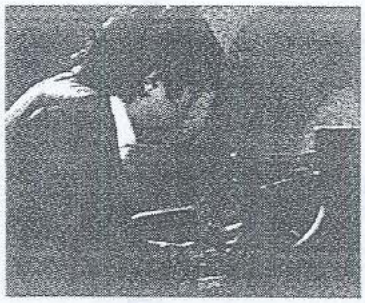
Jeon Do-yeon is an **actress**.
She's from South Korea.



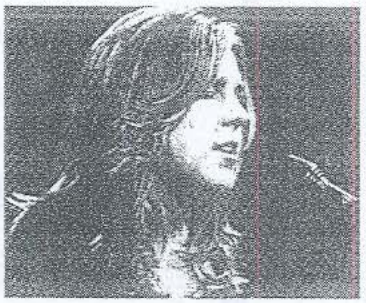
Alex Hornest is an **artist**.
He's from Brazil.



Brooklyn Decker is a **model**.
She's from the United States.



Lang Lang is a **musician**.
He's from China.



Diana Krall is a **singer**.
She's from Canada.

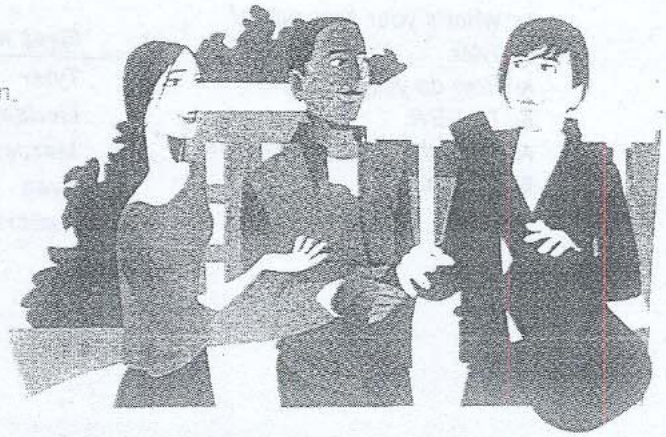
B Pair work Name other people for each job.

A: *Jet Li is an actor.*
B: *Yes. And Cate Blanchett is an actress.*

Conversation My friend the musician

Listen and practice.

Sandy: Hey, Jacob!
Jacob: Oh, hi, Sandy. How's it going?
Sandy: Good, thanks. This is my friend Kevin.
Jacob: Hi. Nice to meet you.
Kevin: Nice to meet you, Jacob.
Jacob: Are you a student here?
Kevin: No, I'm not. I'm a musician.
Sandy: Kevin is from England.
Jacob: Oh? Are you from London?
Kevin: No, I'm not. I'm from Liverpool.



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LESSON C overview

Vocabulary: Interesting jobs
Grammar: Subject pronouns; *yes / no* questions with *be*
Pronunciation: Contractions
Speaking: Guessing game about famous people

1 Vocabulary Interesting jobs

Learning objective: *Use job vocabulary.*

A (CD 1, Track 14)

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

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

B

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

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

2 Conversation My friend the musician

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

(CD 1, Track 15)

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

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

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

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

(CD 1, Track 16)

Subject pronouns

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

***Yes / no* questions**

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

A

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

B

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

4 Pronunciation Contractions

Learning objective: *Listen to and use contractions.*

(CD 1, Track 17)

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

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

5 Speaking Ten questions

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

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

Additional practice

For more practice, use:

Workbook	pages 5–7
Self-study CD-ROM	Lesson C

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

I'm a musician.	**Am I** in your class? Yes, **you are.** No, **you're not.** / No, **you aren't.**
You're a student.	**Are you** from London? Yes, **I am.** No, **I'm not.**
Kevin **is** from Liverpool. **He's** from Liverpool.	**Is he** a singer? Yes, **he is.** No, **he's not.** / No, **he isn't.**
Sandy **is** a student. **She's** a student.	**Is she** from Canada? Yes, **she is.** No, **she's not.** / No, **she isn't.**
Liverpool **is** in England. **It's** in England.	**Is your** name John? Yes, **it is.** No, **it's not.** / No, **it isn't.**

Contractions I'm = I am you're = you are he's = he is she's = she is it's = it is

A Match the questions and the answers. Then practice with a partner.

1. Is your first name Jacob? *d*
2. Are you from Liverpool? *a*
3. Is she from the United States? *f*
4. Is she a musician? *c*
5. Is Will Smith an actor? *b*
6. Is Caracas in Peru? *e*

a. No, I'm not. I'm from London.
b. Yes, he is. He's a singer, too.
c. No, she's not. She's an artist.
d. Yes, it is. And my last name is King.
e. No, it's not. It's in Venezuela.
f. Yes, she is. She's from California.

B Complete the conversations with the correct words. Then practice with a partner.

1. A: *Is* your first name Don?
   B: No, *it's* not. It's Jeff.
2. A: *Are* you from Mexico?
   B: Yes, I *am*. I'm from Mexico City.
3. A: *Is* your teacher from England?
   B: No, she *'s not*.
4. A: *Are* you a model?
   B: No, *I'm* not. I'm a singer.

4 Pronunciation Contractions

Listen and repeat. Notice the reduction of contractions.

I am → I'm he is → he's it is → it's are not → aren't

you are → you're she is → she's is not → isn't

5 Speaking Ten questions

Group work Think of a famous person with a job from Exercise 1. Your group asks ten questions and guesses the name. Take turns.

A: *Is the person a man?*
B: *No, she's not.*
C: *Is she an actress?*

6 Keep talking!

Student A go to page 126 and Student B go to page 128 for more practice.

talk about where people are from and what they do.

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D Names and jobs

1 Reading

A Look at the pictures. What are their names?

B Read the article. Are they all singers? *See page T-12 for the answer.*

Famous Names



Actor **Tom Cruise** uses his middle name as his last name. His full name is Thomas Cruise Mapother. Tom is short for Thomas.



Zhang Ziyi is an actress from China. Zhang isn't her first name. It's her family name. In China, family names come first.



Shakira is a singer from Colombia. She uses only her first name. Her full name is Shakira Isabel Mebarak Ripoll.



Jay-Z is a hip-hop singer from the United States. Jay-Z is his nickname. His real name is Shawn Corey Carter.



Kaká is a soccer player from Brazil. His full name is Ricardo Izecson dos Santos Leite. Kaká is his nickname.



Madonna is not a nickname for this singer. It's her first name. Her full name is Madonna Louise Veronica Ciccone.

C Read the article again. Complete the sentences with the correct words.

1. Tom Cruise uses his ___*middle*___ name as his last name.
2. Shakira uses only her ___*first*___ name.
3. Ricardo Izecson dos Santos Leite's ___*nickname*___ is Kaká.
4. Ziyi is not Zhang Ziyi's ___*family / last*___ name.
5. Jay-Z's ___*real*___ name is Shawn Corey Carter.
6. Madonna Louise Veronica Ciccone is Madonna's ___*full*___ name.

D Pair work Tell your partner about another famous person's name.

"Rain is a singer, actor, and model from South Korea. Rain is his nickname. His real name is Jeong Ji-hoon."

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LESSON D overview

Reading: "Famous Names" (an article)
Writing: My name
Speaking: Quiz about celebrities

1 Reading Famous Names

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

(CD 1, Track 18)

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

A

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

B

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

Vocabulary
short for a short way to say the same thing; not the full form
nickname not the real name; an informal name
hip-hop a type of music

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

Answer
No.

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

Cultural note
Many English-speaking celebrities, especially musicians and singers, are known by a single name. These include: Bono (lead singer for the Irish band U2), Dido (British singer), Sting (British musician), Pink (American singer), Prince (American musician), and Seal (British singer). Other famous English-speakers known by one name include Shaq (basketball star) and Mo'nique (comedian and actress).

C

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

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

D

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

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2 Writing My name

Learning objective: *Write sentences about your name.*

A

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

B

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

3 Speaking Celebrity quiz

Learning objective: *Discuss people's names and jobs.*

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

A

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

Answers
Jackie Chan, Penelope Cruz, David Beckham, Jennifer Lopez, Russell Crowe, Angelina Jolie

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

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

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

B

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

C

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

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

Additional practice
For more practice, use:

Workbook	page 8
Self-study CD-ROM	Lesson D

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2 Writing My name

A Write sentences about your name. Use the model to help you.

My Name

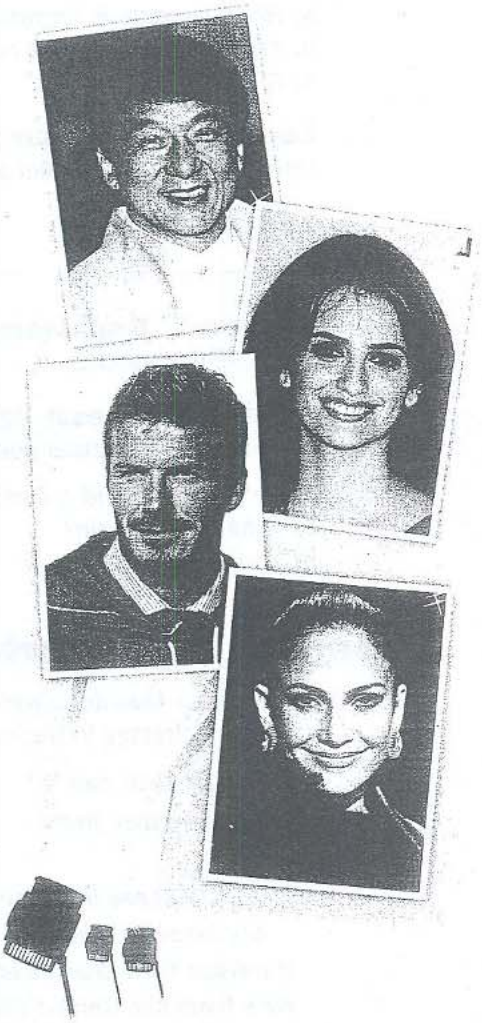
My full name is Anthony Steven Johnson. My nickname is Big Tony. Tony is short for Anthony. My middle name is Steven, and my last name is Johnson.

B Group work Tell your group about your name.

3 Speaking Celebrity quiz

A Pair work Ask and answer the questions about celebrities. *See page T-13 for answers.*

1. He's an actor from Hong Kong. His initials are J. C. What's his name?
   "His name is Jackie Chan."
2. She's an actress from Spain. Her last name is Cruz. What's her first name?
3. He's a soccer player from England. His first name is David. What's his last name?
4. She's an actress and singer. Her nickname is J-Lo. What's her name?
5. He's an actor from Australia. His first name is Russell. What's his last name?
6. She's an actress from the United States. Her last name is Jolie? What's her first name?



B Pair work Create a quiz. Write three sentences about a celebrity.

He's a tennis player.
He's from Switzerland.
His first name is Roger.

C Group work Say your sentences to another pair. They guess the celebrity. Take turns.

A: *He's a tennis player.*
B: *Is he Rafael Nadal?*
A: *No, he isn't. He's from Switzerland.*

discuss people's names and jobs.

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Wrap-up

1 Quick pair review

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

A: *Her last name is Fernandes.*
B: *Yes, it is. And his first name is Oscar. What's his last name?*
A: *It's Medina.*

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

First name	Middle name	Last / Family name
_____	_____	_____

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

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

A: *He's a singer and a musician. He's from England. He's in Coldplay.*
B: *Is he Chris Martin?*
A: *Yes!*

2 In the real world

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

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

Actors in "Star Wars"
My favorite movie is "Star Wars."
Harrison Ford is an actor in the movie.
He's from the United States . . .

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1 Quick pair review

Learning objective: *Review people's names and jobs.*

Lesson A Do you remember?

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

Lesson B Test your partner!

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

Lesson C Brainstorm!

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

> **Classware** Guided brainstorming page xxviii
> After brainstorming, follow the steps for *Guided brainstorming* to review vocabulary for jobs.

Lesson D Guess!

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

2 In the real world

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

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

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People and places

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

Warm-up

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

A

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

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

B

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

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People and places

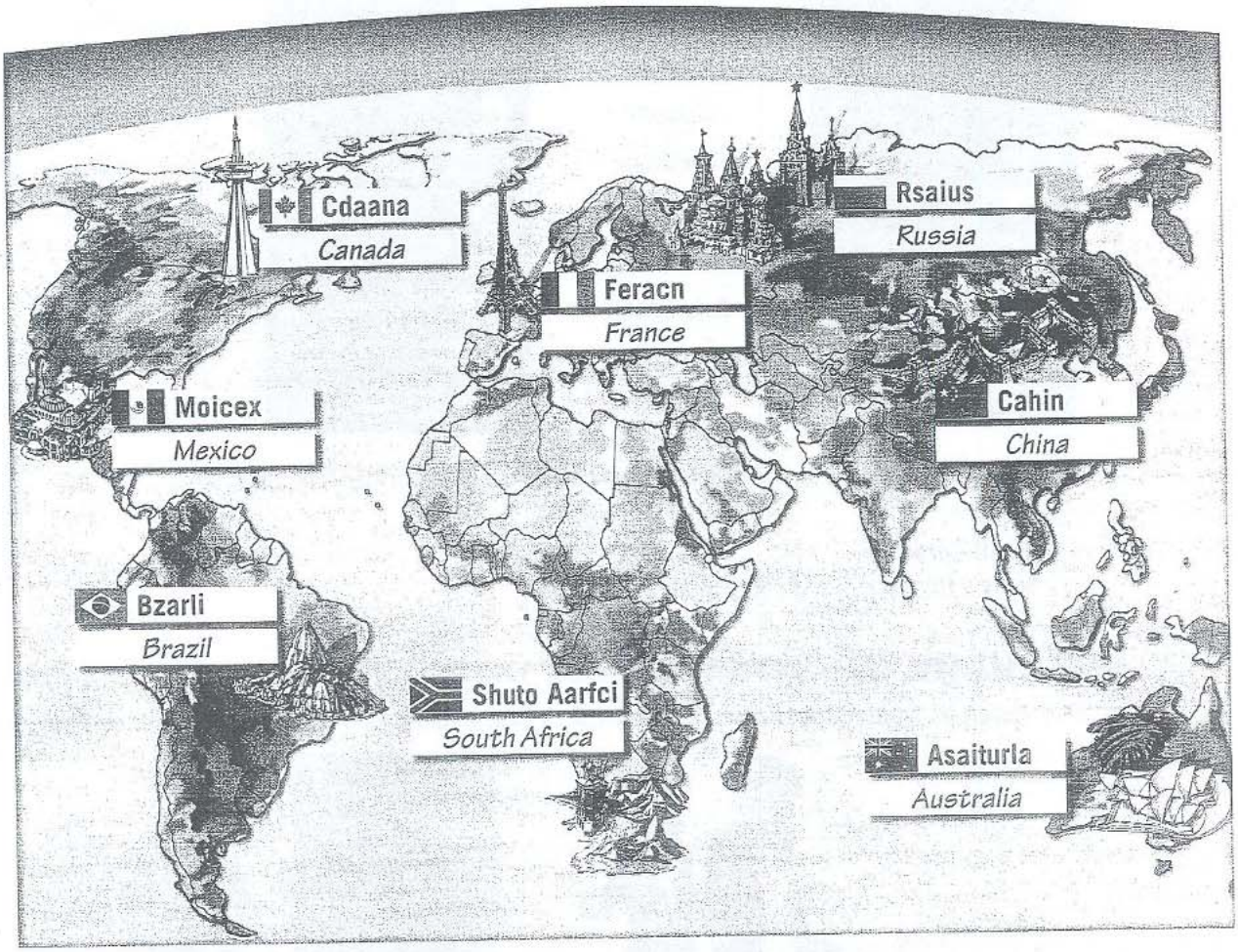
LESSON A
- Nationalities
- Plural subject pronouns; questions with *be*

LESSON B
- Asking for someone's phone number
- Asking for someone's email address

LESSON C
- Family members
- *Who* and *How old* with *be*

LESSON D
- Reading: "People in My Life"
- Writing: My friends

Warm-up



A Write the names of the countries.

B Say the names of five other countries in English.

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A Where are you from?

1 Vocabulary Nationalities

A Complete the chart with the correct nationalities. Then listen and check your answers.

Mexican	American	South Korean	Chilean	Greek	Colombian
Spanish	Canadian	Brazilian	Saudi	Peruvian	Japanese
British	Chinese	Turkish	Thai	Ecuadorian	✓Australian

Country	Nationality
Australia	Australian
Brazil	Brazilian
Britain	British
Canada	Canadian
Chile	Chilean
China	Chinese
Colombia	Colombian
Ecuador	Ecuadorian
Greece	Greek

Country	Nationality
Japan	Japanese
Mexico	Mexican
Peru	Peruvian
Saudi Arabia	Saudi Arabian
South Korea	South Korean
Spain	Spanish
Thailand	Thai
Turkey	Turkish
the United States	American

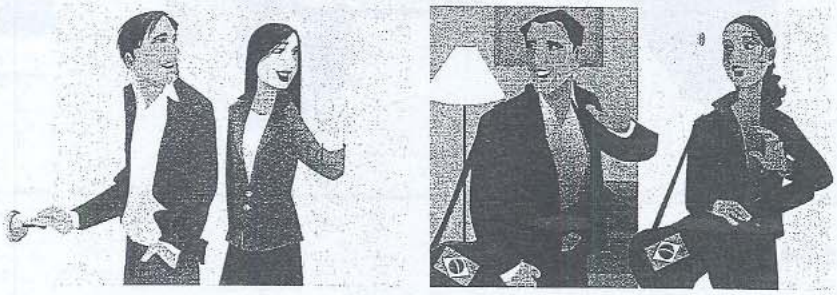
B Pair work Say a famous name. Your partner says his or her nationality. Take turns.

A: *Bill Gates.*
B: *He's from the United States. He's American.*

2 Language in context New neighbors

Listen to Brad and Emily Hill talk about their new neighbors. What are their names? *See page T-16 for answers.*

1C



Brad: Who are they?
Emily: Oh, they're our new neighbors, Carlos and Claudia.
Brad: Are they musicians?
Emily: Yes, they are.

Brad: Where are they from?
Emily: They're from Brazil.
Brad: What city are they from?
Emily: They're from Manaus.

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LESSON A overview

Vocabulary: Nationalities
Grammar: Plural subject pronouns; questions with *be*
Pronunciation: Word stress
Speaking: True and false information about people

1 Vocabulary Nationalities

Learning objective: *Use vocabulary for nationalities.*

A (CD 1, Track 19)

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

B

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

Extra activity Extension

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

2 Language in context New neighbors

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

(CD 1, Track 20)

- Direct Ss' attention to the picture on the left to set the scene. Ask: *What people are in the picture? (A man and a woman.) Where are they? (In front of their apartment.)*
- Direct Ss' attention to the picture on the right. Ask: *Are the same people in the picture? (No.) Who are they? (Neighbors.) Where do you think they're from? (Brazil.)*
- Go over the instructions.
- Play the audio. Have Ss underline the names as they listen and read silently.
- Go over the answers with the class.

Answers
Carlos and Claudia.

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

Extra activity Choral reading

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

Cultural note

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

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3 Grammar Plural subject pronouns; questions with *be*

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

(CD 1, Track 21)

Subject pronouns

- Books closed. Write on the board:

One Person	Two or more people
I am	
You are	
He / She / It is	

- Point to the singular pronouns and say: *These pronouns are for one person.* Ask: *What pronouns are for two or more people?* Write the corresponding plurals on the board *(we, you, they).*
- Elicit the plural form of *be*. Ask: *What verb do we use with* we, you, *and* they*? (Are.)* Write *are* next to the plural pronouns.

***Yes / No* questions**

- Write on the board:

____ ____ *Japanese? (you)*
____ ____ *Brazilian? (they)*

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

***Wh-* questions**

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

4 Pronunciation Word stress

Learning objective: *Use correct word stress for nationalities.*

A (CD 1, Track 22)

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

B (CD 1, Track 23)

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

5 Speaking That's not correct!

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

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

A

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

B

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

Additional practice

For more practice, use:

Workbook	pages 9–11
Self-study CD-ROM	Lesson A

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3 Grammar Plural subject pronouns; questions with *be*

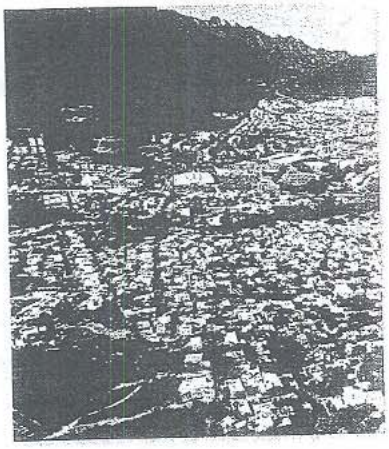
Where are you and Sakura from?
We're from Japan.
What city are **you** from?
We're from Osaka.
Are you Japanese?
Yes, **we are**.
No, **we're not**. / No, **we aren't**.

Where are Carlos and Claudia from?
They're from Brazil.
What city are **they** from?
They're from Manaus.
Are they Brazilian?
Yes, **they are**.
No, **they're not**. / No, **they aren't**.

Contractions we're = we are they're = they are

Complete the conversations with the correct words. Then practice with a partner.

1. A: Where are *you* from?
   B: We're from Mexico.
   A: Oh? *What* city are you from? Are you from Mexico City?
   B: No, we *'re* not. *We're* from Monterrey.
2. A: *Are* Jim and Carly American?
   B: No, they *'re not*. They *'re* Canadian.
   A: What city in Canada are *they* from?
   B: They *'re* from Toronto.



4 Pronunciation Word stress

A Listen and repeat. Notice the stressed syllables in the nationalities.

Greek British Brazilian Chinese

B Listen. Underline the stressed syllable in each nationality.

Japanese Australian Spanish Thai

5 Speaking That's not correct!

A Write three false sentences about people, countries, or nationalities.

1. *Toronto and Vancouver are in Greece.*
2. *Venus and Serena Williams are Ecuadorian.*
3. *Nicole Kidman and Russell Crowe are British.*

B Group work Share your sentences. Your group corrects them. Take turns.

A: *Toronto and Vancouver are in Greece.*
B: *No, they aren't. They're in Canada.*

6 Keep talking!

Go to page 127 for more practice.

ask for and say people's nationalities.

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B What's your email address?

1 Numbers 0 to 10; phone numbers; email addresses

A Listen and repeat.

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

B Listen and repeat. Notice that people sometimes say "oh" for "zero" in phone numbers.

281-363-2301 = "two-eight-one, three-six-three, two-three-zero-one"
602-374-4188 = "six-oh-two, three-seven-four, four-one-eight-eight"

C Listen and repeat. Notice the way people say email addresses.

susan8k@cup.org = "susan-eight-K-at-C-U-P-dot-org"
jun_akita@email.com = "jun-underscore-akita-at-email-dot-com"

2 Interactions Phone numbers and email addresses

A Listen and practice.



Stacy: Hey, Emma. What's your phone number?
Emma: It's 309-403-8708.
Stacy: What's your email address?
Emma: It's emma@cup.org.
Stacy: Thanks!

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

Asking for someone's phone number

What's your phone number?
What's your number?

Asking for someone's email address

What's your email address?
What's your email?

C Pair work Practice the conversation again with the information below.

978-887-8045 ej5@cup.org
604-608-4864 emma_jones@email.com

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addresses
Interactions: Asking for someone's phone number; asking for someone's email address
Listening: Directory assistance calls, information forms
Speaking: Class survey for new contact information

1 Numbers 0 to 10; phone numbers; email addresses

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

A (CD 1, Track 24)

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

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

B (CD 1, Track 25)

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

C (CD 1, Track 26)

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

2 Interactions Phone numbers and email addresses

Learning objective: *Say phone numbers and email addresses.*

A (CD 1, Track 27)

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

B (CD 1, Track 28)

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

C

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

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

A (CD 1, Track 29)

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

B (CD 1, Track 30)

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

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

email address

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

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

A

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

B

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

C

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

> ***Additional practice***
> For more practice, use:
>
> | | |
> |---|---|
> | Workbook | page 12 |
> | Self-study CD-ROM | Lesson B |

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Check (✓) the correct answers.

1. Carlos Moreno	☐ 333-822-1607	☑ 323-822-1607
2. Lucy Chang	☑ 662-651-0410	☐ 662-615-0410
3. Michael Ashcroft	☑ 866-279-9400	☐ 866-279-9500
4. Beatriz J. Lago	☐ 341-360-7450	☑ 341-360-4570

B Listen to three people give their names, phone numbers, and email addresses. Complete the forms.

MADISON ENGLISH SCHOOL

REGISTRATION

First name: *Michael*
Middle name: *John*
Last name: *Kensington*
Phone: *608-985-6831*
Email: *MJK78@cup.org*

1-2-3 GYM

MEMBERSHIP

First name: *Lydia*
Middle initial: *P.*
Last name: *Jackson*
Phone: *813-265-1356*
Email: *lydia_j@cambridge.org*

City Library

CARD APPLICATION

First name: *Veronica*
Family name: *Guzman*
City: *Dallas*
Phone: *210-826-6398*
Email: *vguzman@cup.org*

Speaking A new number and email address

A Write a new phone number and email address.

My new phone number: _____ My new email address: _____

B Class activity Ask five classmates for their names, new phone numbers, and new email addresses. Complete the chart with their answers.

	Name	Phone number	Email address
1.			
2.			
3.			
4.			
5.			

C Share your information.

A: *What's her name and phone number?*
B: *Her name is Fatima. Her phone number is 212-691-3239.*
A: *What's her email address?*
B: *Her email is . . .*

ask for and give phone numbers and email addresses.

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1. Carlos Moreno	☐ 333-822-1607	☑ 323-822-1607
2. Lucy Chang	☑ 662-651-0410	☐ 662-615-0410
3. Michael Ashcroft	☑ 866-279-9400	☐ 866-279-9500
4. Beatriz J. Lago	☐ 341-360-7450	☑ 341-360-4570

B Listen to three people give their names, phone numbers, and email addresses. Complete the forms.

MADISON ENGLISH SCHOOL

REGISTRATION

First name: *Michael*
Middle name: *John*
Last name: *Kensington*
Phone: *608-985-6831*
Email: *MJK78@cup.org*

1-2-3 GYM

MEMBERSHIP

First name: *Lydia*
Middle initial: *P.*
Last name: *Jackson*
Phone: *813-265-1356*
Email: *lydia_j@cambridge.org*

City Library

CARD APPLICATION

First name: *Veronica*
Family name: *Guzman*
City: *Dallas*
Phone: *210-826-6398*
Email: *vguzman@cup.org*

4 Speaking A new number and email address

A Write a new phone number and email address.

My new phone number: _____ My new email address: _____

B Class activity Ask five classmates for their names, new phone numbers, and new email addresses. Complete the chart with their answers.

	Name	Phone number	Email address
1.			
2.			
3.			
4.			
5.			

C Share your information.

A: *What's her name and phone number?*
B: *Her name is Fatima. Her phone number is 212-691-3239.*
A: *What's her email address?*
B: *Her email is . . .*

I can ask for and give phone numbers and email addresses.

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Grammar: *Who* and *How old* with *be*
Speaking: Information exchange about family members

1 Vocabulary Family members

Learning objective: *Use family vocabulary.*

A (CD 1, Track 31)

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

B

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

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

Extra activity Riddle game

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

Classware Show the word! page xxxi

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

2 Conversation Who's that?

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

(CD 1, Track 32)

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

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

(CD 1, Track 33)

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

(CD 1, Track 34)

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

A

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

B

- Go over the instructions and the example conversation.
- Model the activity. Point to someone in Exercise 1 and ask: *Who's that?*
- Call on Ss. Point to a picture and ask: *Who's that?*

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

4 Speaking My family

Learning objective: *Identify family members and give their ages.*

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

A

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

B

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

> ***Additional practice***
> For more practice, use:
>
> | | |
> |---|---|
> | Workbook | pages 13–15 |
> | Self-study CD-ROM | Lesson C |

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That's my sister.
How old is she?
She's seven (years old).

They're my grandparents.
How old are they?
They're 70 and 66.

A Read the answers. Write the questions. Then practice with a partner.

A: *Who's that?*
B: Oh, that's my brother Ignacio.
A: *How old is he?*
B: He's ten years old.
A: *Who are they?*
B: They're my sisters Lucia, Antonia, and Carmen.
A: *How old are they?*
B: They're 19, 16, and 11.
A: And *who's that?*
B: That's my grandfather.
A: *How old is he?*
B: He's 62.

B Pair work Ask and answer questions about the family in Exercise 1.

A: *Who's that?*
B: *That's Jack Olson.*

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

4 Speaking My family

A Complete the chart with information about three people in your family.

Family member	Name	How old . . . ?	Where . . . from?
1.			
2.			
3.			

B Pair work Tell your partner about your family. Ask and answer questions for more information.

A: *Keiko is my grandmother. She's 73.*
B: *Where is she from?*

5 Keep talking!

Go to page 129 for more practice.

identify family members and give their ages.

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1 Reading

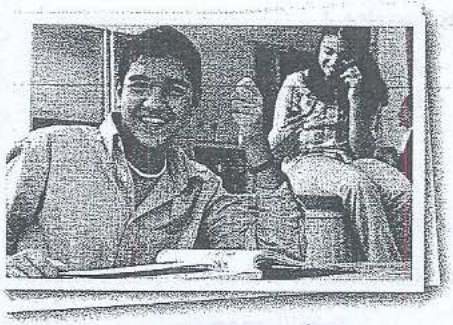
A Look at the people in Isabel's photos. Who are they? Guess.

B Read the photo descriptions. Who are Isabel's family members? Who are her friends? *See page T-22 for answers.*

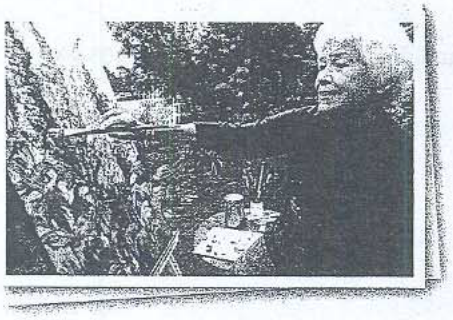
People in My Life



I'm with my friends Fernando and Amy. Fernando is on the left. He's from Bogotá, Colombia. Amy is on the right. She's from Perth, Australia. I'm in the middle.



This is my brother Carlos and my sister Julia. Carlos is 18 years old and a good soccer player. Julia is only ten. She's a good tennis player.



This is my grandmother. Her name is Olivia, but her nickname is Nana. She's an artist, and she's 92 years old!



Here's my e-pal Dong-sun. His family name is Choi. He's from Pusan, South Korea. He's 18 years old. His sister is in the photo, too.

C Read the photo descriptions again. Correct the false sentences.

1. Isabel and Amy are ~~sisters.~~ *Isabel and Amy are friends.*
2. Carlos ~~isn't~~ a good soccer player. *Carlos is a good soccer player.*
3. Olivia is ~~90~~ years old. *Olivia is 92 years old.*
4. Isabel and Dong-sun are classmates. *Isabel and Dong-sun are e-pals. (~~classmates~~) OR Isabel and Dong-sun aren't classmates. (~~are~~)*

D Pair work Ask and answer the questions about Isabel's family and friends.

- Who are Fernando and Amy?
- What's Olivia's nickname?
- How old is Julia?
- What city is Dong-sun from?

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LESSON D overview

Reading: "People in My Life" (photo captions)
Listening: People I know
Writing: My friends
Speaking: Presentation about friends

1 Reading People in My Life

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

(CD 1, Track 35)

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

A

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

B

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

Vocabulary
friends people you know and like
on the left, on the right, in the middle (gesture to indicate the meaning of these phases)
player a person who plays a game (e.g., soccer)
e-pal a friend you write emails to

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

Answers
Isabel's family members: Carlos, Julia, Olivia
Isabel's friends: Fernando, Amy, Dong-sun

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

C

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

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

D

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

Possible answers
Fernando and Amy are Isabel's friends.
Olivia's nickname is Nana.
Julia is ten years old.
Dong-sun is from Pusan.

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2 Listening People I know

Learning objective: *Develop skills in listening for specific information.*

A (CD 1, Track 36)

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

B (CD 1, Track 36)

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

3 Writing and speaking My friends

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

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

A

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

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

B

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

C

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

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

> ***Additional practice***
> For more practice, use:
>
> | | |
> |---|---|
> | Workbook | page 16 |
> | Self-study CD-ROM | Lesson D |

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2 Listening People I know

A Listen to Gina show some photos to her friend. Who are the people? Check (✓) the correct answers.



1. ☐ friend
   ☑ brother



2. ☑ classmate
   ☐ sister



3. ☐ father
   ☑ grandfather



4. ☑ teacher
   ☐ mother

B Listen again. Answer the questions.

1. How old is Mark? *15*
2. What city is Dominique from? *Paris*
3. What's the man's name? *Henry*
4. Is Ms. Parker American? *No, she's Canadian.*

3 Writing and speaking My friends

A Complete the chart with information about three friends. Then find photos or draw pictures of them.

	Friend 1	Friend 2	Friend 3
Name			
Age			
Nationality			
Other information			

B Write sentences about your friends in the pictures. Use the model and your answers in Part A to help you.

My Friends

My best friend is Samantha. She's 26 years old. She's American. She's a teacher.

Jill is my friend, too. She's . . .



C Group work Share your pictures and sentences. Ask and answer questions for more information.

A: *This is my friend Samantha. She's 26 years old.*
B: *What's her last name?*

give information about family and friends.

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Wrap-up

1 Quick pair review

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

A: *South Korea.*
B: *South Korean.*

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

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

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

Lesson D Find out! Are any of your friends or family members from the same cities? You have two minutes.

A: *My father is from Mexico City, and my mother is from Guadalajara.*
B: *My grandmother is from Guadalajara, too!*

2 In the real world

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

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

French Cities and People
Paris, Bordeaux, Cannes, Lyon, and Dijon are five cities in France. Marion Cotillard is a famous actress from France. She's . . .

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1 Quick pair review

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

Lesson A Guess!

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

Lesson B Test your partner!

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

Lesson C Brainstorm!

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

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

Lesson D Find out!

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

2 In the real world

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

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

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

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What's that?

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

Warm-up

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

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

A

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

B

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

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LESSON A
- Everyday items
- Demonstratives; articles *a* and *an*; plurals

LESSON B
- Asking what something is

LESSON C
- Clothes and colors
- Possessive pronouns; *Whose*; *'s* and *s'*

LESSON D
- Reading: "What's your favorite item of clothing?"
- Writing: My favorite thing

Warm-up



Year: 1969



Year: 1994



Year: 1978



Year: 1986

A Label the pictures with the correct years.

✓1969 1978 1986 1994

B Can you name five things in the pictures?

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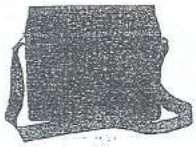
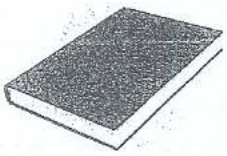
Is this your notebook?

1 Vocabulary Everyday items

A Listen and repeat.



☐ a bag



☐ a book



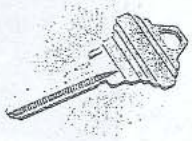
☐ a cell phone



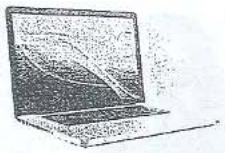
☐ a dictionary



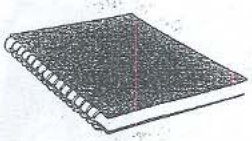
☐ an eraser



☐ a key



☐ a laptop



☐ a notebook



☐ a pen



☐ sunglasses



☐ an umbrella



☐ a watch

B Pair work Check (✓) the things in your classroom. Then compare answers.

2 Language in context What are those?

Listen to four people talk about everyday items. Circle the items in the conversations.



Pete: Hey, Ling. What's that?
Ling: Oh, it's my (dictionary).
Pete: It's nice. What are those?
Ling: They're my (English books).



Susie: Are these your (sunglasses)?
Kyle: No, they're not.
Susie: Is this your (notebook)?
Kyle: Yes, it is. Thanks.

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LESSON A overview

Vocabulary: Everyday items
Grammar: Demonstratives; articles *a* and *an*; plurals
Pronunciation: Plurals
Speaking: Questions and answers about personal items

1 Vocabulary Everyday items

Learning objective: *Use vocabulary for everyday items.*

A (CD 1, Track 37)

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

B

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

Extension Spelling

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

Classware Show the word! page xxxi

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

2 Language in context What are those?

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

(CD 1, Track 38)

Classware Which word? page xxxi

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

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

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

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

(CD 1, Track 39)

Demonstratives

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

Articles *a* and *an*

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

Plurals

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

A

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

B

- Go over the instructions.
- Model the activity. Hold up an item on your desk (e.g., *a pen*). Ask: *What's this? (It's a pen.)*
- Have Ss work in pairs to take turns asking and answering questions about everyday items in the classroom.
- Call on Ss and ask questions about items.

4 Pronunciation Plurals

Learning objective: *Pronounce plural endings.*

(CD 1, Track 40)

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

5 Speaking In my bag

Learning objective: *Ask about and identify everyday items.*

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

Additional practice

For more practice, use:

Workbook	pages 17–19
Self-study CD-ROM	Lesson A

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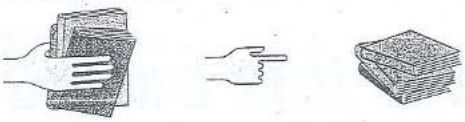
3 Grammar Demonstratives; articles *a* and *an*; plurals

What's **this**? What's **that**?



It's my dictionary.
Is **this** your dictionary?
Is **that** your dictionary?
Yes, **it is**. No, **it's not**.

What are **these**? What are **those**?



They're my English books.
Are **these** your English books?
Are **those** your English books?
Yes, **they are**. No, **they're not**.

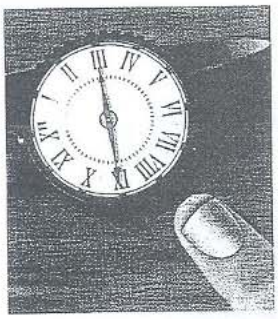
Articles a *and* an

a + consonant sound	**a** bag
an + vowel sound	**an** eraser

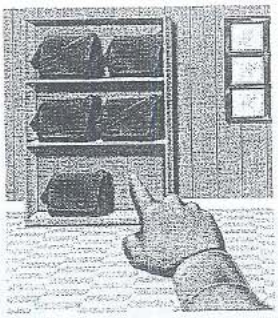
Plurals

a book → two books
a watch → two watches
a dictionary → two dictionaries
Note: *Sunglasses* and *glasses* are always plural.

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



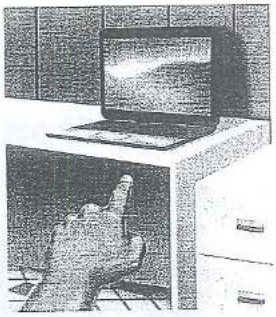
A: What *'s this* ?
B: *It's a watch.*



A: What *are those* ?
B: *They're bags.*



A: What *are these* ?
B: *They're notebooks.*



A: What *'s that* ?
B: *It's a laptop.*

B Pair work Ask and answer questions about everyday items in your classroom.

4 Pronunciation Plurals

Listen and repeat. Notice that some words have an extra syllable in their plural forms.

Same syllables	Extra syllables
eraser / erasers	actress / actress·es
key / keys	address / address·es
laptop / laptops	watch / watch·es

5 Speaking In my bag

Pair work Ask and answer 10 questions about the everyday items in your bags and in the classroom.

A: *Is this your English book?*
B: *No, it's not. It's my dictionary. What are those?*
A: *They're my keys.*

6 Keep talking!

Go to page 130 for more practice.

ask about and identify everyday items.

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B What's this called in English?

1 Listening Around the classroom

A Listen to Bo and Marta ask about new words in English. Number the pictures from 1 to 5.





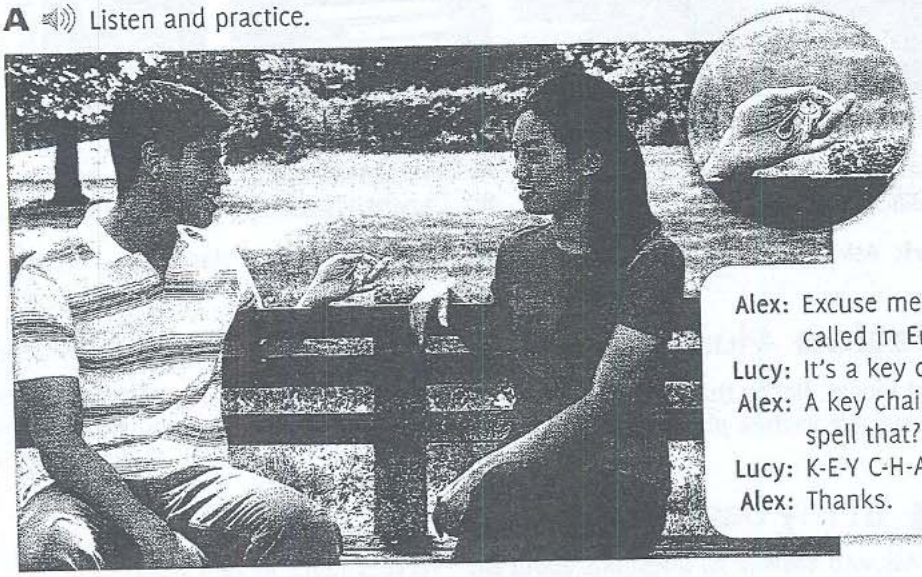



[4] an alarm clock [3] a map [2] a marker [5] a poster [1] a remote control

B What things in Part A are in your classroom?

2 Interactions Asking about new words

A Listen and practice.



Alex: Excuse me. What's this called in English?
Lucy: It's a key chain.
Alex: A key chain? How do you spell that?
Lucy: K-E-Y C-H-A-I-N.
Alex: Thanks.

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

Asking what something is

What's this called in English?
What's the word for this in English?
How do you say this in English?

C Pair work Practice the conversation again with the things in Exercise 1.

A: *Excuse me. What's this called in English?*
B: *It's a map.*
A: *How do you spell that?*

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LESSON B overview

Listening: Things around the classroom
Interactions: Asking what something is
Speaking: Memory game about everyday items

1 Listening Around the classroom

Learning objective: *Develop skills in listening for new words.*

A (CD 1, Track 41)

- Direct Ss' attention to the pictures.
- Go over the instructions.
- *Option* Say each word and have Ss repeat.
- Play the audio. Stop after the first conversation, and elicit the name of the item *(a remote control)*. Point out that *1* is in the box next to *a remote control.*
- Continue playing the audio. Have Ss write the number of the conversation in the box.
- *Option* Have Ss work in pairs to take turns asking and answering questions about the items in the pictures (e.g., *What's that? It's a marker. Is that a map? No, it's a poster.*).

B

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

2 Interactions Asking about new words

Learning objective: *Ask what something is called in English.*

A (CD 1, Track 42)

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

B (CD 1, Track 43)

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

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

C

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

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

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3 Speaking More everyday items

Learning objective: *Ask what something is called in English.*

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

A (CD 1, Track 44)

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

B

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

Extra activity Review

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

Classware Tip

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

C

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

Extra activity Game

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

Additional practice

For more practice, use:

Workbook	page 20
Self-study CD-ROM	Lesson B

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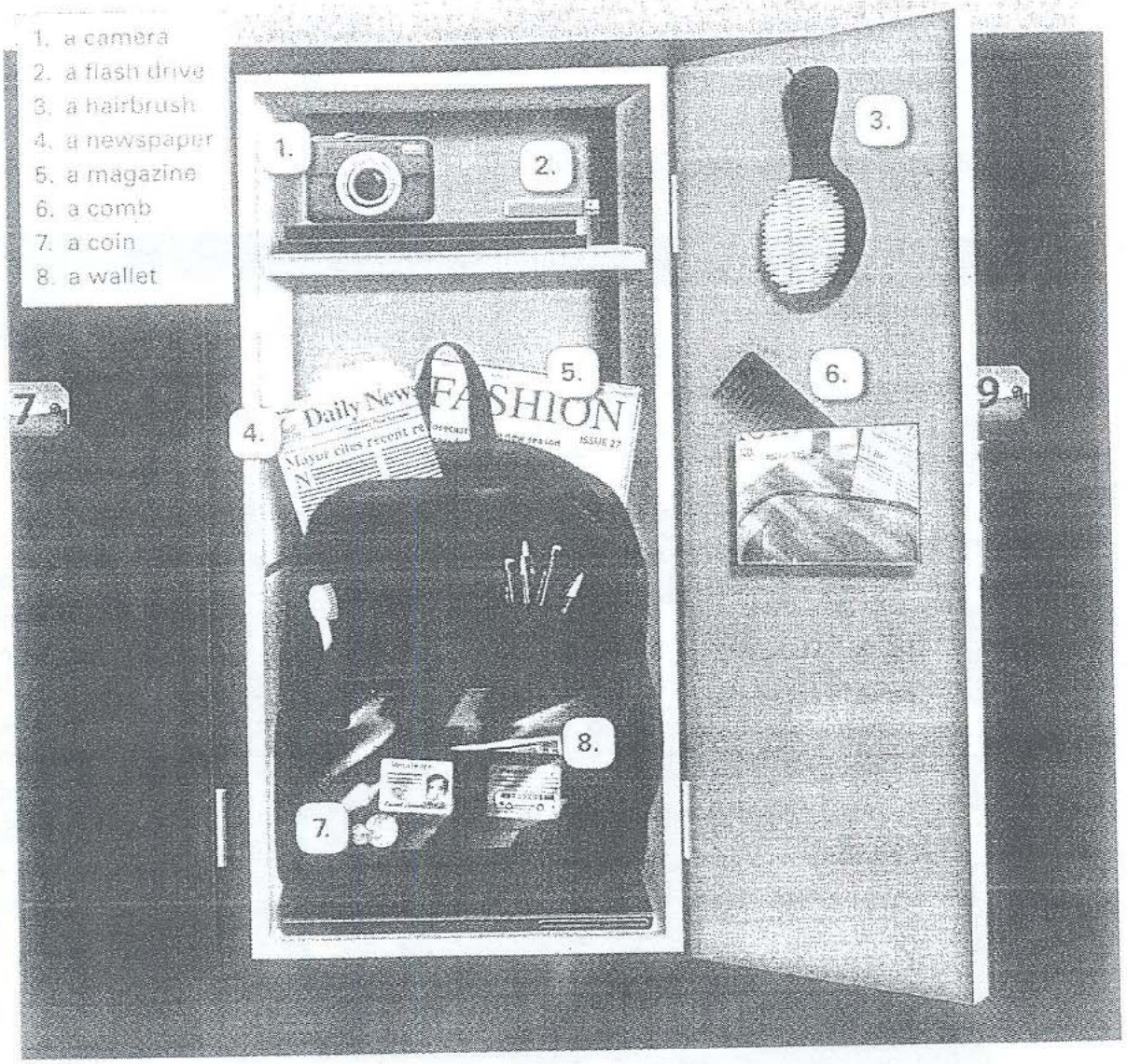
Speaking More everyday items

A Listen and repeat.



B Pair work Cover the words. What is each thing called? Answer with the information you remember.

A: *What's this called?*
B: *I think it's a . . .*

C Pair work Ask and answer questions about other things in the picture.

A: *What's the word for this in English?*
B: *It's a student I.D.*
A: *What's this called?*
B: *Hmm . . . I don't know. Let's ask the teacher.*

ask what something is called in English

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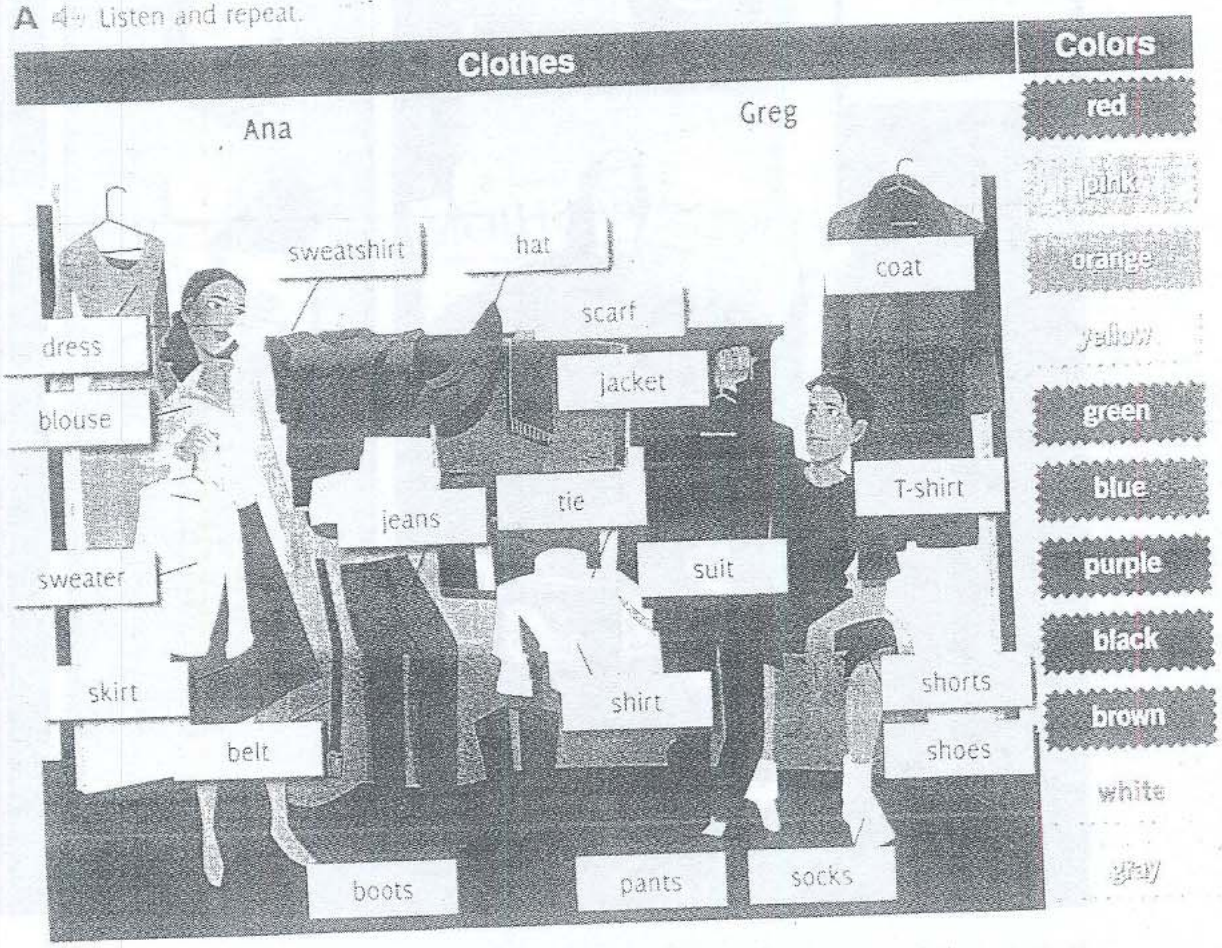
Clothing

Vocabulary Clothes and colors

A Listen and repeat.



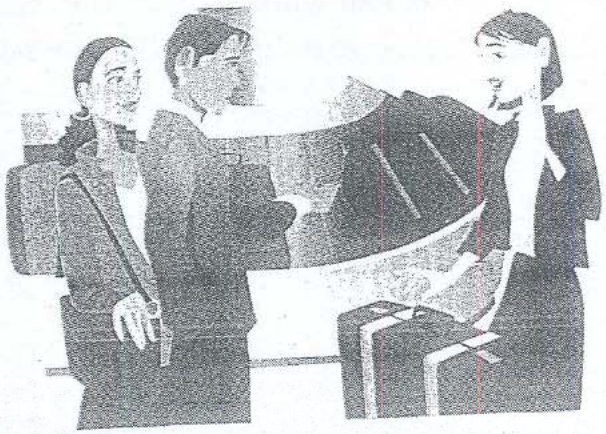
B Pair work Describe a classmate's clothes, but don't say his or her name! Your partner guesses the name. Take turns.

A: *His shoes are brown. His T-shirt is red and green. His pants are gray.*
B: *Is it David?*

Conversation Whose bag is it?

Listen and practice.

Greg: Excuse me. I think that's my bag.
Laura: This bag?
Greg: Yes. I think it's mine.
Laura: It is? Oh, yes. This bag is black and yellow. Mine is black and green. I'm very sorry.
Greg: That's OK. Is that bag yours?
Laura: Yes, thank you.
Greg: You're welcome.



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LESSON C overview

Vocabulary: Clothes and colors
Grammar: Possessive pronouns; *Whose*; 's and s'
Speaking: Personal items and their owners

1 Vocabulary *Clothes and colors*

Learning objective: *Use vocabulary for clothes and colors.*

A (CD 1, Track 45)

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

Extra activity Extension

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

B

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

Classware Label that picture page xxix

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

2 Conversation Whose bag is it?

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

(CD 1, Track 46)

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

Classware Language switch page xxix

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

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

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

(CD 1, Track 47)

Possessive pronouns

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

Whose

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

's and s'

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

A

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

B

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

4 Speaking Yes, it's mine.

Learning objective: *Talk about clothes and possessions.*

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

Additional practice

For more practice, use:

Workbook	pages 21–23
Self-study CD-ROM	Lesson C

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

It's my bag. → It's **mine**.
It's your jacket. → It's **yours**.
It's his coat. → It's **his**.
They're her shoes. → They're **hers**.
They're our clothes. → They're **ours**.
It's their bag. → It's **theirs**.

Whose bag is this?
It's Greg**'s** (bag).
Whose bag is that?
It's the student**'s** (bag).
Whose bags are those?
They're the students' (bags).

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

1. Whose clothes are these? — They're your / our / (ours).
2. Are these Greg's black shoes? — Yes, they're (his) / hers / theirs.
3. Is this pink scarf Ana's? — No, it's not his / (hers) / theirs.
4. Are these bags Greg and Ana's? — Yes, they're his / hers / (theirs).
5. Whose red socks are these? Are they yours? — Yes, they're my / (mine) / yours.
6. Is that my sister's skirt? — No, it's not mine / yours / (hers).

B Pair work Ask and answer questions about the clothing in Exercise 1.

A: *Whose jeans are these?*
B: *They're Ana's. Whose T-shirt is this?*
A: *It's . . .*

4 Speaking Yes, it's mine.

Class activity Put three of your things on a table. Then take three other things and find their owners.

A: *Whose scarf is this?*
B: *I think it's Mary's.*
A: *Is this your scarf, Mary?*
C: *Yes, it's mine.*



5 Keep talking!

Student A go to page 131 and Student B go to page 132 for more practice.

I can talk about clothes and possessions.

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D Favorite things

1 Reading

A Look at the pictures. What clothes and colors are they?

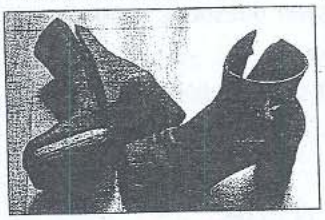
B Read the webpage. What countries are the people from? *See page T-32 for answers.*

What's your favorite item of clothing?

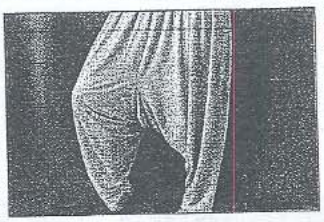
SEND US YOUR PICTURES!



This cap is my favorite. It's from my baseball team. Our team colors are blue and white.
– *Joe, the U.S.*



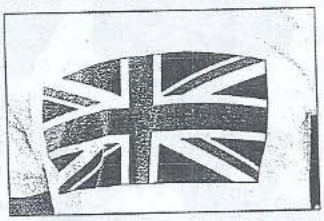
These boots are my favorite. I think they're from the 1970s. They're red. Red is my favorite color!
– *Ariela, Venezuela*



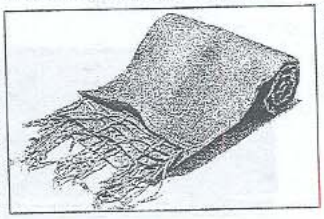
Here's a photo of my favorite pants. They're called *salwar*. These are men's pants, and they're from India.
– *Sadi, Canada*



This dress is my favorite item of clothing. It's called a *hanbok* in Korean. It's my mother's.
– *Bin-woo, South Korea*



Here's my favorite item of clothing. It's an old shirt. It's from London in the 1980s.
– *Ian, the U.K.*



This scarf is my favorite item of clothing. It's from Thailand. The blue color is nice.
– *Mariko, Japan*

C Read the webpage again. Answer the questions.

1. What's Joe's favorite thing? *His favorite thing is a baseball cap.*
2. What is Ariela's favorite color? *Her favorite color is red.*
3. What are Sadi's pants called? *His pants are called "salwar."*
4. What's Bin-woo's favorite item of clothing? *Her favorite item of clothing is her mother's "hanbok."*
5. Where is Ian's shirt from? *His shirt is from London.*
6. Where is Mariko's scarf from? *Mariko's scarf is from Thailand.*

D Pair work What's your favorite item of clothing? Tell your partner.

"My favorite item of clothing is my blue sweatshirt."

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LESSON D overview

Reading: "What's your favorite item of clothing?" (a webpage)
Listening: Favorite things
Writing: My favorite thing
Speaking: Presentation of favorite things

1 Reading What's your favorite item of clothing?

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

(CD 1, Track 48)

A

- Direct Ss' attention to the pictures.
- Elicit the clothing items and colors.

Answers
a blue and white cap, red boots, green pants, red dress (with other colors), T-shirt, blue scarf

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

B

- Set the scene. Six people are describing their favorite item of clothing. Explain that *favorite* is something we like very much, more than other things.
- Pre-teach any unfamiliar vocabulary.

Vocabulary
item of clothing piece of clothing, for example, a blouse
baseball a sport played in the United States and other countries
team group of people who play a sport together
U.K. United Kingdom a state consisting of four countries: England, Northern Ireland, Scotland, and Wales

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

Answers
Joe is from the U.S. Ariela is from Venezuela. Sadi is from Turkey. Bin-woo is from South Korea. Ian is from the U.K. Mariko is from Japan.

Cultural note
Hanbok is a traditional Korean dress. It has simple lines and bright colors. Men wear baggy pants and women wear a skirt. Both men and women wear a sort of jacket called *jeogori*. This style of clothing dates back hundreds of years.
Salwar are loose pants worn by men and women in South Asia. Salwar are usually worn with a long shirt.

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

C

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

D

- Go over the instructions and the question.
- Model the activity. Tell the class about your favorite item of clothing.
- Have Ss talk about their favorite items of clothing in pairs.

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2 Listening It's my favorite.

Learning objective: *Develop skills in listening for specific information.*

(CD 1, Track 49)

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

Extra activity Extension

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

3 Writing and speaking My favorite thing

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

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

A

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

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

B

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

C

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

Extra activity Guessing game

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

Additional practice

For more practice, use:

Workbook	page 24
Self-study CD-ROM	Lesson D

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2 Listening It's my favorite.

Listen to four people talk about their favorite things. Check (✓) the things they describe.

1.

a. ☑

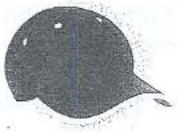
b. ☐

2.

a. ☐

b. ☑

3.

a. ☐

b. ☑

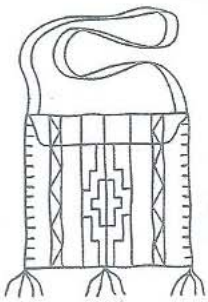
4.

a. ☑

b. ☐

3 Writing and speaking My favorite thing

A Draw a picture of your favorite thing. Then answer the questions.



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

B Write about your favorite thing. Use the model and your answers in Part A to help you.

My Favorite Thing

My favorite thing is my bag. It's from Cuzco, Peru. I think it's three or four years old. It's purple, white, and yellow. I love it!

C Group work Share your drawings and your writing. Ask and answer questions for more information.

A: *Here's a picture of my favorite thing.*
B: *What is it?*
A: *It's my bag.*
C: *Where is it from?*
A: *It's from Peru.*

describe my favorite possessions.

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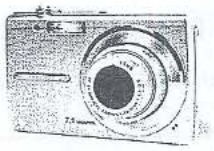
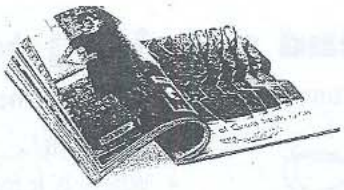
Wrap-up

1 Quick pair review

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

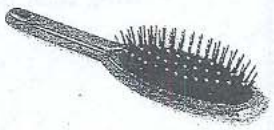
Lesson B Test your partner! Ask your partner what the things are. You have two minutes.

Student A

Student B





Lesson C Do you remember? Look at your partner's clothes. Then close your eyes and describe them. Take turns. You have two minutes.

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

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

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

2 In the real world

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

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

Clothes in "Style Today"

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

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1 Quick pair review

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

Lesson A Brainstorm!

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

> ***Classware*** Guided brainstorming page xxviii
> After brainstorming, follow the steps for *Guided brainstorming* to review vocabulary for everyday items.

Lesson B Test your partner!

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

Lesson C Do you remember?

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

Lesson D Find out!

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

2 In the real world

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

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

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

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Daily life

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

Warm-up

Learning objective: *Preview the topic and identify everyday items.*

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

A

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

Possible answers

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

B

- Go over the instructions. Ask: *Is the umbrella purple? (No, it isn't. It's red.)*
- Have Ss work in pairs or groups to say the colors of six things in the picture.
- Elicit ideas from the class.
- ***Option*** Do the activity as a class.
- Tell Ss that they will learn how to talk about daily life in this unit. Point out the Unit 4 lesson overviews. Go over what Ss will learn in each lesson.

Possible answers

The bag is green.	The bicycle is yellow.
The watch is black.	The bus is white and black.
The umbrella is red.	The taxis are yellow.
The laptop is gray.	The clock is white and black.
The cell phone is gray.	The books are pink and orange.

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LESSON A
- Ways of getting around
- Simple present statements

LESSON B
- Asking the time

LESSON C
- Days of the week and routines
- Simple present *yes / no* questions

LESSON D
- Reading: "What's your favorite day of the week?"
- Writing: About my weekend

Warm-up



A Name the things you see in the picture. Use *That's a / an . . .* and *Those are . . . .* *See page T-55 for possible answers.*

B Say the colors of six things in the picture.

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Getting around

1 Vocabulary Ways of getting around

A Listen and repeat.



drive a car



ride a bicycle / bike



ride a motorcycle



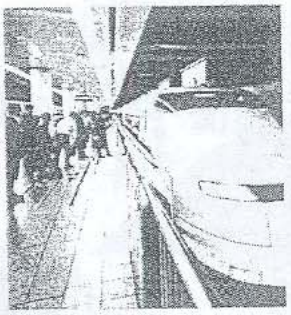
take a taxi / cab



take the bus



take the subway



take the train



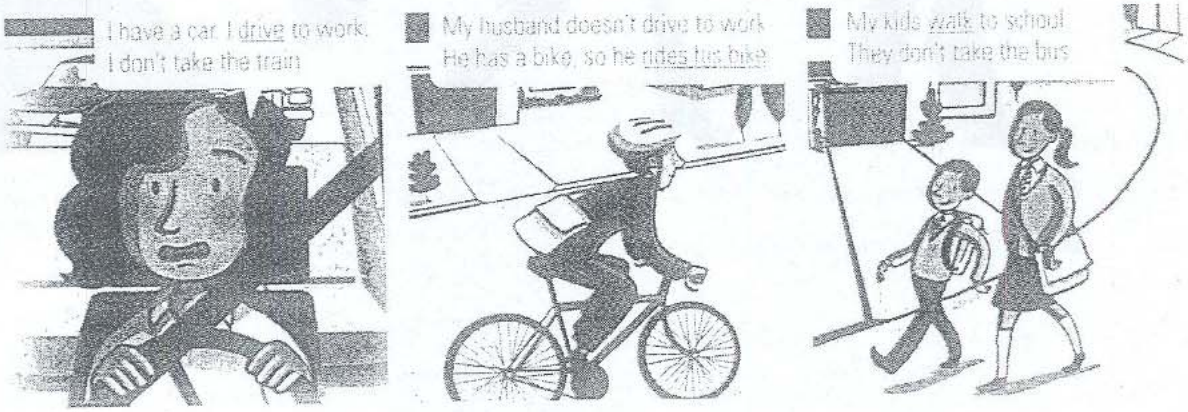
walk

B Listen to five ways of getting around. Number them from 1 to 5.

2 a bicycle 1 a bus 4 a car 3 a motorcycle 5 a train

2 Language in context Going to work and school

A Listen to Mariela describe how she and her family get to work and school. Underline the ways they get around.



B What about you? Check (✓) the ways you get around.

☐ I drive. ☐ I take the bus. ☐ I ride a bike. ☐ I walk.

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Lesson A overview

Vocabulary: Ways of getting around
Grammar: Simple present statements
Speaking: Survey about getting to school and work

1 Vocabulary Ways of getting around

Learning objective: *Use vocabulary for ways of getting around.*

A (CD 1, Track 50)

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

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

B (CD 1, Track 51)

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

2 Language in context Going to work and school

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

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

A (CD 1, Track 52)

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

B

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

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

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3 Grammar
Simple present statements

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

(CD 1, Track 53)

Regular verbs

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

Irregular verbs

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

A

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

B

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

4 Speaking I take the bus.

Learning objective: *Describe how people get around.*

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

A

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

B

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

C

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

Additional practice

For more practice, use:

Workbook	pages 25–27
Self-study CD-ROM	Lesson A

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3 Grammar Simple present statements

Regular verbs

I **drive** to work.	I **don't take** the train.
You **take** a taxi.	You **don't take** the subway.
He **rides** a bike.	He **doesn't drive** to work.
She **drives**.	She **doesn't walk**.
We **take** the train.	We **don't take** a taxi.
They **walk** to school.	They **don't take** the bus.

Irregular verbs

I / you / we / they	*he / she / it*
I **have** a car.	She **has** a car.
You **don't have** a bike.	She **doesn't have** a bike.
We **go** to work.	He **goes** to work.
They **don't go** to school.	He **doesn't go** to school.

Contractions don't = do not doesn't = does not

A Complete the sentences with the simple present forms of the verbs. Then compare with a partner.

1. I *take* (take) the bus to school. I *don't walk* (not / walk).
2. Jonathan *has* (have) a car. He *drives* (drive) to work.
3. My parents *take* (take) the train to work. They *go* (go) to the city.
4. My neighbor *rides* (ride) a motorcycle to work.
5. Mei-li *doesn't take* (not / take) the bus. She *walks* (walk).
6. We *don't have* (not / have) bicycles, and we *don't drive* (not / drive).

B Pair work Make five sentences about how your family members and friends get to school or work. Tell your partner.

A: *My sister works in a big city. She takes the bus to work.*
B: *My best friend works in a big city, too. He doesn't take the bus. He drives.*

4 Speaking I take the bus.

A Write how you get to school or work in the chart. Add extra information, such as a bus number or a train number.

	Me	Name: _____	Name: _____	Name: _____
To school				
To work				
Extra information				

B Group work Find out how three of your classmates get to school or work. Complete the chart with their information.

A: *I take the bus to school. It's the number 16 bus. How about you?*
B: *I take the bus, too. I take the number 8 bus.*

C Group work Tell another group how your classmates get to school or work.

"Daniel takes the number 8 bus to school."

5 Keep talking!

Go to page 133 for more practice.

describe how people get around.

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B What time is it?

1 Telling time

A Listen and repeat.



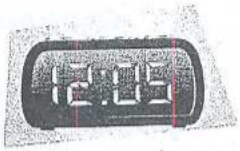
It's twelve o'clock.



It's noon.
It's twelve p.m.



It's midnight.
It's twelve a.m.



It's twelve-oh-five.
It's five after twelve.



It's twelve-fifteen.
It's a quarter after twelve.



It's twelve-thirty.
It's half past twelve.



It's twelve-forty.
It's twenty to one.



It's twelve forty-five.
It's a quarter to one.

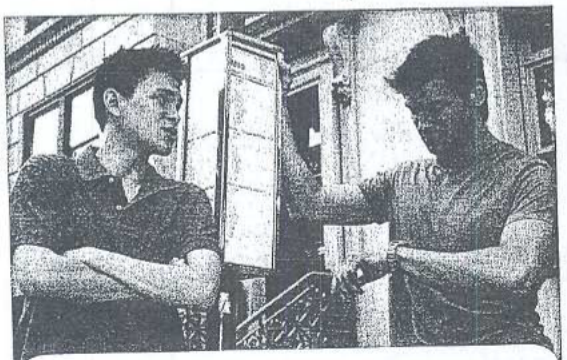
B Pair work Say the times in two ways.

9:45 7:30 6:03 1:15 11:40

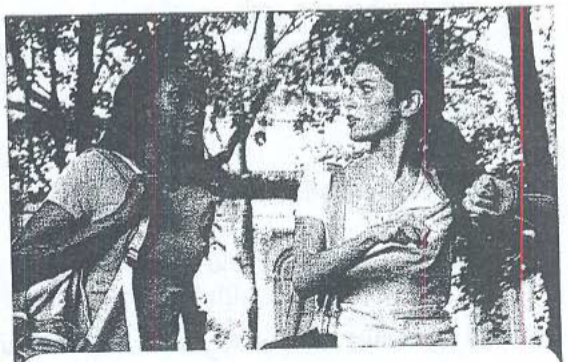
a.m. = midnight to noon
p.m. = noon to midnight

2 Interactions Time

A Listen and practice.



Joe: What time is it?
Mike: It's 9:15. What time is the bus?
Joe: Nine-twenty. We're early.



Keisha: What's the time?
Emily: It's 9:35. What time is our class?
Keisha: It's at 9:30. We're late!

Asking the time

What time is it?
What's the time?

B Pair work Practice the conversations again with the times below.

4:15 / 4:45 6:20 / 7:00 10:05 / 10:00 5:45 / 5:30

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LESSON B overview

Interactions: Asking the time
Pronunciation: Reduction of *to*
Listening: Times of different events
Speaking: Interview about the times of specific events

1 Telling time

Learning objective: *Learn ways to say the time.*

A (CD 1, Track 54)

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

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

B

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

2 Interactions Time

Learning objective: *Ask for and give the time.*

A (CD 1, Track 55)

- Direct Ss' attention to the pictures to set the scene. Ask: *What do you see? (People asking the time.)*
- Play the audio. Have Ss listen and read silently. If helpful, play the audio line by line and have Ss listen and repeat.
- Have Ss practice the conversations in pairs, then change roles and practice again.
- Point out the target questions *(What time is it? What's the time?)* in the conversations. Explain that we use both questions to ask the time.

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

B

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

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

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3 Pronunciation Reduction of *to*

Learning objective: *Practice reductions with* to.

A (CD 1, Track 56)

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

B (CD 1, Track 57)

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

4 Listening Am I late?

Learning objective: *Develop skills in listening for time.*

A (CD 1, Track 58)

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

B (CD 1, Track 58)

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

5 Speaking What time is . . . ?

Learning objective: *Ask for and tell the time.*

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

A

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

B

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

Extra activity Game

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

Additional practice

For more practice, use:

Workbook	page 28
Self-study CD-ROM	Lesson B

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3 Pronunciation Reduction of *to*

A Listen and repeat. Notice how *to* is pronounced as /tə/.

/tə/ /tə/ /tə/

It's ten to five. It's five to two. It's a quarter to one.

B Listen to the conversations. Then practice them. Reduce *to* to /tə/.



A: *Is it five to one?*
B: *No, it's ten to one.*



A: *Is it ten to eight?*
B: *No, it's a quarter to eight.*



A: *Is it a quarter to three?*
B: *No, it's twenty to three.*

4 Listening Am I late?

A Listen to five conversations about time. Write the time of each thing.

1. the movie	2. Rod's class	3. the train	4. the bus	5. Susan's class
10:00	4:00	12:20	noon	9:45

B Listen again. Are the people early or late? Circle the correct answers.

1. (early) / late 2. early / (late) 3. (early) / late 4. (early) / late 5. early / (late)

5 Speaking What time is . . . ?

A Pair work Interview your partner. Take notes.

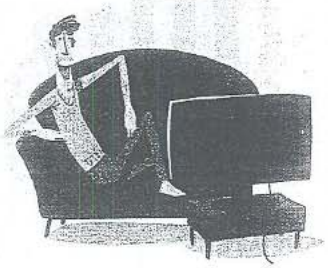
What time is your . . . ?



favorite class



lunch break



favorite TV show

A: *What time is your favorite class?*
B: *It's at 7:30 a.m. What time is yours?*
A: *Mine is at 8:00 p.m. It's this class!*

B Pair work Tell another classmate about your partner's answers.

"Ji-sung's favorite class is at 7:30 a.m."

ask for and tell the time.

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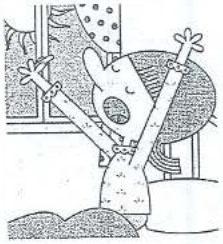
6 My routine

1 Vocabulary Days of the week and routines

A Listen and repeat.

Weekdays					The weekend	
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

B Listen and repeat.


get up


drink coffee

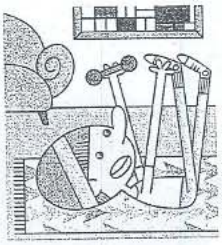

eat breakfast



read the news



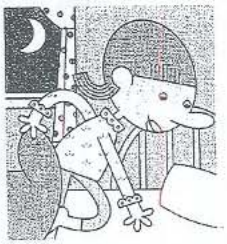
go to school


exercise


cook dinner


study


watch TV


go to bed

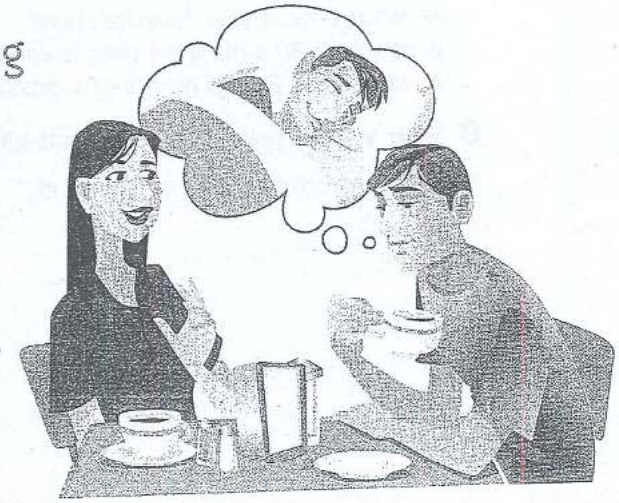
C Pair work What is your routine on weekdays? on weekends? Tell your partner.

"I get up and eat breakfast on weekdays. I go to school. I study . . ."

2 Conversation Monday morning

Listen and practice.

Tom: It's Monday morning . . . again!
Liz: Do you get up early on weekdays?
Tom: Yes, I do. I get up at 5:30 a.m.
Liz: Wow! That *is* early!
Tom: And I study all morning and afternoon.
Liz: Do you study in the evenings, too?
Tom: No, I don't. I cook dinner, exercise, and go to bed late, after midnight.
Liz: That's not good. What about on weekends?
Tom: On weekends, I sleep!



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LESSON C overview

Vocabulary: Days of the week and routines
Grammar: Simple present *yes / no* questions
Speaking: Interview about routines

1 Vocabulary Days of the week and routines

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

A (CD 1, Track 59)

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

B (CD 1, Track 60)

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

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

C

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

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

2 Conversation Monday morning

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

(CD 1, Track 61)

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

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3 Grammar Simple present *yes / no* questions

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

(CD 1, Track 62)

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

(CD 1, Track 63)

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

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

A

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

B

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

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

4 Speaking Routines

Learning objective: *Ask and answer questions about routines.*

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

A

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

B

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

> ***Additional practice***
> For more practice, use:
>
> | | |
> |---|---|
> | Workbook | pages 29–31 |
> | Self-study CD-ROM | Lesson C |

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3 Grammar Simple present *yes / no* questions

Do you **go** to school on Mondays?
Yes, I **do**. No, I **don't**.

Does Liz **exercise**?
Yes, she **does**. No, she **doesn't**.

Do you and your friends **watch** TV?
Yes, we **do**. No, we **don't**.

Do your friends **study**?
Yes, they **do**. No, they **don't**.

A Write *yes / no* questions with the information below. Then compare with a partner.

1. (you / get up / 7:00) *Do you get up at 7:00?*
2. (you / read the news / every day) *Do you read the news every day?*
3. (your teacher / drink coffee / in class) *Does your teacher drink coffee in class?*
4. (your parents / watch TV / in the evening) *Do your parents watch TV in the evening?*
5. (your friend / exercise / on weekends) *Does your friend exercise on weekends?*
6. (you and your friends / study / after midnight) *Do you and your friends study after midnight?*

B Pair work Ask and answer the questions in Part A. Answer with your own information.

A: *Do you get up at 7:00?*
B: *No, I don't. I get up at 6:00 on weekdays and 9:30 on weekends.*

Time expressions

on Sunday(s)
on Sunday afternoon(s)
on weekdays
on the weekend
on weekends
in the morning(s)
in the afternoon(s)
in the evening(s)
at noon / midnight
at night
before 7:00
after midnight
every day

4 Speaking Routines

A Pair work Interview your partner. Check (✓) his or her answers.

Do you . . . ?	Yes	No
cook dinner on weekends	☐	☐
drink coffee after 7:00 p.m.	☐	☐
exercise every day	☐	☐
go to bed late on weekdays	☐	☐
get up early on weekdays	☐	☐
read the news in the evening	☐	☐

A: *Do you cook dinner on weekends?*
B: *No, I don't. I cook on weekdays!*

B Pair work Tell another classmate about your partner's routines.

A: *Does Rita cook dinner on weekends?*
B: *No, she doesn't. She cooks on weekdays!*



5 Keep talking!

Go to page 134 for more practice.

ask and answer questions about routines.

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My weekend

1 Reading

A Look at the message board question. What's *your* favorite day of the week? Why?

B Read the message board. Whose favorite day is on the weekend? *See page T-42 for answers.*

This week's question:

What's your favorite day of the week?

	busyguy	My favorite day of the week is Saturday. I study from Monday to Friday. On Saturday, I get up late.
	trish06	Not Saturday or Sunday. I work from noon to 4:00 on those days. In the evening, I study. My favorite day is Wednesday, because I don't work on Wednesdays.
	JasonFan	Monday. I watch my favorite TV show every Monday. It has my favorite actor. The show is called "Life with Jason." It's on at 8:00.
	Ricardo	Monday?! No way! Saturday, Saturday, Saturday! We don't go to school on Saturdays.
	SuperDad45	Sunday! I get up late, read the news, and have coffee. Then my son and daughter cook breakfast for my wife and me.
	michiko3	I have two favorite days – Tuesday and Thursday. I have an art class after work on those days, and my teacher is very nice.

C Read the message board again. What's each person's favorite day? Why? Complete the chart.

	Favorite day(s)	Why?
1. busyguy	*Saturday*	*gets up late*
2. trish06	*Wednesday*	*doesn't work on Wednesday*
3. JasonFan	*Monday*	*favorite show is on Monday*
4. Ricardo	*Saturday*	*no school*
5. SuperDad45	*Sunday*	*gets up late, reads newspaper, has coffee; children cook for him*
6. michiko3	*Tuesday and Thursday*	*has an art class*

D Class activity What's your class's favorite day? Vote and discuss your answer.

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LESSON D overview

Reading: "What's your favorite day of the week?" (a message board)
Listening: Angela's routine
Writing: About my weekend
Speaking: Survey about busy weekends

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

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

(CD 1, Track 64)

A

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

B

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

Vocabulary
have coffee drink coffee
art class a class for drawing or painting (act out with your hand)

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

Answers
busyguy, Ricardo, and SuperDad45

C

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

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

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

D

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

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

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2 Listening Angela's routine

Learning objective: *Develop skills in listening for details.*

A (CD 1, Track 65)

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

B (CD 1, Track 65)

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

3 Writing About my weekend

Learning objective: *Write a paragraph about weekend routines.*

A

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

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

B

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

C

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

> ***Extra activity*** Guessing game
> Collect the paragraphs and redistribute them. Have Ss read the paragraph they received. Elicit guesses as to who wrote it from the class.

4 Speaking Are you busy?

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

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

A

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

B

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

> ***Additional practice***
> For more practice, use:
>
> | | |
> |---|---|
> | Workbook | page 32 |
> | Self-study CD-ROM | Lesson D |

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2 Listening Angela's routine

A Listen to Angela talk about her routine on weekends. Circle the activities she does.

Saturdays		Sundays	
(work)	(watch TV)	(get up late)	exercise
go to class	(go to bed late)	(study)	(cook)

B Listen again. Write one more thing Angela does on Saturdays and on Sundays.

On Saturdays: *take the subway* On Sundays: *read the news*

3 Writing About my weekend

A Complete the chart with information about your weekend routine. Include two activities you do and two activities you don't do.

Saturdays	Sundays
Activities I do:	Activities I do:
• _____	• _____
• _____	• _____
Activities I don't do:	Activities I don't do:
• _____	• _____
• _____	• _____

B Write about your weekend routine. Use the model and your answers in Part A to help you.

My Weekend Routine
On Saturdays, I get up late and watch TV. I don't study, and I don't go to work. On Sundays, . . .

C Group work Share your writing. Ask and answer questions for more information.

4 Speaking Are you busy?

A Add two questions about routines to the survey. Then circle your answers.

1. Do you study English every weekend?	Yes	No	Yes	No
2. Do you go to work on the weekend?	Yes	No	Yes	No
3. Do you get up before 7:00 on the weekend?	Yes	No	Yes	No
4. Do you exercise on the weekend?	Yes	No	Yes	No
5.	Yes	No	Yes	No
6.	Yes	No	Yes	No

B Pair work Interview your partner. Circle his or her answers. Is your partner busy?

describe the things I do on weekends.

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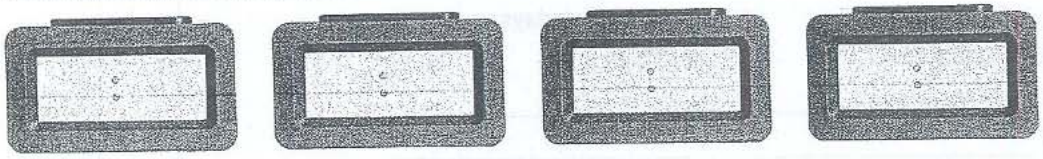
Wrap-up

1 Quick pair review

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

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



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

A: *Two o'clock on Monday.*
B: *Do you exercise at 2:00 on Monday?*
A: *No.*
B: *Do you study?*
A: *Yes.*

Lesson D Find out! What are three things both you and your partner do on weekends? You have two minutes.

A: *I exercise on Saturday mornings. How about you?*
B: *No, I don't. I go to bed late on Saturdays. How about you?*
A: *Yes, I do!*

2 In the real world

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

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

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

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1 Quick pair review

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

Lesson A Brainstorm!

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

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

Lesson B Test your partner!

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

Lesson C Guess!

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

Lesson D Find out!

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

2 In the real world

Learning objective: *Research local times in different cities.*

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

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Free time

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

Warm-up

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

A

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

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

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

B

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

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Free time

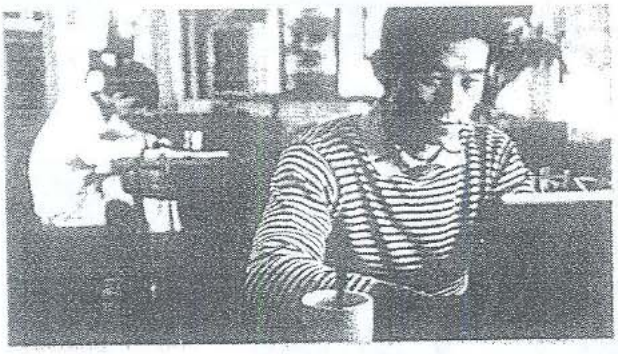
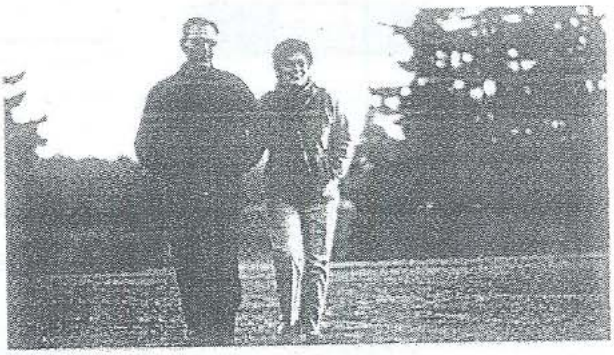
LESSON A
- Online activities
- Adverbs of frequency

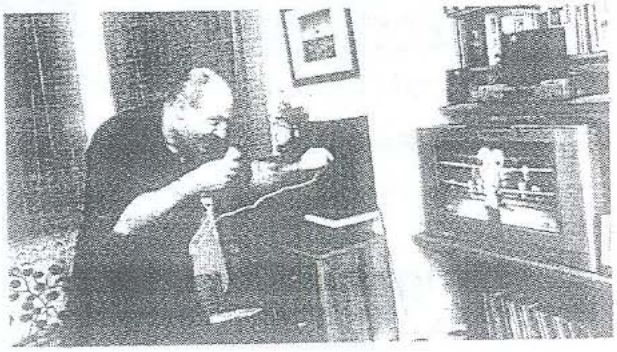
LESSON B
- Declining help
- Accepting help

LESSON C
- Leisure activities and places
- Simple present *Wh-* questions with *do*

LESSON D
- Reading: An article
- Writing: An online chat

Warm-up



A Look at the pictures. Make two sentences about each one. *See page T-45 for possible answers*

B When do you have free time? Write the times.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
a.m.							
p.m.							

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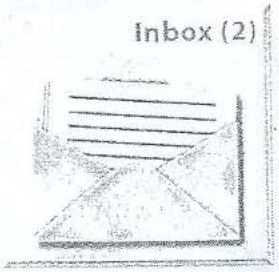
Online habits

Vocabulary Online activities

A Listen and repeat



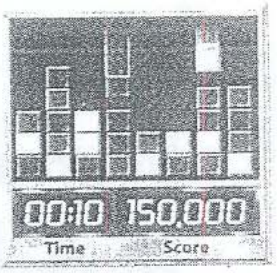
☐ chat with friends



☐ check email



☐ download music



☐ play games



☐ post comments



☐ search the internet



☐ shop online



☐ upload videos

B Pair work Check (✓) the things you do online. Then tell your partner.

"I download music, post comments, and play games. How about you?"

Language in context Habits survey

A Read the survey about online habits. Circle the online activities.

1. Do you ever shop online?
   - ☑ Yes, I often shop online.
   - ☐ Yes, I sometimes shop online.
   - ☐ No, I never shop online.
2. Do you ever download music?
   - ☐ Yes, I often download music.
   - ☑ Yes, I sometimes download music.
   - ☐ No, I never download music.
3. Do you ever post comments on blogs?
   - ☐ Yes, I often post comments.
   - ☐ Yes, I sometimes post comments.
   - ☑ No, I never post comments.



B What about you? Do you do the online activities in the survey?

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LESSON A overview
Vocabulary: Online activities
Grammar: Adverbs of frequency
Speaking: Comparison of online habits

1 Vocabulary Online activities

Learning objective: *Use vocabulary for online activities.*

A (CD 2, Track 2)

- Direct Ss' attention to the pictures. Explain that the pictures show things they can do online (on the Internet).
- Play the audio. Have Ss listen and read silently.
- Explain the difference between *download* and *upload*. Say: *When we download music, we copy it from the Internet to our computer. When we upload a video, we copy it from our computer to the Internet.*
- Play the audio again. Have Ss listen and repeat the phrases to practice pronunciation.
- *Option* Call on Ss and say the first word of each phrase (e.g., *shop*). Elicit the rest of the phrase *(online)*. Then have Ss work in pairs to take turns saying the first word and completing the phrase.

B

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

Extra activity Extension

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

2 Language in context Habits survey

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

A (CD 2, Track 3)

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

B

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

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

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3 Grammar Adverbs of frequency

Learning objective: *Practice adverbs of frequency.*

(CD 2, Track 4)

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

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

A

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

B

- Go over the instructions and the example conversation.
- Model the activity. Call on a S and ask the first question. Elicit the answer.
- Have Ss work in pairs to take turns asking and answering questions using their own information.
- Call on Ss and ask questions from Part A.

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

4 Speaking Often, sometimes, or never?

Learning objective: *Talk about online habits.*

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

A

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

B

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

> ***Additional practice***
> For more practice, use:
>
> | | |
> |---|---|
> | Workbook | pages 33–35 |
> | Self-study CD-ROM | Lesson A |

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3 Grammar Adverbs of frequency

I	always usually often sometimes hardly ever never	shop online.	100% 0%	Do you **ever** shop online? Yes, I sometimes shop online. / Yes, I sometimes do. No, I never shop online. / No, I never do.

A Rewrite the conversations with the adverbs of frequency. Then practice with a partner.

1. A: Do you download movies? (ever)
   B: Yes, I download movies. (often)
2. A: Do you check email in class? (ever)
   B: No, I check email in class. (never)
3. A: Do you play games online? (ever)
   B: Yes, I do. (usually)
4. A: Do you post comments online? (ever)
   B: No, I do that. (hardly ever)

Do you ever download movies?
Yes, I often download movies.
Do you ever check email in class?
No, I never check email in class.
Do you ever play games online?
Yes, I usually do.
Do you ever post comments online?
No, I hardly ever do that.

B Pair work Ask and answer the questions in Part A. Answer with your own information.

A: *Do you ever download movies?*
B: *Yes, I sometimes do.*

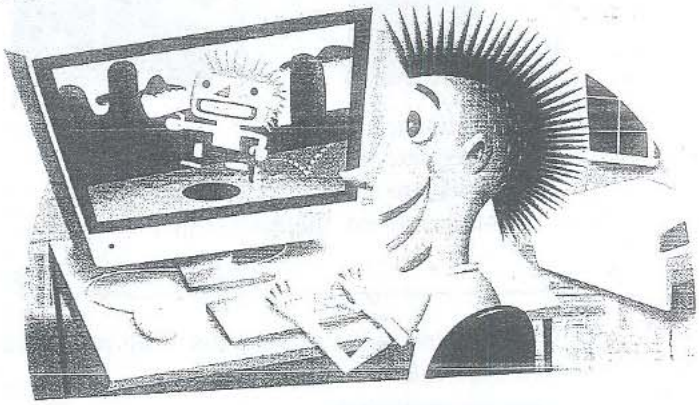
4 Speaking Often, sometimes, or never?

A Complete the chart with information about your online habits. Use the ideas in Exercise 1 and your own ideas.

I often . . .	I sometimes . . .	I never . . .
•	•	•
•	•	•

B Group work Compare your online habits.

A: *I often play games online.*
B: *Oh? I never do that.*
C: *I sometimes do.*



5 Keep talking!

Go to page 135 for more practice.

talk about my online habits.

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How much is it?

1 Prices

A Listen and repeat.

$79.00	=	seventy-nine dollars
$79.95	=	seventy-nine dollars and ninety-five cents
	OR	seventy-nine ninety-five
$379.95	=	three hundred seventy-nine dollars and ninety-five cents
	OR	three seventy-nine ninety-five

B Listen and practice.

A: *How much is this?*
B: *It's $54.89.*

A: *How much are these?*
B: *They're $234.99.*

A: *How much is that watch?*
B: *It's only $109.25.*

C Pair work Practice the conversations again. Say the prices in a different way.

2 Interactions At the store

A Listen and practice.



Salesperson: Hello.
Margaret: Hi.
Salesperson: Can I help you?
Margaret: No, thanks. I'm just looking.



Salesperson: Can I help you?
Renato: Yes, please. How much is this camera?
Salesperson: It's $169.50.
Renato: Thanks.

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

Declining help

No, thanks. I'm just looking.
No. I'm fine, thanks.

Accepting help

Yes, please.
Yes, thanks.

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LESSON B overview

Interactions: Declining help; accepting help
Pronunciation: Stress in numbers
Listening: Shopping
Speaking: Role play of a shopping situation

1 Prices

Learning objective: *Practice saying prices.*

A (CD 2, Track 5)

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

B (CD 2, Track 6)

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

C

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

Extra activity Extension

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

2 Interactions At the store

Learning objective: *Decline and accept help at a store.*

A (CD 2, Track 7)

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

Classware Language switch page xxix

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

B (CD 2, Track 8)

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

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3 Pronunciation Thirteen or thirty?

Learning objective: *Notice and use different stress in numbers.*

A (CD 2, Track 9)

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

B (CD 2, Track 10)

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

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

C

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

4 Listening Can I help you?

Learning objective: *Develop skills in listening for main ideas.*

A (CD 2, Track 11)

- Go over the instructions.
- Play the audio and stop after the first conversation. Ask: *What does the woman ask about? (A camera.)* Point out that *camera* has a check mark.
- Continue playing the audio. Have Ss listen and check the words they hear.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (CD 2, Track 12)

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

5 Speaking Role play

Learning objective: *Accept and decline help.*

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)
- Direct Ss' attention to the pictures and prices. Ask questions about the prices (e.g., *How much is the cell phone? $40.89.*).
- Divide the class into two groups: A and B.
- Go over the instructions and descriptions of roles for groups A and B and the example conversation.
- Model the activity with a S. Have the S act the part of a salesperson. He or she should offer help. Demonstrate how to ask for the price of one of the items in the pictures *(How much is the video game?)*. Elicit the answer *($23.99.)*.
- Have Ss stand and walk around the room to play the roles of salespeople and customers. Remind B Ss to decline help three times and accept help three times.
- Have Ss change roles.
- Go around the room and give help as needed. Take notes on the errors you hear Ss make in saying numbers.
- Write the numbers you heard Ss say incorrectly on the board. Encourage Ss to say them correctly.
- Finally, tell Ss to check the "can do" statement if they can accept and decline help. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

> ***Additional practice***
> For more practice, use:
>
> | | |
> |---|---|
> | Workbook | page 36 |
> | Self-study CD-ROM | Lesson B |

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3 Pronunciation Thirteen or thirty?

A Listen and repeat. Notice the difference in stress in the numbers.

Last syllable	First syllable
13 thir**teen**	30 **thir**ty
14 four**teen**	40 **for**ty
15 fif**teen**	50 **fif**ty
16 six**teen**	60 **six**ty
17 seven**teen**	70 seven**ty**
18 eigh**teen**	80 eigh**ty**
19 nine**teen**	90 nine**ty**

B Listen to four conversations about prices. Circle the correct prices.

1. (\$14) / \$40
2. \$16 / (\$60)
3. (\$17) / \$70
4. \$19 / (\$90)

C Pair work Say a number from the chart. Your partner points to it. Take turns.

4 Listening Can I help you?

A Listen to four conversations in a store. Check (✓) the words you hear.

1.	2.	3.	4.
☑ camera	☑ shirts	☑ bag	☐ scarf
☐ cell phone	☐ skirt	☐ bags	☐ shorts
☐ laptop	☐ T-shirt	☐ belt	☑ skirt

B Listen to a salesperson offer help to four customers. Do the customers accept or decline help? Circle the correct answers.

1. (accept) / decline
2. accept / (decline)
3. accept / (decline)
4. (accept) / decline

5 Speaking Role play

Class activity Role-play the situation. Then change roles.

Group A: You are salespeople. Offer help to the customers. Answer questions about prices.

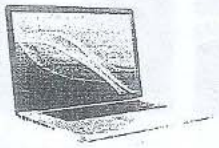
Group B: You are customers. Decline help three times. Then accept help three times, and ask for the prices of three items.



\$168.95



\$23.99



\$877.50



\$40.89



\$219.00



\$9.25

A: *Can I help you?*
B: *No, thanks. I'm just looking.*

OR

A: *Can I help you?*
B: *Yes, please. How much . . . ?*

accept and decline help.

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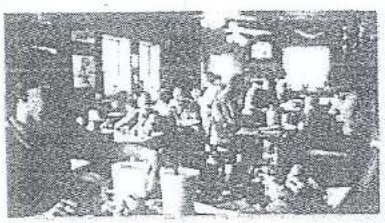
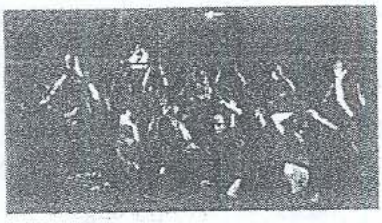
What do you do for fun?

Vocabulary Leisure activities and places

A Listen and repeat.



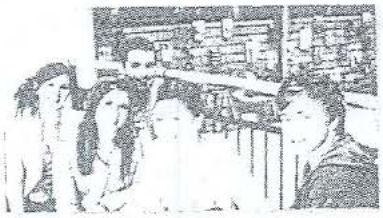
eat out



go dancing



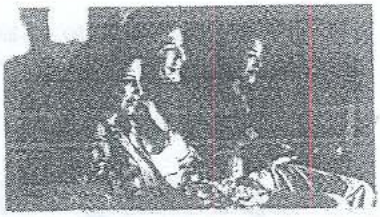
go shopping



hang out

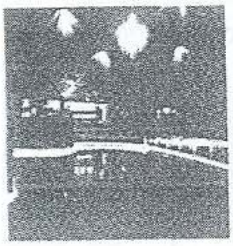


play soccer

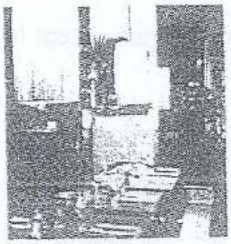


watch movies

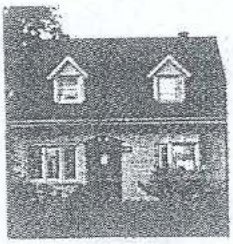
B Listen and repeat.



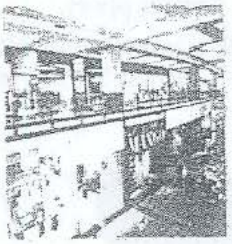
at a club



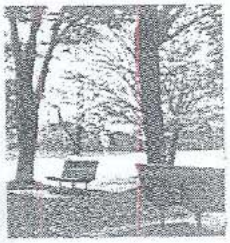
at a restaurant



at home



at the mall



in / at the park

C Pair work Do you do the activities in Part A? Where? Tell your partner.

A: *I watch movies at home. Do you?*
B: *Yes, I do. I watch movies at the mall, too.*

Conversation In our free time

Listen and practice.

Annie: What do you do for fun, Chad?
Chad: Oh, I hang out with friends.
Annie: Yeah? Where do you hang out?
Chad: At the mall. We sometimes watch a movie or go shopping. What about you?
Annie: I play soccer in the park.
Chad: Sounds fun. Who do you play with?
Annie: My brother and his friends. Actually, we need another player. Are you interested?
Chad: Yeah!



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Lesson C overview

Vocabulary: Leisure activities and places
Grammar: Simple present *Wh-* questions with *do*
Speaking: Interview about leisure activities

1 Vocabulary Leisure activities and places

Learning objective: *Learn vocabulary for leisure activities and places.*

A (CD 2, Track 13)

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

B (CD 2, Track 14)

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

Extra activity Extension

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

C

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

Classware Show the word! page xxxi

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

2 Conversation In our free time

Learning objective: *Practice a conversation about free-time activities; see simple present* Wh- *questions with* do *in context.*

(CD 2, Track 15)

- Direct Ss' attention to the picture to set the scene. Ask: *Who do you see? (Two students.) What clothes and other things do you see? (A bag, a T-shirt, jeans, books.) Where are they? (At school.)*
- Play the audio. Have Ss listen and read silently. If helpful, play the audio line by line and have Ss repeat.
- Have Ss practice the conversation in pairs.
- ***Option*** Call on two pairs to act out the conversation for the class.
- ***Tip*** To help Ss learn to sound more like native speakers, have them pay attention to where speakers pause between words in longer conversations. They can mark pauses with a slash (/).

Classware Search and highlight page xxxi

After practicing the conversation, have Ss close their books. Follow the steps for *Search and highlight* to review vocabulary for leisure activities and places.

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

Learning objective: *Practice simple present Wh- questions with* do.

(CD 2, Track 16)

- Direct Ss' attention to the grammar box. Point out that most *Wh-* questions begin with *Wh-*. The exception is *How*.
- Explain the rules:
  1. Focus on form: question word + *do* + subject + verb. Ask: *What are the question words? (What, Where, How, Who, When, Why.)*
  2. Focus on use of question words: *what* = to ask about things; *where* = to ask about a place; *how* = to ask about manner, means, or method; *who* = to ask about a person; *when* = to ask about a time or day; *why* = to ask about a reason.
- Refer Ss to the conversation in Exercise 2. Have Ss underline the simple present *Wh-* questions with *do*.
- Check comprehension. Ask: *What does Chad do for fun? (He hangs out with friends.) Where does he hang out? (At the mall.) What does Annie do for fun? (She plays soccer.) Who does she play with? (Her brother and his friends.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

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

B

- Go over the instructions and the example conversation.
- Model the activity. Call on a S and ask: *How do you get to class?* Elicit the answer.
- Have Ss work in pairs to take turns asking and answering the questions in Part A with their own information.
- Call on Ss to tell the class one thing about their partners.

4 Speaking Tell me more!

Learning objective: *Ask and answer questions about leisure activities.*

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

A

- Go over the instructions and the example.
- Model the activity with a S. Ask: *When do you usually check your email?* Pretend to write the answer.
- Have Ss work in pairs to take turns asking and answering the questions. Remind Ss to take notes in the chart.

B

- Go over the instructions and the example conversation.
- Have Ss work with different partners to take turns telling about their first partners.
- Go around the room and take notes on examples of the simple present used correctly, including statements, *yes / no* questions, *Wh-* questions, and adverbs of frequency.
- Call on Ss to tell the class one thing about one of their partners' leisure activities.
- Point out some examples of correctly used simple present.
- Finally, tell Ss to check the "can do" statement if they can ask and answer questions about leisure activities. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 37–39
Self-study CD-ROM	Lesson C

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

What do you do for fun?
I hang out.
Where do you hang out?
At the mall.
How do you get there?
We take the bus.

Who do you play soccer with?
My brother and his friends.
When do you usually play soccer?
We usually play on weekends.
Why do you play soccer?
Because it's my favorite sport.

A Read the answers. Write *Wh-* questions. Then practice with a partner.

1. *How do you get to class?* I take the bus to class.
2. *What do you do on Friday night?* I eat out on Friday night.
3. *Who do you play sports with?* I play sports with my brother.
4. *Where do you go shopping?* I go shopping at the mall.
5. *When do you and your friends watch movies?* My friends and I watch movies on Saturday.
6. *Who do you study with?* I sometimes study with my friends.

B Pair work Ask and answer the questions in Part A. Answer with your own information.

A: *How do you get to class?*
B: *I usually walk, but I sometimes take the subway.*

4 Speaking Tell me more!

A Pair work Interview your partner. Take notes.

Questions	Name: _____
1. When do you usually check your email?	
2. What time do you go to bed on Sundays?	
3. When do you chat with friends?	
4. Who do you eat out with? Where do you go?	
5. Where do you go shopping? How do you get there?	
6. What do you do for fun on weekends? Why?	

B Pair work Tell another classmate about your partner's answers. Are any of your partners' answers the same?

A: *Celia usually checks her email at night.*
B: *Luis checks his email at night, too.*

5 Keep talking!

Go to page 136 for more practice.

... ask and answer questions about leisure activities.

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D Online fun

1 Reading

A Look at the pictures in the article. What do you see? *See page T-52 for possible answers.*

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

☐ New Websites ☐ Chat Online ☑ Fun Online Activities

Try one of these activities in your free time.



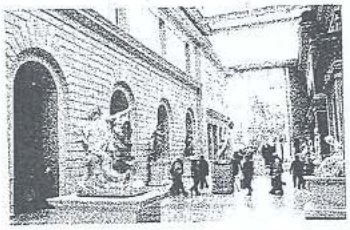




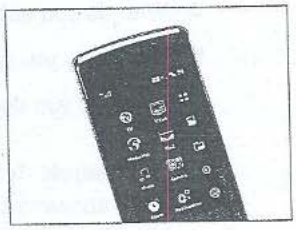
1 *Buy and Sell*
What do you want? A new video game? A new phone? What *don't* you want? Your old jeans? Your old schoolbooks? Buy and sell things online!

2 *Find an Old Friend*
Where is your best friend from elementary school now? Does your friend live in your city? Search his or her name, and find your friend.

3 *Share Photos and Videos*
Do you have pictures or movies on your cell phone or camera? Post them! Upload your favorite photos and videos for friends.







4 *Take a Tour*
Tour a museum from your home! Go to the Egyptian Museum in Cairo, Barcelona's Picasso Museum, or Kyoto's National Museum.

5 *Map it!*
Where do you want to go? Search the address and city, and find a map. Get directions to stores, parks, or a new restaurant.

6 *Get Music*
Do you want a new album, your favorite song, or a new ringtone for your cell phone? Download it.

C Read the article again. Where do the headings go? Write them in the article.

Map it!	Take a Tour	Share Photos and Videos
Get Music	✓Buy and Sell	Find an Old Friend

D Pair work What activities do you do online? Tell your partner.

"I hardly ever sell things online, but I sometimes buy clothes online."

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LESSON D overview

Reading: "Fun Online Activities" (an article)
Listening: Favorite websites
Writing: Let's chat!
Speaking: Discussion about favorite websites

1 Reading Fun Online Activities

Learning objective: *Read and discuss descriptions of online activities; develop skills in skimming.*

(CD 2, Track 17)

A

- Go over the instructions and the question.
- Elicit answers from the class.

Possible answers
a pair of jeans, a picture of a girl, a video clip, a museum, a map, a cell phone

B

- Pre-teach any unfamiliar vocabulary.

Vocabulary
elementary school school for children aged 5 to 11
post put something online where people can see it
tour to visit or look around a place
museum a place with art or historical things
album a group of songs, such as on a CD
ringtone the sound a phone makes when receiving a call

- Go over the instructions and the question.
- Have Ss read the article and check the correct title.
- Go over the answer with the class.

Extra activity Extension
As an out-of-class assignment, have Ss take an online tour of one of the museums mentioned in number 4. Tell them to write down three things they learned. When they return to class, have Ss share what they learned in pairs or small groups.

Cultural note
The Egyptian Museum in Cairo opened in 1902 and has 107 halls, with statues, papyrus, and coins on the ground floor, and Tutankhamen's treasures, jewels, and mummies on the top floor.
The Picasso Museum in Barcelona opened in 1963 and has more than 3,800 works by Pablo Picasso, mostly from his earlier years.
The National Museum in Kyoto opened in 1897. It focuses on early works of art, cultural artifacts, and archaeological finds from Kyoto and from other parts of Japan as well as from East Asia.

C

- Go over the instructions and the headings.
- Have Ss read the article again and write the headings on the lines.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- *Option* If Ss enjoy reading aloud, have them take turns reading the descriptions of online activities to the class.

Classware Tip
After doing Part C, have Ss close their books. Zoom in on the text. Have volunteers go to the board and highlight key words in the article that point to the correct headings for each section.

D

- Go over the instructions and the example.
- Model the activity. Tell the class about what you do online.
- Have Ss talk about what they do online in pairs.

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2 Listening Four websites

Learning objective: *Develop skills in listening for main ideas.*

A (CD 2, Track 18)

- Set the scene. Two people are talking about websites. Direct Ss' attention to the pictures. Ask: *What do you see? (A tall building / The Museum of Modern Art in New York, someone playing golf, a book, a person on a skateboard.)*
- Go over the instructions.
- Play the audio. Have Ss listen and number the pictures.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (CD 2, Track 18)

- Go over the instructions.
- Play the audio again. Have Ss listen and correct the false sentences.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

3 Writing Let's chat!

Learning objective: *Write questions and answers about free time, online activities, or school.*

A

- Go over the instructions.
- Explain: *A* chat *is people talking online.* Have Ss choose a topic for a "chat."
- Have Ss create a user name and then write a question about their topics on the top of a new piece of paper.
- If helpful, brainstorm a list of example questions (e.g., *What do you do in your free time? What is your favorite online activity? How do you use the Internet for school?).*

B

- Go over the instructions and the example chat. Point out that the user name is in the left margin and that the questions start each chat. Then other people add their answers and comments.
- Have Ss work in groups. Tell them to pass their questions to the right, and then read and answer them.
- Tell Ss to pass the paper again to their right, read, and answer. Continue until Ss have written answers to all the questions in their group.

C

- Go over the instructions.
- Call on Ss to tell the class one interesting thing about their chat.

4 Speaking My favorite website

Learning objective: *Talk about favorite websites and online habits.*

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

A

- Go over the instructions and the questions.
- Have Ss work individually to add a question to the list.
- Have Ss work in small groups to ask and answer the questions.
- *Tip* To help with group facilitation, assign one S in each group to take notes and one to make sure everyone has a chance to answer each question.
- Go around the room and give help as needed.

B

- Go over the instructions.
- Call on Ss to share their information with the class.
- Finally, tell Ss to check the "can do" statement if they can discuss how they use technology. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 40
Self-study CD-ROM	Lesson D

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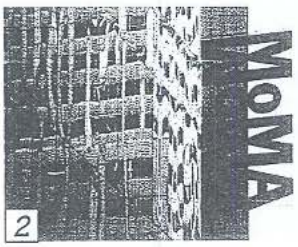
2 Listening Four websites

A Listen to Allison and James talk about the pictures on four websites. Number the pictures from 1 to 4.



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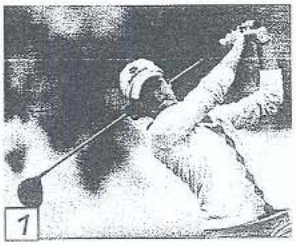
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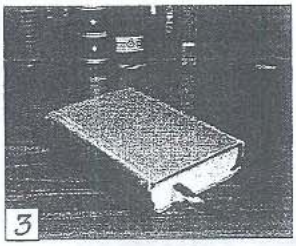
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4

B Listen again. Correct the false sentences.

1. Allison looks at ~~videos~~ *photos* of Lorena Ochoa.
2. The Museum of Modern Art is in ~~Paris~~. *New York City*
3. James buys ~~clothes~~ *video games* on the website.
4. James often ~~uploads~~ *watches* videos.

3 Writing Let's chat!

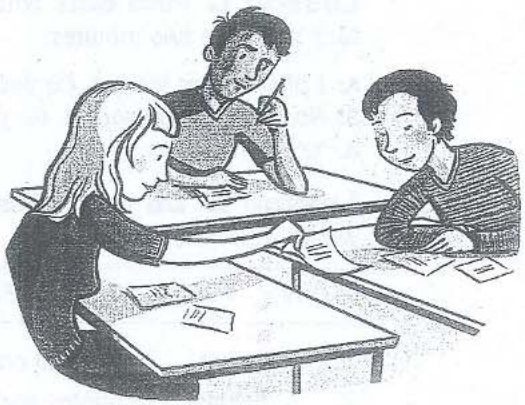
A Choose a topic for a "chat": free time, online activities, or school. Create a user name. Then write a question about your topic.

B Group work Pass your question to the classmate on your right. Read and answer your classmate's question. Continue to pass, read, and answer all of the questions in your group.

techgirl: *What do you do in your free time?*

jae-min: *I watch TV and play video games. My favorite video game is Soccer Star.*

jramirez: *I hardly ever play video games. I usually watch TV at night. My favorite show is . . .*



C Class activity Tell the class about your chat.

4 Speaking My favorite website

A Group work Add a question about online habits to the list. Then ask and answer the questions.

- What's your favorite website?
- What other websites do you usually go to?
- Where do you upload your photos and videos?
- What news websites do you read?
- What blogs do you read?
- _____

B Class activity Share your information. Which websites are popular?

discuss how I use technology.

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Wrap-up

1 Quick pair review

Lesson A Brainstorm! Make a list of online activities. How many do you know? You have one minute.

Lesson B Test your partner! Write three prices and say them to your partner. Can your partner write them correctly? Check his or her answers. You have two minutes.

My prices	My partner's prices
_____	_____
_____	_____
_____	_____

Lesson C Find out! What are three activities both you and your partner do for fun? You have two minutes.

A: *I play soccer for fun. Do you?*
B: *No, I don't play soccer. Do you go shopping for fun?*
A: *Yes, sometimes.*

Lesson D Do you remember? Complete the sentences with the correct words. You have one minute.

✓Buy	Find	Share	Take

1. ___Buy___ and sell online.
2. ___Share___ photos and videos.
3. ___Find___ an old friend.
4. ___Take___ a tour.

2 In the real world

How much are they? Find two different prices for each of these items. Then write about them.

a belt	jeans	a small camera
a downloaded song	a laptop	an umbrella

Different Prices

A black belt is $29.99 at Style Shop.
It's $20.00 at Kelly's Accessories.
A downloaded song is . . .

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1 Quick pair review

Learning objective: *Review online activities, free-time activities, and prices.*

Lesson A Brainstorm!

- Go over the instructions.
- Model the activity. Ask: *How many online activities can you name?*
- Have Ss work individually or in pairs to list all the online activities that they can. Set a time limit of one minute.
- Elicit ideas.

> ***Classware*** Guided brainstorming page xxviii
> After brainstorming, follow the steps for *Guided brainstorming* to review vocabulary for online activities.

Lesson B Test your partner!

- Go over the instructions.
- Have Ss work in pairs to take turns saying three prices and writing what they hear. Set a time limit of two minutes.
- Elicit some prices.

Lesson C Find out!

- Go over the instructions and the example conversation.
- Model the activity. Call on a S and say an activity you do for fun. Elicit whether the S does it, too. If not, continue the conversation.
- Have Ss work in pairs to find out three activities they both do. Set a time limit of two minutes.

Lesson D Do you remember?

- Go over the instructions and the words in the box.
- Have Ss complete the sentences. Set a time limit of one minute.
- Go over the answers with the class.

2 In the real world

Learning objective: *Research prices for two items.*

- Go over the instructions, the items, and the example. To help Ss anticipate their research, ask questions: *How much do you pay for a belt? How much is a downloaded song? How much are your sneakers?*
- Have Ss do research as an out-of-class assignment, and write sentences about what they find out. Remind them to include two prices and the names of the stores.
- Have Ss work in pairs or small groups to read what they wrote.
- Call on Ss to read their sentences to the class. Ask questions: *How much are sneakers? How much are laptops? Cameras? Where is a good place to buy an umbrella? Where is a good place for laptops?*

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6 Work and play

At a glance: Unit overview	Speaking outcomes
LESSON A What does she do? Ss learn vocabulary for jobs. They ask and answer simple present questions with *does*.	Ss can . . . identify and talk about jobs.
LESSON B Can I speak to . . . ? Ss ask for someone on the phone and have someone wait.	Ss can . . . ask for someone on the telephone and have someone wait.
LESSON C Can you sing? Ss learn vocabulary for abilities. They use *can* for ability, and *and*, *but*, and *or*.	Ss can . . . describe their talents and abilities.
LESSON D Work and study Ss read an article about studying and working in different places. They write a paragraph about their abilities.	Ss can . . . talk about study and work programs.

Warm-up

Learning objective: *Preview the topic and identify people and the places they work.*

Classware Preview the unit page xxx
Before doing Part A, follow the steps for *Preview the unit.*
Ask: *What do you see? Where are the people? What's wrong with the pictures?*

A

- To introduce the topic of work and play, direct Ss' attention to the pictures. Ask: *Where are the people?* (*Hospital, plane, concert hall, kitchen.*)
- Go over the instructions.
- Have Ss work individually and draw a line to match the people and places and then compare ideas with a partner.
- Go over the answers with the class.

Answers
A flight attendant is working in a hospital. She usually works on an airplane.
A musician is playing his violin on an airplane. He usually works in a concert hall.
A cook / chef is working in a concert hall. He usually works in a kitchen.
A doctor is working in a kitchen. She usually works in a hospital.

B

- Go over the questions.
- Have Ss work in pairs or groups to name the jobs in the pictures and other jobs they know.
- Elicit examples from the class.
- *Option* Do the activity as a class.
- Tell Ss that they will learn how to talk about work and play in this unit. Point out the Unit 6 lesson overviews. Go over what Ss will learn in each lesson.

Extra activity Extension
Have Ss work in pairs to list other places they know (e.g., *school, restaurant, store, museum*). Then have them list one or more jobs for each location.

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Work and play

LESSON A
- Jobs
- Simple present *Wh-* questions with *does*

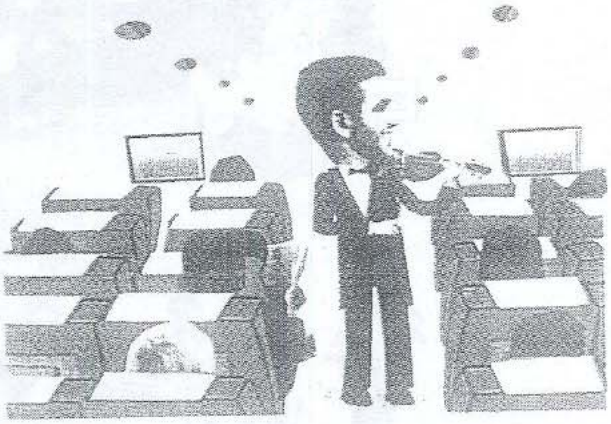
LESSON B
- Asking for someone on the phone
- Having someone wait

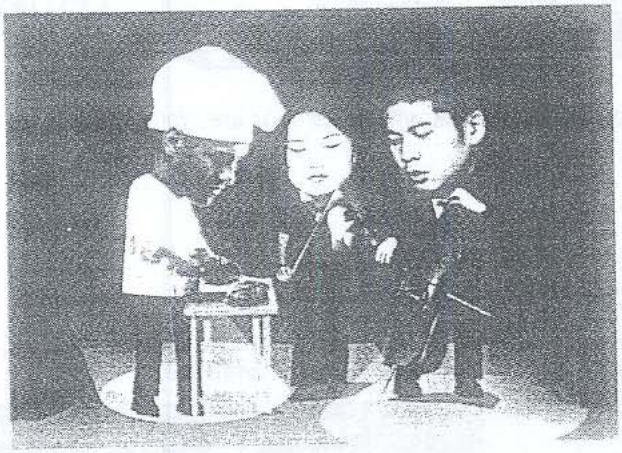
LESSON C
- Abilities
- *Can* for ability; *and, but,* and *or*

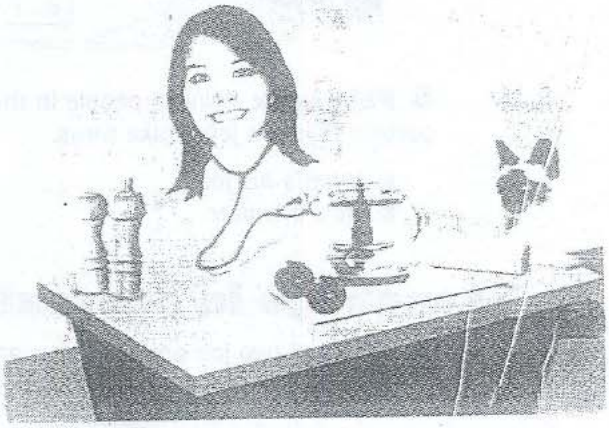
LESSON D
- Reading: "Overseas Opportunities"
- Writing: My abilities

Warm-up









A Where do the people usually work? Match the people and the places. *See page T-55 for answers.*

B Do you know any of the jobs in the pictures? Do you know any other jobs?

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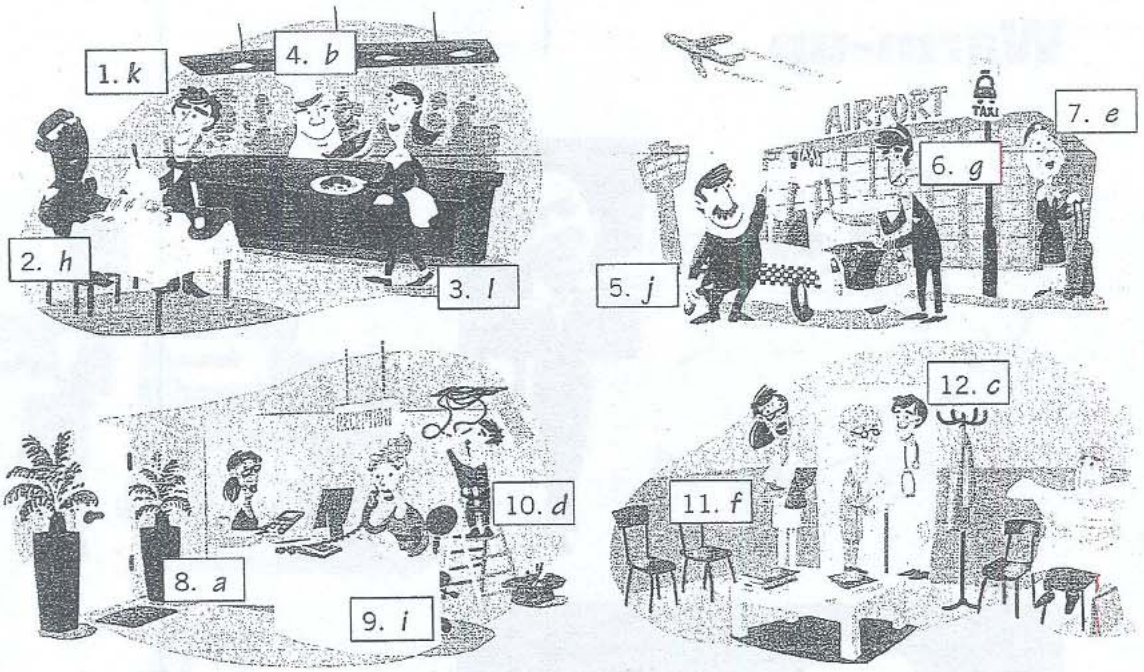
What does she do?

1 Vocabulary Jobs

A Match the jobs and the people. Then listen and check your answers.

a. accountant	c. doctor	e. flight attendant	g. pilot	i. receptionist	✓k. waiter
b. cook / chef	d. electrician	f. nurse	h. police officer	j. taxi driver	l. waitress



B Pair work Point to people in the pictures, and ask what their jobs are. Your partner says the jobs. Take turns.

A: *What's his job?*
B: *He's a waiter.*

2 Language in context At work

A Read two job profiles. What are their jobs? *See page T-56 for answers.*



Lucia Ortega works in a hospital from 11:00 p.m. to 7:00 a.m. What does Lucia do? She's a nurse.



Henry Jenkins works in an office. He's an accountant. What company does Henry work for? He works for A1 Accountants.

B What about you? Do you have a job? What is it?

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Learning objective: *Use vocabulary for jobs.*

A (CD 2, Track 19)

- Direct Ss' attention to the words and the pictures. Explain that the pictures show different jobs.
- Go over the instructions and the example.
- *Tip* Ss should pay attention to the endings of words to help them remember parts of speech. Point out that words that refer to people and what they do often end in *-er, -or, -ian, -ant,* or *-ess.*
- Have Ss work individually to match the jobs and the people.
- *Option* Have Ss check their answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.

B

- Go over the instructions and the example conversation.
- Model the activity. Call on a S and point to a picture. Ask: *What's his (her) job?* Elicit the answer.
- Have Ss work in pairs to take turns asking and answering questions about the jobs in the pictures.

> ***Classware*** Label that picture page xxix
> After doing Part B, follow the steps for *Label that picture* to review the vocabulary for jobs.

Learning objective: *See use of simple present wh-questions with* does *in context.*

A (CD 2, Track 20)

> ***Classware*** Find the match page xxviii
> Instead of doing Part A, follow the steps for *Find the match* to practice the vocabulary for jobs. Hide *hospital, nurse, office,* and *accountant.*

- Direct Ss' attention to the pictures to set the scene. Ask: *Where do they work? (In a hospital, in an office.)*
- Go over the instructions.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Go over the answers with the class.

> **Answers**
> nurse, accountant

- *Option* Have Ss take turns reading the profiles aloud in pairs.

B

- Go over the questions.
- Model the activity. Say: *I have a job. I am a teacher.*
- Have Ss answer the questions in pairs, groups, or as a class.
- Call on Ss to tell the class about their partner's or their own jobs.

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3 Grammar Simple present *Wh-* questions with *does*

Learning objective: *Practice simple present Wh- questions with* does.

(CD 2, Track 21)

- Books closed. Ask: *What are the* Wh- *question words? (What, Where, How, Who, When, Why.)*
- Books open. Direct Ss' attention to the grammar box. Explain the rules for *Wh-* questions:
  1. Focus on form. Write on the board: question word + *does* + *he, she, it* + verb
  2. Point out that when we use *does,* we do not add an *-s* ending to the verb.
- Refer to the profiles in Exercise 2. Have Ss underline *does* and circle the verb.
- Check comprehension. Ask: *What does Lucia do? (She's a nurse.) Where does she work? (In a hospital.) What does Henry do? (He's an accountant.) Where does he work? (In an office.) What question do we ask to find out someone's job? (What does he [she] do?)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

- Go over the instructions and the example.
- Have Ss complete the conversations with the correct words.
- When Ss are finished, have them compare answers with a partner.
- Go over the answers with the class.
- Have Ss practice the conversations in pairs.

B

- Go over the instructions and the example conversation.
- Have Ss work individually to write questions about the people in the pictures. Remind them to follow the models in Part A and Exercise 2.
- Have Ss compare questions with a partner.
- Go over the questions with the class.
- Have Ss work in pairs to take turns asking and answering the questions.
- Call on Ss and ask questions.

Extra activity Extension

This activity will help Ss prepare for Exercise 4. Model the activity. Tell Ss about someone you know with a job (e.g., *My brother John is an electrician. He works for Speedy Electrics. He works Monday through Friday. He sometimes works on Saturday.*). Have Ss work individually to make three sentences about someone they know who has a job. Have Ss share their sentences in pairs. Call on Ss to tell the class.

4 Speaking People's jobs

Learning objective: *Identify and talk about jobs.*

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)
- Go over the instructions and the example conversation under the chart.
- Model the activity. Call on a S and ask: *Do you know a chef?* If the answer is yes, ask for the name and for extra information. Pretend to write the information down. If the answer is no, call on another S.
- Have Ss work individually to add two jobs to the chart.
- Brainstorm questions to ask for extra information (e.g., *Where does he work? When does she work? What company does he work for?*).
- Have Ss stand and walk around the room to take turns asking and answering questions to complete the chart.
- Go around the room and provide help as needed. Take notes on errors in the use of *Wh-* questions with *does*.
- Call on Ss to share what they found out with the class.
- Write the errors you heard Ss make on the board. Encourage Ss to correct them. Make sure Ss use *Wh-* questions with *does* correctly.
- Finally, tell Ss to check the "can do" statement if they can identify and talk about jobs. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 41–43
Self-study CD-ROM	Lesson A

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3 Grammar Simple present *Wh*- questions with *does*

What does Lucia **do**?
She's a nurse.
When does she **work**?
She works from 11:00 to 7:00.

Where does Henry **work**?
He works in an office.
What company **does** Henry **work** for?
He works for A1 Accountants.

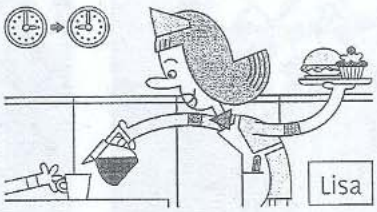
A Complete the conversations with the correct words. Then practice with a partner.

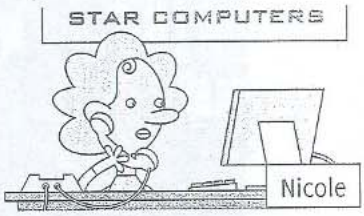
1. A: *What* does your brother *do*?
   B: Oh, Tom's a doctor.
   A: Really? *Where* does he *work*?
   B: He works in a hospital.

2. A: *When* does Sue *work*?
   B: On Mondays, Wednesdays, and Fridays.
   A: And *what* company does she *work* for?
   B: She works for Town Bank.

B Pair work Write questions about Mr. Miller, Lisa, and Nicole. Then ask and answer them.







What *does Mr. Miller do*?
Where *does he work*?

What *does Lisa do*?
When *does she work*?

Where *does Nicole work*?
What company *does she work for*?

A: *What does Mr. Miller do?*
B: *He's an English teacher.*

4 Speaking People's jobs

Class activity Add two jobs to the chart. Then find classmates who know people with those jobs. Ask for more information.

Job	Classmate	Person	Extra information
chef			
nurse			
police officer			
taxi driver			

A: *Do you know a chef?*
B: *Yes. My friend Marco is a chef.*

A: *Where does he work?*
B: *He works at Speedy Sushi.*

5 Keep talking!

Go to page 137 for more practice.

identify and talk about jobs.

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Can I speak to . . . ?

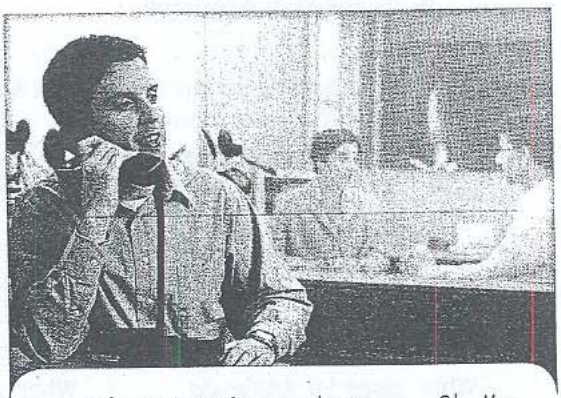
1 Interactions On the phone

A Look at the pictures. Where does Ed work?

B Listen and practice.



Ed: Good morning, Ace Accountants.
Ashley: Hello. Can I speak to Laura Reed?
Ed: Who is this, please?
Ashley: It's Ashley Tillman.



Ed: Just a minute, please. . . . Oh, I'm sorry. Ms. Reed is in a meeting.
Ashley: All right. Thank you.

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

Asking for someone on the phone

Can I speak to . . . ?
Could I please speak to . . . ?
Is . . . there?

Having someone wait

Just a minute, please.
Hold on, please.
One moment, please.

D Pair work Practice the conversation again with the names below.



Gabriela Garcia



Anthony Davis



Kumiko Takahashi



Roberto Santos

A: *Good morning, Ace Accountants.*
B: *Hello. Can I speak to Gabriela Garcia?*
A: *Who is this, please?*

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LESSON B overview

Interactions: Asking for someone on the phone; having someone wait

Listening: Telephone calls

Speaking: Role play of a phone call

1 Interactions On the phone

Learning objective: *Ask for someone on the phone; have someone wait.*

A

- Direct Ss' attention to the photos to set the scene. Ask: *Who do you see? (Two people. / A man and a woman.) Where are they? (He is in an office. / They are on the phone.)*
- Go over the instructions. Ask: *Where does Ed work? (In an office. / At Ace Accountants.)*

B (CD 2, Track 22)

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

Classware Disappearing dialogue page xxvii
After doing Part B, follow the steps for *Disappearing dialogue* to practice language for speaking on the phone.

C (CD 2, Track 23)

- Point out the target expressions in the conversation *(Can I speak to . . . ? Just a minute, please.)*. Explain that there are other ways to ask for someone on the phone and to have someone wait.
- Go over the expressions in the first box. Explain that the first two expressions with *can* and *could* are more polite than the expression *Is . . . there?* The expression *Could I please speak to . . . ?* is the most polite, followed by *Can I speak to . . . ?*, followed by *Is . . . there?*
- Go over the expressions in the second box. Explain that the expressions are equally polite.
- Play the audio and have Ss listen and read silently.
- *Option* Play the audio and have Ss listen and repeat.
- Model the activity with a S. Have the S read Ed's lines. Demonstrate how to substitute another expression to ask for someone on the phone.
- Have Ss practice the substitution conversation in pairs, then change roles and practice again.
- Go around the room and give help as needed.

D

- Direct Ss' attention to the photos. Set the scene. Ask: *Who do you see? (Four people.) Where do they work? (At an office / a company.)*
- Go over the instructions and the example conversation.
- Model the activity with a S. Have the S read A's lines. Demonstrate how to ask about a different person.
- Have Ss practice the substitute conversation using different names as well as their own information.
- *Option* Have a pair of Ss perform the conversation in front of the class.

Extra activity Expansion

Have Ss form two lines facing each other. Designate one line A and the other B. Each person in the A line will say A's lines to the person across from him or her in the B line. B Ss can ask for any name they want. Have Ss change roles, then have A Ss move one person to the right. The first A will go to the end of the line. Ss take turns saying the conversation again, change roles, and then A Ss move to the right. Encourage Ss to use all the expressions. Continue until everyone has had a chance to use every expression at least once.

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2 Listening A busy woman

Learning objective: *Develop skills in listening to phone conversations.*

> ***Classware Tip***
> Before class, hide the text under the pictures. In class, before doing Part A, have Ss close their books. Zoom in on the pictures. Ask the class questions about the pictures to elicit vocabulary and topics in order to prepare for the listening. Suggested questions: *Where does she work?. What do you see in the first / second / third picture?*

A (CD 2, Track 24)

- Go over the instructions.
- Direct Ss' attention to the pictures. Ask: *Where is she? (At lunch, in a meeting, on another line, on vacation, with a customer.)*
- ***Option*** Say each place and have Ss repeat.
- Play the audio. Stop after the first phone call. Ask: *Where is Ellen Astor? (In a meeting.)* Point out that *1* is in the box for *in a meeting*.
- Continue to play the audio. Have Ss listen and number the pictures from 1 to 5.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (CD 2, Track 24)

- Go over the instructions.
- Play the audio again. Have Ss listen and number the questions from 1 to 5.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

3 Speaking Role play

Learning objective: *Role-play a phone call; ask for someone on the phone; have someone wait.*

- Direct Ss' attention to the "can do" statements at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the boxes.)
- Put Ss in pairs and assign one S to be partner A and one S to be partner B.
- Go over the instructions and descriptions of the roles for A and B.
- Go over the example conversation.
- Model the activity with a S. Have the S act the part of the caller. He or she should ask for someone. Demonstrate how to ask someone to wait and how to say where someone is.
- Have Ss work in pairs to role-play the situation.
- Go around the room and give help as needed. Take notes on errors in the use of expressions to ask for someone on the phone and to have someone wait.
- Write the errors you heard Ss make on the board. Encourage Ss to correct them. Make sure Ss use the expressions correctly.
- Finally, tell Ss to check the "can do" statements if they can ask for someone on the phone and have someone wait. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

> ***Additional practice***
> For more practice, use:
>
> | | |
> |---|---|
> | Workbook | page 44 |
> | Self-study CD-ROM | Lesson B |

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2 Listening A busy woman

A Listen to Kevin call Star Computers on five different days. Where is Ellen Astor each day? Number the pictures from 1 to 5.



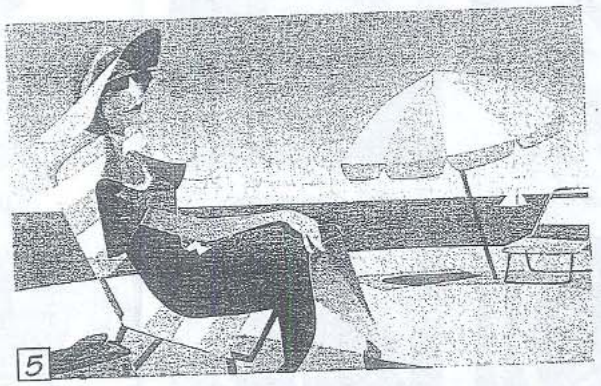
at lunch



in a meeting



on another line



on vacation



with a customer

B Listen again. How does Kevin ask to speak to Ellen Astor? Number the questions from 1 to 5.

5 Is Ms. Astor there?
4 Could I please speak to . . . ?
1 Can I please speak to Ellen Astor?
3 Can I speak to Ellen Astor?
2 Could I speak to Ms. Astor, please?

3 Speaking Role play

Pair work Role-play the situation. Then change roles.

Student A: You are a receptionist at Sun Travel. Answer the phone. Tell the caller to wait, and then say why the person can't talk.

Student B: Call Sun Travel. Imagine someone you know works there. Ask to speak to the person.

A: *Hello, Sun Travel.*
B: *Hi. Can I please speak to Jackie Miller?*
A: *Of course. Just a minute, please. . . .*
I'm sorry. Jackie's with a customer.
B: *Oh, OK. Thanks.*

ask for someone on the telephone.
have someone wait.

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Can you sing?

1 Vocabulary Abilities

A Listen and repeat.



dance



draw



fix computers



paint



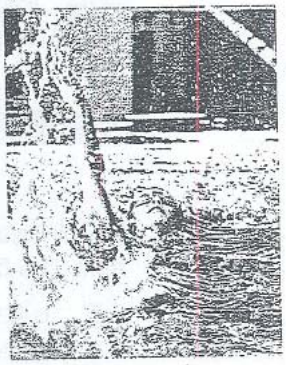
play the guitar



sing



speak French



swim

B Pair work What things do you sometimes do? Tell your partner.

2 Conversation Top talent?

Listen and practice.

Host: Welcome to *Top Talent*. What's your name, please?
Pamela: Hello. My name is Pamela Wells.
Host: Tell us, can you sing, Pamela?
Pamela: No, I can't sing at all.
Host: Well, can you play an instrument? the guitar? the piano?
Pamela: No, I can't.
Host: You can't sing, and you can't play an instrument. What *can* you do, Pamela?
Pamela: I can dance!
Host: Great! Let's see.



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LESSON C overview

Vocabulary: Abilities
Grammar: *Can* for ability; *and*, *but*, and *or*
Pronunciation: *Can* and *can't*
Speaking: Interview about abilities

1 Vocabulary Abilities

Learning objective: *Learn vocabulary for abilities.*

Classware Tip
Before class, hide two letters of each vocabulary item under the pictures using the Pen tool. In class, before doing Part A, have students close their books and zoom in on Part A. Play the audio, stopping after each vocabulary item and eliciting the missing letters in each word. Use the Eraser tool to reveal the words and confirm the answers.

A (CD 2, Track 25)

- Direct Ss' attention to the words and the pictures. Explain that the pictures show abilities, or things that people can do.
- Play the audio. Have Ss listen and read silently.
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.
- *Option* Mime an action from the list *(dance)* and elicit the word. Call on Ss to mime an action, and elicit the word from the class. Alternatively, have Ss work in pairs to take turns miming an action as their partner names it.

B

- Go over the instructions.
- Have Ss work in pairs to talk about the things they sometimes do.
- Call on Ss to tell the class about their partners.

2 Conversation Top talent?

Learning objective: *Practice a conversation about abilities; see* can *for ability, and* and *in context.*

(CD 2, Track 26)

- Direct Ss' attention to the picture to set the scene. Explain that *Top Talent* is the name of a show. Ask: *Who do you see? (A man and a woman.) Who is the man? (The man is the host.)*
- Play the audio. Have Ss listen and read silently. If helpful, play the audio line by line and have Ss repeat.
- Have Ss practice the conversation in pairs. Then call on two pairs to act it out for the class.
- *Tip* To help Ss learn to sound more like native speakers, have them pay attention to stressed words.

Extra activity Extension

Copy the conversation onto strips of paper, one speaker's exchange on each strip (nine strips total). Make enough copies so each S will get a strip. Shuffle the strips. Put Ss into groups of nine. Books closed. Have Ss say their lines and get into the order of the conversation. If your class is large, you may want to write single sentences or even words on the strips. When Ss are standing in order, have them say their lines to re-create the conversation.

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3 Grammar Can for ability; *and, but,* and *or*

Learning objective: *Practice* can *for ability; practice* and, but, *and* or.

(CD 2, Track 27)

Can for ability

- Direct Ss' attention to the grammar box.
- Explain the rules for *can* for ability:
  1. Focus on form in statements. Write on the board: subject + *can / can't* + verb
  2. Focus on form in *yes / no* questions. Write on the board: *can* + subject + verb
  3. Focus on form in short answers to *yes / no* questions. Write on the board: *yes / no* + subject + *can / can't*
  4. Focus on form in *Wh-* questions. Write on the board: *Wh-* word + *can* + subject + verb
- Refer Ss to the conversation in Exercise 2. Have Ss underline *can* and *can't*.
- Check comprehension. Ask: *Can Pamela sing well? (No, she can't.) Can she play the guitar? (No, she can't.) Can she dance? (Yes, she can.)*

And, but, and or

- Direct Ss' attention to the answers to the *Wh-* questions in the grammar box.
- Explain the rules:
  1. *And* joins two similar things. We can use *and* to connect two nouns, two verbs, or two sentences.
  2. *But* joins two different things or ideas. We can use *but* to connect two sentences.
  3. *Or* can join two choices (e.g., *Do you want to play tennis or soccer?*). *Or* can also join two things that are negative (e.g., *I can't sing or play an instrument.* = *I can't sing. I can't play an instrument.*). It can connect two nouns, two verbs, or two sentences.
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

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

B

- Go over the instructions.
- Direct Ss' attention to the chart. Say: *Frank can draw, but ____.* Elicit a completion (e.g., *he can't paint*).
- Have Ss work in pairs to make true sentences about Frank.
- Call on Ss to tell the class one of their sentences.

4 Pronunciation Can and can't

Learning objective: *Pronounce* can *and* can't.

A (CD 2, Track 28)

- Go over the instructions.
- Play the audio. Have Ss listen, paying particular attention to *can* and *can't*.
- Point out the difference between the sounds /ə/ in *can* and /æ/ in *can't*.
- Play the audio again. Have Ss listen and repeat.

B (CD 2, Track 29)

- Go over the instructions.
- Play the audio. Have Ss circle *can* or *can't* and then compare answers with a partner.
- Go over the answers with the class.

5 Speaking Can you paint?

Learning objective: *Describe talents and abilities.*

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

A

- Go over the instructions.
- Have Ss add two abilities to the chart.
- Model the activity with a S. Ask: *Can you paint?* Pretend to check the answer.
- Have Ss work in pairs to take turns asking and answering the questions. Remind Ss to check the things their partners can do in the chart.

B

- Go over the instructions.
- Have Ss work with a different partner to take turns telling about their first partner. Remind Ss to say sentences about something their first partner can do that they can't.
- Finally, tell Ss to check the "can do" statement if they can describe their talents and abilities. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 45–47
Self-study CD-ROM	Lesson C

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3 Grammar *Can* for ability; *and, but,* and *or*

I		
You		
He	**can**	dance very well.
She	**can't**	sing at all.
We		
They		

Can you sing?
Yes, I **can**. No, I **can't**.

What **can** Pamela do?
She **can** dance, **and** she **can** swim.
She **can** dance, **but** she **can't** sing.
She **can't** sing **or** play an instrument.

A Read the answers. Write the questions. Then practice with a partner.

1. *Can Jenny swim?* — No, Jenny can't swim.
2. *What can Billy do?* — Billy can fix computers.
3. *Can Tom and Jill sing (well)?* — Yes, Tom and Jill can sing very well.
4. *Can you play an instrument?* — No, I can't play an instrument.
5. *What can you and Jay do?* — Jay and I can dance and speak French.
6. *Can Sally paint (well)?* — No, Sally can't paint at all.

B Pair work Make six sentences about Frank with *and, but,* or *or.* Tell your partner.

Frank's Abilities

✓ *draw*	x *sing*	✓ *swim*
x *paint*	x *dance*	✓ *play the guitar*

"Frank can draw, but . . ."

4 Pronunciation *Can* and *can't*

A Listen and repeat. Notice the pronunciation of *can* /kən/ and *can't* /kænt/.

I can draw. I can't paint. I can draw, but I can't paint.

B Listen to the conversations. Do you hear *can* or *can't*? Circle the correct answers.

1. can /(can't) 2. (can)/ can't 3. (can)/ can't 4. can /(can't)

5 Speaking Can you paint?

A Pair work Add two abilities to the chart. Then interview your partner. Check (✓) the things he or she can do.

Can you . . . ?

☐ paint	☐ upload a video	☐ sing in English	☐ ride a bicycle
☐ draw	☐ dance	☐ play an instrument	☐
☐ swim	☐ drive	☐ fix a car	☐

B Pair work Tell another classmate about your partner's abilities. Can your partner do something that you can't? What is it?

6 Keep talking!

Go to page 138 for more practice.

describe my talents and abilities.

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3 Work and study

1 Reading

A Look at the pictures. Where do they work? Guess. *See page T-62 for possible answers.*

B Read the article. Where are Jin-hee, Ramiro, and Aisha now? *See page T-62 for answers.*

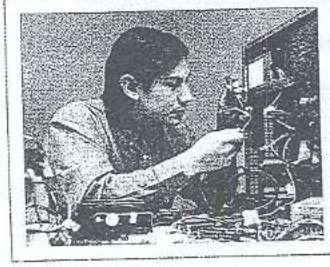
OVERSEAS OPPORTUNITIES FOR STUDENTS



Be an Intern

You work for a short time in a company or an organization. You sometimes get a small salary as an intern.

Jin-hee is from South Korea and has an internship with a publishing company in New York City. The company makes French books. Jin-hee answers the phone and makes photocopies.



Study and Work

In this program, you can study *and* work. You usually study in the morning and work in the afternoon or evening.

Ramiro is from Mexico. He's in Australia now. He studies computer science part-time and works part-time. He takes classes in the morning and fixes computers in the evening. He works 20 hours a week.



Volunteer

Some organizations need extra help. Volunteers usually don't get a salary for their work.

Aisha is from Egypt. She's on a volunteer program in Nigeria at a school for children. She teaches classes, and she helps the children with their schoolwork. She works full-time from Monday to Friday.

C Read the article again. Answer the questions.

1. Do people get a salary as an intern? *They sometimes get a small salary.*
2. What does Jin-hee do as an intern? *She answers the phone and makes photocopies.*
3. In study and work programs, when do people usually work? *They usually study in the morning and work in the afternoon or evening.*
4. What does Ramiro study? *He studies computer science.*
5. Do volunteers usually get a salary for their work? *No, they don't get a salary for their work.*
6. What does Aisha do as a volunteer? *She teaches class, and she helps the children with their schoolwork.*

D Pair work Do people come to your country from other countries to study or work? What do they do? Discuss your ideas.

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LESSON D overview

Reading: "Overseas Opportunities" (a magazine article)
Listening: Ads for overseas programs
Writing: My abilities
Speaking: Discussion about study and work programs

1 Reading Overseas Opportunities

Learning objective: *Read and discuss descriptions of opportunities for Ss; develop skills in reading for main ideas.*

(CD 2, Track 30)

A

- Direct Ss' attention to the pictures to set the scene. Ask: *What do you see? (Three young people.)*
- Go over the instructions and ask the question.
- Elicit answers from the class.

Possible answers
office, office, school

B

- Explain the title: *Overseas opportunities are chances to get a job in another country.*
- Pre-teach any unfamiliar vocabulary.

Vocabulary
organization a group of people who work together
salary money you earn at a job
intern a person who works for a company for a short time to get experience
publishing the business of making books, newspapers, or magazines
volunteer a person who works for no money
extra more

- Go over the instructions and the question. Have Ss read the article.
- *Tip* Encourage Ss to use the sentences around a new word to try to guess the meaning.
- Elicit the answers.

Answers
Jin-hee is in New York City, Ramiro is in Australia, and Aisha is in Nigeria.

Classware Fix it! page xxviii
Instead of doing Part C with books open, have Ss close their books. Follow the directions for *Fix it!* to check reading comprehension. Create incorrect answers, such as *Jin-hee answers the phone and teaches art.*

C

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

Extra activity Jigsaw reading
Have Ss work in groups of three. Give each S a number. S1 reads paragraph 1, S2 reads paragraph 2, and S3 paragraph 3. Then have Ss work together to ask and answer the questions. Each S answers the questions about the paragraph he or she has read.

D

- Go over the questions.
- Have Ss discuss their ideas in pairs.
- Call on Ss to share their ideas with the class.

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2 Listening Exciting opportunities

Learning objective: *Develop skills in listening for main ideas and specific details.*

A (CD 2, Track 31)

- Set the scene. Two people are talking about advertisements. Direct Ss' attention to the ads. Ask: *What do you see? (A turtle, a theme park, Italy.)*
- Go over the instructions.
- Play the audio. Have Ss listen and number the ads.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (CD 2, Track 31)

- Go over the instructions.
- Play the audio again. Have Ss listen and complete the sentences with the correct words.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

3 Writing My abilities

Learning objective: *Write a paragraph about abilities.*

A

- Go over the instructions.
- Model the activity. Tell Ss things you can do well and things you can't do well.
- Have Ss work individually to make lists with their own information.
- *Option* Have Ss talk about their lists in pairs.
- Go over the example paragraph.
- Have Ss work individually to write paragraphs about their abilities.

B

- Go over the instructions.
- Have Ss take turns sharing their paragraphs, and asking and answering questions for more information.
- Call on Ss to tell the class about their partner's abilities.

4 Speaking How well can you . . . ?

Learning objective: *Talk about overseas opportunities for students.*

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)
- Go over the instructions and the questions.
- Model the activity. Tell Ss about the abilities you think you need for one of the programs in Exercise 1 or 2, how well you can do each thing, and if the program is right for you.
- Have Ss discuss their ideas in pairs.
- Go around the room and give help as needed. Take notes on errors you hear in the use of *can* and *can't*.
- Call on Ss to share their ideas with the class.
- Write the errors you heard in the use of *can* and *can't* on the board. Encourage Ss to correct them.
- Finally, tell Ss to check the "can do" statement if they can talk about study and work programs. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 48
Self-study CD-ROM	Lesson D

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2 Listening Exciting opportunities

A Listen to two students discuss three advertisements. Number them from 1 to 3.



B Listen again. Complete the sentences with the correct words.

3 Writing My abilities

A Make lists of things you can and can't do well. Then write a paragraph about your abilities. Use the model and your lists to help you.

My Abilities

I can play sports. I can play basketball and tennis very well. My favorite sport is soccer, but I can't play it very well. I can't play golf at all!

B Pair work Share your paragraphs. Ask and answer questions for more information.

4 Speaking How well can you . . . ?

Group work Discuss the overseas opportunities in Exercise 1, Exercise 2, or your own ideas.

- What abilities do you need in each program?
- How well can you do each thing? (very well? well? not well? not at all?)
- Are any of the programs right for you?

talk about study and work programs.

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Wrap-up

1 Quick pair review

Lesson A Guess! Describe a job, but don't say what it is. Can your partner guess it? Take turns. You have two minutes.

A: *This person drives a car.*
B: *Is he a police officer?*
A: *No. The car is yellow in New York City.*
B: *Is he a taxi driver?*
A: *Yes.*

Lesson B Brainstorm! Make a list of ways to ask for someone on the phone and have someone wait. You have two minutes.

Lesson C Find out! What are two things both you and your partner can do? What are two things you can't do? You have two minutes.

A: *Can you cook?*
B: *Not really. Can you?*
A: *No, I can't!*

Lesson D Do you remember? Are the sentences true or false? Write T (true) or F (false). You have two minutes.

1. Volunteers usually get a salary. F
2. Volunteers always work part-time. F
3. Interns work for companies or organizations. T
4. Interns never get a salary. F

2 In the real world

Go online and find information in English about an overseas program. Then write about it.

- What is the name of the program?
- Where is the program?
- What kind of program is it?
- What do people do in the program?

The Peace Corps

The Peace Corps is an overseas program.
Americans volunteer in many countries.
They help build things and teach people.

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1 Quick pair review

Learning objective: *Review jobs and abilities, and ways to ask for someone on the phone, and to have someone wait.*

Lesson A Guess!

- Go over the instructions and the example.
- Model the activity. Say: *This person works in an office.* Elicit and answer a question to give more information (e.g., *Is it a receptionist? No, she works with numbers. Is it an accountant? Yes, it is.*).
- Have Ss work in pairs to take turns describing a job and guessing. Set a time limit of two minutes.
- *Option* Call on Ss to describe a job to the class. Elicit guesses.

Lesson B Brainstorm!

- Go over the instructions.
- Have Ss work individually or in pairs to brainstorm ways to ask for someone on the phone and ways to have someone wait. Set a time limit of two minutes.
- Elicit the ways.

> **Classware** List that page xxix
> After brainstorming, follow the steps for *List that* to review ways to ask for someone on the phone and to have someone wait.

Lesson C Find out!

- Go over the instructions and the example conversation.
- Model the activity. Call on a S and say something you can do. Elicit whether the S can do it, too. Continue until you find two things in common.
- Have Ss work in pairs to find out two things they both can do. Set a time limit of two minutes.

Lesson D Do you remember?

- Go over the instructions.
- Have Ss write T (true) or F (false) for each sentence. Set a time limit of two minutes.
- Go over the answers with the class.

2 In the real world

Learning objective: *Research an overseas program and write about it.*

- Go over the instructions, the questions, and the example. Ask: *What country do you want to work in? What do you want to do? What overseas or volunteer organizations do you know about?*
- Have Ss do research as an out-of-class assignment and write sentences about what they find out. Suggest Ss use a search engine and enter phrases such as "overseas programs," "work and study abroad," and "volunteer opportunities."
- Have Ss work in pairs or small groups to read what they wrote.
- Call on Ss to read their sentences to the class. Ask: *Which programs are interesting to you? Where do you want to go now? Do you think these programs are good?*

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Food

At a glance: Unit overview	Speaking outcomes
LESSON A Breakfast, lunch, and dinner Ss learn food vocabulary from different food groups. They use *some / any* and count and noncount nouns.	Ss can . . . say what meals they eat.
LESSON B I like Chinese food! Ss express their own likes and dislikes about food.	Ss can . . . say what they like and dislike.
LESSON C Meals Ss learn food vocabulary for popular meals. They use *How often . . . ?* and time expressions.	Ss can . . . talk about their eating habits.
LESSON D Favorite food Ss read an article about people's favorite food and write about a typical meal in their country.	Ss can . . . talk about their favorite food.

Warm-up

Learning objective: *Preview the topic and talk about food.*

A

- To introduce the topic of food, direct Ss' attention to the picture. Ask: *Do you think this food is good? Which food is popular in your country?*
- Go over the instructions.
- Have Ss work in pairs or groups to match each type of food with the country.
- Go over the answers with the class.

> ***Classware*** Make connections page xxix
> After doing Part A, follow the steps for *Make connections* to activate prior knowledge, preview the content of the unit, and review language.

B

- Go over the instructions.
- Have Ss work in pairs or groups to say at least ten food words they know. Set a time limit.
- Have one S from each pair or group give different examples from their list.
- Tell Ss that they will learn how to talk about food in this unit. Point out the Unit 7 lesson overviews. Go over what Ss will learn in each lesson.

> ***Extra activity*** Extension
> Write on the board some English food words that are similar to words in the Ss' language (possible ideas: *chocolate, fruit, banana, spaghetti, sandwich, burger, pie, pancake, juice*). Invite Ss to add more words to the list if they can.

> ***Cultural note***
> In the United States and Canada, the biggest meal of the day is usually dinner. Dinner is eaten in the early evening, usually sometime between 6:00 and 8:00 p.m.

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Food

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

LESSON B
- Expressing likes
- Expressing dislikes

LESSON C
- More food
- *How often*; time expressions

LESSON D
- Reading: An article
- Writing: A typical meal

Warm-up



A Match the words and the pictures.

1. Italian food *c* 2. Mexican food *d* 3. Chinese food *b* 4. Japanese food *a*

B Name ten food words you know.

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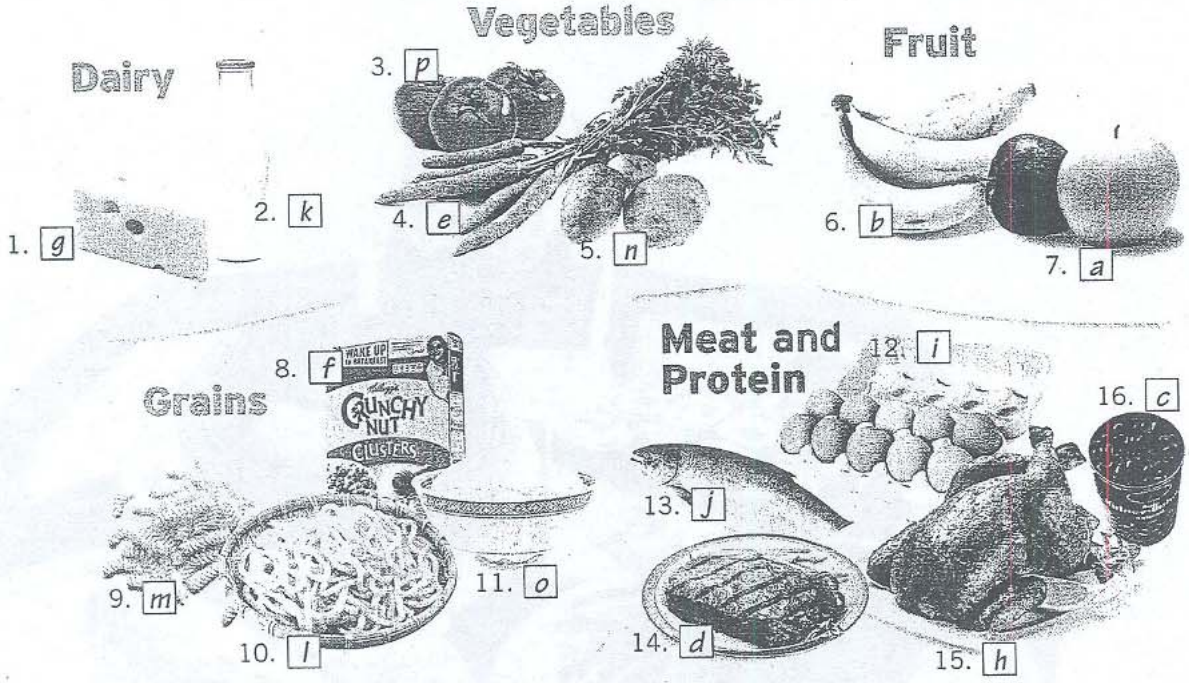
A Breakfast, lunch, and dinner

1 Vocabulary Food

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

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



B Pair work Do you ever eat the food in Part A? Tell your partner.

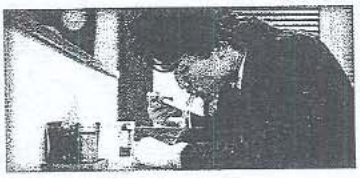
"I often eat apples. I sometimes eat eggs. I never eat noodles."

2 Language in context Favorite meals

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



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



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



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

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

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LESSON A overview

Vocabulary: Food
Grammar: Count and noncount nouns; *some* and *any*
Speaking: Survey about meals

1 Vocabulary Food

Learning objective: *Use food vocabulary.*

A (CD 2, Track 32)

Extra activity Realia

Bring some food to class, preferably one item from each food group. Use it to present the vocabulary.

- Direct Ss' attention to the pictures. Explain that the pictures are grouped according to the food groups.
- Go over the instructions and the example. Model the activity. Point to the first group. Ask: *What kind of food is cheese? (Dairy.) What is another kind of dairy food? (Milk.)*
- Have Ss work individually or in pairs to match the words and pictures. Go around the room and give help as needed.
- *Option* Have Ss check answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.

B

- Have Ss work in pairs to tell each other what they eat from Part A, and how frequently. Tell Ss to make a note of the food their partner *often* eats.
- Call on Ss to tell the class about the food their partner often eats.

Classware Search and highlight page xxxi

After doing Part B, follow the steps for *Search and highlight* to review vocabulary for food. Have the first S at the board highlight a vegetable. Have the next S highlight a type of dairy food, and so forth.

2 Language in context Favorite meals

Learning objective: *See use of count and noncount nouns and* some *and* any *in context.*

A (CD 2, Track 33)

- Elicit the meaning of *breakfast*, *lunch*, and *dinner*. Ask: *Who eats all three meals? Who never eats breakfast?*
- Direct Ss' attention to the pictures to set the scene. Ask: *Which meal can you see in each picture? (Breakfast, lunch, dinner.)*
- Go over the instructions.
- Play the audio. Have Ss underline the food words as they listen and read silently.
- Go over the answers with the class.
- Play the audio again. Have Ss listen and repeat to practice pronunciation.

B

- Model the activity. Have a S answer the questions for the class.
- Have Ss discuss the questions in pairs or groups.
- Elicit ideas from the class.
- *Option* Do the activity as a class.
- Elicit answers from the class.

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

Learning objective: *Practice count and noncount nouns and* some *and* any.

(CD 2, Track 34)

Count and noncount

- Books closed. Write on the board:

  apple *milk*
  tomato *cereal*

- Ask: *What is the plural of these nouns?* Point out that milk and cereal don't have a plural.
- Introduce the concept of count and noncount nouns. Explain:
  1. Count nouns use *a / an* (e.g., *an apple, a tomato*) or a plural (e.g., *apples, tomatoes*).
  2. Noncount nouns do not use *a / an* or plurals (e.g., *milk, cereal*).
- Books open. Direct Ss to the noncount nouns in the grammar box. Explain that there is no rule, but noncount nouns are often:
  1. liquids (e.g., *milk*)
  2. food that is too small to be counted separately (e.g., *cereal*)
  3. food that is too big for one serving (e.g., *cheese, bread*)
- Check comprehension. Ask: *Is the word* banana *count or noncount? (Count.) Is pasta count or noncount? (Noncount.)*

Some and *any*

- Direct Ss' attention to the examples of *some* and *any* count and noncount nouns in the grammar box.
- Elicit the rules for *some* and *any*:
  1. Point to the questions in the first row. Ask: *Do we use the word* some *with questions? (No.) What word do we use with questions?* (Any.)
  2. Point to the third row. Ask: *Do we use* some *with negatives? (No.) What word do we use?* (Any.)
- Write on the board:

  Affirmative: Some + count / noncount nouns
  Negative / Questions: Any + count / noncount nouns

- Refer to Exercise 2. Have Ss underline *some* and *any*.
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

- Go over the instructions. Have Ss complete the chart. When Ss are finished, have them compare charts with a partner.
- Go over the answers with the class. Elicit other examples of count / noncount food.

B

- Direct Ss' attention to the picture to set the scene. Ask: *Where are they? (In the kitchen.) What food do you see? (Carrots, milk, and eggs.)*
- Go over the instructions. Ask: *Which word is correct in the second line?* (Some.) *Why is* any *not correct?* (Any *is used in questions and negatives.)*
- Have Ss work individually or in pairs to circle the correct words.
- Go over the answers with the class.
- Have Ss practice the conversation in pairs and then change roles and practice again.

C

- Suggest a different lunch. Elicit ideas for four food items, e.g., *rice, beans, beef,* and *tomatoes*. Explain that Ss are going to replace the words with the new food items. Model the conversation with a S.
- Have Ss practice the conversation in Part B in pairs, using new food. Call on one or two pairs to act out their conversation for the class.

4 Speaking What do you eat?

Learning objective: *Talk about food for each meal.*

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

A

- Explain the activity. Have Ss complete the *Me* column in the chart individually.

B

- Model the activity. Have two Ss take turns asking you about breakfast, lunch, and dinner. As you answer their questions, give more information about each meal.
- Have Ss work in groups of three to interview each other. Tell Ss to follow your example. Remind Ss to write their classmates' answers in the chart.
- Call on Ss to tell the class some interesting facts about their classmates.
- Finally, tell Ss to check the "can do" statement if they can say what meals they eat. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 49–51
Self-study CD-ROM	Lesson A

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IELTS STEP

3 Grammar Count and noncount nouns: some and any

Count nouns

an apple  a tomato 

apples  tomatoes 

Do you have **any** apples?
Yes, I have **some** (apples).
No, I don't have **any** (apples).

Noncount nouns

milk  cereal 

Do you have **any** milk?
Yes, I have **some** (milk).
No, I don't have **any** (milk).

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

Count nouns		Noncount nouns	
apples	*potatoes*	*milk*	*fish*
tomatoes	*carrots*	*cereal*	*cheese*
noodles	*bananas*	*beef*	*pasta*
beans	*eggs*	*chicken*	*rice*

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

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



C Pair work Practice the conversation again. Use other food words from Exercise 1.

4 Speaking What do you eat?

A Write your answers to the questions in the chart.

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

B Group work Interview two classmates. Complete the chart with their answers.

5 Keep talking!

Go to page 139 for more practice.

identify interesting places in my town.

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I like Chinese food!

Interactions

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

B Listen and practice.



Maria: Do you like pasta?
Tom: No, I don't like Italian food.



Maria: How about Chinese food?
Tom: Good idea. I like Chinese food!

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

Expressing dislikes

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

Expressing likes

- I like . . .
- I really like . . .
- I love . . .

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

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

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

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LESSON B overview

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

1 Interactions Likes and dislikes

Learning objective: *Express likes and dislikes.*

A

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

B (CD 2, Track 35)

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

C (CD 2, Track 36)

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

Extra activity Extension

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

D

Classware Tip

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

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

Extra activity Game

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

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2 Pronunciation Word stress

Learning objective: *Identify stress in words.*

A (CD 2, Track 37)

- Direct Ss' attention to the chart. Say the first word in each column and clap as you say the stressed syllable.
- Explain the meaning of the circles at the top of each column:
  1. Words in the left column have one syllable.
  2. Words in the middle column have two syllables and the first is stressed.
  3. Words in the third column have three syllables and the second syllable is stressed.
- Play the audio. Have Ss listen, paying particular attention to word stress.
- Play the audio again. Have Ss listen and repeat.
- *Tip* Using word stress correctly will help Ss sound more like native speakers. Suggest Ss underline or circle the stressed syllable in new words so they remember it.

B (CD 2, Track 38)

- Go over the instructions and the words.
- Play the audio. Have Ss listen and write the words in the correct place in the chart.
- Go over the answers with the class.
- Have Ss practice the words in pairs.

> ***Classware*** Highlight and say it! page xxviii
> After doing Part B, zoom in on the vocabulary list in Exercise 1, Part A, on page 66, and follow the steps for *Highlight and say it!* to practice word stress for food vocabulary.

3 Listening I love it!

Learning objective: *Develop skills in listening for specific information.*

A (CD 2, Track 39)

- Set the scene. Two people are talking about the food they like and don't like.
- Go over the instructions.
- Play the audio. Have Ss listen and check the food words they hear.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (CD 2, Track 39)

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

4 Speaking What do you like?

Learning objective: *Talk about likes and dislikes.*

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

A

- Have Ss write three foods they like and three foods they don't like in the boxes. Encourage Ss to include food words from both Lessons A and B.

B

- Read the model conversation with a S. Have the S read B's lines. Then point out how you added information when you answered the question.
- Model the conversation with another S. Make a different statement (e.g., *I hate meat.*) Elicit follow-up questions and write them on the board.
- Have Ss ask and answer questions about food they like or don't like in pairs. Encourage Ss to add questions.
- Have pairs share with the class some things they both like or don't like (e.g., *Peter likes fish. I like it, too.*).
- Finally, tell Ss to check the "can do" statement if they can say what they like and dislike. NOTE: If Ss need more help, suggest they do the *Additional practice* activities.

> ***Additional practice***
> For more practice, use:
>
> | | |
> |---|---|
> | Workbook | page 52 |
> | Self-study CD-ROM | Lesson B |

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2 Pronunciation Word stress

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

●	●•	•●•
cheese	**a**pple	ba**n**ana
beans	**ch**icken	po**t**ato
beef	**n**oodles	to**m**ato
fruit	*dairy*	*Italian*
meat	*pasta*	

B Listen. Complete the chart with the correct words.

dairy fruit Italian meat pasta

3 Listening I love it!

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

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

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

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

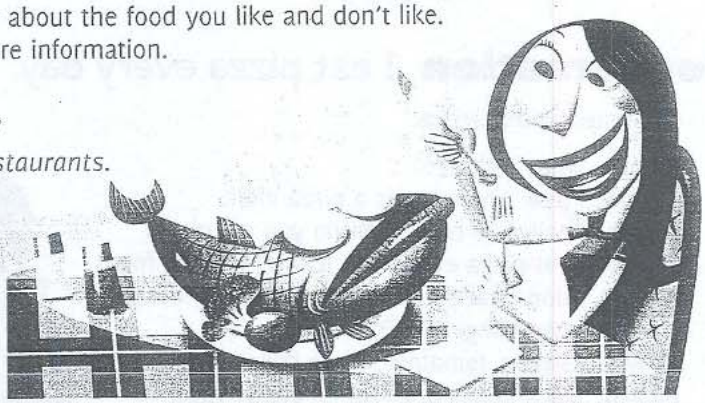
4 Speaking What do you like?

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

Food I like	Food I don't like

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

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



say what I like and dislike.

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6 Meals

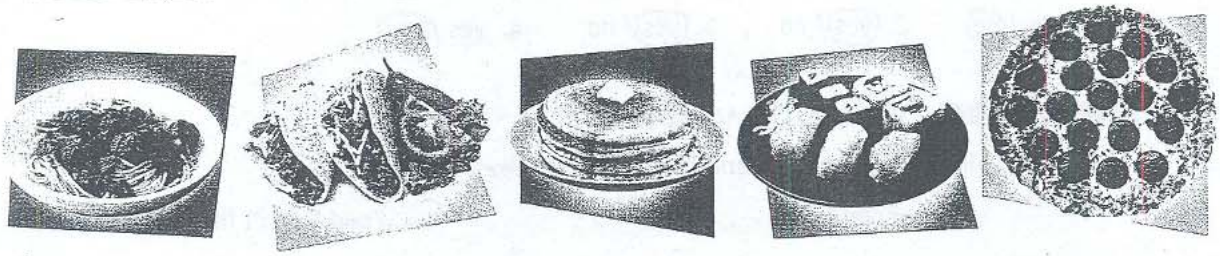
1 Vocabulary More food

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

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



1. *hot dogs* 2. *salad* 3. *soup* 4. *hamburgers* 5. *dumplings*



6. *spaghetti* 7. *tacos* 8. *pancakes* 9. *sushi* 10. *pizza*

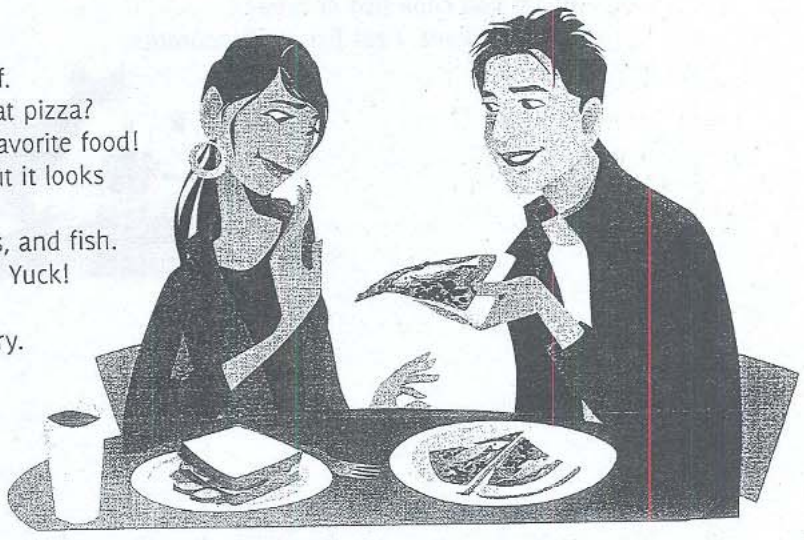
B Pair work Which food in Part A do you like? Which food don't you like? Compare your answers.

A: *I really like dumplings. Do you?*
B: *Yes, I like dumplings, too. Do you like . . . ?*

2 Conversation I eat pizza every day.

Listen and practice.

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



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

1 Vocabulary More food

Learning objective: *Use more food vocabulary.*

A (CD 2, Track 40)

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

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

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

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

B

- Go over the instructions and the example conversation. Model the activity with a S. Have the S read B's line and add another food. Tell Ss that *dislike / dislikes* means the same as *don't / doesn't like.*
- Pre-teach the expressions: *I don't know. / I'm not sure. / I don't know that dish.*
- Have Ss ask and answer questions about the food in Part A. Encourage Ss to discuss all ten foods above. Have early finishers discuss food from Lesson A or other food they know.
- Elicit answers from the class.

2 Conversation I eat pizza every day.

Learning objective: *Practice a conversation about food; see* How often *and time expressions in context.*

(CD 2, Track 41)

Classware Tip
Before class, hide the text in the conversation, leaving only the picture showing. In class, books closed, zoom in on the picture. Elicit information about the situation to help the Ss predict what the conversation is about. Use the questions in the notes below.

- Direct Ss' attention to the picture to set the scene. Ask: *Where are David and Megan? (In a cafeteria.) What's David eating? (Pizza.) What food is on his pizza? (Cheese, tomatoes, black beans, and fish.)*
- Play the audio. Have Ss listen and read silently. If helpful, play the audio line by line and have Ss repeat.
- Have Ss practice the conversation in pairs. Then call on two pairs to act it out for the class.

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3 Grammar *How often*; time expressions

Learning objective: *Use* how often *and time expressions.*

(CD 2, Track 42)

- Direct Ss' attention to the grammar box. Explain the rules:
  1. Most time expressions are at the end of the sentence.
  2. *Ever* and *never* come before the verb.
- Refer to the conversation in Exercise 2. Have Ss underline the target expressions in the conversation.
- Check Ss' comprehension. Ask: *How often does David eat pizza? (Every day.) How often does Megan eat pizza? (Not very often.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

- Go over the instructions and the example.
- Have Ss work individually to look at Matt's menu and answer the questions.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- Have Ss practice asking and answering the questions in pairs.

B

- Go over the instructions and the example sentence. Then have Ss make six true sentences about their habits.
- Have Ss work in pairs to tell each other their sentences.
- Elicit examples of partners' eating habits from the class.

Extra activity Game

Have Ss write three true sentences and three false sentences about their eating habits. Have Ss read them in pairs and elicit which ones are false. Set a time limit of two minutes, and then have Ss change roles.

B

- Model the activity. Ask a S the first question: *How often do you eat hot dogs?* Pretend to take notes. Ask the same S the second question (*How often do you eat salad?*) and take notes.
- Have Ss work in pairs to ask and answer questions about how often they eat each food item. Go around the room and take notes on the food vocabulary they are using correctly.
- ***Option*** Have early finishers ask and answer questions about foods from Lesson A.
- Point out the food vocabulary you heard used correctly.

C

- Have Ss work with different partners so that everyone has a new partner.
- ***Tip*** Ss will sound more fluent if they connect their ideas as they speak. Encourage Ss to use *and* when adding similar information, and *but* when adding different information.
- Have the new pairs exchange information about their first partner. Encourage them to share information and to respond with natural expressions (*Really? Wow!*). Go around the room and take notes on errors you hear in placement of time expressions as well as in the use of the expressions.
- Write the errors you heard Ss make in Part C on the board. Encourage Ss to correct them. Make sure Ss use the correct placement of time expressions.
- Finally, tell Ss to check the "can do" statement if they can talk about their eating habits. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 53–55
Self-study CD-ROM	Lesson C

4 Speaking Eating habits

Learning objective: *Describe eating habits.*

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

A

- Have Ss add three food words to the chart.
- Have Ss work individually to answer the questions in the *Me* column.

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3 Grammar How often; time expressions

How often do you eat pizza?

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

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

Matt's Menu

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Breakfast	cereal	eggs	cereal	eggs	cereal	pancakes	pancakes
Lunch	soup	pizza	soup	sushi	soup	tacos	sushi
Dinner	dumplings	chicken	beef	chicken	pizza	spaghetti	hamburgers

1. How often does Matt eat hamburgers for dinner? *He eats hamburgers once a week.*
2. How often does Matt eat soup for lunch? *He eats soup (for lunch) three times a week.*
3. How often does Matt eat pancakes? *He eats pancakes (for breakfast) twice a week.*
4. How often does Matt eat hot dogs? *He never eats hot dogs.*
5. How often does Matt eat sushi for lunch? *He eats sushi (for lunch) twice a week.*
6. How often does Matt eat dumplings for dinner? *He eats dumplings (for dinner) once a week.*

B Pair work Make six sentences about your eating habits with different time expressions. Tell your partner.

"I eat spaghetti once a month."

4 Speaking Eating habits

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

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

B Pair work Interview your partner. Complete the chart with his or her answers.

C Pair work Compare your information with another partner.

"Kazu eats hot dogs once a week, but I eat them once in a while."

5 Keep talking!

Go to page 140 for more practice.

I can talk about my eating habits.

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D Favorite food

1 Reading

A Look at the pictures in the magazine article. Can you name the food? *See page T-72 for possible answers.*

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

☐ Meal Times ☑ My Favorite Food ☐ Dinner Around the World

Letters from our readers



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

HEATHER
United States



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

JAE-SUN
South Korea



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

CARLOS
Argentina



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

OLGA
Sweden

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

	Favorite food	How often they have it
Heather	*nachos*	*once a week*
Jae-sun	*dumplings*	*four or five times a month*
Carlos	*ice cream*	*three times a month*
Olga	*pancakes*	*two or three times a month*

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

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

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LESSON D overview

Reading: "My Favorite Food" (an article)
Listening: A meal in Sweden
Writing: A typical meal
Speaking: Interview about favorite food

1 Reading My Favorite Food

Learning objective: *Read and discuss an article about food; develop skills in reading for gist and specific information.*

(CD 2, Track 43)

A

- Direct Ss' attention to the pictures. Elicit names of food they know.

Possible answers
tortilla chips, cheese, beef, tomatoes, onions, dumplings, chocolate ice cream, pancakes

B

- Set the scene. Ask: *Do you ever read food magazines? How often?* Elicit some ideas from the class.
- Pre-teach any unfamiliar vocabulary.

Vocabulary
nachos corn chips and cheese
tortilla chips chips made from corn tortillas
flavors the tastes that different foods have
jam food made with sugar and fruit, often spread on bread

- Go over the instructions. Have Ss read the article and choose a title.
- Elicit the answer.

C

- Direct Ss' attention to the chart. Go over the instructions.
- ***Option*** Read about Heather's favorite food as a class and answer her section.
- ***Tip*** Suggest that Ss identify key words or phrases that will help them complete the reading task (e.g., food words, adverbs of frequency). Have Ss scan for the key words to find the answers.
- Have Ss read the article again and complete the chart. While they are reading, draw the chart on the board.
- Go over answers with the class and complete the chart on the board. Alternatively, invite four Ss to come to the board and write the answers. Have the rest of the class check their answers.
- ***Option*** If your Ss enjoy reading aloud, have them practice reading one or two letters as a class.

Extra activity Jigsaw reading
Have Ss do a "jigsaw reading" in groups of four. Each person reads just one paragraph from the article. Then they take turns exchanging information with the others in their group, e.g., S1: *Heather's favorite food is nachos. She makes them once a week.*

Classware Search and highlight page xxxi
After doing Part C, follow the directions for *Search and highlight* to review count and noncount nouns.

D

- Go over the instructions and the example. Model the activity with a S. Tell him or her what food you would like right now and why. Then have the S do the same.
- Have Ss work in pairs to discuss what food they want and why. Ask early finishers to discuss what food they *don't* want and why.
- Call on Ss to tell the class about their partners.

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2 Listening A meal in Sweden

Learning objective: *Develop skills in listening for gist and for specific information.*

A (CD 2, Track 44)

- Set the scene. Point to the flag on the globe and ask Ss to guess what people might eat in Sweden. Explain that Olga is going to describe a Swedish meal she likes.
- Go over the instructions.
- Play the audio. Have Ss listen and choose the meal she talks about.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (CD 2, Track 44)

- Have Ss read the list of foods.
- Go over the instructions and point out the example.
- Play the audio again. Have Ss listen and circle all the words they hear.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

3 Writing A typical meal

Learning objective: *Write a paragraph about a typical meal.*

A

- Go over the instructions.
- Model the activity. Talk about a typical meal in your country. Elicit the names of some typical meals from Ss. Write the ideas on the board.
- Have Ss choose one meal and give short answers (e.g., *What do people drink? Fruit juice.*).

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

B

- Have Ss read the example paragraph *A Japanese Breakfast*. Point out that all the questions in Part A are answered in the writing model.
- Ask questions about the meal: *Where do people eat this meal? (Japan.) Which meal is it? (Breakfast.) Does the writer eat it? (No.)*
- Explain that Ss are going to write about a meal from their country, using their notes from Part A.
- Have Ss work individually to write about a typical meal.

C

- Go over the instructions.
- Have Ss put their writing on the wall around the classroom. Make sure names are on the writing.
- Have Ss walk around and read their classmates' writing. Have them take notes about the meals.
- Ask: *Who wrote about similar dishes? Did anyone write about the same one as you?*

4 Speaking What's your favorite meal?

Learning objective: *Ask and answer questions about a favorite meal.*

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

A

- Go over the instructions.
- Have Ss add two questions to the chart. Possible ideas: *When do you eat it? Why do you like it? Do you eat it at home?*
- Model the activity. Ask a S the first question: *What's your favorite meal?* When the S replies, pretend to take notes. Then ask the same S the second question and take notes.
- Have Ss work in pairs to interview each other about their dish and take notes. Go around the room and give help as needed.

B

- Have Ss work in groups.
- Have Ss take turns telling the group about their partner's favorite food. Encourage follow-up questions (e.g., *When does he [she] eat it?*) and comments (e.g., *I like ____, too! That's my favorite! Yuck!*).
- Call on a S in each group to report to the class.
- Finally, tell Ss to check the "can do" statement if they can talk about their favorite food. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

> **Additional practice**
> For more practice, use:
>
> | | |
> |---|---|
> | Workbook | page 56 |
> | Self-study CD-ROM | Lesson D |

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2 Listening A meal in Sweden

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

☑ breakfast ☐ lunch ☐ dinner

B Listen again. Circle the words you hear.

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



3 Writing A typical meal

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

- What do people drink? _____
- What do people eat? _____
- Do *you* usually eat it? _____
- Why or why not? _____

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

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

A Japanese Breakfast

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

4 Speaking What's your favorite meal?

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

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



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

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

talk about my favorite food.

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Wrap-up

1 Quick pair review

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

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


I *don't like* fish *at all*.


I *like* French food.


I *don't* *like* beef.


I *really* *like* breakfast.


I *hate* milk!


I *love* carrots!

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

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

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

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

2 In the real world

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

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

Jack Black's Favorite Food

The American actor Jack Black doesn't have one favorite food. He has two of them! He loves pizza and cheeseburgers.

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1 Quick pair review

Learning objective: *Review count and noncount food words, eating habits, and favorite foods.*

Lesson A Brainstorm!

- Go over the instructions. Model the activity. Elicit the name of one count and one noncount food word.
- Have Ss work in pairs to make a list of count and noncount food words. Set a time limit of one minute.
- Elicit the ideas.

> ***Classware*** Guided brainstorming page xxviii
> After doing brainstorming, follow the steps for *Guided brainstorming* to review count and noncount nouns.

Lesson B Do you remember?

- Go over the instructions and the example.
- Have Ss work in pairs to complete the sentences. Set a time limit of one minute.
- Go over the answers with the class.

Lesson C Find out!

- Go over the instructions. Model the activity. Read A's line and ask a S to answer the question. Ask two more questions (e.g., *I eat beans once in a while. Do you? I never eat fish. Do you?*).
- Have Ss talk in pairs about their eating habits. Remind Ss to use time expressions in their questions and answers. Set a time limit of two minutes.
- Go around the room and give help as needed. Make sure Ss are using time expressions.

Lesson D Guess!

- Go over the instructions and the example. Model the activity. Describe your favorite food. Elicit guesses.
- Have Ss work in pairs to take turns describing a food and guessing what it is.
- ***Option*** Have volunteers describe the food to the class. Elicit guesses.

2 In the real world

Learning objective: *Research a famous person's eating habits and write about it.*

- Go over the instructions and the example.
- Model the activity. Tell about your favorite movie star's or musician's eating habits, or say: *One of my favorite movie stars is Penelope Cruz. She likes to eat pasta and pizza, but she doesn't eat them all the time.*
- Have Ss do research online as an out-of-class assignment. Remind Ss to write down the information.
- When Ss return to class, have them work in pairs or small groups to read what they wrote.
- ***Option*** Ask volunteers to describe the food habits of the person. Elicit guesses about who it is.

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In the neighborhood

At a glance: Unit overview	Speaking outcomes
LESSON A Around town Ss learn vocabulary for places in the neighborhood. They use prepositions of location.	Ss can . . . give the locations of neighborhood places.
LESSON B How do I get to . . . ? Ss ask for and give directions.	Ss can . . . ask for and give directions.
LESSON C Fun in the city Ss learn vocabulary for places to visit. They use *There is* and *There are*.	Ss can . . . talk about interesting places in their town.
LESSON D A great place to visit Ss read a poster about the Monterey Bay Aquarium. They create a poster about an interesting place.	Ss can . . . give a presentation on a city attraction.

Warm-up

Learning objective: *Preview the topic and identify places in the neighborhood and things you can do there.*

A

- To introduce the topic of places in the neighborhood, direct Ss' attention to the picture. Ask: *What places do you see? (Movie theater, Internet café, restaurant, farmer's market, store for glasses, bookstore.)*
- Go over the instructions.
- Have Ss work in pairs or groups to make six sentences about the picture.
- Elicit sentences from the class.
- ***Option*** Do the activity as a class.

Possible answers

There are people on the street. A white car is on the street. You can buy food at the farmer's market. Little Italy is an Italian restaurant. You can buy glasses at Eye to Eye.

Extra activity Extension

Have Ss work in pairs to prepare three false sentences about the picture. Have each pair join another pair to take turns saying the sentences and eliciting the correction.

B

- Go over the questions and the list of activities.
- Have Ss work in pairs or groups to say where they can do each thing.
- Elicit ideas from the class.
- ***Option*** Do the activity as a class.
- Tell Ss that they will learn how to talk about the neighborhood in this unit. Point out the Unit 8 lesson overviews. Go over what Ss will learn in each lesson.

Answers

buy glasses: Eye to Eye; buy some fruit: Farmer's Market; check email: Cyber Stop; eat lunch: Little Italy; get a book: Read All About It; see a movie: Cineplex

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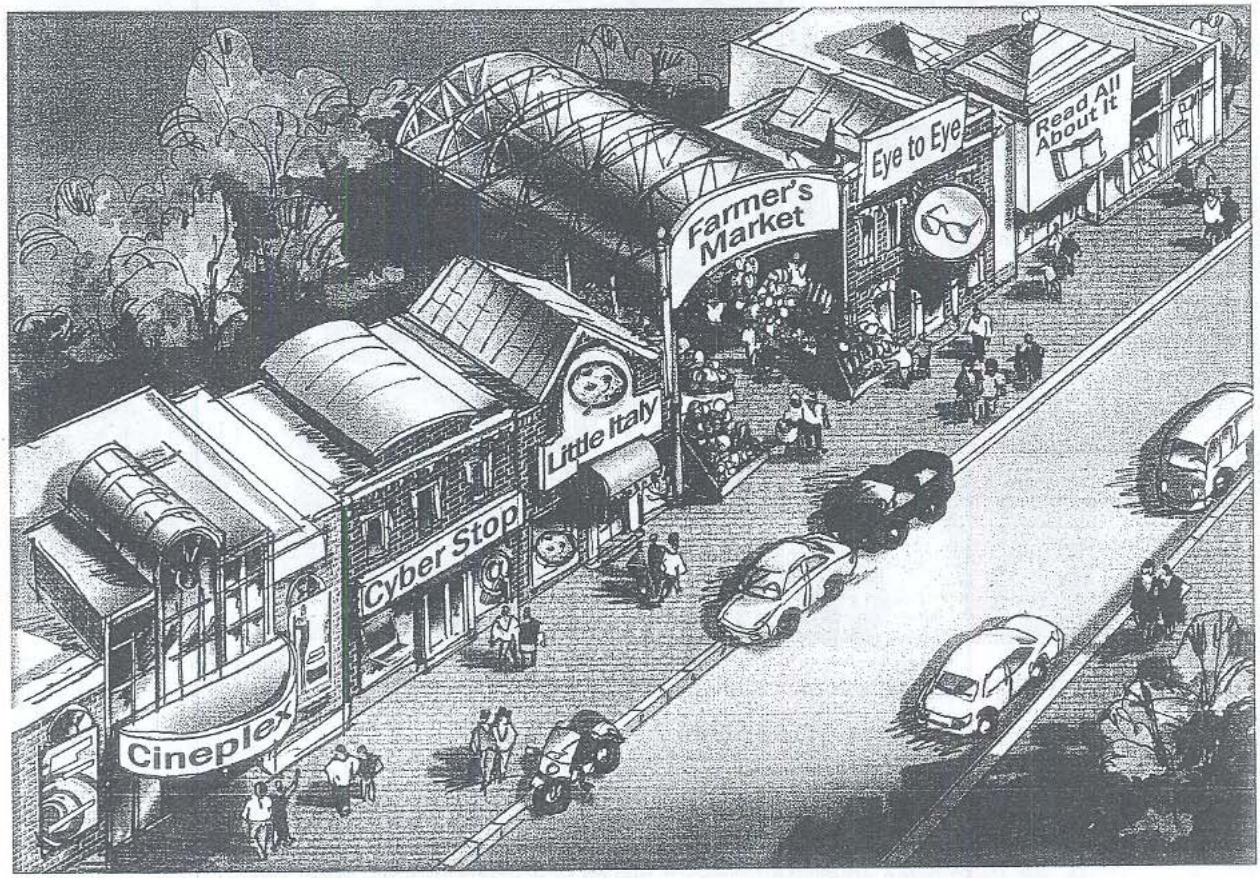
unit 7

In the neighborhood

LESSON A	LESSON B	LESSON C	LESSON D
• Places in the neighborhood • Prepositions of location	• Asking for directions	• Places to visit • *There is, there are*	• Reading: "Monterey Bay Aquarium" • Writing: Group poster

Warm-up



A Look at the picture. Make six sentences about it. *See page T-75 for possible answers.*

B Where can you do these things? *See page T-75 for answers.*

buy glasses	buy some fruit	check email	eat lunch	get a book	see a movie

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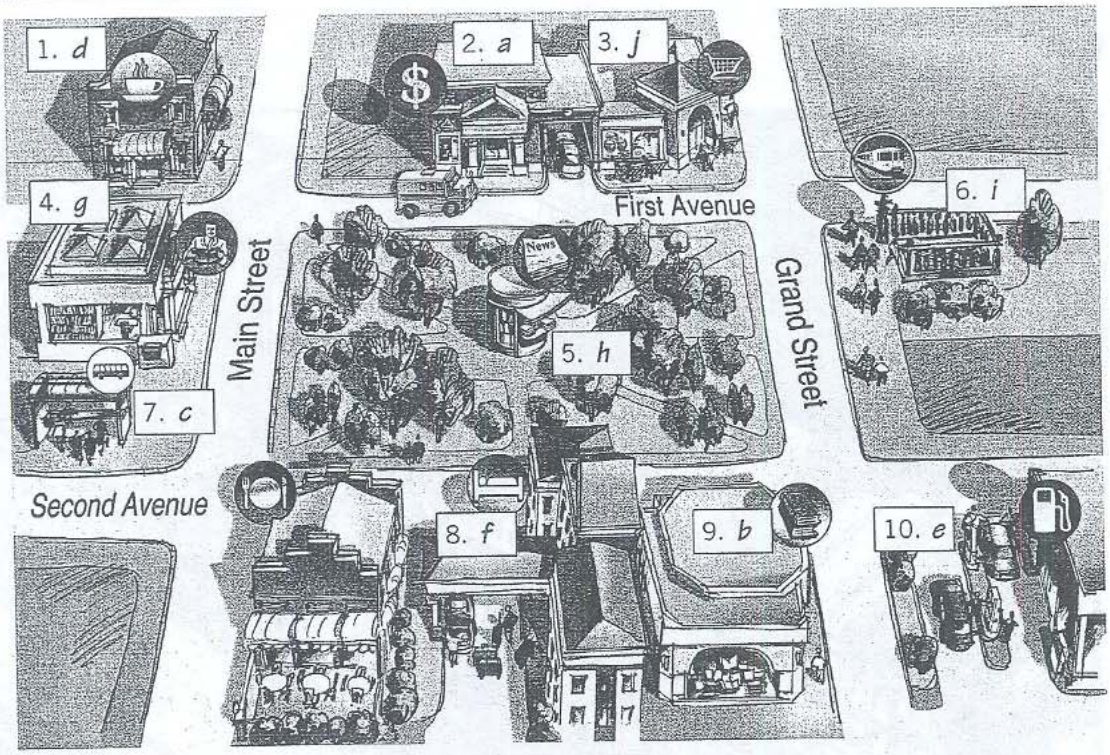
A Around town

1 Vocabulary Places in the neighborhood

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

a. bank	c. bus stop	e. gas station	✓g. library	i. subway station
b. bookstore	d. coffee shop	f. hotel	h. newsstand	j. supermarket



B Pair work Which places are in your school's neighborhood?

"We have a coffee shop, some restaurants, and a . . ."

2 Language in context Ads

A Read three advertisements for places in a neighborhood. What places do they describe? *See page T-76 for answers.*

Mama's Place

Come to Mama's Place for real Italian food.

On Second Avenue

10% off

between 5:30 and 6:30 p.m.

ABC Supermarket

WE'RE ALWAYS OPEN!

Find everything you need at ABC Supermarket!

New location next to Town Bank

JOE'S COFFEE SHOP

Best coffee in town!

Find us on the corner of Main St. and First Ave.

B What can you do at each place in Part A? *See page T-76 for answers.*

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Lesson A overview

Vocabulary: Places in the neighborhood
Grammar: Prepositions of location
Pronunciation: Word stress
Speaking: Information exchange with maps

1 Vocabulary Places in the neighborhood

Learning objective: *Use vocabulary for places in the neighborhood.*

Classware Tip
Before class, hide the words above the picture, leaving only the picture showing. In class, books closed. Zoom in on the icon above each place in the picture. Find out how many places the Ss already know. Ask the question *What's this?* to elicit the words.

A (CD 2, Track 45)

- Direct Ss' attention to the words and the picture. Explain that the map shows places in a neighborhood.
- Go over the instructions and the example.
- Have Ss match the words and the pictures.
- ***Option*** Have Ss check answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.
- Go over the answers with the class.
- ***Option*** Have Ss work in pairs to take turns asking and answering questions about the numbered items *(What is number 1? It's a coffee shop.).*

B

- Go over the instructions and the example sentence.
- Model the activity. Tell Ss about places in your neighborhood.
- Have Ss work in pairs to talk about places in your school's neighborhood.
- Elicit ideas from the class.

2 Language in context Ads

Learning objective: *Read advertisements; see use of prepositions of location in context.*

A (CD 2, Track 46)

- Direct Ss' attention to the ads to set the scene. Ask: *What are these? (Ads.) Where do you see them? (In newspapers or magazines, online.)*
- Go over the instructions.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Point out that *St.* is short for *Street,* and *Ave.* is short for *Avenue.*
- Go over the answers with the class.

Answers
restaurant, supermarket, coffee shop

- Play the audio again. Have Ss listen and repeat to practice pronunciation.

B

- Go over the question.
- Have Ss answer the question in pairs or groups.
- Elicit the answers from the class.

Answers
You can eat out at a restaurant, buy food at a supermarket, drink coffee at a coffee shop.

- ***Option*** Do the activity as a class.
- ***Option*** Check comprehension. Ask questions such as: *What kind of food do they have at Mama's Place? (Italian.) What time does ABC supermarket open? (They're always open.) . . .*

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3 Grammar Prepositions of location

Learning objective: *Practice prepositions of location.*

(CD 2, Track 47)

- *Tip* To show Ss the purpose of your lesson, explain the connection between the exercises. For example, say: *You just learned the names of different places. Now you will learn how to give their locations.*
- Books closed. Demonstrate each preposition. For example, put your keys in your bag and say: *My keys are in my bag.* Continue acting out or giving examples of each preposition. Say: *My book is on the desk. My pen is next to my book. Room ____ is across from our classroom. Maria is between Jae-sun and Ly. The bookstore is on the corner of ____ and ____ .*
- Books open. Direct Ss' attention to the pictures in the grammar box.
- Focus on form. Point out that some prepositions are single words *(in, on, between)* and some are two or more words *(next to, across from, on the corner of)*.
- Focus on use. Say: *We use prepositions of location to say where things are.*
- Point out that *between* and *on the corner of* are followed by two things, e.g., *The hotel is between ____ and ____ .*
- Refer to the ads in Exercise 2. Have Ss underline the prepositions of location.
- Check comprehension. Ask: *Where is Mama's Place? (On Second Avenue.) Where is ABC Supermarket? (Next to Town Bank.) Where is Joe's Coffee Shop? (On the corner of Main Street and First Avenue.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.
- Go over the instructions for the grammar practice activity and the example.
- Have Ss complete the sentences with the correct prepositions.
- When Ss are finished, have them compare answers with a partner.
- Go over the answers with the class.

4 Pronunciation Word stress

Learning objective: *Notice and use correct word stress.*

(CD 2, Track 48)

- Direct Ss' attention to the chart with the circles. Remind Ss that the big circle is for stress.
- Play the audio. Have Ss listen, paying particular attention to word stress.
- Play the audio again. Have Ss listen and repeat.

> ***Classware*** Highlight and say it! page xxviii
> After doing Exercise 4, zoom in on Exercise 3 and follow the steps for *Highlight and say it!* to practice pronunciation of places and prepositions.

5 Speaking Where's the drugstore?

Learning objective: *Give the locations of neighborhood places.*

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

A

- Go over the instructions and the example conversation.
- Say each place and have Ss repeat.
- Have Ss work individually to add the four places to the map in Exercise 1. Point out that they will probably put the places in different locations.
- Have Ss work in pairs to take turns asking and answering questions about the places on their maps.
- Call on Ss to tell the class about a place on their map.

B

- Go over the instructions.
- Model the activity. Tell the location of one of the places from Exercise 1 or 5 in your town.
- Have Ss work in pairs to take turns saying the location of a place in their town.
- Go around the room and provide help as needed. Take notes on errors in the use of prepositions of location.
- Call on Ss to tell the class about where a place is located.
- Write the errors you heard Ss make on the board. Encourage Ss to correct them. Make sure Ss use prepositions of location correctly.
- Finally, tell Ss to check the "can do" statement if they can give the locations of neighborhood places. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 57–59
Self-study CD-ROM	Lesson A

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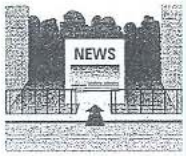
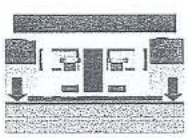
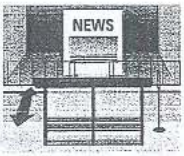
3 Grammar Prepositions of location



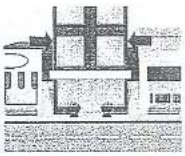
in

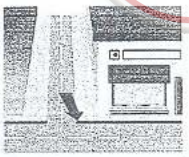

on


next to



across from


between


on the corner of

The newsstand is **in** the park.
The gas station is **on** Second Avenue.
The supermarket is **next to** the bank.
The bus stop is **across from** the park.

The hotel is **between** the restaurant and the bookstore.
The coffee shop is **on the corner of** Main Street and First Avenue.

Look at the map in Exercise 1. Complete the sentences with the correct prepositions.

1. The newsstand is *in* the park.
2. The subway station is *across from* the park.
3. The bookstore is *next to* the hotel.
4. Mama's Place is *on* Second Avenue.
5. The gas station is *on the corner of* Second Avenue and Grand Street.
6. The library is *between* the coffee shop and the bus stop.

4 Pronunciation Word stress

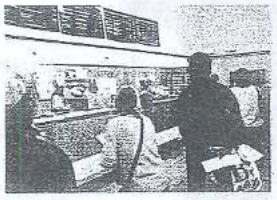
Listen and repeat. Notice the stress on the first or last syllable.

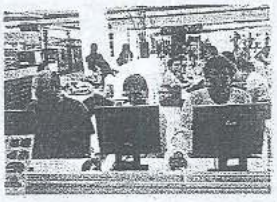
●●	●●	●●
bookstore	**news**stand	a**cross**
coffee	**sta**tion	be**tween**
corner	**sub**way	ho**tel**

5 Speaking Where's the drugstore?

A Pair work Add these four places to the map in Exercise 1. Then ask and answer questions about their locations.


drugstore


post office


Internet café


department store

A: *Where's the drugstore on your map?*
B: *It's next to the bank. Where is it on your map?*

B Pair work Where are the places in your town? Tell your partner.

6 Keep talking!

Student A go to page 141 and Student B go to page 142 for more practice.

give the locations of neighborhood places.

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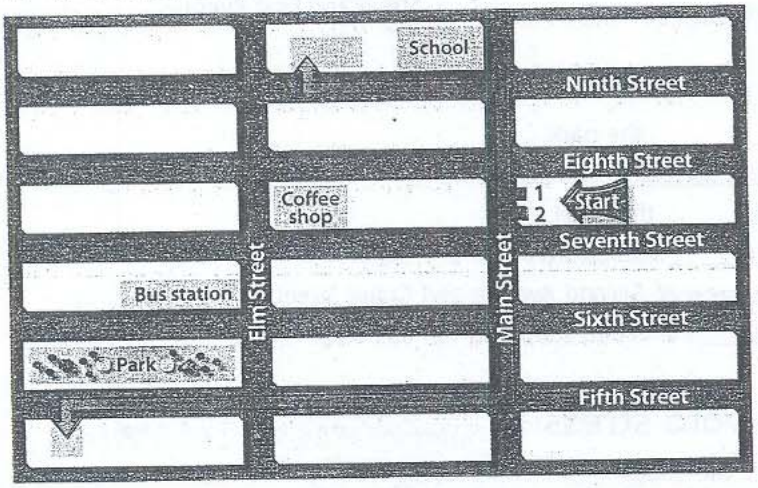
How do I get to . . . ?

1 Giving directions

A Listen and repeat.



1
Go up Main Street.
Turn left on Ninth Street.
Go one block.
It's **on the right**, next to a school.

2
Walk down Main Street.
Take a right on Fifth Street.
Walk two blocks.
It's **on the left**, across from the park.

B Pair work Give directions from *Start* to the coffee shop and the bus station.

2 Interactions Directions

A Listen and practice.



Alex: Excuse me. How do I get to the park?
Laura: Go down Seventh Street and take a left on Elm Street. Walk one block to Sixth Street. It's on the right, across from the bus station.
Alex: Turn left on Elm Street?
Laura: Yes.
Alex: Great! Thank you very much.

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

Asking for directions

How do I get to . . . ?
How can I get to . . . ?

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LESSON B overview

Interactions: Asking for directions
Listening: GPS directions
Speaking: Role play about directions

1 Giving directions

Learning objective: *Learn vocabulary for giving directions.*

A (CD 2, Track 49)

- Direct Ss' attention to the picture. Set the scene. Ask: *What is this? (A map.) What streets do you see? (Elm Street, Main Street, Fifth Street, Sixth Street, Seventh Street, Eighth Street, Ninth Street.)*
- Play the audio. Have Ss listen and read silently.
- Play the audio again. Have Ss listen and repeat to practice pronunciation.
- Point out that in some places in North America, people also use the expression *Make a right / left.*
- *Option* Call on Ss to read sentences in the directions.

B

- Go over the instructions.
- Have Ss work in pairs to take turns covering the directions as they give directions to the two locations.

2 Interactions Directions

Learning objective: *Practice giving directions.*

A (CD 2, Track 50)

- Direct Ss' attention to the picture to set the scene. Ask: *Who do you see? (A boy and a girl.) Where are they? (On the street.)*
- Play the audio and have Ss listen and read silently. If helpful, play the audio again line by line and have Ss listen and repeat.
- Have Ss practice the conversation in pairs, then change roles and practice again.

Classware Disappearing dialogue page xxvii
After doing Part A, books closed, follow the steps for *Disappearing dialogue* to practice the conversation in Part A.

B (CD 2, Track 51)

- Point out the target expression in the conversation (*How do I get to . . . ?*). Explain there are other ways to ask for directions.
- Go over the expressions in the box. Explain that they mean the same thing.
- Play the audio and have Ss listen and read silently.
- *Option* Play the audio line by line and have Ss listen and repeat.
- Model the activity with a S. Have the S read Laura's lines. Show how to substitute another way to ask for directions.
- Have Ss practice the substitution conversation in pairs, then change roles and practice again.
- *Option* Have a pair of Ss perform the conversation in front of the class.

Classware Tip
Before class, open the *Vocabulary* section on page 76 and complete the answers using the Pen tool. In class, zoom in on the picture. Write an *X* and *Start* next to number 10 (gas station). Have Ss work in pairs to take turns asking for and giving directions to the other places.

Extra Activity Extension
Have Ss read the conversation in Exercise 2A and listen for differences between what you say and what they read. Have Ss circle the differences as they listen.
Say: *Excuse me. How do I get to the library? Go up Seventh Street and take a right on Elm Street. Walk one block to Sixth Street. It's on the left, across from the bus station.* (Answers: *library* instead of *park*, *up* instead of *down*, *right* instead of *left*, *left* instead of *right*). Repeat the directions if necessary.

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3 Listening Follow the route

Learning objective: *Develop skills in listening for directions.*

Cultural note

Pioneer Square is Seattle's oldest neighborhood, with old brick buildings and cobblestone streets. It has many art galleries, bookstores, antique shops, and restaurants. Many of the buildings date back to the 1890s.

The Smith Tower, located in Pioneer Square, is the oldest skyscraper in Seattle. It was completed in 1914.

Qwest Field is where the professional sports teams in Seattle play.

A (CD 2, Track 52)

- Go over the instructions. Explain: *GPS (global positioning system) uses satellites and computers to give directions. Many cars and phones have GPS. It tells you where to go.*
- Direct Ss' attention to the map. Point out the landmarks A to E on the map.
- Play the audio. Have Ss listen and trace the route. Have Ss mark an ✗ where the library is located.
- Have Ss compare maps with a partner.
- Go over the answer with the class.

B (CD 2, Track 53)

- Go over the instructions.
- Play the audio. Have Ss listen and follow the route and mark a ✓ at the market.
- Have Ss compare maps with a partner.
- Go over the answer with the class.

C

- Go over the instructions.
- Have Ss work in pairs to take turns giving and following directions from Pioneer Square to other places on the map.
- Go around the room and give help as needed.

4 Speaking How do I get to . . . ?

Learning objective: *Role-play a situation about asking for and giving directions.*

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

A

- Go over the instructions.
- Have Ss work in pairs to draw maps of the neighborhood around your school, labeling different places and street names.

B

- Put Ss in pairs, and assign one S to be partner A and one S to be partner B.
- Go over the instructions and descriptions of the roles for A and B.
- Go over the example conversation.
- Have Ss work in pairs to role-play the situation.
- Go around the room and give help as needed. Take notes on errors in the use of ways to give directions and prepositions of location.
- Call on Ss and ask for directions to a place in the neighborhood.
- Write the errors you heard Ss make on the board. Encourage Ss to correct them. Make sure Ss use the expressions for giving directions and prepositions of location correctly.
- Finally, tell Ss to check the "can do" statement if they can ask for and give directions. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 60
Self-study CD-ROM	Lesson B

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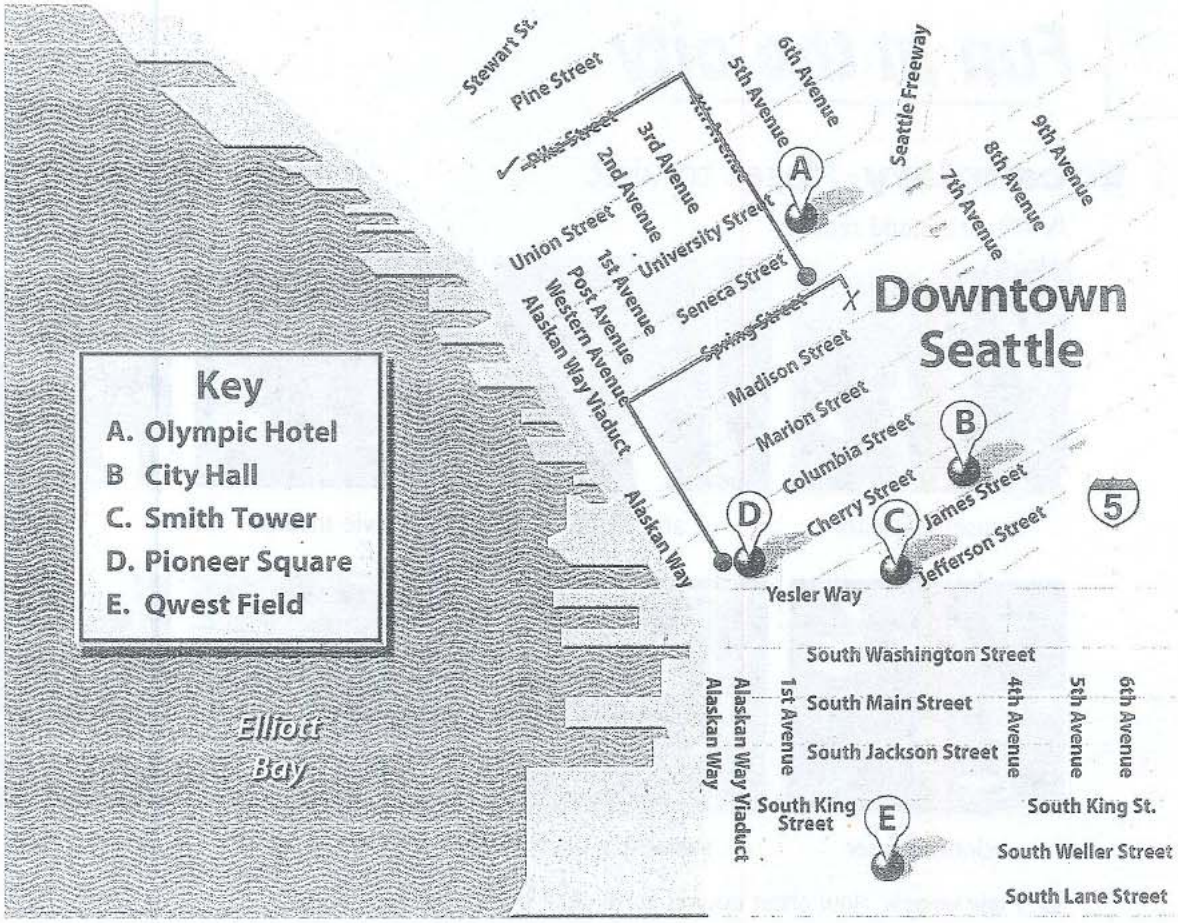
3 Listening Follow the route

A Listen to Carl and Alice use their GPS to get from Pioneer Square to the library in Seattle. Follow their route. Then mark an ✗ at the library.



B Listen to Carl and Alice go from the library to Pike Place Market. Follow their route. Then mark a ✓ at the market.

C Pair work Give directions from Pioneer Square to other places on the map. Your partner follows them. Take turns.

4 Speaking How do I get to . . . ?

A Pair work Draw a simple map of the neighborhood around your school. Label different places and street names.

B Pair work Role-play the situation. Then change roles.

Student A: You are a tourist in town. Ask for directions to places in the neighborhood.
Student B: You meet a tourist in your town. Give him or her directions to places in your neighborhood. Start at your school.

A: *How do I get to the train station?*
B: *Walk down Main Street . . .*

ask for and give directions.

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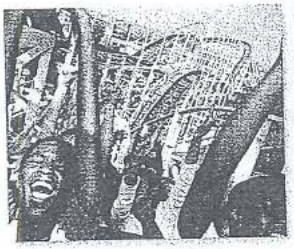
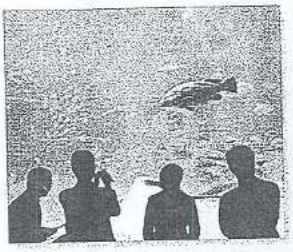
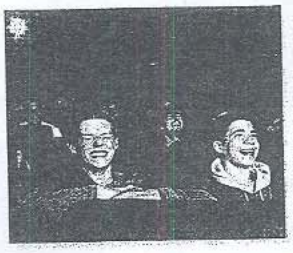
6 Fun in the city

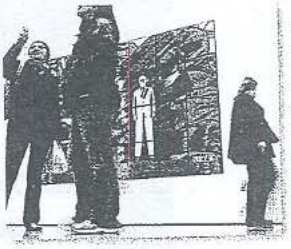
1 Vocabulary Places to visit

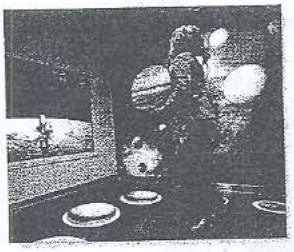
A Listen and repeat.

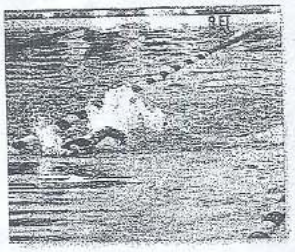

amusement park

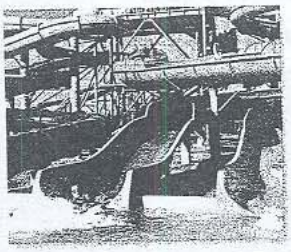

aquarium

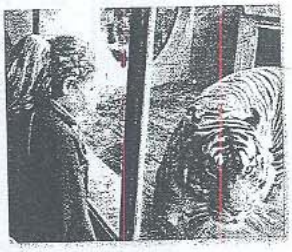

movie theater


museum


science center


swimming pool


water park


zoo

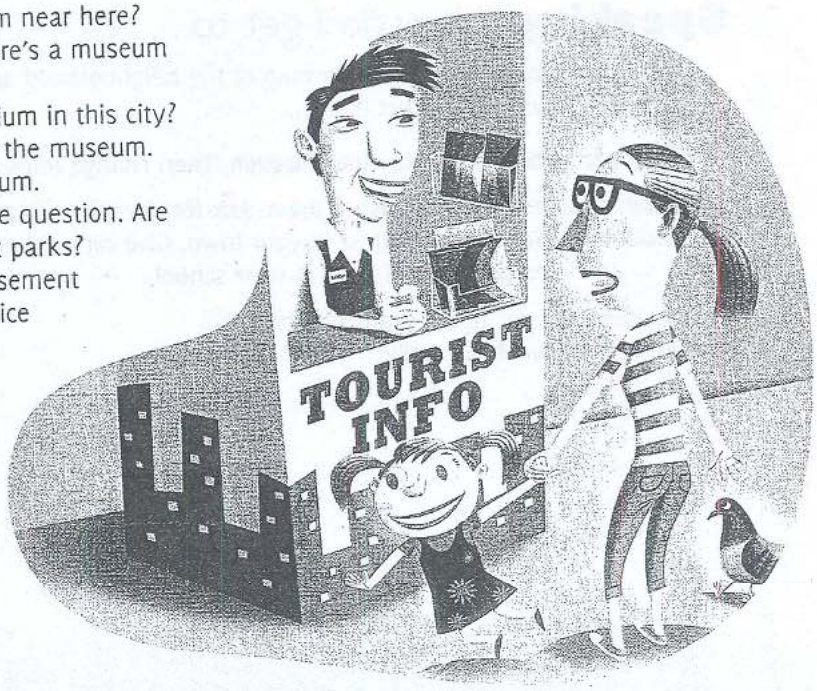
B Pair work How often do you go to each place? Tell your partner.

"Our town has a swimming pool, but I hardly ever go there."

2 Conversation Tourist information

Listen and practice.

Larry: Hello. Can I help you?
Maggie: Yes. Is there a museum near here?
Larry: Let's see. . . . Yes. There's a museum across from the park.
Maggie: And is there an aquarium in this city?
Larry: Yes, there is. It's near the museum. It's a very nice aquarium.
Maggie: Great. I have one more question. Are there any amusement parks?
Larry: There aren't any amusement parks, but there's a nice water park.



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LESSON C overview

Vocabulary: Places to visit
Grammar: *There is, there are*
Speaking: Interview about places in town

1 Vocabulary Places to visit

Learning objective: *Learn vocabulary for places to visit.*

A (CD 2, Track 54)

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

Extra activity Guessing game

Divide Ss into two groups. Put two chairs with their backs to the board. Have a S from each group sit on a chair. Have the members of the group stand around the S. Write one of the target vocabulary words on the board. The members of the group give definitions of the word or explain the word to the S sitting down (e.g., *A place where you go to look at paintings.* [*Museum.*]). The S in the chair who shouts out the word first gets a point. Repeat with other words and have different Ss sit with their back to the board.

B

- Go over the instructions and the example.
- Model the activity. Tell about a place and how often you go there.
- Have Ss work in pairs to talk about how often they go to each place.
- Call on Ss to tell the class about their partner.

Classware Swipe and guess page xxxi

After doing Part B, follow the steps for *Swipe and guess* to practice vocabulary for places to visit.

2 Conversation Tourist information

Learning objective: *Practice a conversation about places to visit; see* There is *in context.*

(CD 2, Track 55)

- Direct Ss' attention to the picture to set the scene. Ask: *Who do you see? (Mother, daughter, and clerk.) Where are they? (At a tourist information desk.)*
- Play the audio. Have Ss listen and read silently. If helpful, play the audio line by line and have Ss repeat.
- Have Ss practice the conversation in pairs. Then call on two pairs to act it out for the class.

Classware Restoring text page xxx

After doing the conversation, books closed. Follow the steps for *Restoring text* to review language.

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3 Grammar *There is, there are*

Learning objective: *Practice* there is, there are.

(CD 2, Track 56)

- Direct Ss' attention to the grammar box.
- Explain the rules for *there is* and *there are*:
  1. Focus on form in statements. Write on the board: *there is* + singular noun and *there are* + plural noun. Point out the contraction *there's*.
  2. Focus on form in *yes / no* questions. Write on the board: *is there* + singular noun and *are there* + plural noun
  3. Focus on short answers to *yes / no* questions. Write on the board: *yes / no* + *there is / isn't* or *there are / aren't*
  4. Focus on use. Say: There is *and* there are *are often used to say where things are.*
  5. Point out that we use *a / an* with *is there*, and *any* with *are there*.
- Refer Ss to the conversation in Exercise 2. Have Ss underline all the forms of *there is* and *there are*.
- Check comprehension. Ask: *Is there a museum near there? (Yes, there is.) Is there an aquarium? (Yes, there is.) Is there an amusement park? (No, there isn't.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

- Direct Ss' attention to the map. Go over the instructions and the example.
- Have Ss work individually to write *yes / no* questions with *is there / are there . . .?*
- Have Ss compare questions with a partner.
- Go over the questions with the class.

B

- Go over the instructions and the example conversation.
- Have Ss work in pairs to take turns asking and answering the questions in Part A.
- Call on Ss and ask the questions. Elicit the answers.

4 Speaking Is there . . . ? Are there . . . ?

Learning objective: *Interview a partner about interesting places in town.*

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

A

- Go over the instructions.
- Have Ss add two items to the chart.
- Brainstorm questions to ask for extra information (e.g., *How often do you go there? Where is it? What can you do there?*).
- Model the activity with a S. Ask: *Are there any movie theaters in your neighborhood?* Elicit the answer. If yes, ask: *Where is it? How often do you go there?* Pretend to write the answer.
- Have Ss work in pairs to take turns asking and answering questions to complete the chart.
- Go around the room and give help as needed. Take notes on errors in the use of *there is* and *there are* in questions and answers.

B

- Call on Ss to elicit interesting places in their partner's neighborhood.
- Write any errors you heard Ss make on the board. Encourage Ss to correct them. Make sure they use *there is* and *there are* correctly.
- Finally, tell Ss to check the "can do" statement if they can talk about interesting places in their town. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 61–63
Self-study CD-ROM	Lesson C

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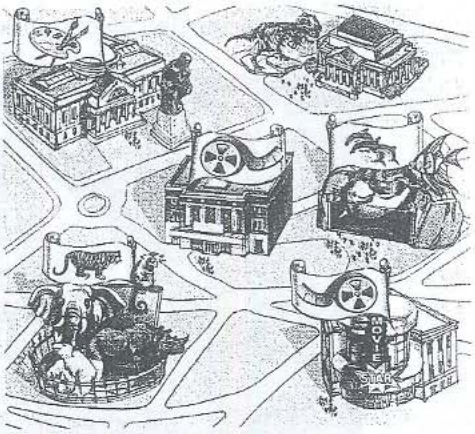
3 Grammar There is, there are

There's a museum.	**There are** two swimming pools.
There isn't an amusement park.	**There aren't** any good zoos in this city.
Is there an aquarium in this city?	**Are there** any swimming pools near here?
Yes, **there is.** No, **there isn't.**	Yes, **there are.** No, **there aren't.**

Contraction There's = There is

A Complete the questions about the city with *Is there a / an . . . ?* or *Are there any . . . ?* Then compare with a partner.

1. *Is there a* _____ zoo?
2. *Are there any* _____ water parks?
3. *Is there an* _____ aquarium?
4. *Are there any* _____ museums?
5. *Is there an* _____ amusement park?
6. *Are there any* _____ movie theaters?



B Pair work Ask and answer the questions in Part A. Use the map on the right.

A: *Is there a zoo?*
B: *Yes, there is. There's one zoo.*

4 Speaking Is there . . . ? Are there . . . ?

A Pair work Add two items to the chart. Then interview your partner. Check (✓) the places that are in his or her neighborhood, and ask for more information.

	Places	Locations	Extra information
☐	movie theaters		
☐	museums		
☐	science center		
☐	swimming pool		
☐			
☐			

A: *Are there any movie theaters in your neighborhood?*
B: *Yes, there's one. It's on University Avenue.*
A: *How often do you go there?*

B Class activity Tell the class about two interesting places in your partner's neighborhood.

5 Keep talking!

Go to page 143 for more practice.

talk about interesting places in my town.

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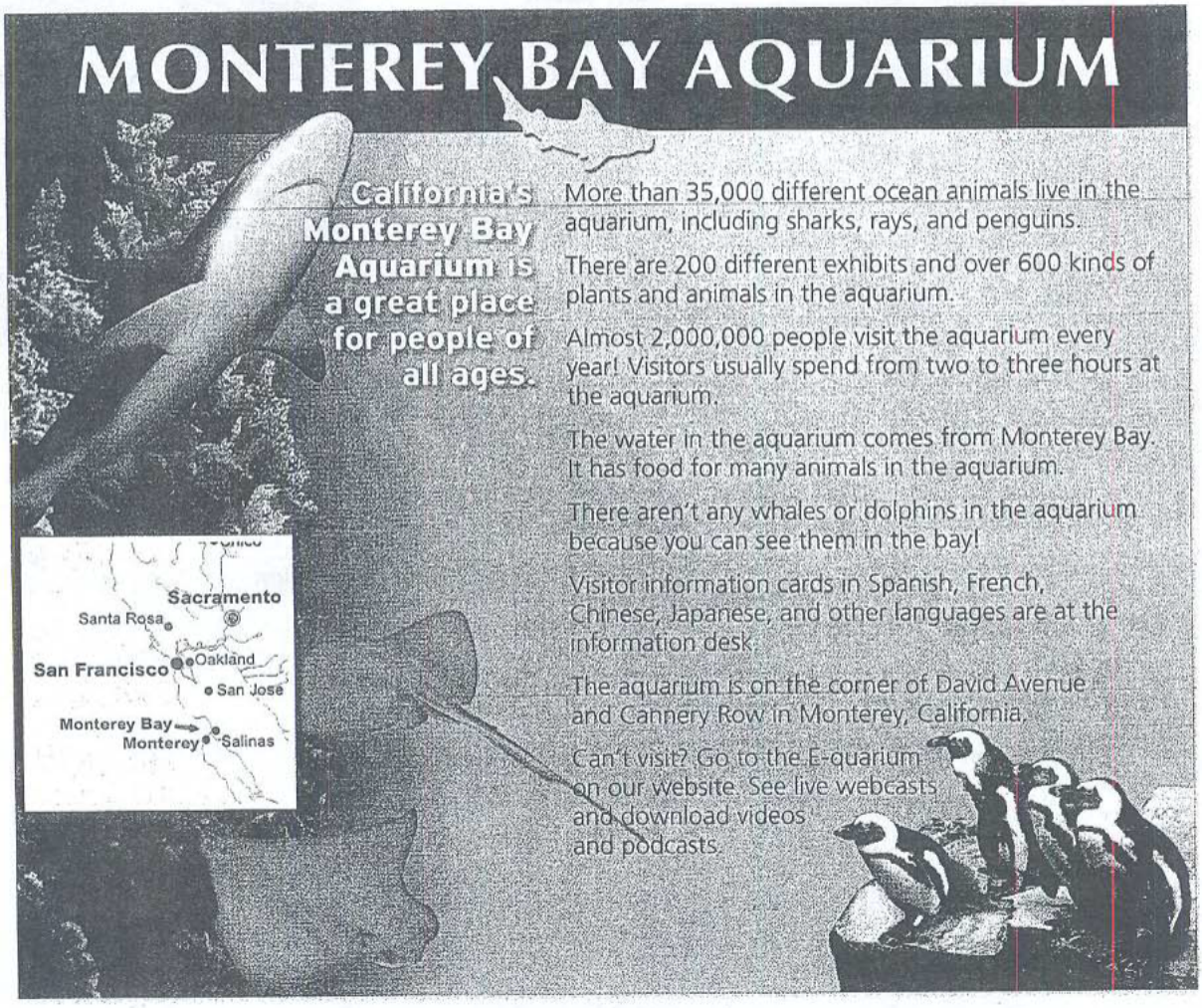
D A great place to visit

1 Reading

A Is there an aquarium in your town or city? If yes, do you like it? If no, do you want one?

B Read the poster. Where is the Monterey Bay Aquarium? *See page T-82 for the answer.*



C Read the poster again. Answer the questions.

1. What animals live in the aquarium? *Sharks, rays, and penguins live in the aquarium.*
2. Where does the aquarium's water come from? *The aquarium's water comes from Monterey Bay.*
3. Are there any whales or dolphins in the aquarium? *No, there aren't any whales or dolphins at the aquarium.*
4. Where are the visitor information cards? *The visitor information cards are at the information desk.*
5. What is on their website? *You can find live webcasts, videos, and podcasts on their website.*

D Pair work What is your favorite place to visit in your town or city? Why? Tell your partner.

"I like the modern art museum because it has cool paintings. I go to the museum once a month."

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LESSON D overview

Reading: "Monterey Bay Aquarium" (a poster)
Listening: City information
Writing: Group poster
Speaking: Presentation about a city attraction

1 Reading Monterey Bay Aquarium

Learning objective: *Read and discuss a poster about the Monterey Bay Aquarium; develop skills in locating information on a poster and scanning.*

(CD 2, Track 57)

Classware Tip
Before class, hide the text in the poster so that only the pictures show. In class, books closed. Zoom in on the poster before doing Part A. Ask Ss questions to preview the reading: *Where can we see these animals? What do you think the reading is about?*

A

- Direct Ss' attention to the poster. Ask: *What do you see? (A poster for an aquarium, a shark, a map, some rays, some penguins.)*
- Go over the instructions and the questions.
- Elicit answers from the class.

B

- *Tip* When Ss read material such as posters, ads, and brochures, encourage them to use the pictures, captions, maps, and other visual information to locate information. Sometimes information is not presented in a linear way.
- Pre-teach any unfamiliar vocabulary.

Vocabulary
ocean the sea, for example, the Atlantic, the Pacific
exhibit something (e.g., a painting) shown to the public in a museum or art gallery
whale a large ocean mammal (animal)
dolphin a very intelligent mammal that lives in the sea
bay an area where the sea curves into the land
webcast a program on the Internet

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

Answer
On the corner of David Avenue and Cannery Row in Monterey, California.

C

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

Extra Activity Extension
To review *yes / no* questions with *is there / are there*, put students in pairs to make five questions about the poster. Have each pair join another pair to take turns asking and answering their questions.

D

- Go over the questions and the example.
- Have Ss discuss their ideas in pairs.
- Call on Ss to share their ideas with the class.

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2 Listening City information

Learning objective: *Develop skills in listening for places.*

A (CD 2, Track 58)

- Set the scene. Three tourists are asking about places at a tourist information booth.
- Go over the instructions.
- Play the audio. Have Ss listen and write the places.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (CD 2, Track 58)

- Go over the instructions.
- Play the audio. Have Ss listen and circle the places that are in the city.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

> ***Classware Tip***
> Before class, complete the chart and circle some correct and some incorrect places that are in the city. In class, after doing Part B, zoom in on Exercise 2. Play the audio again, pausing after each place is described. If Ss think an item is circled correctly, they raise their hands. Discuss as appropriate. Repeat the steps for all places.

3 Writing and speaking Group poster presentation

Learning objective: *Create a poster about a city attraction; give a presentation on the city attraction.*

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

A

- Go over the instructions.
- Model the activity. Choose an interesting place in your city that Ss are likely to know. Write a fact about the place on the board. Elicit other facts from Ss, and write them in the list.
- Have Ss work in small groups to choose an interesting place and make a list of things they know about it.
- Go around the room and give help as needed. Encourage groups to choose different places.

B

- Go over the instructions and the example poster.
- Check comprehension. Ask: *When is the science center open? (Every day from 9:00 to 6:00.) What can you do there? (Try science experiments, learn about plant life, eat, buy books.) Is there a place to eat? (Yes, there's a café.)*
- Have Ss work in groups to create and design a poster about the place they chose in Part A.
- Go around the room and give help as needed.

C

- Go over the instructions and the example.
- ***Option*** Brainstorm a list of questions to ask to get more information (e.g., *When is it open? Where is it? Are there interesting things there? What are they?*).
- ***Tip*** To help Ss become more confident in speaking to large groups, have them practice in pairs or small groups first.
- Have groups present their posters. Set a five-minute time limit. Have the rest of the class ask questions for more information. Take notes on correctly formed questions and answers you hear using *there is, there are.*
- Finally, tell Ss to check the "can do" statement if they can give a presentation on a city attraction. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

> ***Additional practice***
> For more practice, use:
>
> | | |
> |---|---|
> | Workbook | page 64 |
> | Self-study CD-ROM | Lesson D |

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2 Listening City information

A Listen to three tourists ask for information about two places in the city. Write the places in the chart.

	Place 1	Place 2
1.	movie theater	coffee shop
2.	aquarium	art museum
3.	bookstore	science center

B Listen again. Which places are in the city? Circle the correct answers.

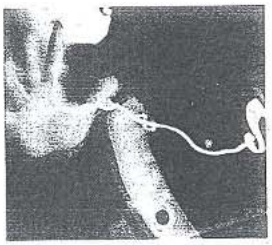
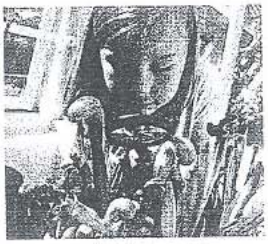
3 Writing and speaking Group poster presentation

A Group work Choose an interesting place in your city. What do you know about it? Make a list.

B Group work Create and design a poster about the place. Use your list from Part A.

COME TO THE IMAGINE SCIENCE CENTER!

Great for kids, teens, and adults.

- We're open every day from 9:00 to 6:00.
- There's a free audio tour in ten languages.
- There's an excellent café in the museum.
- Try our science experiments.
- Learn about plant life.
- There are over 10,000 books in the bookstore.

C Class activity Present your posters. Ask and answer questions for more information.

A: *The Imagine Science Center is a great place to visit.*
B: *It's open every day from 9:00 to 6:00.*
C: *There's a free audio tour. You can listen to the tour in ten languages.*
D: *Where is the Imagine Science Center?*
C: *It's at 367 First Avenue, near the park.*

give a presentation on a city attraction.

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Wrap-up

1 Quick pair review

Lesson A Brainstorm! Make a list of places in a neighborhood. How many do you know? You have one minute.

Lesson B Do you remember? Circle the correct answers. You have two minutes.

A: Excuse me. Where / (How) do I get to the library from here?
B: Walk up Third Avenue and (turn) / take left on Elm Street.
A: Is the library on Elm Street?
B: No, it's not. (Go) / Turn two blocks on Elm Street. Then (take) / walk a right on Main Street. The library is (on) / in the right.
A: Thanks!

Lesson C Find out! What are two kinds of places both you and your partner like to visit in your city or other cities? What are two kinds of places you don't like to visit? You have two minutes.

A: *I like museums. Do you?*
B: *Not really. How about water parks? I love those!*
A: *I do, too!*

Lesson D Guess! Describe a place to visit in your area, but don't say its name! Can your partner guess the name? Take turns. You have two minutes.

A: *I go there with my friends on weekends.*
B: *Is it Mall Marina?*
A: *No. There are rides and games there.*
B: *Is it the amusement park, Fantasy Land?*
A: *Yes!*

2 In the real world

What zoos do you know? Go online and find information in English about a zoo. Then write about it.

- What is the name of the zoo? Where is it?
- What animals and exhibits are there?
- Can you watch videos or take a tour on the website?

The San Diego Zoo

The San Diego Zoo is a famous zoo in California. You can see pandas there. You can also . . .

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1 Quick pair review

Learning objective: *Review places in a neighborhood, and ask for and give directions.*

Lesson A Brainstorm!

- Go over the instructions.
- Have Ss work in pairs to brainstorm a list of places in a neighborhood. Set a time limit of one minute.
- Elicit the places.

> *Classeware* List that page xxix
> After brainstorming, follow the steps for *List that* to review language for places in a neighborhood.

Lesson B Do you remember?

- Go over the instructions and the example.
- Have Ss circle the correct answers. Set a time limit of two minutes.
- Go over the answers with the class.

Lesson C Find out!

- Go over the instructions and the example conversation.
- Model the activity. Call on a S and say a place you like to visit. Elicit whether the S likes it, too. Continue until you find two places you both like to visit. Then find two places you both don't like to visit.
- Have Ss work in pairs to find out places they both like and don't like to visit. Set a time limit of two minutes.
- Call on Ss to share what they found out with the class.

Lesson D Guess!

- Go over the instructions and the example.
- Model the activity. Describe a place to visit in your area. Elicit guesses.
- Have Ss work in pairs to take turns describing a place and guessing the name. Set a time limit of two minutes.
- *Option* Call on Ss to describe a place to the class. Elicit guesses.

2 In the real world

Learning objective: *Research a zoo and write about it.*

- Go over the instructions, the questions, and the example.
- Brainstorm a list of zoos and locations in English-speaking countries *(San Diego, Washington, D.C., Calgary, Toronto)*. Alternatively, suggest Ss use a search engine and enter phrases such as "U.S. zoos" or "Canadian zoos."
- Have Ss do research as an out-of-class assignment and write sentences about what they find out. Remind them to answer the questions.
- Have Ss work in pairs or small groups to read what they wrote.
- Call on Ss to read their sentences to the class. Ask: *What do you like about this zoo? What animals are there? Are there any special exhibits?*

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What are you doing?

At a glance: Unit overview	Speaking outcomes
LESSON A I'm looking for you. Ss learn vocabulary for actions and prepositions. They use present continuous statements.	Ss can . . . describe what people are doing right now.
LESSON B I can't talk right now. Ss ask if someone can talk now and explain that they can't talk now.	Ss can . . . ask if someone can talk now; explain why they can't talk on the telephone.
LESSON C These days Ss learn vocabulary for activities. They ask and answer present continuous questions.	Ss can . . . describe what people are doing these days.
LESSON D What's new? Ss read status updates on the Internet. They write status updates and respond to those of others.	Ss can . . . discuss what people are doing.

Warm-up

Learning objective: *Preview the topic and identify activities.*

Classware Make connections page xxix
Before doing Part A, follow the steps for *Make connections* to activate Ss' prior knowledge, preview content of unit, and review language.

A

- To introduce the topic of what people are doing, direct Ss' attention to the picture. Ask: *Where are the people? (On the subway.) What actions do you see? (Talk, dance, eat, listen to music, read, play video games.)*
- Go over the instructions.
- Have Ss work in pairs or groups to make eight sentences about the picture.
- Elicit sentences from the class.
- ***Option*** Do the activity as a class.

Possible answers
A man plays a video game. They are on the subway. A man reads a book. A woman reads the newspaper. Two people talk. A woman talks on a cell phone. A woman eats a sandwich. A boy dances.

Extra activity Extension
Have Ss work in pairs to prepare three false sentences about the picture. Have each pair join another pair to take turns reading the sentences and eliciting the correction.

B

- Go over the question.
- Have Ss work in pairs or groups to answer the question.
- Elicit answers from the class.
- ***Option*** Do the activity as a class.
- Tell Ss that they will learn how to talk about what people are doing in this unit. Point out the Unit 9 lesson overviews. Go over what Ss will learn in each lesson.

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unit 5

What are you doing?

LESSON A
- Actions and prepositions
- Present continuous statements

LESSON B
- Asking if someone can talk now
- Explaining that you can't talk now

LESSON C
- Activities
- Present continuous questions

LESSON D
- Reading: "Status Updates"
- Writing: My status update

Warm-up



A Look at the picture. Make eight sentences about it. *See page T-85 for possible answers.*

B Do you ever do these things on a subway, train, or bus?

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A I'm looking for you.

1 Vocabulary Actions and prepositions

A Listen and repeat.

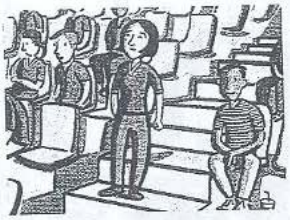

start


hold

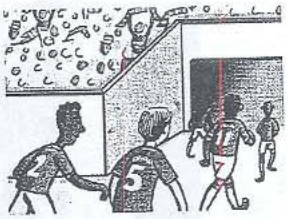

look for


wave


sit


stand


run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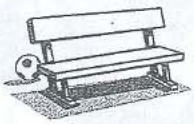
B Listen and repeat.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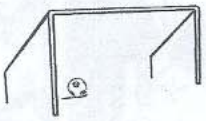
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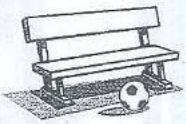
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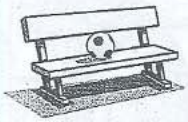
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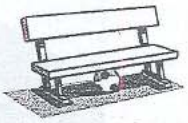
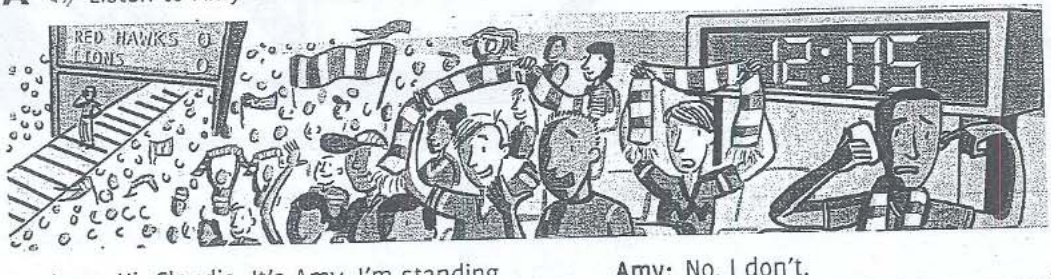

under

C Pair work Tell your partner to sit and stand in different places in the classroom. Use the prepositions. Take turns.

"Stand in front of the door."

2 Language in context Meeting a friend

A Listen to Amy and Claudio meet at a soccer game. Where is Amy? Where is Claudio? *See page T-86 for answers.*



Amy: No, I don't.

B What about you? Where do you usually meet your friends at big games or other events?

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LESSON A Overview

Vocabulary: Actions and prepositions
Grammar: Present continuous statements
Speaking: Guessing game about people's actions

1 Vocabulary
Actions and prepositions

Learning objective: *Use vocabulary for actions and prepositions.*

A (CD 3, Track 2)

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

Extra activity Expansion

To help Ss review verbs from previous lessons and from Part A, mime an action and elicit the verb. Call a S to the front of the class. Whisper a verb and have the S act it out. Elicit the verb from the class. (Possible actions: *Stand, sit, raise your hand, hold your pencil, wave, eat cereal, drink coffee, call someone on the phone.*)

B (CD 3, Track 3)

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

C

- Go over the instructions and the example sentence.
- Model the activity. Say to a S: *Stand next to your chair.*
- Have Ss work in pairs to take turns telling their partners to sit or stand in different places.
- Call on Ss to tell classmates to sit or stand in different places.

Classware Show the word! page xxxi

After doing Part C, follow the steps for *Show the word!* to review actions and prepositions.

2 Language in context
Meeting a friend

Learning objective: *Listen to people describe what they are doing; see present continuous statements in context.*

A (CD 3, Track 4)

- Direct Ss' attention to the picture to set the scene. Ask: *Where are they? (At a soccer game.) Who do you see? (A young woman, a young man, many people at the game.) What color is her shirt? (Red.) What color is his shirt? (Red.)*
- Go over the instructions.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Go over the answers with the class.

Answers
Amy is standing under the scoreboard.
Claudio is sitting in front of the big clock.

- Play the audio again. Have Ss listen and repeat to practice pronunciation.
- *Option* Have Ss read the conversation in pairs, then change roles and practice again.

B

- Go over the questions.
- Model the activity. Tell the class where you meet friends at a big event (e.g., *I always meet my friends at the front entrance.*).
- Have Ss answer the questions in pairs or groups.
- Elicit the answers from the class.
- *Option* Do the activity as a class.

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3 Grammar
Present continuous statements

Learning objective: *Practice present continuous statements.*

(CD 3, Track 5)

Present continuous statements

- Direct Ss' attention to the grammar box.
- Explain the rules for the present continuous:
  1. Focus on form in affirmative statements. Write on the board: subject + *be* + verb + *-ing*
  2. Focus on form in negative statements. Write on the board: subject + *be* + *not* + verb + *-ing*
  3. Focus on use. Say: *We use the present continuous to talk about what is happening right now.*

Spelling

- Direct Ss' attention to the right column. Explain the spelling rules:
  1. For most verbs, add *-ing*. Elicit examples from the chart *(starting, holding, standing, playing, ending)*.
  2. For one-syllable verbs with the pattern *consonant, vowel, consonant*, double the last consonant, then add *-ing*. Elicit examples from the chart *(sitting, running)*.
  3. For verbs that end in *-e*, drop the *-e* and add *-ing*. Elicit an example from the chart *(waving)*.
- Refer to the conversations in Exercise 2. Have Ss underline the verbs in present continuous.
- Check comprehension. Ask: *Who is standing? (Amy.) Who is sitting? (Claudio.) Who is wearing a red shirt? (Everyone.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

> **Classware** Right or wrong? page xxx
> Instead of doing Part A, follow the steps for *Right or wrong?* to practice present continuous statements.

A

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

B

- Go over the instructions and the example.
- Have Ss work in pairs to make ten sentences about people in the class.
- Call on Ss to tell a sentence to the class.

4 Listening Someone is . . .

Learning objective: *Develop skills in listening for specific activities based on sound effects.*

(CD 3, Track 6)

- Go over the directions.
- Play the audio. Stop after the first item and elicit the action (*watching a game*). Point out that watching a game is circled.
- Continue to play the audio. Have Ss listen and circle the correct action.
- Have Ss compare answers with a partner.
- Elicit the answers from the class.

> **Extra activity** Extension
> Call on a S. Say a verb (e.g., *run*) and a subject pronoun (e.g., *we*). Elicit the present continuous (*we are running*). Have that S call on a classmate and say a verb and subject pronoun. Continue until everyone has had a chance to participate.

5 Speaking Guess the action.

Learning objective: *Describe what people are doing right now.*

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)
- Go over the instructions and the actions in the box.
- Go over the example conversation.
- Have Ss work in small groups to take turns performing an action as the rest of the group guesses.
- Call on Ss to perform an action for the class. Elicit guesses. Make sure Ss include a form of the verb *be* when they use the present continuous.
- Finally, tell Ss to check the "can do" statement if they can describe what people are doing right now. NOTE: if Ss feel they need more help, suggest they do the *Additional practice* activities.

> **Additional practice**
> For more practice, use:
>
> | | |
> |---|---|
> | Workbook | pages 65–67 |
> | Self-study CD-ROM | Lesson A |

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3 Grammar Present continuous statements

I'm standing under the scoreboard.
You're running.
He's sitting in front of the big clock.
It's starting.
We're holding scarves.
They're playing soccer.

I'm not sitting.
You're not walking.
He's not standing.
It's not ending.
We're not waving.
They're not playing tennis.

Spelling
run → running
sit → sitting
wave → waving

A Complete Claudio's text messages with the present continuous forms of the verbs. Then compare with a partner.

1.
Where are you, Tim?
I *'m looking* (look) for you. The game *is starting* (start), but my favorite player *is not playing* (not / play) right now. Please text me.

2.
Amy and
I *are watching* (watch) the game. But where are you, Tim?
We *'re sitting* (sit) in row 56. Wait!
I *'m getting* (get) a message. Is it you?

3.
Amy and I
are holding (hold) signs.
We *'re waving* (wave) in front of the TV cameras. Can you see us?

B Pair work Make ten sentences about people in your class with the present continuous. Tell your partner.

"I'm sitting behind Eva. Lily and Mei are wearing sweaters."

4 Listening Someone is . . .

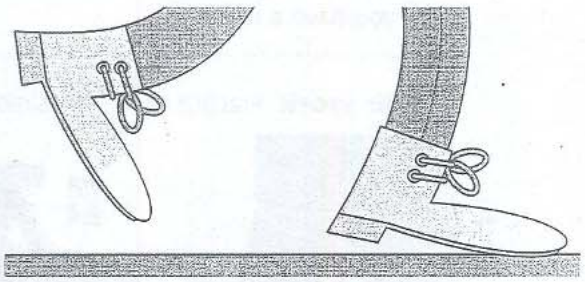
Listen to the sound effects. What is happening? Circle the correct answers.

1. Someone is (watching a game) / watching a movie.
2. Someone is getting up / (going to bed).
3. Someone is walking / (running).
4. Some people are (playing tennis) / playing soccer.
5. The game is starting / (ending).

5 Speaking Guess the action.

Group work Perform an action. Your group guesses it. Take turns.

cook	run	stand
play tennis	sit	watch TV
play the guitar	sleep	wave



A: *You're dancing.*
B: *No, I'm not.*
A: *You're playing soccer.*
B: *Yes, that's right.*

6 Keep talking!

Go to page 144 for more practice.

describe what people are doing right now.

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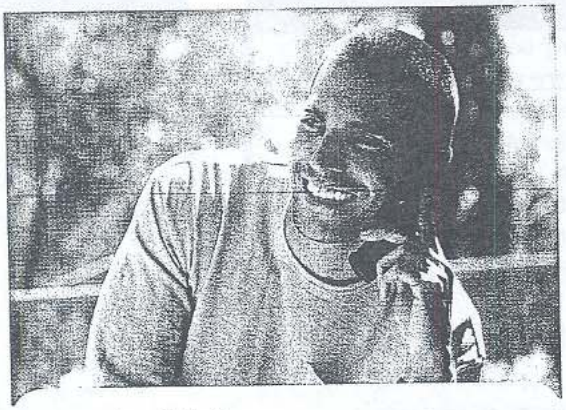
1 I can't talk right now.

1 Interactions Can you talk?

A Look at the pictures. What is Amanda doing?

B Listen and practice.



Amanda: Hello?
Justin: Hi, Amanda. It's Justin. Is this a good time to talk?



Amanda: Oh, sorry. I can't talk right now. I'm cooking dinner. Can I call you back?
Justin: OK, sure. Talk to you later.
Amanda: Thanks. Bye.

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

Asking if someone can talk now

Is this a good time to talk?
Can you talk right now?
Do you have a minute?

Explaining that you can't talk now

I can't talk right now.
I'm busy right now.
This isn't a good time.

D Pair work Practice the conversation again with the reasons below.



clean



do my homework



play volleyball



wait for the doctor

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LESSON B overview

Interactions: Asking if someone can talk now; explaining that you can't talk now
Listening: Sound effects; telephone calls
Speaking: Role play of a phone call

1 Interactions Can you talk?

Learning objective: *Practice asking if someone can talk now; practice explaining that you can't talk now.*

A

- Direct Ss' attention to the pictures to set the scene. Ask: *Where are they? (At home, on the phone.) What's the woman doing? (Talking on the phone, cooking dinner.)*

B (CD 3, Track 7)

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

C (CD 3, Track 8)

- Point out the target expressions in the conversation (*Is this a good time to talk? I can't talk right now.*). Explain that there are other ways to ask if someone can talk or to explain that you can't talk now.
- Go over the expressions in the boxes. Explain that saying *I'm sorry* before using one of the expressions to explain that you can't talk makes it more polite.
- Play the audio and have Ss listen and read silently.
- *Option* Play the audio and have Ss listen and repeat.
- Model the activity with a S. Have the S read Amanda's lines. Show how to substitute another way to ask if it is a good time to talk. Have the S substitute another way to explain that he or she can't talk now.
- Have Ss practice the substitute conversation in pairs, then change roles and practice again.
- Go around the room and give help as needed.
- *Option* Have a pair of Ss perform the conversation in front of the class.

Classware Restoring text page xxx
After doing Part C, follow the steps for *Restoring text* to review language for talking on the phone.

D

- Go over the instructions.
- Direct Ss' attention to the pictures. Elicit the activities.
- Have Ss underline *I'm cooking dinner.* in Part B. Explain that they will substitute the activities in the pictures for this sentence.
- Have Ss practice the substitution conversation in pairs, then change roles and practice again. Remind them to use each of the four activities.

Extra activity Variation

Model the activity. Mime an action (e.g., cooking). Call on a S to say why he or she can't talk using that activity (e.g., *I can't talk right now. I'm cooking.*). Put Ss in pairs or small groups to take turns miming an activity as a classmate explains that he or she can't talk. Call on Ss to mime an activity in front of the class. Elicit the explanation.

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2 Listening Do you have a minute?

Learning objective: *Develop skills in listening for specific information.*

A (CD 3, Track 9)

- Go over the instructions.
- Play the audio. Stop after the first conversation. Ask: *What is the question? (Do you have a minute?)* Point out that *1* is on the line next to that question.
- Continue to play the audio. Have Ss listen and number the questions from 2 to 4.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (CD 3, Track 9)

- Go over the instructions.
- Play the audio again. Stop after the first conversation. Ask: *Why can't Eric talk now? (He's having dinner.)* Point out that *is having dinner* is on the line in number 1.
- Continue to play the audio and have Ss listen and write the reasons.
- Have Ss compare answers with a partner.
- Go over the answer with the class.

3 Speaking Role play

Learning objective: *Role-play phone conversations.*

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

A

- Direct Ss' attention to the picture. Ask: *The mother can't talk now. Why? (She's taking care of the children, her daughter's crying, her son's playing soccer in the house, her other son's jumping on the couch.)*
- Go over the instructions.
- Have Ss work individually to complete the sentences with reasons they can't talk on the phone.

> ***Classware Tip***
> Open a Blank Page. Elicit answers from Part A and write them on the page on the board. Have Ss refer to these answers when role-playing in Part B.

B

- Put Ss in pairs, and assign one S to be Student A and one S to be Student B.
- Go over the instructions and the descriptions of roles A and B.
- Have Ss work in pairs to role-play the situation.
- Go around the room and give help as needed. Take notes on errors in the use of the expressions to ask if someone can talk and to explain they can't talk.
- Call on Ss and ask if they can talk. Elicit a reason why they can't.
- Write the errors you heard Ss make on the board. Encourage Ss to correct them. Make sure Ss use the expressions correctly.
- Finally, tell Ss to check the "can do" statements if they can ask if someone can talk now and explain why they can't talk on the telephone. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

> ***Additional practice***
> For more practice, use:
>
> | | |
> |---|---|
> | Workbook | page 68 |
> | Self-study CD-ROM | Lesson B |

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2 Listening Do you have a minute?

A Listen to four phone conversations. Number the questions you hear from 1 to 4.

3 Can you talk right now?
2 Is this a good time to talk?
4 Is this a good time?
1 Do you have a minute?

B Listen again. Why can't each person talk right now? Write the reason.

1. Eric *is having dinner*.
2. Renee *is studying*.
3. Ji-won *is driving*.
4. Carmen *is working*.

3 Speaking Role play

A Complete the sentences with reasons why you can't talk on the phone.

I'm watching _____.
I'm eating _____.
I'm playing _____.
I'm _____.

B Pair work Role-play the situations. Then change roles.

Student A: Answer the phone. Explain that you can't talk now and say why. Use the reasons from Part A.

Student B: Call Student A. Identify yourself and ask if he or she can talk right now.



ask if someone can talk now.
explain why I can't talk on the telephone.

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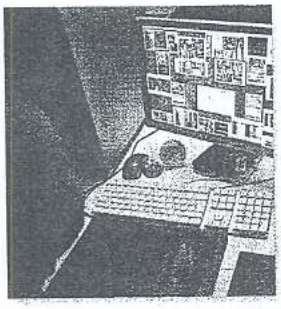
3 These days

1 Vocabulary Activities

A Listen and repeat.



create a website



learn to drive



look for a job



study for an exam



study Italian



take a dance class



take tennis lessons



tutor a student

B Pair work Which activities are fun? Which are not fun? Compare answers with a partner.

2 Conversation Old friends

Listen and practice.

Jill: Long time no see, Wendy!
Wendy: Oh, hi, Jill.
Jill: What are you doing these days?
Wendy: I'm learning to drive. I'm also tutoring a student. Oh, and I'm taking a dance class.
Jill: You sound really busy.
Wendy: I am. How about you, Jill? Are *you* doing anything special these days?
Jill: Yes, I am. I'm studying Italian.
Wendy: Really? Why are you studying Italian?
Jill: Because . . . Oh, my phone is ringing. Hello? Sorry, Wendy. It's my new friend, Luigi.
Wendy: Oh.
Jill: *Ciao, Luigi! Come stai?*



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LESSON C overview

Vocabulary: Activities
Grammar: Present continuous questions
Pronunciation: Intonation in questions
Speaking: "Find someone who" activity about things people are doing these days

1 Vocabulary Activities

Learning objective: *Use vocabulary for more activities.*

A (CD 3, Track 10)

- Direct Ss' attention to the phrases and the pictures. Explain that the pictures show activities.
- Play the audio. Have Ss listen and read silently.
- Play the audio again. Have Ss listen and repeat the phrases to practice pronunciation.
- *Option* Have Ss work in pairs to take turns saying the first word of the phrase as their partner completes it.

B

- Go over the instructions.
- Model the activity. Tell the class which activity you think is a lot of fun (e.g., Take a dance class *is a lot of fun.* Study for an exam *is not fun at all.*).
- Have Ss talk about the activities and compare ideas with a partner.
- Call on Ss to tell the class about their partner's preference.

Classware Swipe and guess page xxxi
After doing Part B, follow the steps for *Swipe and guess* to review the vocabulary for activities.

Extra activity Interpersonal
Review the expressions for likes and dislikes from Unit 7. Model the activity. Say an activity you like to do and one you don't like to do (e.g., *I like to take dance classes. I don't like to study for exams at all.*). Have Ss take turns saying what they like to do and don't like to do in pairs.

2 Conversation Old friends

Learning objective: *Practice a conversation between friends; see questions with the present continuous in context.*

(CD 3, Track 11)

- Books open. Direct Ss' attention to the picture to set the scene. Ask: *Who do you see? (Two women.) Where are they? (At a coffee shop.)*
- Play the audio. Have Ss listen and read silently. If helpful, play the audio line by line and have Ss repeat.
- Point out that the expression *these days* doesn't mean *at this moment.* It means in this present time period.
- Check comprehension. Ask: *Is Wendy learning to drive? (Yes, she is.) Is Jill taking a dance class? (No, she's not.) What is Jill doing? (She's studying Italian.)*
- Have Ss practice the conversation in pairs. Then call on two pairs to act it out for the class.

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3 Grammar Present continuous questions

Learning objective: *Practice asking and answering present continuous questions.*

(CD 3, Track 12)

Wh- questions and answers

- Direct Ss' attention to the left side of the grammar box.
- Explain the rules for *Wh-* questions in the present continuous:
  1. Focus on form in *Wh-* questions. Write on the board: *Wh-* word + *be* + verb + *-ing*
  2. Say: *We don't usually use contractions in questions, but we do in answers.*
  3. Focus on form in statements. Write on the board: subject + *be* + verb + *-ing*

Yes / no questions and answers

- Direct Ss' attention to the right side of the grammar box.
- Explain the rules for *yes / no* questions and short answers:
  1. Focus on form in questions. Write on the board: *be* + subject + verb + *-ing*
  2. Focus on form in short answers. Write on the board: *yes* + subject + *be*, *no* + subject + *be* + *not*
- Focus on use. Say: *We use questions in the present continuous to ask about things happening at this moment or in this time period.*
- Refer to the conversation in Exercise 2. Have Ss underline all questions in the present continuous.
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

- Direct Ss' attention to the picture. Ask: *What is the girl doing? (She's taking music lessons. / She's learning to play the guitar.)*
- Go over the instructions and the example.
- Have Ss work individually to complete the questions.
- Have Ss compare questions with a partner.
- Go over the questions with the class.

B

- Go over the instructions.
- Model the activity. Call on a S and ask: *Are you taking music lessons these days?* Elicit the answer.
- Have Ss work in pairs to take turns asking and answering the questions in Part A.
- Call on Ss and ask the questions. Elicit the answers.

4 Pronunciation Intonation in questions

Learning objective: *Practice intonation in questions.*

(CD 3, Track 13)

- Go over the instructions.
- Direct Ss' attention to the sentences with the arrows. Explain: *Use rising intonation in* yes / no *questions. Your voice goes up at the very end. Use falling intonation in* Wh- *questions. Your voice goes down at the very end.*
- Play the audio. Have Ss listen, paying particular attention to intonation in questions.
- Play the audio again. Have Ss listen and repeat.

5 Speaking Busy lives

Learning objective: *Describe what people are doing these days.*

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)
- Go over the instructions.
- Have Ss work individually to add two activities to the chart.
- Brainstorm questions to ask for extra information (e.g., *What is it? Why are you ____ ? Who do you ____ with?*)
- Model the activity with a S. Ask: *Are you studying another language these days?* Elicit the answer. If yes, ask: *What is it?* Pretend to write the answer. If no, keep asking until a S says yes.
- Have Ss stand and walk around the room to take turns asking and answering questions to complete the chart.
- Go around the room and give help as needed. Take notes on errors in the use of the present continuous in questions and answers.
- Call on Ss to tell the class about someone in their chart.
- Write any errors you heard Ss make on the board. Encourage Ss to correct them. Make sure they use the present continuous correctly.
- Finally, tell Ss to check the "can do" statement if they can describe what people are doing these days. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 69–71
Self-study CD-ROM	Lesson C

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3 Grammar Present continuous questions

What **are** you **doing** these days?
I'**m learning** to drive.
What class **is** Wendy **taking**?
She'**s taking** a dance class.
Where **are** they **studying**?
They'**re studying** online.

Are you **doing** anything special these days?
Yes, I **am**. No, I'**m not**.
Is she **tutoring** a student?
Yes, she **is**. No, she'**s not**.
Are they **taking** tennis lessons?
Yes, they **are**. No, they'**re not**.

A Complete the questions with the present continuous forms of the verbs. Then compare with a partner.

1. ___Are___ you ___taking___ (take) music lessons these days?
2. What classes ___are___ you ___taking___ (take)?
3. ___Are___ you and your friends ___buying___ (buy) CDs these days?
4. What ___are___ your classmates ___learning___ (learn) in this class?
5. What languages ___are___ you ___studying___ (study)?
6. ___Are___ you ___learning___ (learn) to drive?



B Pair work Ask and answer the questions in Part A. Answer with your own information.

4 Pronunciation Intonation in questions

Listen and repeat. Notice the intonation of *yes / no* and *Wh-* questions.

Are you watching a lot of TV? What TV shows are you watching?

5 Speaking Busy lives

Class activity Add two activities to the chart. Then find classmates who are doing each thing these days. Write their names, and ask questions for more information.

Are you . . . these days?	Name	Extra information
studying another language		
reading a good book		
watching a lot of TV		
taking any fun classes		
downloading a lot of music		

6 Keep talking!

Go to page 145 for more practice.

describe what people are doing these days.

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9 What's new?

1 Reading

A What are you and your classmates doing right now?

B Read the status updates. Which two people are waiting for other people? *See page T-92 for answers.*

Status Updates

SIGN UP SIGN IN SEARCH

What are you doing?



Donna Bristol I'm standing under the JB Cola sign on Main Street. I'm waiting for my friend Hank. But Hank is never late! Hank?
Apr 19 8:33 p.m.



Hank Jones I'm standing in line. Donna, please wait!! I'm in a store on First Avenue. The line isn't moving.
Apr 19 8:50 p.m.



Fernando Sanchez I'm studying English. I'm doing grammar exercises on my DVD-ROM. I'm getting them all correct. Yay!
Apr 19 9:05 p.m.



Zack Parker I'm enjoying Singapore!! I love vacations! How are my friends in Chicago doing?
Apr 19 9:17 p.m.



Hee-jin Park I'm having a great evening. I'm at my favorite restaurant with my two friends Alex and Eddie. We're waiting for dessert.
Apr 19 9:28 p.m.



Jessica King I'm looking for a good French dictionary. I'm taking a French class and need help with my vocabulary.
Apr 19 9:44 p.m.



Arthur Henderson I'm waiting for my daughter to come home. It's almost 10:00 p.m. Where are you, Lisa? You know the rules!
Apr 19 9:58 p.m.



Lisa Henderson I'm at a basketball game. Sorry, Dad. My favorite player is playing. 15 more minutes??
Apr 19 10:02 p.m.

C Read the updates again. Complete the sentences with first names.

1. *Zack* is on vacation.
2. *Hee-jin* is having dinner.
3. *Hank* is standing in line.
4. *Lisa* is watching a basketball game.
5. *Fernando* and *Jessica* are students.
6. *Fernando* is studying English.

D Pair work How often do you write messages like the ones above? What do you write about? Tell your partner.

"I love status updates. I write them twice a day. I usually write about the new music I find online."

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LESSON D overview
Reading: "Status Updates" (a micro-blog)
Writing: My status update
Speaking: Speculations about someone's activities

1 Reading Status Updates

Learning objective: *Read and discuss status updates; develop skills in reading for main ideas.*

(CD 3, Track 14)

A

- Go over the question.
- Elicit answers from the class.

B

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

Answer
Donna Bristol and Arthur Henderson.

C

- *Tip* A change in formatting of a text often signals important information. For example, in status updates, different colors, and sometimes fonts, are used for the person's name, status, and time. In textbooks, bold and italicized words are often important or new vocabulary. Have Ss use format changes to find information such as new words, names, and key terms.
- Go over the instructions.
- Have Ss read the status updates again and complete the sentences with first names.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

D

- Go over the questions and the example.
- Have Ss discuss their ideas in pairs.
- Call on Ss to share their ideas with the class.

Classware Search and highlight page xxxi
After doing Part D, follow the steps for *Search and highlight* to review the present continuous and prepositions from the unit *(behind, in, in front of, on, under)* in the status updates.

Extra activity Focus on language
In this unit, Ss have learned two ways to use the present continuous – to talk about things people are doing right now, and to talk about things people are doing these days. Have Ss work in pairs to find the examples of the present continuous for *right now* and *these days* in the status updates.
These days: I'm enjoying Singapore; I'm taking a French class.
The rest of the updates are for *right now*.

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2 Writing My status update

Learning objective: *Write status updates and respond to others.*

A

- Go over the instructions and the example.
- Model the activity. Tell Ss what you're doing right now (e.g., *I'm teaching an English class.*) or these days (e.g., *I'm reading a good book.*).
- Have Ss write a status update on a piece of paper.

B

- Go over the instructions and the example.
- Have Ss pass their papers to the right.
- Have Ss respond to the update.
- Continue three times.
- ***Option*** Have Ss return the papers to the original writer. Call on Ss to read the papers to the class.

3 Speaking Makoto's desk

Learning objective: *Discuss what someone is doing.*

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)
- Go over the instructions and the example conversation.
- Have Ss work in small groups to discuss as many things as they can about what Makoto is doing. Have early finishers write sentences.
- Go around the room and give help as needed. Take notes on errors you hear in the present continuous.
- Call on Ss to share their ideas with the class.
- Write the errors you heard Ss make on the board. Encourage Ss to correct them. Make sure they use the present continuous correctly.
- Finally, tell Ss to check the "can do" statement if they can discuss what people are doing. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Classware Tip

After doing Exercise 3, open a Blank Page. Have volunteers go to the board and write possible answers on the page. Go over them as a class, focusing on correcting present continuous errors.

Extra activity Memory game

Bring in pictures from magazines that show several people doing something. Make sure the pictures show different activities. Ss work in groups of three. Give each group a picture. Ask: *What is happening in the picture?* Have Ss discuss the picture for three minutes. Take the pictures away. Give each group a new picture to discuss for three minutes. Repeat two more times. Elicit descriptions of one picture at a time from each group. The group that can say the most sentences in the present continuous about a picture earns a point. Continue with the other pictures they discussed.

Additional practice

For more practice, use:

Workbook	page 72
Self-study CD-ROM	Lesson D

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2 Writing My status update

A Write a status update about what you're doing right now or these days.

josie9: I'm studying Italian on the weekends.

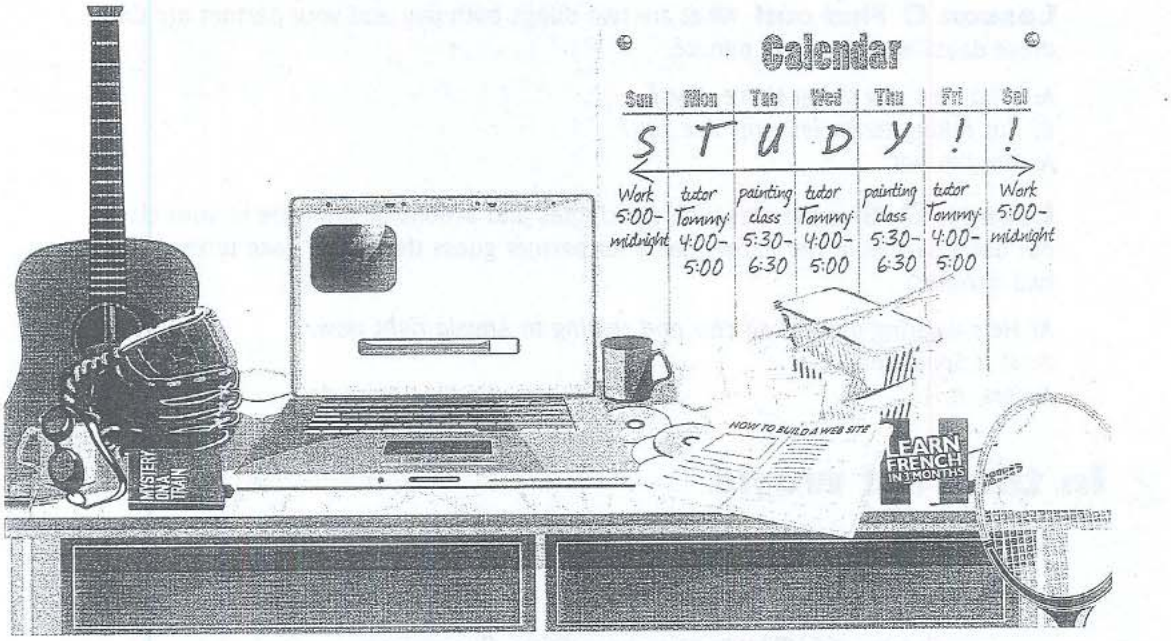
B Group work Pass your paper to the classmate on your right. Read and respond to your classmate's update. Continue to pass, read, and respond to each update three times.

josie9: I'm studying Italian on the weekends.

93arren: I'm not studying Italian, but I'm learning to drive.

3 Speaking Makoto's Desk

Group work Look at Makoto's desk. What do you think he's doing these days?



A: *I think he's studying French.*
B: *Right. And he's taking a painting class.*
C: *Do you think he's drinking a lot of coffee?*

discuss what people are doing.

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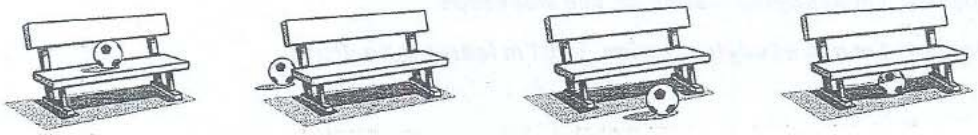
Wrap-up

1 Quick pair review

Lesson A Do you remember? Complete the sentences with the correct prepositions. You have one minute.



1. The ball is *on* the bench.
2. The ball is *behind* the bench.
3. The ball is *in front of* the bench.
4. The ball is *under* the bench.

Lesson B Brainstorm! Make a list of phone expressions. How many do you know? You have two minutes.

Lesson C Find out! What are two things both you and your partner are doing these days? You have one minute.

A: *What are you doing these days?*
B: *I'm taking tango lessons. Are you?*
A: *No, I'm not.*

Lesson D Guess! Describe the clothes and actions of someone in your class, but don't say his or her name! Can your partner guess the name? Take turns. You have two minutes.

A: *He's wearing a baseball cap and talking to Angela right now.*
B: *Is it Sebastian?*
A: *Yes, it is.*

2 In the real world

Go to a mall or park. What are people doing? Write about them.

People in the Park

I am in the park. Two women are walking. One woman is wearing a red T-shirt. A man is sitting next to me. He is eating his lunch. He is also . . .

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1 Quick pair review

Learning objective: *Review prepositions, phone expressions, and activities.*

Lesson A Do you remember?

- Go over the instructions.
- Have Ss complete the sentences with the correct prepositions. Set a time limit of one minute.
- Go over the answers with the class.

Lesson B Brainstorm!

- Go over the instructions.
- Have Ss work in pairs to brainstorm a list of phone expressions. Set a time limit of two minutes.
- Elicit the expressions.

> *Classware* Guided brainstorming page xxviii
> After brainstorming, follow the steps for *Guided brainstorming* to review phone expressions.

Lesson C Find out!

- Go over the instructions and the example conversation.
- Model the activity. Call on a S and say something you are doing. Elicit whether the S is doing it, too. Continue until you find two things you are both doing.
- Have Ss work in pairs to find out two things they are both doing. Set a time limit of one minute.
- Call on Ss to share what they found out with the class.

Lesson D Guess!

- Go over the instructions and the example.
- Model the activity. Describe what a person in the class is wearing and doing. Elicit guesses.
- Have Ss work in pairs to take turns describing a person and guessing the name. Set a time limit of two minutes.
- ***Option*** Call on Ss to describe a person to the class. Elicit guesses.

2 In the real world

Learning objective: *Visit a mall or park and write about it.*

- Go over the instructions and the example.
- Have Ss visit a mall or park as an out-of-class assignment and write sentences about the people they see and what they are doing. Suggest Ss write at least ten sentences.
- Have Ss work in pairs or small groups to read what they wrote.
- Call on Ss to read their sentences to the class.

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Past experiences

At a glance: Unit overview	Speaking outcomes
LESSON A Last weekend Ss learn vocabulary for weekend activities. They use the simple past of regular verbs.	Ss can . . . say what they did last weekend.
LESSON B You're kidding! Ss express surprise and show that they're listening.	Ss can . . . show that they are listening and can express surprise.
LESSON C Did you make dinner last night? Ss learn vocabulary for things to do. They use the simple past of irregular verbs and *yes / no* questions in the simple past.	Ss can . . . talk about routine events in the past.
LESSON D I saw a great movie. Ss read a blog about movies. They write blog posts.	Ss can . . . talk about past activities.

Warm-up

Learning objective: *Preview the topic and compare past and present.*

> ***Classware Tip***
> Before class, hide the pictures on the left using the Hide tool. In class, books closed. Zoom in on the pictures. Focusing on the pictures on the right, elicit jobs and names, and have Ss guess the ages. Show the pictures on the left using the Eraser tool. Ask: *What's the same? What's different?*

A

- To introduce the topic of past experiences, direct Ss' attention to the pictures. Ask: *How many people do you see? (Two.) What are their names? (Dennis and Luz.) How old is Dennis in the first picture? (16.) How old is Luz in the first picture? (14.)*
- Go over the instructions.
- Have Ss work in pairs or groups to make three sentences about each picture.
- Elicit sentences from the class.
- ***Option*** Do the activity as a class.

> **Possible answers**
> Dennis is 16 years old. Dennis is playing the guitar. Dennis is young. / Dennis is older. Dennis is wearing a suit. Dennis is in an office. Luz is 14 years old. She is studying English. She has long hair. / Luz is a woman. She is singing. She is wearing a pink dress.

B

- Go over the question.
- Have Ss work in pairs or groups to answer the question.
- Elicit answers from the class.
- ***Option*** Do the activity as a class.
- Tell Ss that they will learn how to talk about past experiences in this unit. Point out the Unit 10 lesson overviews. Go over what Ss will learn in each lesson.

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LESSON A
- Weekend activities
- Simple past regular verbs

LESSON B
- Showing that you're listening
- Expressing surprise

LESSON C
- Things to do
- Simple past irregular verbs; *yes / no* questions

LESSON D
- Reading: "Matt's Movie Reviews"
- Writing: A blog post

Warm-up



A Look at the pictures. Make three sentences about each one. *See page T-95 for possible answers.*

B How are you different now?

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Last weekend

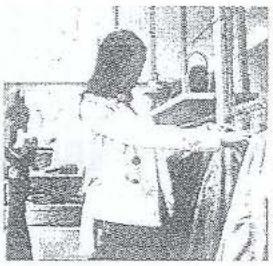
Vocabulary Weekend activities

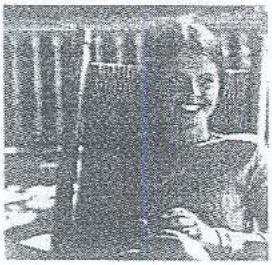
A Listen and repeat.


listen to music


play basketball


play in a band


shop for new clothes


stay home


stay out late


visit relatives


watch an old movie

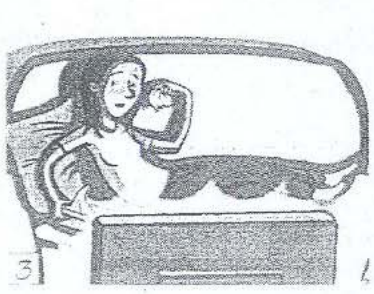
B Pair work Do you do any of the activities in Part A? When do you do them? Tell your partner.

"My friends and I usually play basketball on Saturday mornings."

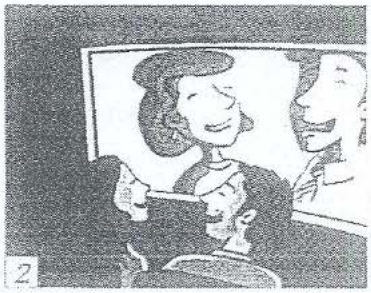
Language in context Carmen's weekend

A Listen to Carmen talk about last weekend. Number the pictures from 1 to 3.

1. Last Saturday morning, my brother Pedro called me. We talked for hours. I uploaded some photos, and I listened to music.
2. I stayed out late on Saturday night. Pedro and I watched an old movie. We laughed a lot. We loved it!
3. On Sunday afternoon, I stayed home. I watched another movie. I didn't like the ending at all. I cried.


3


1


2

B What about you? What do you usually do on weekends?

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LESSON A overview

Vocabulary: Weekend activities
Grammar: Simple past regular verbs
Pronunciation: Simple past *-ed* endings
Speaking: Information exchange about last weekend

1 Vocabulary Weekend activities

Learning objective: *Use vocabulary for weekend activities.*

A (CD 3, Track 15)

- Direct Ss' attention to the phrases and the pictures. Explain that the pictures show weekend activities.
- Play the audio. Have Ss listen and read silently.
- Play the audio again. Have Ss listen and repeat the phrases to practice pronunciation.
- *Option* Have Ss work in pairs to take turns saying the first word of the phrase as their partner completes it.

Extra activity Collocation diagrams

Draw a circle on the board with lines radiating from it. Inside the circle, write *play*. Elicit words that frequently follow *play* and write them at the end of the lines (e.g., *basketball*, *soccer*, *in a band*, *volleyball*, *video games*). Have Ss work in pairs to create diagrams for other verbs (e.g., *watch*, *go*, *download*, *do*). Elicit word groups from the class. Possible answers: *Watch TV / movies / soccer game*; *go shopping / dancing*; *download music / videos / games*; *do homework / laundry / dishes*.

B

- Go over the instructions and the example.
- Model the activity. Say the things you do from Part A and when you do them.
- Have Ss work in pairs to take turns talking about the activities they do and when.

Classware Label that picture page xxix

After doing Part B, follow the steps for *Label that picture* to review vocabulary for weekend activities.

2 Language in context Carmen's weekend

Learning objective: *Listen to someone talk about last weekend; see simple past regular verbs in context.*

A (CD 3, Track 16)

- Direct Ss' attention to the pictures to set the scene. Ask: *What is she doing? (Watching TV, talking on the phone, watching a movie with someone at a theater.)*
- Go over the instructions.
- Play the audio. Have Ss number the pictures as they listen and read silently.
- Go over the answers with the class.
- Play the audio again. Have Ss listen and repeat to practice pronunciation.

B

- Go over the question.
- Model the activity. Tell the class what you usually do on weekends.
- Have Ss answer the question in pairs or groups.
- Elicit the answers from the class.
- *Option* Do the activity as a class.

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3 Grammar Simple past regular verbs

Learning objective: *Practice simple past regular verbs.*

(CD 3, Track 17)

Simple past regular verbs

- Books open. Direct Ss' attention to the grammar box.
- Explain the rules for the simple past regular verbs:
  1. Focus on form in affirmative statements. Write on the board: subject + verb + *-ed*
  2. Focus on form in negative statements. Write on the board: subject + *did not / didn't* + verb
  3. Focus on use. Say: *We use the simple past to talk about past actions.*
- *Option* Explain that we use the simple past with expressions such as *yesterday*, and *last* _____ (*night, week, Thursday,* and so forth).

Spelling

- Explain the spelling rules:
  1. For most verbs, add *-ed.*
  2. For verbs that end in *-e,* just add *-d.*
  3. For verbs that end in a consonant + *y,* change the *y* to *i* and add *-ed.*
  4. For one-syllable verbs with the pattern *consonant, vowel, consonant,* double the last consonant, then add *-ed.*
- Refer to the sentences in Exercise 2. Have Ss underline the verbs in the simple past.
- Check comprehension. Ask: *Is this true or false? Pedro called Carmen on Saturday morning. (True.) She listened to music on Saturday night. (False.) She watched movies on Saturday night and Sunday afternoon. (True.) She stayed out late on Sunday. (False.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

> *Classware* Fix it! page xxviii
> Instead of doing Part A, follow the steps for *Fix it!* to practice simple past regular verbs.

A

- Go over the instructions and the example.
- Have Ss write sentences about things Pedro did and didn't do.
- When Ss are finished, have them compare answers with a partner.
- Go over the answers with the class.

B

- Go over the instructions.
- Model the activity. Make true sentences about your weekend (e.g., *I didn't watch a movie. I watched TV. I didn't play basketball. I played tennis.*).
- Have Ss work in pairs to take turns telling their sentences.
- Call on Ss to tell a sentence to the class.

4 Pronunciation Simple past *-ed* endings

Learning objective: *Pronounce simple past* -ed *endings.*

A (CD 3, Track 18)

- Go over the instructions.
- Explain: *We only add an extra syllable after words with the ending sound /t/ or /d/.*
- Play the audio. Have Ss listen, paying particular attention to *-ed* endings.
- Play the audio again. Have Ss listen and repeat.

B (CD 3, Track 19)

- Go over the instructions.
- Play the audio. Have Ss listen and complete the chart with the correct verbs.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

5 Speaking A fun weekend

Learning objective: *Say what you did and didn't do last weekend.*

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

A

- Go over the instructions.
- Have Ss complete the phrases with their own ideas.
- Elicit ideas from the class.

B

- Go over the instructions.
- Go over the example conversation.
- Have Ss work in pairs to take turns talking about the things they did and didn't do last weekend.
- Finally, tell Ss to check the "can do" statement if they can say what they did last weekend. NOTE: If Ss feel they need more help, suggest they do the *Additional practice.*

> *Additional practice*
> For more practice, use:
>
> | | |
> |---|---|
> | Workbook | pages 73–75 |
> | Self-study CD-ROM | Lesson A |

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3 Grammar Simple past regular verbs

I **listened** to music last Saturday.	I **didn't watch** a movie.	*Spelling*
You **stayed** home.	You **didn't stay** out late.	stay → stay**ed**
He **called** me on Saturday.	He **didn't call** me on Sunday.	love → love**d**
We **laughed**.	We **didn't cry**.	cry → cr**ied**
They **stayed** out late.	They **didn't stay** at home.	shop → shop**ped**

A Write sentences about the things Pedro did and didn't do last weekend.

Things to Do

✓ *call Carmen*	✗ *listen to music*
✓ *watch a movie*	✓ *upload photos*
✗ *play basketball*	✗ *shop for new clothes*

1. *Pedro called Carmen.*
2. *Pedro watched a movie.*
3. *Pedro didn't play basketball.*
4. *Pedro didn't listen to music.*
5. *Pedro uploaded photos.*
6. *Pedro didn't shop for new clothes.*

B Pair work Make true sentences about your weekend with the past forms of the verbs in Part A. Tell your partner.

4 Pronunciation Simple past *-ed* endings

A Listen and repeat. Notice that some verbs have an extra syllable in the simple past tense.

Same syllable (most verbs)		Extra syllable (verbs ending in *t* and *d*)	
call / called	*shop / shopped*	chat / chat·ted	*download / download·ed*
listen / listened	*stay / stayed*	start / start·ed	*post / post·ed*
play / played	*watch / watched*	upload / upload·ed	*visit / visit·ed*

B Listen. Complete the chart with the correct verbs.

download / downloaded	shop / shopped	visit / visited
post / posted	stay / stayed	watch / watched

5 Speaking A fun weekend

A Complete the phrases with your own ideas.

chat with _____	exercise _____	study _____	visit _____
cook _____	look for _____	talk to _____	walk to _____

B Pair work Tell your partner about the things you did and didn't do last weekend. Use the phrases from Part A to help you.

A: *I chatted online with my friends last weekend. How about you?*
B: *I didn't chat online with my friends, but I called them.*

6 Keep talking!

Go to page 146 for more practice.

say what I did last weekend.

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8 You're kidding!

1 Interactions Expressing surprise

A Look at the pictures. What do you think Ted and Valerie are talking about?

B Listen and practice.



Ted: I checked our phone bill this morning.
Valerie: Uh-huh.
Ted: It's usually $59 a month, but this month it's $590.



Valerie: Really? That's not right!
Ted: I know. I didn't pay it. I called the phone company, and they fixed it.
Valerie: Oh, that's good.

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

Showing that you're listening

Uh-huh.
Oh?
Oh, yeah?

Expressing surprise

Really?
What?
You're kidding!

D Check (✓) the best responses. Then practice with a partner.

1. I watched a movie last night.	☑ Uh-huh.	☐ Really?
2. I downloaded 500 songs yesterday.	☑ You're kidding!	☐ Oh?
3. I didn't study for the big test.	☐ Oh, yeah?	☑ What?
4. I played tennis with my friends on Sunday.	☐ You're kidding!	☑ Oh, yeah?

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LESSON B overview

Interactions: Showing that you're listening; expressing surprise
Listening: Diana's week
Speaking: Role play of surprising conversations

1 Interactions Expressing surprise

Learning objective: *Practice showing that you're listening; express surprise.*

A

- Direct Ss' attention to the pictures to set the scene. Ask: *Where are they? (At home.) What are they doing? (Talking about a bill, reading.)*
- Ask the question. Elicit Ss' ideas.

B (CD 3, Track 20)

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

Classware Disappearing dialogue page xxvii
After doing Part B, follow the steps for *Disappearing dialogue* to practice expressing surprise.

C (CD 3, Track 21)

- Point out the target expressions in the conversations *(Uh-huh. Really?)*. Explain that there are other ways to show interest and express surprise.
- Go over the expressions in the boxes. Explain that these are words that are used to show that you are listening to someone. These words are not always meaningful on their own. Explain that *Really?* and *What?* have question marks, but they aren't really questions.
- Play the audio. Have Ss listen and read silently.
- ***Option*** Play the audio and have Ss listen and repeat.
- Model the activity with a S. Have the S read Ted's lines. Show how to substitute another way to show you're listening and another way to express surprise.
- Have Ss practice the substitution conversations in pairs, then change roles and practice again.
- ***Option*** Have a pair of Ss perform the conversation in front of the class.

D

- Go over the instructions.
- Have Ss check the best responses and then compare answers with a partner.
- Go over the answers with the class.
- Have Ss work in pairs to take turns saying the sentences and responding.

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2 Listening What a week!

Learning objective: *Develop skills in listening for main ideas.*

A (CD 3, Track 22)

> ***Classware Tip***
> Before doing Part A, books closed. Zoom in on the pictures. Have Ss look at the pictures and predict what will happen in the listening. Elicit a few ideas for each picture and write them in note form next to the pictures using the Pen tool. Have Ss check their predictions as they do Part A.

- *Tip* When an audio program is long, pause it where appropriate (e.g., after the speakers discuss each day). It may be helpful to mark where you plan to pause the audio program in this book.
- Go over the instructions.
- Play the audio. Stop after Diana says, "Yeah. I just didn't answer them. Numbers 8, 9, and 10." Ask: *Which picture is it? (The one where she's taking the test.)* Point out that the number *1* is in the box.
- Continue to play the audio. Have Ss listen and number the pictures from 2 to 4.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (CD 3, Track 22)

- Go over the instructions.
- Play the audio again. Stop after the same line as in Part A. Point out that *answer* and *questions* are on the lines.
- Continue to play the audio and have Ss listen and complete the sentences.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

3 Speaking Really?

Learning objective: *Show that you're listening; express surprise.*

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

A

- Go over the instructions and the example.
- Have Ss work individually to match the sentences and then compare answers with a partner.
- Go over the answers with the class.

B

- Put Ss in pairs and designate one S to be partner A and one S to be partner B.
- Go over the instructions and the descriptions of the roles for A and B.
- Go over the example conversation.
- Have Ss work in pairs to role-play the situation, then change roles and practice again.

C

- Go over the instructions.
- Model the activity with a S. Tell about an interesting thing that happened last week. Say a sentence about what you did in the past week that is not surprising (e.g., *I watched TV last night.*). Elicit a response (e.g., *Oh?*). Say a sentence that is surprising (e.g., *I watched TV until 4 in the morning.*). Elicit a response (e.g., *Really?*).
- Have Ss role-play new situations using their own ideas.
- Go around the room and give help as needed. Take notes on the errors you hear Ss make in showing they are listening and expressing surprise. Write the errors you heard Ss make on the board. Encourage Ss to correct them. Make sure Ss use the expressions correctly.
- Finally, tell Ss to check the "can do" statements if they can show that they are listening and can express surprise. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

> ***Additional practice***
> For more practice, use:
>
> | | |
> |---|---|
> | Workbook | page 76 |
> | Self-study CD-ROM | Lesson B |

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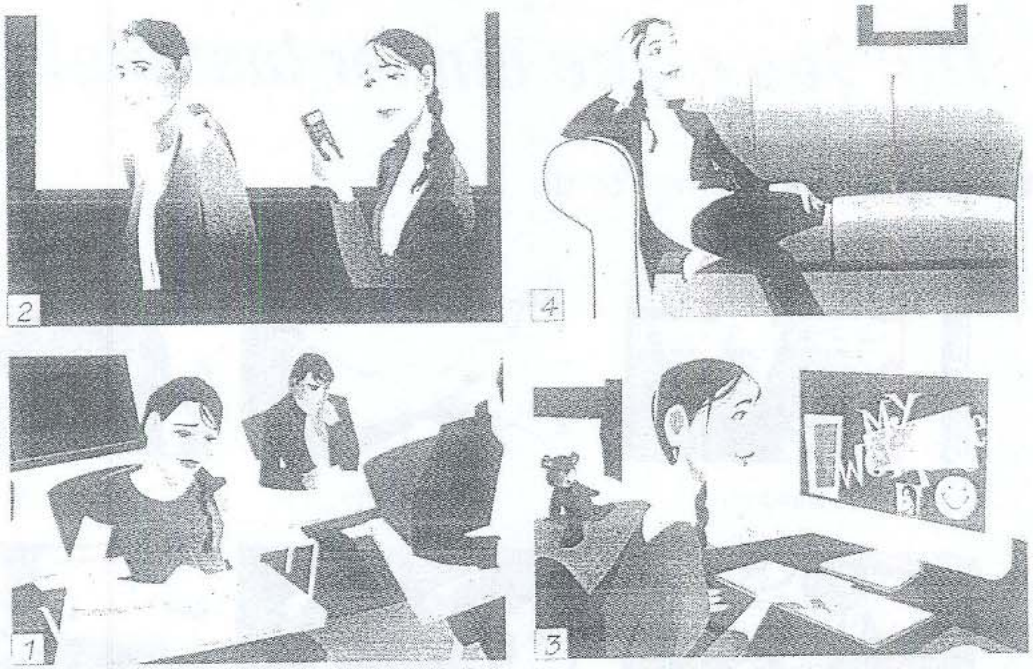
Listening What a week!

A Listen to Diana tell her friend about the past week. Number the pictures from 1 to 4.



B Listen again. What surprises Diana's friend? Complete the sentences.

1. Diana didn't *answer* three *questions*.
2. Diana's *old* boyfriend *called* her.
3. Julie didn't *like* the *colors*.
4. Diana *stayed* home on *Friday (night)*.

Speaking Really?

A Match the sentences. Then compare with a partner.

1. Last night, I studied for my English test for five hours. *b*
2. I just checked my email. *d*
3. Last week, I downloaded two movies. *a*
4. On Thursday, I started a new class. *c*

a. I watched them with my dad.
b. But I didn't get a good score.
c. I'm learning Chinese.
d. I have 100 new messages.

B Pair work Role-play the situations in Part A. Then change roles.

Student A: Say the lines from Part A.
Student B: Show interest or express surprise.

A: *Last night, I studied for my English test for five hours, but I didn't get a good score.*
B: *You're kidding! Why not?*

C Pair work Role-play new situations. Use your own ideas.

show that I'm listening
express surprise

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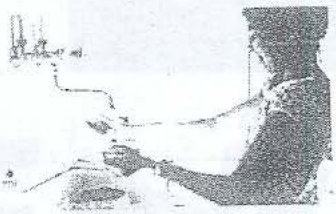
Did you make dinner last night?

Vocabulary Things to do

A Listen and repeat.



do laundry



do the dishes



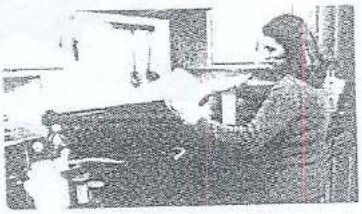
get a haircut



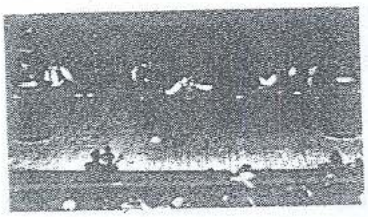
go grocery shopping



have a party



make dinner



see a play





see friends



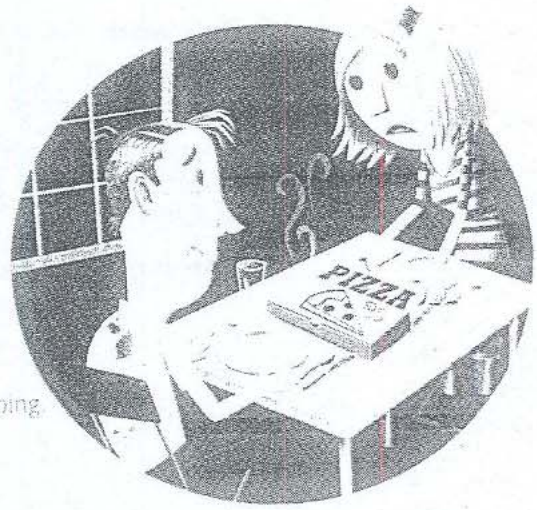
sleep

B Pair work How often do you do the things in Part A? Tell your partner.

"I do laundry once a week. I do the dishes every day. . . ."

Conversation Last night

Listen and practice.



Mindy: Hi, Pete. Did you see Jennifer last night?
Pete: Yes, I did. But the day didn't go so well.
Mindy: Really? What happened?
Pete: Well, I did my laundry yesterday morning, but my favorite white shirt turned pink.
Mindy: You're kidding!
Pete: Then I got a haircut, but I really didn't like it.
Mindy: Oh, yeah? Did you make dinner for Jennifer?
Pete: Well, I slept for a while, so I didn't go grocery shopping.
Mindy: Oh. Did you eat anything?
Pete: Yeah, we did. Jennifer bought a pizza for us.
Mindy: Really?

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LESSON C overview

Vocabulary: Things to do

Grammar: Simple past irregular verbs; *yes / no* questions

Speaking: Interview about routine events in the past

1 Vocabulary Things to do

Learning objective: *Use vocabulary for things to do.*

A (CD 3, Track 23)

- Direct Ss' attention to the phrases and the pictures. Explain that the pictures show things to do.
- Play the audio. Have Ss listen and read silently.
- Play the audio again. Have Ss listen and repeat the phrases to practice pronunciation.
- Ss often confuse *make* and *do*. Point out that they need to remember which verb goes with which activity. Say: *We do dishes and laundry, but we make dinner.*
- *Option* Have Ss take turns saying the verbs as their partner completes the phrase. Point out that more than one noun may complete the phrase.

B

- Go over the instructions.
- Model the activity. Tell the class how often you do some of the things in Part A.
- Have Ss work in pairs to take turns telling how often they do the thing in Part A.
- Call on Ss to tell the class about their partner's routines.

Classware Choose ABC page xxvii
After doing Part B, follow the steps for *Choose ABC* to practice vocabulary for things to do.

2 Conversation Last night

Learning objective: *Practice a conversation about yesterday's events; see simple past of irregular verbs and* yes / no *questions in context.*

(CD 3, Track 24)

- Direct Ss' attention to the picture to set the scene. Ask: *Who do you see? (A couple.) Where are they? (At home.) Do they look happy? (No.)*
- Play the audio. Have Ss listen and read silently. If helpful, play the audio line by line and have Ss repeat.
- Point out that *yesterday* means the day before today. Mime the past by putting your hand over your shoulder.
- Have Ss practice the conversation in pairs. Remind Ss to use their voices to express surprise.
- Then call on one pair to act the conversation out for the class.

Classware Find the match page xxviii
After talking about the picture, follow the steps for *Find the match* to practice vocabulary for things to do. Hide *laundry, haircut, grocery shopping*. Have Ss listen for the answers. Reveal the correct answers on the board.

Extra activity Extension
Model the activity with a S. Have the S read Mindy's lines. With your book closed, respond appropriately to Mindy's questions. You don't have to say Pete's lines exactly, just give the same information that is in the conversation. Have Ss practice the conversation in pairs, with one person reading the lines and the other person with book closed. Then change roles and practice again.

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3 Grammar Simple past irregular verbs; *yes / no* questions

Learning objective: *Practice simple past irregular verbs and yes / no questions.*

(CD 3, Track 25, Track 26)

Simple past irregular verbs

- Direct Ss' attention to the left side of the grammar box.
- Explain the rules for the simple past of irregular verbs:
  1. Focus on form in affirmative statements. Write on the board: subject + past tense form
  2. Focus on form in negative statements. Write on the board: subject + *didn't* + verb
  3. Focus on use. Say: *As with regular verbs, we use the simple past tense of irregular verbs for actions that happened at a specific time in the past, for example, last night or last week.*
- Direct Ss' attention to the box of common irregular verbs.
- Point out that Ss need to memorize the past tense forms of irregular verbs.

***Yes / no* questions and answers**

- Direct Ss' attention to the right side of the grammar box.
- Explain the rules for *yes / no* questions and short answers:
  1. Focus on form in questions. Write on the board: *did* + subject + verb
  2. Focus on form in short answers: *yes* + subject + *did* or *no* + subject + *didn't*
  3. Explain that regular verbs follow the same rules. Give an example: *Did you stay out late last night?* Elicit answers *(Yes, I did. No, I didn't.)*.
- Refer to the conversation in Exercise 2. Have Ss underline all forms of irregular verbs.
- Check comprehension. Ask: *Did Pete see Jennifer last night? (Yes, he did.) Did he like his haircut? (No, he didn't.) Did he go grocery shopping? (No, he didn't.) Did they eat pizza? (Yes, they did.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

- Go over the instructions and the example.
- Have Ss work individually to complete the conversation.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- Have Ss practice the conversation in pairs.

B

- Go over the instructions and the example.
- Have Ss work individually to put the words in order to make questions.
- Have Ss compare questions with a partner.
- Go over the questions with the class.

C

- Go over the instructions and the example conversation.
- Have Ss work in pairs to take turns asking and answering the questions in Part B.
- Call on Ss and ask the questions. Elicit the answers.

4 Speaking Did you?

Learning objective: *Use past time expressions to talk about routine events in the past.*

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

A

- Go over the instructions and the example conversation.
- Have Ss work individually to add two past time expressions to the list (e.g., *last month, last year*).
- Have Ss work in pairs to take turns asking and answering questions with each time expression.
- Go around the room and give help as needed. Take notes on errors you hear Ss make in statements and *yes / no* questions with the simple past.

B

- Go over the instructions.
- Have Ss work in groups to take turns sharing information about their partner in Part A.
- Call on Ss to tell the class about their partner.
- Write any errors you heard Ss make on the board. Encourage Ss to correct them. Make sure they use the simple past correctly.
- Finally, tell Ss to check the "can do" statement if they can talk about routine events in the past. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 77–79
Self-study CD-ROM	Lesson C

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3 Grammar Simple past irregular verbs; yes / no questions

I **saw** Jennifer last night. She **bought** a pizza. They **ate** a pizza.	I **didn't see** Jennifer last week. She **didn't buy** soup. They **didn't eat** salad.	**Did** you **see** Jennifer last night? Yes, I **did**. No, I **didn't**. **Did** she **buy** dinner? Yes, she **did**. No, she **didn't**. **Did** they **eat** dinner? Yes, they **did**. No, they **didn't**.

A Complete the conversation with the simple past tense forms of the verbs. Then practice with a partner.

A: Hey, Pablo. *Did* you *do* (do) today's homework?
B: No, I *didn't* . I *didn't have* (not / have) time.
A: Really? Why not?
B: I *saw* (see) some friends yesterday. We *ate* (eat) lunch, and then we *went* (go) to the mall.
A: Oh, yeah? *Did* you *buy* (buy) any clothes?
B: I *didn't buy* (not / buy) anything! So, *did* you *do* (do) *your* homework?
A: Yes, I did. And no, you can't see it!

Common irregular verbs

buy → **bought**	have → **had**
do → **did**	make → **made**
drink → **drank**	meet → **met**
drive → **drove**	read → **read**
eat → **ate**	see → **saw**
fall → **fell**	sleep → **slept**
get → **got**	take → **took**
go → **went**	write → **wrote**

Go to page 152 for a list of more irregular verbs.

B Put the words in order to make questions. Then compare with a partner.

1. last night / you / see / did / your friends — *Did you see your friends last night?*
2. go / last weekend / you / did / grocery shopping — *Did you go grocery shopping last weekend?*
3. watch / you / a movie / did / last night — *Did you watch a movie last night?*
4. yesterday / stay home / you / did — *Did you stay home yesterday?*
5. make dinner / did / on Thursday / you — *Did you make dinner on Thursday?*
6. you / did / last Saturday / have a party — *Did you have a party last Saturday?*

C Pair work Ask and answer the questions in Part B. Answer with your own information.

A: *Did you see your friends last night?*
B: *Yes, I did. I saw two friends. We ate out at a restaurant.*

4 Speaking Did you?

A Pair work Add two past time expressions to the list. Then ask and answer *Did you . . . ?* questions with each time expression. Take notes.

A: *Did you make dinner last night?*
B: *Yes, I did. Did you do laundry last night?*
A: *No, I didn't.*

Past time expressions

last night	last week
yesterday	last weekend

B Group work Tell your group about your partner's answers. Did anyone do anything interesting?

5 Keep talking!

Go to page 147 for more practice.

talk about routine events in the past.

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I saw a great movie.

1 Reading

A Do you ever read blogs? What kinds of blogs do you read?

B Read Matt's blog. Who liked the movie? *See page T-102 for answers.*

MATT'S
MOVIE REVIEWS

Home | Reviews | Contact Me

Too Young to Love

On Friday, my friend Naomi and I hung out together. We had a very good time. We saw a great old movie at the Cineplex. They are showing old movies all month. Did anyone see "Too Young to Love"? I loved it! It's a story about two young people who are in love. Their parents think they are too young, so they can't get married. It's not a sad movie. It's really funny! We laughed a lot. Monday, 11:00 a.m.



cgirl: I saw "Too Young to Love." I also saw the play. Both are good. See the movie and the play!
Monday, 11:26 a.m.

Oscar: "Too Young to Love"?! You're kidding! I hated the movie, but I liked the music. The sound track had some really good old songs.
Monday, 1:00 p.m.

Tomas: My friend and I saw it. She laughed. I cried because I paid for the tickets, and I didn't like it at all.
Tuesday, 7:00 a.m.

Joe C: I liked "Too Young to Love." I saw three old movies at the Cineplex last month, and I really liked all of them.
Tuesday, 12:45 p.m.

Maria: What?! "Too Young to Love"?! I hated the movie, but I loved the book.
Tuesday, 1:15 p.m.

C Read the blog again. Correct the false sentences.

1. Matt saw the movie on ~~Saturday~~. *Matt saw the movie on Friday.*
2. Oscar hated the music. *Oscar liked the music.*
3. Tomas liked *Too Young to Love*. *Tomas didn't like "Too Young to Love."*
4. Joe C didn't see any movies at the Cineplex last month. *Joe C saw three movies at the Cineplex last month.*
5. Maria hated the book *Too Young to Love*. *Maria loved the book "Too Young to Love."* OR *Maria hated the movie "Too Young to Love."*

D Pair work Do you or your friends ever post your everyday activities on a blog? What do you post? Tell your partner.

"My friend Rosa has a blog. She posts news about her neighborhood once a week."

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LESSON D overview

Reading: "Matt's Movie Reviews" (blog posts)
Writing: A blog post
Speaking: "Find someone who" activity about past activities

1 Reading Matt's Movie Reviews

Learning objective: *Read and discuss a blog; develop skills in reading for details.*

(CD 3, Track 27)

A

- Go over the questions.
- Elicit answers from the class.

B

- Pre-teach unfamiliar vocabulary.

Vocabulary

be in love to love someone romantically, such as a boyfriend / girlfriend or husband / wife
get married become husband and wife
sad not happy, the way you feel when something bad happens
funny a quality that makes you laugh
sound track the music in a movie or TV show

- Go over the instructions and the question.
- Have Ss read Matt's blog.
- Elicit the answers.

Answers

Matt, cgirl, and Joe C liked the movie.

C

- *Tip* Tell Ss that when they read something they can often tell how the writer feels by the words and expressions they use. Have Ss notice the expressions in the blog posts that tell how someone feels.
- Go over the instructions.
- Have Ss read the blog again and correct the false sentences.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

D

- Go over the questions and the example.
- Have Ss discuss their ideas in pairs.
- Call on Ss to share their ideas with the class.

Extra activity Extension

Have Ss look for movie reviews in English in a newspaper, in a magazine, or online. Have Ss take notes on the name of the movie, the opinion of the reviewer, and any expressions that tell them what that opinion is. Have Ss talk about the reviews in pairs or small groups. Elicit examples from the class.

Classware Search and highlight page xxxi

After doing Part D, follow the steps for *Search and highlight* to review simple past regular and irregular verbs and *yes / no* questions in the blog. Say: *Find an irregular verb. Find a yes / no question.*

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2 Writing A blog post

Learning objective: *Write blog posts and talk about them.*

A

- Go over the instructions.
- Model the activity. Say a day, the activity, the place, and other information.

B

- Go over the instructions and the example.
- Check comprehension. Ask: *What did she do after class? (She went shopping.) Did she buy a sweater? (No, she didn't. She bought a watch.) Did she go home at 8:00 p.m.? (Yes, she did.)*
- Have Ss write a blog post about a day last week.

C

- Go over the instructions and the example.
- Have Ss work in pairs to take turns sharing their posts, and asking and answering questions.

3 Listening A busy week

Learning objective: *Develop skills in listening to main ideas.*

A (CD 3, Track 28)

- Go over the instructions.
- Play the audio. Have Ss listen and check the correct answers.
- Go over the answers with the class.

B (CD 3, Track 28)

- Go over the instructions.
- Play the audio again. Have Ss listen and circle the activities Matt enjoyed.

4 Speaking I played in a band last year.

Learning objective: *Talk about past activities.*

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

A

- Go over the instructions and the example conversation.
- Have Ss work individually to add two past activities to the chart.
- Have Ss walk around the room to ask and answer questions to complete the chart.
- Go around the room and provide help as needed. Take notes of the errors you hear Ss make in statements and *yes / no* questions with the simple past.

B

- Go over the instructions and the example.
- Call on Ss to share what they learned with the class.
- Write the errors you heard Ss make on the board. Encourage Ss to correct them. Make sure they use the simple past correctly.
- Finally, tell Ss to check the "can do" statement if they can talk about past activities. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Classware Tip

After doing Part B, zoom in on the chart. Ask the class *Did you play in a band last year? Raise your hand.* Write the total into the chart on the board. Repeat for each activity to review question formation and find out the most popular activities in the class.

Extra activity Memory Game

Have Ss sit in a circle. If your class is large, divide Ss into groups. Model the activity. Have a S tell one thing he or she did in the past (e.g., *I played in a band last year.*). Repeat what the S did, and add one thing you did in the past (e.g., *Maria played in a band last year, and I called my mother last night.*). Have Ss go around the circle with each person repeating what the Ss before said, and adding their own past action.

Additional practice

For more practice, use:

Workbook	page 80
Self-study CD-ROM	Lesson D

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2 Writing A blog post

A Choose one day last week. Complete the chart with information about the things you did that day.

Day	Activities	Places	Other information

B Write a blog post about that day. Use the model and your answers in Part A to help you.

C Pair work Share your post. Ask and answer questions for more information.

"Did you have a good time? Did you eat out?"

Friday

After class, I met my friend Terry. We went shopping at the mall. I bought a new watch. I didn't pay much for it, but I really like it. I went home at 8:00 p.m.

3 Listening A busy week

A Listen to Matt talk about last week. What activities did he do? Check (✓) the correct answers.

☑ did laundry	☑ made dinner	☐ read books
☑ got up early	☐ played soccer	☐ stayed out late
☐ got up late	☑ played the guitar	☑ worked

B Listen again. What activities did Matt enjoy? Circle the activities above.

4 Speaking I played in a band last year.

A Class activity Add two past activities to the chart. Then find classmates who did each thing. Write their names, and ask questions for more information.

Find someone who . . .	Name	Extra information
bought a cell phone last year		
got a haircut last week		
saw a friend yesterday		
made dinner last night		
watched a game on TV last weekend		
wrote a blog post yesterday		

A: *Did you buy a cell phone last year, Alex?*
B: *Yes, I did.*

B Share your information.

"Alex bought a cell phone last year."

talk about past activities.

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Wrap-up

1 Quick pair review

Lesson A Find out! What are three things both you and your partner did after class yesterday? What are three things you didn't do? You have two minutes.

A: *I walked home after class yesterday. Did you?*
B: *Yes, I did. I watched TV at home. Did you?*
A: *No, I didn't. I listened to music.*

Lesson B Do you remember? Circle the correct answers. You have two minutes.

1. A: I listened to all of Taylor Swift's songs today.
   B: Oh? / (You're kidding!) *All* of them? She has a lot!
2. A: Janet uploaded photos from the party.
   B: (Uh-huh.) / Really? I know. I looked at them this morning.
3. A: Charlie's band played at The Red Room downtown on Saturday night!
   B: (What?) / Oh? No way! That's so cool! I didn't know that.
4. A: I visited my grandmother last weekend.
   B: You're kidding! / (Oh, yeah?) How is she doing?

Lesson C Test your partner! Say eight irregular verbs in the simple present. Can your partner write the simple past forms of the verbs correctly? Check his or her answers. You have two minutes.

1. _____ 3. _____ 5. _____ 7. _____
2. _____ 4. _____ 6. _____ 8. _____

Lesson D Guess! Make two true sentences and one false sentence about your activities last week. Can your partner guess the false sentence? Take turns. You have two minutes.

A: *I watched 20 movies last week. I played basketball in the park. I saw a play.*
B: *You didn't watch 20 movies.*
A: *You're right. I only watched 12.*

2 In the real world

Did anyone else do the same things as you yesterday? Go online and find three English-speaking bloggers who did the same activities as you yesterday. Then write about them.

- What activities did both you and the bloggers do yesterday?
- What are the bloggers' names?
- Where are they from?

Bloggers and Me

I played basketball yesterday. Three bloggers also played basketball yesterday. Diego is from California. He played basketball with his brother.

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1 Quick pair review

Learning objective: *Review past actions, expressions of surprise, and irregular verbs.*

Lesson A Find out!

- Go over the instructions and the example conversation.
- Model the activity. Call on a S and say something you did after class yesterday. Elicit whether the S did it, too. Continue until you find three things you both did, and three things you didn't do. Have Ss work in pairs to find out three things they both did and didn't do. Set a time limit of two minutes.
- Call on Ss to share what they found out with the class.

Lesson B Do you remember?

- Go over the instructions.
- Have Ss circle the correct answers. Set a time limit of two minutes.
- Go over the answers with the class.

Lesson C Test your partner!

- Go over the instructions.
- Have Ss work in pairs to take turns saying eight irregular verbs in the simple present and writing the simple past forms. Set a time limit of two minutes.
- Have Ss check their partner's answers.
- Elicit present and past tense forms.

> *Classware* List that page xxix
> After doing *Test your partner!*, instead of eliciting answers (last step), follow the directions for *List that* to review irregular verbs in the simple present and simple past.

Lesson D Guess!

- Go over the instructions and the example conversation.
- Have Ss work in pairs to take turns saying the sentences and guessing which one is false.
- Call on Ss to share one true sentence about their activities.

2 In the real world

Learning objective: *Research bloggers and write about them.*

- Go over the instructions, the questions, and the example.
- As an out-of-class assignment, have Ss go online to research three English-speaking bloggers who did the same activities they did.
- Have Ss write three or four sentences about what they found out.
- Have Ss work in pairs or small groups to read what they wrote.
- Call on Ss to read their sentences to the class.

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Getting away

At a glance: Unit overview	Speaking outcomes
LESSON A Where were you? Ss learn adjectives. They use the simple past of *be* in statements and questions.	Ss can . . . describe where they were in the past.
LESSON B That's great! Ss express reactions to good and bad news.	Ss can . . . react to news.
LESSON C My vacation Ss learn vocabulary for vacation activities. They ask and answer simple past *Wh-* questions.	Ss can . . . talk about their last vacation.
LESSON D Travel experiences Ss read and discuss travel blog posts. They write a postcard about an experience they had on vacation.	Ss can . . . describe a vacation.

Warm-up

Learning objective: *Preview the topic and discuss popular places to visit.*

Classware Make connections page xxix
Before doing Part A, follow the steps for *Make connections* to activate prior knowledge, preview content of unit, and review language.

A

- To introduce the topic of getting away, direct Ss' attention to the pictures. Ask: *What places do you see? (Costa Rica, Paris, Thailand, San Francisco.)*
- Go over the questions.
- Have Ss work in pairs or groups to answer the questions.
- Elicit answers from the class.
- *Option* Do the activity as a class.

B

- Go over the questions.
- Have Ss work in pairs or groups to answer the questions.
- Elicit answers from the class.
- *Option* Do the activity as a class.
- Tell Ss that they will learn how to talk about getting away in this unit. Point out the Unit 11 lesson overviews. Go over what Ss will learn in each lesson.

Extra activity Extension
As an out-of-class assignment, have Ss choose one of the four places to research. Ss should find out about the specific places pictured on the postcards (e.g., the Eiffel Tower). When Ss return to class, have them work in pairs or small groups to compare notes with other Ss who have the same topic. Then have Ss form new groups of four, representing each of the four postcards. Have each group tell what they found out.

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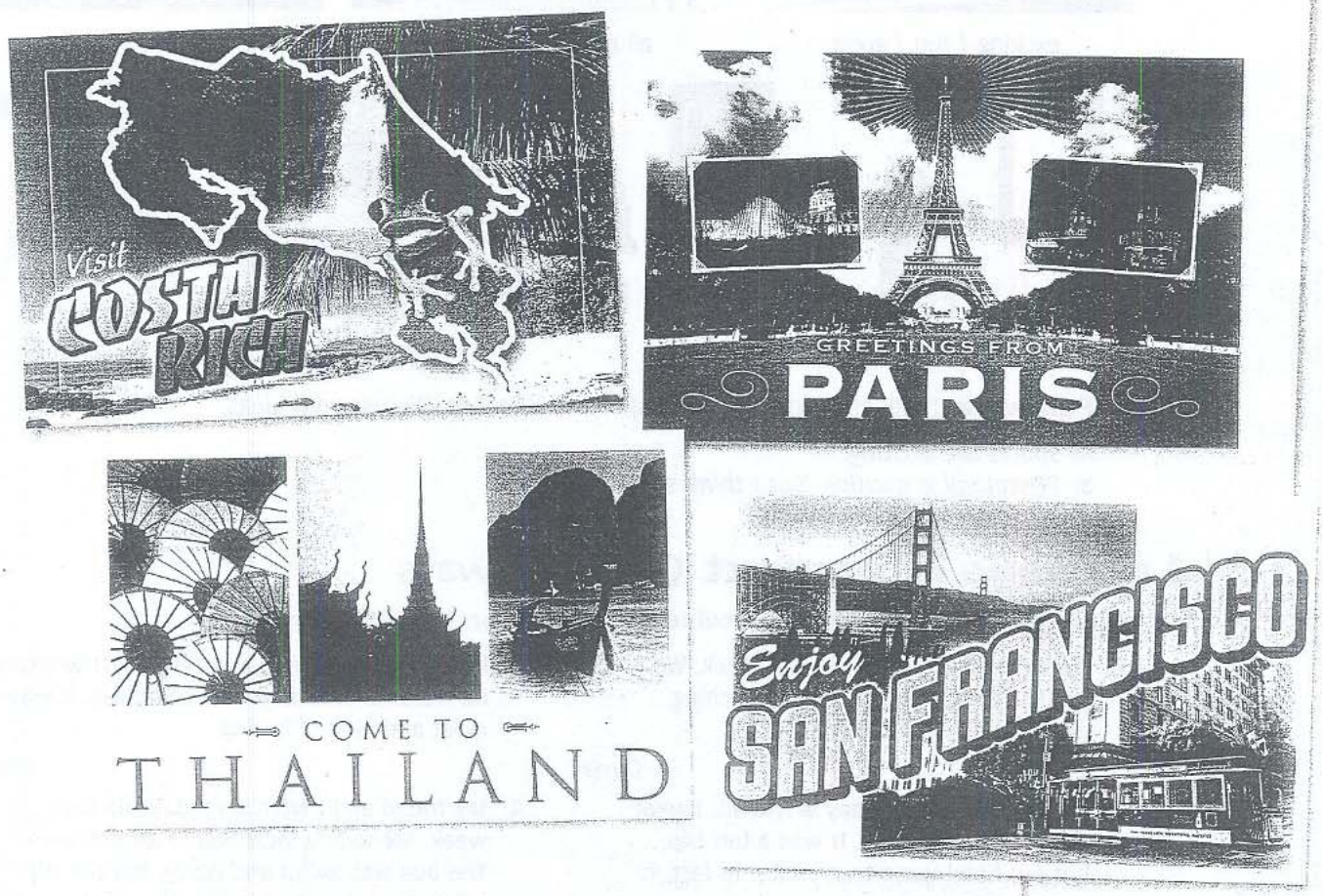
Getting away

LESSON A	LESSON B	LESSON C	LESSON D
• Adjectives • Past of *be*	• Reacting to good news • Reacting to bad news	• Vacation activities • Simple past *Wh-* questions	• Reading: "Travel Tales" • Writing: A postcard

Warm-up



A Do you know any of these places? Which ones?

B What are some popular places to visit in your country? in your city?

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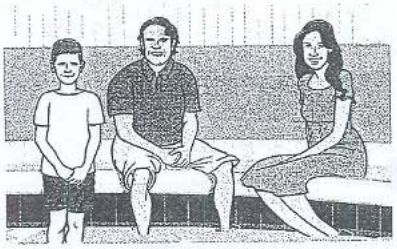
A Where were you?

1 Vocabulary Adjectives

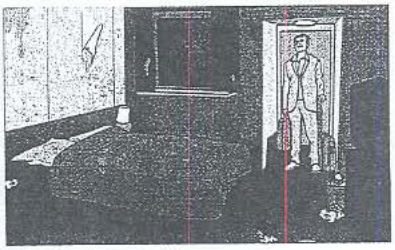
A Listen and repeat.



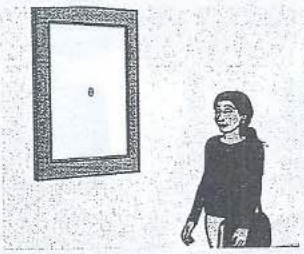
exciting / fun / great



all right / OK / so-so



awful / terrible



boring



interesting



noisy



quiet

B Pair work Think of things that each adjective describes. Discuss your ideas.

A: *Sports are exciting.*
B: *Basketball is exciting, but I think soccer is boring.*

2 Language in context Quick getaways

A Listen to four people talk about recent trips. Number the pictures from 1 to 4.

1. We went on a school trip last week. We went to a theater and saw an exciting play. The actors were great.

   – Olivia

2. We just had a three-day weekend. I went away with my family. It was a fun trip, but our hotel wasn't very nice. In fact, it was terrible.

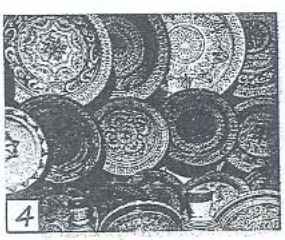
   – Ichiro

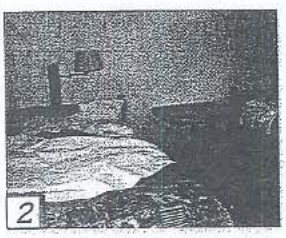
3. I was at my brother's apartment last weekend. He doesn't have a TV or a computer. It was quiet and kind of boring.

   – Brian

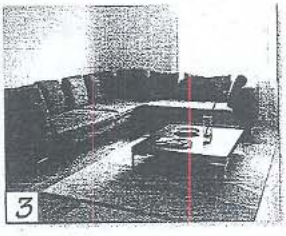
4. My friend and I went on a day trip last week. We took a local bus to an old town. The bus was awful and noisy, but the trip was interesting. Look what I bought!

   – Eleanor









B Did each person like his or her trip? Why or why not?

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LESSON A overview

Vocabulary: Adjectives

Grammar: Past of *be*

Speaking: Interview about where you were

1 Vocabulary Adjectives

Learning objective: *Use adjectives.*

A (CD 3, Track 29)

- Direct Ss' attention to the words and the pictures. Explain that the pictures show adjectives.
- Play the audio. Have Ss listen and read silently.
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.
- *Option* Have Ss work in pairs. One S says the adjective, the other S says the synonym or the antonym.

B

- Go over the instructions and the example conversation.
- Model the activity. Say one thing that an adjective describes.
- Have Ss work in pairs to take turns using the adjectives to describe things.
- Call on Ss to use an adjective to describe something.

Extra activity Limerick

Gesture to one side of the room and say: *Exciting*. Gesture to the other side and say: *Boring*. Have Ss stand. Say an activity (e.g., *going to a museum*) and have Ss stand to show where on the line between exciting and boring they think the activity is. Continue with other places and adjectives *(awful / great, fun / terrible, boring / interesting)*.

Classware Swipe and guess page xxxi

After doing Part B, follow the steps for *Swipe and guess* to review adjectives.

2 Language in context Quick getaways

Learning objective: *Listen to people talk about recent trips; see simple past of* be *in context.*

A (CD 3, Track 30)

- Direct Ss' attention to the pictures to set the scene. Ask: *What do you see? (Gifts / Souvenirs, hotel room, actors, clean apartment.)*
- Explain or elicit the meaning of *quick getaway (a short trip)*.
- Go over the instructions.
- Play the audio. Stop after the first speaker. Ask: *Which picture is it? (Actors in a play.)* Point out that *1* is in the box.
- Continue to play the audio. Have Ss match the pictures to the sentences as they listen and read silently.
- Go over the answers with the class.
- Play the audio again. Have Ss listen and repeat to practice pronunciation.

B

- Go over the questions.
- Have Ss answer the questions in pairs or groups.
- Go over the answers with the class.
- *Option* Do the activity as a class.

Answers

Olivia liked it. The play was exciting and the actors were great.

Ichiro's trip was fun, but the hotel was terrible.

Brian didn't like it. It was quiet and boring.

Eleanor liked the trip because it was interesting, but the bus was awful and noisy.

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3 Grammar Past of *be*

Learning objective: *Practice simple past of* be.

(CD 3, Track 31)

- Direct Ss' attention to the grammar box.
- Explain the rules for the simple past of *be*:
  1. Focus on form in statements. Write on the board: *I / he / she / it* + *was / wasn't, you / we / they* + *were / weren't*
  2. Focus on form in questions. Write on the board: *Wh-* word + *was / were* + subject
  3. Focus on form in short answers to *yes / no* questions. Write on the board: *yes* + subject pronoun + *was / were*; *no* + subject pronoun + *wasn't / weren't*
  4. Focus on use. Say: *We use the simple past for situations in the past.*
- Refer to the sentences in Exercise 2. Have Ss underline the simple past forms of *be*.
- Check comprehension. Ask: *Did Olivia see a play last week? (Yes, she did.) Was it exciting? (Yes, it was.) Was Ichiro's hotel nice? (No, it wasn't.) Was the trip fun? (Yes, it was.) Was Brian's trip to his brother's apartment fun? (No, it wasn't. It was boring.) Were Eleanor and her friend on a day trip last week? (Yes, they were.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

- Direct Ss' attention to the guest comment card. Ask: *Where do you see these cards? (At a hotel.)*
- Go over the instructions and the example.
- *Tip* Encourage Ss to read or skim the text before they complete the exercise. This will help them understand the context and suggest which verb forms are correct.
- Have Ss complete the card with *was, were, wasn't,* and *weren't.*
- When Ss are finished, have them compare answers with a partner.
- Go over the answers with the class.

B

- Go over the instructions and the example.
- Have Ss work individually to write the questions for the answers.
- When Ss are finished, have them compare questions with a partner.
- Go over the questions with the class.

C

- Go over the instructions.
- Model the activity. Call on a S and ask: *How was your weekend?* Elicit the answer.
- Have Ss work in pairs to take turns asking and answering the questions from Part B with their own information.
- Call on Ss and ask the questions.

4 Speaking Where were you last Friday night?

Learning objective: *Describe where they were in the past.*

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

A

- Go over the instructions.
- Have Ss work in pairs to take turns asking and answering the questions to complete the chart.

B

- Go over the instructions.
- Have Ss work in small groups to share their partner's answers. Go around the room and give help as needed. Take notes on errors you hear Ss make in the simple past of *be*.
- Call on Ss to tell the class about their partner's answers.
- Write any errors you heard Ss make on the board. Encourage Ss to correct them. Make sure they use the simple past of *be* correctly.
- Finally, tell Ss to check the "can do" statement if they can describe where they were in the past. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Extra activity Extension

Model the activity. Tell Ss an exciting place you were and when (e.g., *On my 25th birthday I was in Tokyo. It was very exciting.*). Tell about a boring place you were and when *(My 30th birthday was very boring. I was in the hospital.)*. Have Ss write two sentences on a slip of paper: one about an exciting place and one about a boring place. Remind Ss to include when they were there. Collect the slips of paper and redistribute them. Call on Ss to read the sentences. Elicit guesses from the class as to who wrote them. If your class is large, put Ss in groups before you collect and redistribute the sentences.

Additional practice

For more practice, use:

Workbook	pages 81–83
Self-study CD-ROM	Lesson A

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3 Grammar Past of be

Where were you last weekend?	**Was** your trip interesting?
I **was** at my brother's apartment.	Yes, it **was**. No, it **wasn't**.
How was your weekend?	**Were** the people nice?
It **was** quiet and kind of boring.	Yes, they **were**. No, they **weren't**.

I / he / she / it	*you / we / they*	*Contractions*
was	**were**	wasn't = was not weren't = were not

A Complete the guest comment card with *was, were, wasn't,* or *weren't*. Then compare with a partner.

Guest comments

My wife, son, and I ___were___ guests at your hotel last week. Unfortunately, we ___weren't___ happy with our room. The room ___wasn't___ clean, and the beds ___were___ awful. And the room ___was___ near the street. The noise ___was___ terrible in the early morning. But the people at the hotel ___were___ great, so that ___was___ good!

B Read the answers. Write the questions. Then practice with a partner.

1. *How was your weekend?* — It was great.
2. *Was your weekend interesting?* — Yes, my weekend was interesting.
3. *Where were you?* — I was on a trip.
4. *Were you at the theater on Friday?* — No, I wasn't at the theater on Friday.
5. *Were you at home on Sunday afternoon?* — Yes, I was at home on Sunday afternoon.
6. *Where were your parents?* — My parents were in Tahiti.

C Pair work Ask and answer the questions in Part B. Answer with your own information.

4 Speaking Where were you last Friday night?

A Pair work Interview your partner. Take notes.

Where were you . . . ?	Location	Extra information
at this time yesterday		
on your birthday		
on New Year's Eve		
last Friday night		

B Group work Tell your group about your partner's answers. Who was in an interesting place? Who did interesting things?

5 Keep talking!

Go to page 148 for more practice.

describe where I was in the past.

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B That's great!

1 Good news, bad news

A Listen and repeat.



I got a promotion. I lost my wallet. I missed my flight. I was sick. I won a contest.

B Pair work Which things are good news? Which are bad news? Can you think of other examples? Discuss your ideas.

2 Interactions Reacting to news

A Listen and practice.



Meg: Did you have a good weekend?
Joe: Yes! I won a trip in a contest, so I went away last weekend.
Meg: Really? That's great!



Joe: And how was your weekend?
Meg: It wasn't so good. I lost my wallet.
Joe: Oh, no! What happened?

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

Reacting to good news

That's great!
That's excellent!
That's awesome!

Reacting to bad news

Oh, no!
That's too bad.
That's terrible!

C Pair work Practice the conversation again with the examples from Exercise 1. React to the news.

A: *Did you have a good weekend?*
B: *Yes! I got a promotion, so I went shopping.*

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LESSON B overview

Interactions: Reacting to good news; reacting to bad news
Listening: A short trip
Speaking: Class exchange of personal news

1 Good news, bad news

Learning objective: *Use vocabulary for good news and bad news events.*

A (CD 3, Track 32)

- Direct Ss' attention to the pictures and the sentences. Explain that the pictures show good news and bad news.
- Play the audio. Have Ss listen and read silently.
- Play the audio again. Have Ss listen and repeat the sentences to practice pronunciation.

B

- Have Ss work in pairs to discuss which things are good news and which are bad.
- Elicit other examples from the class.

2 Interactions Reacting to news

Learning objective: *Practice reacting to good and bad news.*

A (CD 3, Track 33)

- Direct Ss' attention to the pictures to set the scene. Ask: *Where are they? (A café.) What are they doing? (They're talking and drinking coffee.) How do they feel? (Happy in the first picture, sad in the second picture.)*
- Tell Ss to pay attention to the speakers' voices when they react to news. Play the audio. Have Ss listen and read silently. If helpful, play the audio again line by line and have Ss listen and repeat.
- Have Ss practice the conversation in pairs, then change roles and practice again.

Classware Language switch page xxix
Instead of doing Part B, follow the steps for *Language switch*, Option 2, to practice saying the expressions. Hide *That's great!* and *Oh, no!* in Part A.

B (CD 3, Track 34)

- Point out the target expressions in the conversation *(That's great! Oh, no!)*. Explain that there are other ways to react to good news and bad news.
- Go over the expressions in the boxes. Explain that *That's awesome!* and *That's terrible.* are stronger than the other expressions.
- Play the audio and have Ss listen and read silently.
- ***Option*** Play the audio line by line and have Ss listen and repeat.
- Model the activity with a S. Have the S read Joe's lines. Show how to substitute another way to react to good news. The S shows how to react to bad news.
- Have Ss practice the substitution conversation in pairs, then change roles and practice again.
- ***Option*** Have a pair of Ss perform the conversation in front of the class.

Classware Tip
Instead of doing Part C, zoom in on Exercise 1 and Exercise 2 in Part A. Highlight *I won a trip in a contest,* and *I lost my wallet.* in the conversation. Ss practice the conversation again, substituting in the vocabulary presented in Exercise 1.

C

- Go over the instructions and the example conversation.
- Model the activity with a S. Have the S read A's question. Show how to substitute an example from Exercise 1. Elicit an appropriate reaction.
- Have Ss work in pairs to take turns telling good and bad news and reacting appropriately.
- ***Option*** Have two pairs of Ss perform their conversations for the class.

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3 Listening A short trip

Learning objective: *Develop skills in listening for the order of events.*

A (CD 3, Track 35)

- *Tip* To help Ss anticipate the order of events in a story, have them look at the pictures and guess which comes first, second, and so on.
- Direct Ss' attention to the pictures. Ask: *What is happening in each picture? (He's eating in a restaurant. He's going into a hotel room. He's at the airport. He lost his wallet. He found his wallet. He's sick.)*
- Go over the instructions.
- Play the audio. Stop after Sam says, "The flight was at twelve o'clock. I thought it was at two o'clock." Ask: *What picture is it? (The one with the clock and the airplane.)* Point out that *1* is in the box.
- Continue to play the audio. Have Ss listen and number the pictures from 2 to 6.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (CD 3, Track 35)

- Go over the instructions.
- Play the audio again. Have Ss listen and answer the question.
- Have Ss compare ideas with a partner.
- Go over the answer with the class.

Answers
Sam's trip was good.

Extra activity Extension

Have Ss work in pairs to retell the story of Sam's trip. Remind them to use the correct simple past forms. Encourage partners to ask questions for more information.

4 Speaking That's . . . !

Learning objective: *React appropriately to news.*

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

A

- Go over the instructions.
- Model the activity. Tell Ss three good things and three bad things that happened to you last week.
- Have Ss work individually to write three good things and three bad things that happened to them last week.

B

- Go over the instructions and the example conversation.
- Have Ss walk around the room to practice asking and answering questions about their week. Remind Ss to react appropriately.
- *Option* Have Ss work in pairs to practice telling and reacting to the good and bad things that happened to them.
- Go around the room and give help as needed. Take notes on the errors you hear Ss make in reacting to good and bad news. Write the errors you heard Ss make on the board. Encourage Ss to correct them. Make sure Ss use the expressions correctly.
- Finally, tell Ss to check the "can do" statement if they can react to news. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 84
Self-study CD-ROM	Lesson B

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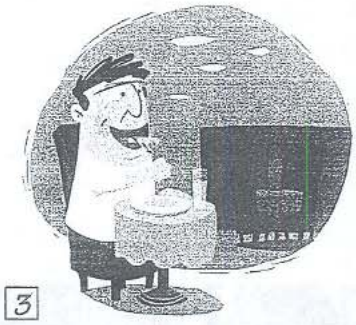
3 Listening A short trip

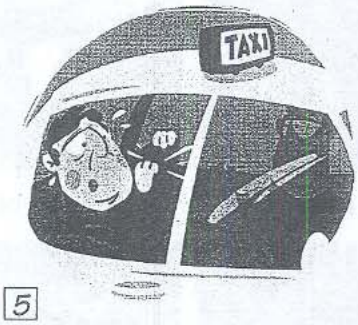
A Listen to Sam tell a friend about a short trip. Number the pictures from 1 to 6.


3


2



1



5


6


4

B Listen again. Was Sam's trip great, good, bad, or awful? *See page T-109 for the answer.*

4 Speaking That's . . . !

A Write three good things and three bad things that happened to you last week.

	Good things that happened	Bad things that happened
1.		
2.		
3.		

B Class activity Ask your classmates about their week. React to the news.

A: *Did you do anything interesting last week?*
B: *Well, I started a new job.*
A: *That's excellent!*
B: *Yeah. But I lost my cell phone.*
A: *That's terrible!*

react to news.

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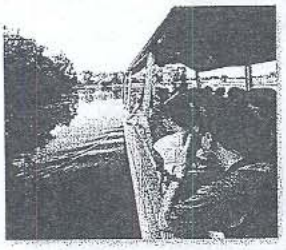
6 My vacation

1 Vocabulary Vacation activities

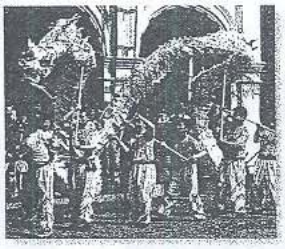
A Listen and repeat.



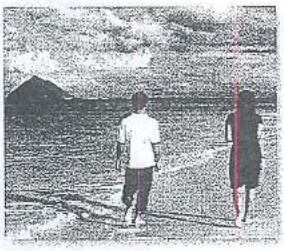
buy souvenirs



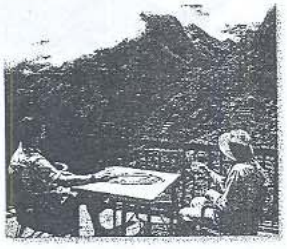
go sightseeing



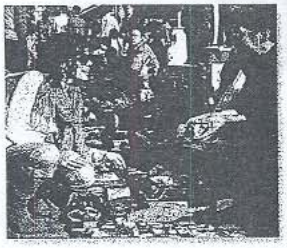
go to a festival



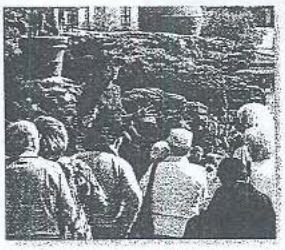
go to the beach



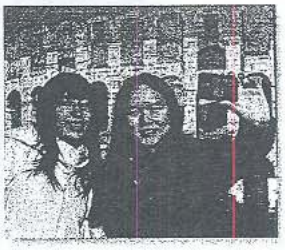
relax



shop in markets



take a tour



take pictures

B Pair work Did you do any of the activities in Part A on your last vacation? Tell your partner.

"On my last vacation, I bought souvenirs and took pictures. I didn't go to the beach."

2 Conversation Back from vacation

Listen and practice.

Dave: How was your vacation, Kate?
Kate: Oh, it was exciting. We had a great time.
Dave: Where did you go?
Kate: I went to Veracruz, Mexico.
Dave: That's great. Who did you travel with?
Kate: My sister.
Dave: When did you get back?
Kate: Last night. I got home at midnight.
Dave: Really? That's late! So, what did you do there?
Kate: Well, we went to a festival called *Carnaval*. We also shopped in local markets and took lots of pictures. Look, I bought you a souvenir.
Dave: Thanks! I love it!



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LESSON C overview

Vocabulary: Vacation activities
Grammar: Simple past *Wh-* questions
Pronunciation: Reduction of *did you*
Speaking: Information exchange about vacations

1 Vocabulary Vacation activities

Learning objective: *Use vocabulary for vacation activities.*

A (CD 3, Track 36)

- Direct Ss' attention to the pictures and the phrases. Explain that the pictures show different vacation activities.
- Play the audio. Have Ss listen and read silently.
- Play the audio again. Have Ss listen and repeat the phrases to practice pronunciation.
- *Option* Have Ss take turns saying the noun as their partner says the complete phrase.

B

- Go over the instructions and the example.
- Model the activity. Tell the class what activities in Part A you did on your last vacation.
- Have Ss work in pairs to take turns telling which of the activities in Part A they did on their last vacation.
- Call on Ss to tell the class about their partner's last vacation.

Extra activity Extension

To review the adjectives from Lesson A, have Ss work in pairs to discuss which adjectives they would use for each activity. Call on Ss. Say an activity (e.g., *buy souvenirs*) and ask: *Is that fun? Is it boring?* Continue with other activities and different adjectives.

Classware Show the word! page xxxi

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

2 Conversation Back from vacation

Learning objective: *Practice a conversation about a vacation; see use of simple past* Wh- *questions.*

(CD 3, Track 37)

- Direct Ss' attention to the picture to set the scene. Ask: *Are they happy? (Yes.) Where are they? (On vacation.)*
- Play the audio. Have Ss listen and read silently. If helpful, play the audio line by line and have Ss repeat.
- Have Ss practice the conversation in pairs. Remind Ss to use their voices to express surprise.
- Then call on one pair to act the conversation out for the class.

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3 Grammar Simple past *Wh-* questions

Learning objective: *Practice simple past* Wh- *questions.*

(CD 3, Track 38)

- Books closed. Elicit *Wh-* question words from Ss *(Where, When, Who, What, Why, How).*
- Books open. Direct Ss' attention to the grammar box.
- Focus on the form of *Wh-* questions. Write on the board: *Wh-* question word + *did* + subject + verb?
- Refer to the conversation in Exercise 2. Have Ss underline all simple past *Wh-* questions.
- Check comprehension. Ask: *What city did Kate visit? (Veracruz.) Who did she travel with? (Her sister.) When did she get back? (Last night.) What did she do there? (She went to* Carnaval. *She shopped and took lots of pictures. She bought Dave a souvenir.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.
- Go over the instructions for the grammar practice activity and the example.
- Have Ss work individually to match the questions and answers.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- Have Ss practice asking and answering the questions in pairs.
- Call on Ss and ask the questions. Elicit the answers.

4 Pronunciation Reduction of *did you*

Learning objective: *Practice reduction of* did you *in questions.*

A (CD 3, Track 39)

- Go over the instructions.
- Play the audio. Have Ss listen, paying particular attention to the reduction of *did you.*
- Play the audio again. Have Ss listen and repeat.

> ***Classware*** Highlight and say it! page xxviii
> Instead of doing Part B, zoom in on the grammar box and follow the steps for *Highlight and say it!* to practice pronouncing the reduction of *did you.*

B

- Go over the instructions.
- Model the activity. Ask: *Where did you go on vacation?* Use the reduction of *did you.*
- Have Ss practice the questions in the grammar chart in pairs.
- Go around the room and give help as needed.
- ***Tip*** To hear if Ss are using correct pronunciation or intonation, ask them to repeat the word, sentence, or question individually.

5 Speaking What a vacation!

Learning objective: *Talk about your last vacation.*

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

A

- Go over the instructions.
- ***Option*** Say each question, using reductions of *did you,* and have Ss repeat.
- Have Ss work individually to answer the questions in note form (not full sentences).

B

- Go over the instructions.
- Have Ss work in small groups to take turns asking and answering questions about their last vacation.
- Go around the room and give help as needed. Take notes on errors you hear Ss make in using simple past *Wh-* questions.
- Call on Ss to tell the class about their last vacation. Elicit questions from the class.
- Write any errors you heard Ss make on the board. Encourage Ss to correct them. Make sure they use simple past *Wh-* questions correctly.
- Finally, tell Ss to check the "can do" statement if they can talk about their last vacation. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 85–87
Self-study CD-ROM	Lesson C

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3 Grammar Simple past *Wh*- questions

Where did you **go** on vacation?
I went to Veracruz, Mexico.
When did you **get** back?
Last night.
Who did you **travel** with?
My sister.

What did you **do** there?
We went to a festival and shopped.
Why did you **go** to Veracruz?
Because the festival is famous.
How did you **get** to Veracruz?
By plane.

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

1. Where did you go on vacation? *f*
2. Who did you go with? *e*
3. When did you get back? *a*
4. What did you do on vacation? *c*
5. Why did you go to Vietnam? *d*
6. How did you travel in Vietnam? *b*

a. We got back last week.
b. We took the bus and the train.
c. We relaxed and took pictures.
d. Because I have friends there.
e. I went with my brother.
f. I went to Vietnam.

4 Pronunciation Reduction of *did you*

A Listen and repeat. Notice how *did you* is pronounced /dɪdʒə/ after *Wh*- question words.

Where **did you** go? What **did you** do? When **did you** get back?

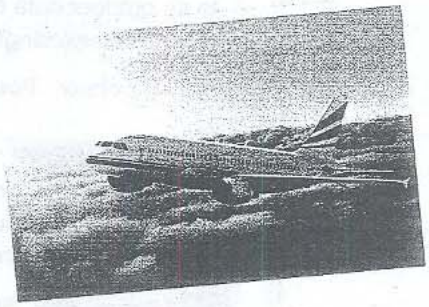
B Pair work Practice the questions in the grammar chart. Reduce *did you* to /dɪdʒə/ after *Wh*- question words.

5 Speaking What a vacation!

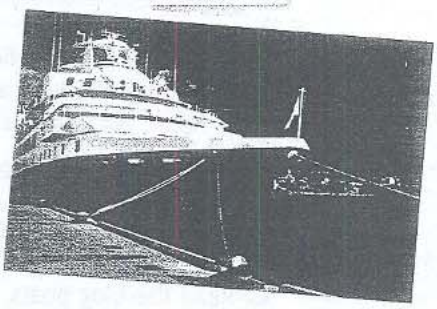
A Answer the questions.

- Where did you go on your last vacation? _____
- Who did you go with? _____
- When did you go? _____
- What did you do there? _____
- How did you travel? _____
- Did you buy anything? _____
- What did you like about the vacation? _____
- What didn't you like about the vacation? _____

B Group work Tell your group about your last vacation. Ask and answer questions for more information.



fly → flew



take a boat → took a boat

6 Keep talking!

Go to page 149 for more practice.

talk about my last vacation.

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D Travel experiences

1 Reading

A How often do you go on vacation? Where do you go?

B Read the travel blog posts. What country is each person visiting? *See page T-112 for answers.*

travel tales



I'm here in Chiang Mai, Thailand. Yesterday, I went on a short elephant ride. There was a man on the elephant in front of me. His name was Alan Johnson. My name is Alan Johnson, too! ___3___

Alan Johnson Posted on October 12,10:30 a.m.

My sister and I are in Paris, France. It's our first trip overseas. We went to an outdoor café the other day, and Johnny Depp was at the next table. How exciting! ___2___



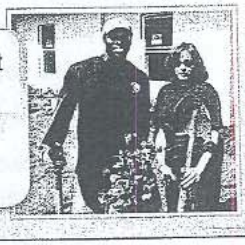
Mary O'Connor Posted on October 14, 6:48 p.m.



I'm here with my parents at a hotel in Miami, Florida. We came to visit our relatives. We all went to bed last night at about midnight. At 3:00 in the morning, we heard a fire alarm. ___4___

Anita Gonzalez Posted on October 15, 8:06 a.m.

I'm in Granada, Nicaragua. I came here to help build houses. It's a great country. We finished our first house yesterday. We're not staying in a hotel. We're staying in a school. ___1___



Diane Nicholson Posted on October 21, 9:12 p.m.

C Read the blog posts again. What is the last sentence of each post? Number the posts from 1 to 4.

1. Last night, we all slept in one big room!
2. He was nice to us, and I have a cool photo now.
3. I can't believe that we have the same name!
4. We ran down to the street and were fine.

D Pair work What adjectives describe each travel experience? Discuss your ideas.

A: *I think Alan Johnson's trip was very exciting!*
B: *Me, too. I love elephants, and Thailand is an interesting country.*

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LESSON D overview

Reading: "Travel Tales" (blog posts)
Listening: Three different trips
Writing: A postcard
Speaking: Presentation of postcards

1 Reading Travel Tales

Learning objective: *Read and discuss travel blog posts; develop skills in reading for main ideas and in scanning.*

(CD 3, Track 40)

A

- Go over the questions.
- Elicit answers from the class.

B

- Pre-teach unfamiliar vocabulary.

Vocabulary
tale story
elephant ride a ride on the back of an elephant
outdoor café a coffee shop with tables outside
relatives family members
fire alarm a noise that warns people of a fire
build to make, as in a house

- Go over the instructions and the question.
- Have Ss read the travel blog posts and identify the country.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

Answers
Alan Johnson is visiting Thailand. Mary O'Connor is visiting France. Anita Gonzalez is visiting the United States. Diane Nicholson is visiting Nicaragua.

Cultural note
Chiang Mai is the largest city in northern Thailand and dates back to 1296. Many festivals are celebrated there each year.
Granada is the fourth largest city in Nicaragua and was founded by Francisco Hernandez de Cordoba in 1524. It has preserved a lot of the original Spanish colonial architecture.

C

- *Tip* To help Ss follow connections between ideas in a reading passage, have them pay attention to repeated words and pronouns.
- Go over the instructions and the sentences.
- Have Ss read the blog posts again and number the posts from 1 to 4.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

Classware Search and highlight page xxxi
After doing Part C, follow the steps for *Search and highlight* to review vacation activities.

D

- Go over the question and the example.
- Have Ss discuss their ideas in pairs.
- Call on Ss to share their ideas with the class.

Extra activity Extension
Have Ss work in pairs to create titles for each of the blog posts. Elicit ideas from the class.

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2 Listening Three different trips

Learning objective: *Listen to three people talk about their vacations; develop skills in listening for main ideas and details.*

A (CD 3, Track 41)

- Go over the instructions.
- Play the audio. Stop after the female speaker says, "Yeah. It was great." Ask: *How was her vacation? (Great.)* Point out that *great* has a check mark.
- Play the audio. Have Ss listen and check the adjectives.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

> ***Classware Tip***
> Before class, complete the left column of the chart by randomly checking off different boxes. In class, after doing Part A, zoom in on the chart and have Ss go to the board and correct the answers.

B (CD 3, Track 41)

- Go over the instructions.
- Play the audio again. Have Ss listen and write one thing the person liked.
- ***Option*** Review ways to express likes. Remind Ss to listen for these expressions.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

3 Writing and speaking A postcard

Learning objective: *Write a postcard about a vacation experience; ask and answer questions about a vacation.*

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

A

- Go over the instructions.
- Direct Ss' attention to the picture. Ask: *What do you see? (A market, a man selling hats.)*
- Have Ss read the postcard.
- ***Option*** Check comprehension. Ask: *Where did Sofia go? (Morocco.) Who did she go with? (Linda.) Where did they go last night? (To a big* "souk," *or market.) What did she buy? (A souvenir for Jack.)*

B

- Go over the instructions.
- Have Ss write a postcard to a friend or family member about an experience they had on vacation.

C

- Go over the instructions and the example questions.
- Have Ss post their postcards around the room.
- Have Ss walk around the room to read their classmates' postcards and write questions about five postcards that interest them.

D

- Go over the instructions and the example conversation.
- Have Ss find the classmates who wrote the five postcards and ask them their questions.
- Go around the room and give help as needed. Take notes on correctly formed questions you hear.
- Provide positive feedback to Ss on correctly formed simple past *Wh-* questions.
- Finally, tell Ss to check the "can do" statement if they can describe a vacation. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

> ***Additional practice***
> For more practice, use:
>
> | | |
> |---|---|
> | Workbook | page 88 |
> | Self-study CD-ROM | Lesson D |

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2 Listening Three different trips

A Listen to three people talk about their vacations. How do they describe them? Check (✓) the correct answers.

	How were their vacations?		What was one thing they liked?
1.	☐ awful	☑ great	*shopping*
	☐ boring	☐ so-so	
2.	☐ fun	☐ OK	*the food*
	☑ interesting	☐ terrible	
3.	☐ awful	☑ exciting	*the people*
	☐ boring	☐ great	

B Listen again. What did they like about their trips? Write one thing for each person in the chart.

3 Writing and speaking A postcard

A Read Sofia's postcard to Jack about her vacation.

Dear Jack,

Linda and I are having a great time here in Morocco. We took a train from Casablanca to Marrakech yesterday. Last night, we went to a big "souk," or market. We walked around the market for hours! I bought a nice souvenir for you!

See you soon!
Sofia



B Write a postcard to a friend or family member about an experience you had on vacation. Use the model in Part A to help you.

C Class activity Post your postcards around the room. Read your classmates' postcards. Then write questions about five postcards that interest you.

1. *Eddie – What did you buy for your sister?*
2. *Jung-woo – Who did you travel with?*
3. *Marcus – When did you take this vacation?*

D Class activity Find the classmates who wrote the five postcards. Ask them your questions.

A: *Eddie, what did you buy your sister?*
B: *I bought a scarf.*
A: *I see, thanks. Excuse me, Jung-woo, who did you travel with?*

describe a vacation.

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Wrap-up

1 Quick pair review

Lesson A Brainstorm! Make a list of adjectives. How many do you know? You have one minute.

Lesson B Do you remember? Check (✓) the correct answers. You have one minute.

1. I won a free ticket to Jamaica.	☑ That's great!	☐ Oh, no!
2. I lost my cell phone.	☑ That's terrible!	☐ That's excellent!
3. My sister missed her flight.	☐ That's awesome.	☑ That's too bad.
4. Charlie met Leonardo DiCaprio.	☐ Oh, no!	☑ That's great!

Lesson C Find out! What are two things both you and your partner did on your last vacation? You have two minutes.

A: *Did you go sightseeing on your last vacation?*
B: *Yes, I did. How about you?*
A: *Yes, I went sightseeing, too.*

Lesson D Test your partner! Describe a vacation. Can your partner draw a postcard of your vacation? Check his or her drawing. You have two minutes.

"Last year, my sister and I went to Madrid, Spain. We shopped in El Rastro Market and went to art museums."

2 In the real world

Do you ever read travel blogs? Go online and find a travel blog in English. Then write about it.

- Where did the blogger go?
- When did he or she go there?
- What did he or she do there?

Kelly's Travel Blog

Kelly is a blogger from Canada. Last week, she went on vacation to Scotland. She went sightseeing in Glasgow. She went to . . .

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1 Quick pair review

Learning objective: *Review adjectives, vacation activities, and good and bad news.*

Lesson A Brainstorm!

- Go over the instructions.
- Have Ss work individually or in pairs to list as many adjectives as they can. Set a time limit of one minute.
- Elicit examples from the class.

> ***Classware*** Guided brainstorming page xxviii
> After brainstorming, follow the steps for *Guided brainstorming* to review adjectives.

Lesson B Do you remember?

- Go over the instructions.
- Have Ss check the correct answers. Set a time limit of one minute.
- Go over the answers with the class.

Lesson C Find out!

- Go over the instructions and the example conversation.
- Model the activity. Call on a S and say something you did on your last vacation. Elicit whether the S did it, too. Continue until you find two things you both did.
- Have Ss work in pairs to find out two things they both did on their last vacation. Set a time limit of two minutes.
- Call on Ss to share what they found out with the class.

Lesson D Test your partner!

- Go over the instructions and the example.
- Have Ss work in pairs to take turns describing a vacation as their partner draws a postcard for it. Set a time limit of two minutes.
- Have Ss check their partner's drawing.
- Call on Ss to tell the class about their partner's vacation.

2 In the real world

Learning objective: *Research a travel blog and write about it.*

- Go over the instructions, the questions, and the example.
- As an out-of-class assignment, have Ss go online to research a travel blog in English. Suggest that Ss use a search engine and enter *travel blog English*. Encourage Ss to find a blog about a place they would like to visit.
- Have Ss write three or four sentences about what they found out.
- Have Ss work in pairs or small groups to read what they wrote.
- Call on Ss to read their sentences to the class.

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Time to celebrate

At a glance: Unit overview	Speaking outcomes
LESSON A I'm going to get married. Ss learn vocabulary for months and dates. They use *be going to* in statements and *yes / no* questions and answers.	Ss can . . . talk about their plans for specific dates.
LESSON B Sure. I'd love to. Ss decline and accept invitations. They listen to people invite others to do things.	Ss can . . . accept or decline an invitation.
LESSON C Planning a party Ss learn vocabulary for party plans. They ask and answer *Wh-* questions with *be going to*; they use object pronouns.	Ss can . . . discuss and agree on plans.
LESSON D Birthdays Ss read and discuss an article on birthday traditions. They write a thank-you note.	Ss can . . . describe birthday traditions in their culture.

Warm-up

Learning objective: *Preview the topic and discuss special events.*

Classware Preview the unit page xxx
Before doing Part A, follow the steps for *Preview the unit.* Ask: *What is happening in these pictures? Do people usually send invitations to these events? Which ones?*

A

- To introduce the topic of times to celebrate, direct Ss' attention to the pictures. Ask: *What things do you see? (Students, husband and wife, a New Year celebration, a birthday party)* Elicit answers from the Ss.
- Go over the instructions.
- ***Option*** Say each word and have Ss repeat.
- Have Ss work individually to label the pictures with the correct words and then compare answers with a partner.
- Go over the answers with the class.
- ***Option*** Do the activity as a class.

B

- Go over the question.
- Have Ss work in pairs or groups to answer the question.
- Elicit answers from the class.
- ***Option*** Do the activity as a class.
- Tell Ss that they will learn how to talk about times to celebrate in this unit. Point out the Unit 12 lesson overviews. Go over what Ss will learn in each lesson.

Extra activity Extension

Have Ss work individually to draw a picture of one of the events that they celebrated last year. Have Ss talk about their drawings in pairs. Suggest Ss save their drawings to discuss later in the unit. They could refer to their drawings at the end of Lesson D, when they talk about birthday celebrations.

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IELTS STEP

unit 7

Time to celebrate

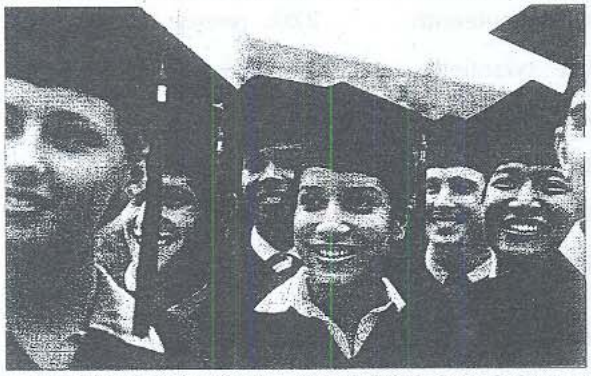
LESSON A
- Months and dates
- *Be going to*; *yes / no* questions

LESSON B
- Declining an invitation
- Accepting an invitation

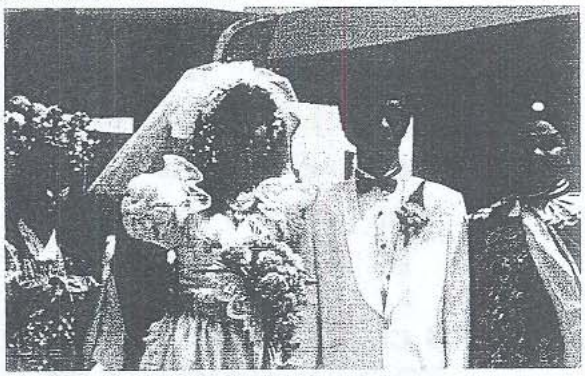
LESSON C
- Party checklist
- *Wh-* questions with *be going to*; object pronouns

LESSON D
- Reading: "Birthday Traditions"
- Writing: A thank-you note

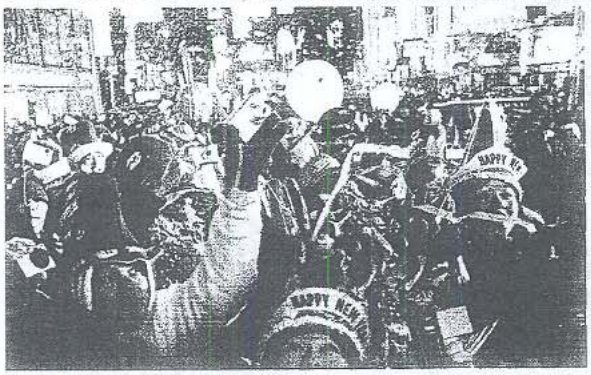
Warm-up



graduation



wedding



holiday



birthday

A Label the pictures with the correct words.

birthday	✓graduation	holiday	wedding

B What special events do you celebrate?

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A I'm going to get married.

1 Vocabulary Months and dates

A Listen and repeat.

January	February	March	April	May	June
July	August	September	October	November	December

1st	first	**9th**	ninth	**17th**	seventeenth	**25th**	twenty-fifth
2nd	second	**10th**	tenth	**18th**	eighteenth	**26th**	twenty-sixth
3rd	third	**11th**	eleventh	**19th**	nineteenth	**27th**	twenty-seventh
4th	fourth	**12th**	twelfth	**20th**	twentieth	**28th**	twenty-eighth
5th	fifth	**13th**	thirteenth	**21st**	twenty-first	**29th**	twenty-ninth
6th	sixth	**14th**	fourteenth	**22nd**	twenty-second	**30th**	thirtieth
7th	seventh	**15th**	fifteenth	**23rd**	twenty-third	**31st**	thirty-first
8th	eighth	**16th**	sixteenth	**24th**	twenty-fourth		

B Class activity When is your birthday? Stand in the order of your birthdays, from the first to the last in the year.

A: *My birthday is July twenty-eighth.*
B: *Mine is July twentieth. You're next to me.*

2 Language in context Special days

A Listen to three people talk about special days. What are the dates of the special days? *See page T-116 for answers.*



I'm going to graduate from high school on June 8th. I'm going to start college in September.

– *Sarah*



My eightieth birthday is on August 21st. I'm going to go skydiving for the first time. I can't wait!

– *Walter*



My boyfriend, Kenta, and I are going to get married on October 16th. We're going to have a big wedding.

– *Mari*

B What about you? What days of the year are special to you? Why?

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LESSON A overview

Vocabulary: Months and dates
Grammar: *Be going to*; *yes / no* questions
Speaking: Information exchange about special days

1 Vocabulary Months and dates

Learning objective: *Use vocabulary for months and dates.*

A (CD 3, Track 42)

- Direct Ss' attention to the months and dates.
- Play the audio. Have Ss listen and read silently.
- Ss often have difficulty saying dates because of the consonants at the end of ordinal numbers. Remind Ss to say all the consonants they hear. Point out that the pronunciation of *February* is challenging.
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.
- Call on a S and say a number (e.g., *twenty*). Elicit the ordinal number (e.g., *twentieth*).
- ***Option*** Have Ss work in pairs to take turns saying numbers and having their partner say the ordinal number.

B

- Go over the instructions and the example conversation.
- Have Ss stand and ask and answer questions about their birthdays to stand in order.
- When Ss are all standing in order, start at the beginning of the line and have Ss say their birthday. Make sure Ss say the ordinal numbers correctly.

2 Language in context Special days

Learning objective: *See* be going to *in context.*

Classware Tip

Before class, hide the dates in each text under the pictures. For added challenge, instead of doing Part A with books open, zoom in on Part A, play the audio, and have Ss listen for the hidden dates. Elicit the dates from the class. Reveal the dates on the board. Play the audio again if necessary.

A (CD 3, Track 43)

- Direct Ss' attention to the pictures to set the scene. Ask: *What do you see? (A graduation, an older man jumping out of a plane, a wedding.)*
- Go over the instructions.
- Play the audio. Have Ss answer the question as they listen and read silently.
- Go over the answers with the class.

Answers

June 8th, August 21st, October 16th

B

- Go over the questions.
- Have Ss answer the questions in pairs or groups.
- Call on Ss to tell the class about their partner's special days and why they are special.
- ***Option*** Do the activity as a class.

Cultural note

In Canada, the school year begins after Labor Day in September, runs for 190 days, and ends at the end of June. The length of the school year in the United States varies from state to state, with most about 175 to 180 days long. In the United States, school begins in August or early September and ends in May or June.

Historically, June is the most popular month to have a wedding, but in recent years, more people have gotten married in July. The most popular months are May through October.

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3 Grammar *Be going to; yes / no questions*

Learning objective: *Practice* be going to; yes / no *questions.*

(CD 3, Track 44)

Be going to

- Direct Ss' attention to the left side of the grammar box.
- Explain the rules for *be going to*:
  1. Focus on form in affirmative statements. Write on the board: subject + simple present of *be* + *going to* + verb
  2. Focus on form in negative statements. Write on the board: subject + simple present of *be* + *not* + *going to* + verb
  3. Focus on use. Say: *We use* be going to *to talk about future plans.*

Yes / no questions

- Direct Ss' attention to the right side of the grammar box.
- Explain the rules for *yes / no* questions with *be going to*:
  1. Focus on form in questions. Write on the board: simple present of *be* + subject + *going to* + verb
  2. Focus on short answers for *yes / no* questions. Write on the board: *yes,* + subject pronoun + simple present of *be; no,* + subject pronoun + simple present of *be* + *not*
- Refer to the sentences in Exercise 2. Have Ss underline the forms of *be going to.*
- Check comprehension. Ask: *Is Mari going to graduate from high school on June 8th? (No, she's not.) Is Sarah going to start college in September? (Yes, she is.) Is Walter going to be eighty years old on August 21st? (Yes, he is.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

- Direct Ss' attention to the picture. Ask: *What do you see? (Someone's graduation.)*
- Go over the instructions and the example.
- Have Ss complete the conversation with the correct forms of *be going to.*
- When Ss are finished, have them compare answers with a partner.
- Go over the answers with the class.
- Have Ss practice the conversation in pairs.

B

- Go over the instructions.
- Have Ss work in pairs to take turns asking and answering three *Are you going to . . . ?* questions.
- Call on Ss to ask a classmate a question.

4 Pronunciation Reduction of *going to* before verbs

Learning objective: *Use reduction of* going to *before verbs.*

A (CD 3, Track 45)

- Go over the instructions.
- Play the audio. Have Ss listen, paying particular attention to the reduction of *going to.*
- Point out that this reduction is only used in speaking, not in writing.
- Play the audio again. Have Ss listen and repeat.

B

- Go over the instructions.
- Have Ss practice saying the sentences from the grammar chart in pairs.
- Call on Ss to say a sentence.

5 Speaking Three special days

Learning objective: *Talk about plans for specific dates.*

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

A

- Go over the instructions.
- Model the activity. Tell the class about the dates and your plans for three special days next year.
- Have Ss work individually to complete the chart.

B

- Go over the instructions.
- Have Ss work in pairs to talk about three special days, and ask and answer questions.
- Go around the room and give help as needed. Take notes on errors you hear Ss make in *be going to.*
- Call on Ss to tell the class about their partner's answers.
- Write any errors you heard Ss make on the board. Encourage Ss to correct them. Make sure they use *be going to* correctly.
- Finally, tell Ss to check the "can do" statement if they can talk about their plans for specific dates. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 89–91
Self-study CD-ROM	Lesson A

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3 Grammar Be going to: yes / no questions

I'm going to graduate on June 8th.
I'm not going to start college in July.

Walter's **going to go** skydiving.
He's **not going to play** basketball.

Mari and Kenta **are going to get** married.
They're **not going to have** a small wedding.

Are you **going to start** college?
Yes, I am. No, I'm not.

Is Walter **going to go** skydiving?
Yes, he is. No, he isn't.

Are they **going to have** a big wedding?
Yes, they are. No, they aren't.

A Complete the conversation with the correct forms of *be going to*. Then practice with a partner.

A: *Are* you *going to graduate* (graduate) from college this year?
B: Yeah, on May 30th. My parents *are going to have* (have) a big party for me.
A: Great! *Is* the party *going to be* (be) at their house?
B: No, it *'s not going to be* (not / be) at the house. They *'re going to have* (have) it at a restaurant.
A: *Are* you *going to get* (get) a job right away?
B: No, I'm not. First, I *'m going to travel* (travel). Then I *'m going to look* (look) for a job.



B Pair work Ask and answer three *Are you going to . . . ?* questions. Answer with your own information.

4 Pronunciation Reduction of *going to* before verbs

A Listen and repeat. Notice how *going to* is reduced to /gənə/ in informal spoken English.

Are you **going to** do anything special? Yes. I'm **going to** go skydiving.

B Pair work Practice the sentences in the grammar chart. Reduce *going to* to /gənə/.

5 Speaking Three special days

A Write the dates and your plans for three special days or holidays next year.

	Special day: _____	Special day: _____	Special day: _____
Dates			
Plans			

B Pair work Tell your partner about your special days. Ask and answer questions for more information.

6 Keep talking!

Go to page 150 for more practice.

I can talk about my plans for specific dates.

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B Sure. I'd love to.

1 Interactions Invitations

A How often do you go to the movies with your friends?

B Listen and practice.



Bill: Hello?
Brandon: Hey, Bill. It's Brandon. Listen, do you want to see a movie tonight?
Bill: Tonight? I'm sorry. I can't.
Brandon: Oh, OK. Well, maybe some other time.



Melissa: Hello?
Brandon: Hi, Melissa. This is Brandon. Do you want to see a movie tonight?
Melissa: A movie? Sure. I'd love to.
Brandon: Great.

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

Declining an invitation	Accepting an invitation
I'm sorry. I can't.	Sure. I'd love to.
I'm afraid I can't.	Sounds good.
I'm really sorry, but I can't.	Yeah. That sounds great.

D Pair work Practice the conversations again with the activities below.

get some ice cream	hang out	play video games	watch a DVD

A: *Hello?*
B: *Hey, Bill. It's Brandon. Listen, do you want to get some ice cream tonight?*

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LESSON B overview

Interactions: Declining an invitation; accepting an invitation
Listening: Invitations
Speaking: Class invitations

1 Interactions Invitations

Learning objective: *Practice declining and accepting invitations.*

A

- Go over the question.
- Have Ss answer the question in pairs.
- Elicit answers from the class.

B (CD 3, Track 46)

- Direct Ss' attention to the pictures to set the scene. Ask: *What are the people doing? (Talking on the phone.)*
- Play the audio. Have Ss listen and read silently. If helpful, play the audio again line by line and have Ss listen and repeat.
- Have Ss practice the conversation in pairs, then change roles and practice again.

C (CD 3, Track 47)

- Point out the target expressions in the conversation *(I'm sorry. I can't. Sure. I'd love to.)*. Explain that there are other ways to decline and accept invitations.
- Go over the expressions in the boxes. Explain that the expressions for declining an invitation are a little more formal than the ones for accepting an invitation.
- Play the audio and have Ss listen and read silently.
- ***Option*** Play the audio line by line and have Ss listen and repeat.
- Model the activity with a S. Have the S read Brandon's lines. Show how to substitute another way to decline an invitation, and another way to accept an invitation.
- Have Ss practice the substitution conversation in pairs, and then change roles and practice again.
- Go around the room and give help as needed.
- ***Option*** Have a pair of Ss perform the conversation in front of the class.

Classware Restoring text page xxx
After doing Part C, follow the steps for *Restoring text*, using the new expressions in the boxes to review language for invitations.

D

- Go over the instructions and phrases in the box.
- Go over the example conversation.
- Model the activity with a S. Have the S read B's question. Show how to substitute an activity from the box. Elicit a way to decline the invitation. Practice again and elicit a way to accept the invitation.
- Have Ss work in pairs to take turns inviting their partner to do an activity, as their partner practices declining and accepting invitations.
- ***Option*** Have two pairs of Ss perform their conversations for the class.

Extra activity Extension
Have Ss work in groups of three to practice accepting and declining the invitations in Part D. Assign roles A, B, and C so Ss know who they are. In the first round, A will invite B, B will decline, A will invite C, and C will accept. Have the Ss do the activity. In the second round, B invites, C declines, and A accepts. In the third round, C invites, A declines, and B accepts. Go around the room and give help as needed.

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2 Listening I'd love to, but . . .

Learning objective: *Develop skills in listening for the gist.*

> ***Classware Tip***
> Before class, hide half of each picture diagonally. In class, before doing Part A, zoom in on the pictures and have Ss guess what is in them. If Ss need help, use the Eraser tool to gradually reveal parts of the pictures.

A (CD 3, Track 48)

- Direct Ss' attention to the pictures. Ask: *What activities are in each picture? (See a movie, eat out at a restaurant, go to a soccer game, meet for coffee.)*
- Go over the instructions.
- Play the audio. Stop after the first conversation. Ask: *What was the invitation? (Go to a soccer game.)* Point out that *1* is in the box for the soccer game.
- Continue to play the audio. Have Ss listen and number the pictures from 2 to 4.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (CD 3, Track 48)

- Go over the instructions.
- Play the audio again. Stop after the first conversation. Ask: *Did she accept or decline?* Point out that *accept* has a check mark.
- Continue to play the audio. Have Ss listen and check *accept* or *decline*.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

> ***Extra activity*** Extension
> To review simple present and past, have Ss work in pairs to ask and answer questions about each conversation. Call on Ss and ask questions (e.g., *Where did Pete invite Vanessa? Did she accept? Did David decline the invitation? Does Jeremy know the new Italian restaurant?*).

3 Speaking Do you want to hang out?

Learning objective: *Accept or decline invitations.*

- Direct Ss' attention to the "can do" statement at the bottom of the page. (When they finish the speaking activity, they will hopefully be able to check the box.)
- Go over the instructions.
- Go over the example conversation.
- Model the activity with a S. Ask: *Do you want to go to a party?* Elicit an excuse from the S. Then say: *Maybe next time.* Remind Ss to expand the conversation by talking about time and place if they accept their partner's invitation.
- ***Tip*** To help Ss become comfortable with more than one way to say something, have them practice each option in pairs first.
- Have Ss walk around the room to practice making invitations and accepting or declining with excuses with at least five classmates. Remind Ss to respond to excuses appropriately.
- Go around the room and give help as needed. Take notes on the errors you hear Ss make in inviting, accepting, declining with excuses, and responding to excuses.
- Call on Ss to invite a classmate to do something. Encourage Ss not to repeat invitations, excuses, or responses.
- Write the errors you heard Ss make on the board. Encourage Ss to correct them. Make sure Ss use the expressions correctly.
- Finally, tell Ss to check the "can do" statement if they can accept or decline an invitation. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

> ***Extra activity*** Extension
> Have Ss work in pairs. Student A makes an invitation. Student B accepts or declines. If Student B declines, then he or she must make an invitation to Student A. Student A then accepts or declines. Have Ss walk around the room to practice with ten classmates.

> ***Additional practice***
> For more practice, use:
>
> | | |
> |---|---|
> | Workbook | page 92 |
> | Self-study CD-ROM | Lesson B |

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2 Listening I'd love to, but . . .

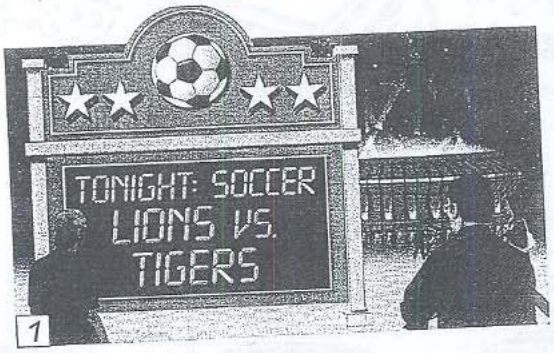
A Listen to four people invite their friends to do things tonight. Number the pictures from 1 to 4.



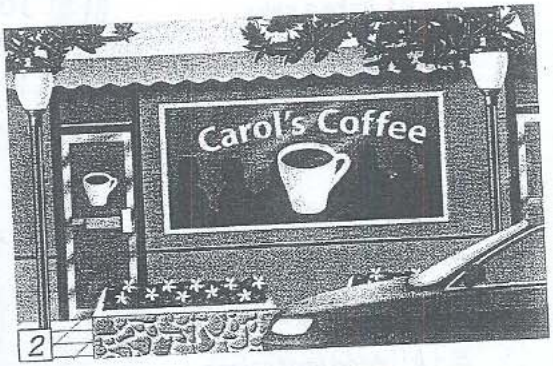
4



3



1



2

B Listen again. Do the friends accept or decline the invitations? Check (✓) the correct answers.

1.	2.	3.	4.
☑ accept	☐ accept	☐ accept	☑ accept
☐ decline	☑ decline	☑ decline	☐ decline

3 Speaking Do you want to hang out?

Class activity "Call" your classmates and invite them to do something with you right now. Your classmates accept the invitations or decline them with excuses. Use the ideas below or your own ideas.

Possible things to do	Possible excuses	Responses to excuses
go out for coffee	I'm cooking dinner.	Oh, that's OK.
go to a party	I'm not feeling well.	Maybe next time.
see a movie	I'm eating lunch.	I'm sorry you can't make it.
go to the mall	I'm studying for an exam.	OK, I understand.
hang out	I'm doing my homework.	That's all right.
go shopping	I'm working late tonight.	No problem.

A: *Hello?*
B: *Hi, it's me. Do you want to go to the mall?*
A: *I'm really sorry, but I can't. I'm not feeling well.*
B: *OK, I understand. Maybe next time.*

accept or decline an invitation.

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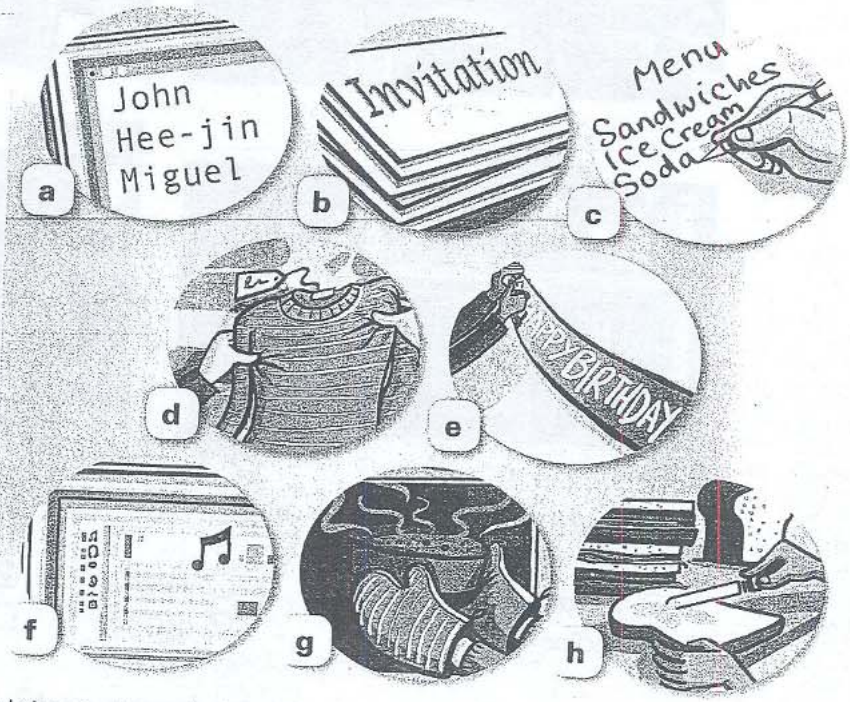
6 Planning a party

1 Vocabulary Party checklist

A Match the things on the checklist and the pictures. Then listen and check your answers.

THINGS TO DO

1. [g] *bake a cake*
2. [d] *buy a gift*
3. [f] *choose the music*
4. [e] *decorate the room*
5. [a] *make a guest list*
6. [c] *plan the menu*
7. [h] *prepare the food*
8. [b] *send invitations*



B Pair work When is a good time to do each thing in Part A? Discuss your ideas.

2 weeks before the party	2–3 days before the party	the morning of the party
1 week before the party	the day before the party	1 hour before the party

"A good time to make a guest list is two weeks before the party."

2 Conversation I can bake!

Listen and practice.

Andrea: We have a lot of things to do for Eric's birthday party. Look, I made a checklist.
Mark: Good idea. Who's going to help us?
Andrea: Rosario. She's going to send the invitations.
Mark: How is she going to send them?
Andrea: By email.
Mark: Good. That's easy. What are we going to buy for Eric?
Andrea: Let's get him a sweater.
Mark: Great. Who's going to bake the cake?
Andrea: I'm going to bake it.
Mark: Um, do you think that's a good idea?
Andrea: Hey, I can bake!
Mark: OK.



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LESSON C overview

Vocabulary: Party checklist
Grammar: *Wh-* questions with *be going to*; object pronouns
Speaking: Discussion of plans for three scenarios

1 Vocabulary Party checklist

Learning objective: *Use vocabulary for things to do for a party.*

A (CD 3, Track 49)

- Direct Ss' attention to the pictures. Ask: *What do you see? (Names, invitations, menu, sweater, happy birthday sign, music, cake, sandwiches.)*
- Go over the instructions. Explain that a *checklist* is a list of things to do.
- Have Ss match the things on the checklist and the pictures.
- *Option* Have Ss check their answers with a partner.
- Play the audio. Have Ss listen and check their answers.
- Play the audio again. Have Ss listen and repeat the words to practice pronunciation.
- *Option* Have Ss work in pairs to take turns saying the verb as their partner says the noun. Then they change roles.

B

- Go over the instructions and times in the box.
- Go over the example.
- Have Ss work in pairs to discuss when it is a good time to do each thing.
- Call on Ss to tell the class about their ideas.

2 Conversation I can bake!

Learning objective: *Practice a conversation about a party; see use of* Wh- *questions with* be going to *in context.*

(CD 3, Track 50)

Classware Fill in the text page xxvii
Before doing Exercise 2, follow the steps for *Fill in the text* using the conversation to practice the vocabulary for a party checklist. Hide *do* (on first line), *send the invitations*, *buy*, and *bake the cake*.

- Direct Ss' attention to the picture to set the scene. Ask: *What are they doing? (Planning a party.) Is Andrea a good cook? (No, she's not.)*
- Play the audio. Have Ss listen and read silently. If helpful, play the audio line by line and have Ss repeat.
- Have Ss practice the conversation in pairs.
- Then call on one pair to act the conversation out for the class.

Extra activity Extension
Copy the lines of the conversation onto strips of paper (one strip for each chunk of dialogue, 12 strips total). Books closed. Put Ss into groups of 12. Give each S a strip to memorize. Have Ss say their lines to the other members of the group and then organize themselves to stand in the order of the conversation. When Ss are in order, have each S say his or her line to recite the conversation.

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3 Grammar *Wh-* questions with *be going to*; object pronouns

Learning objective: *Practice* Wh- *questions with* be going to *and object pronouns.*

(CD 3, Track 51)

_Wh-_ questions with _be going to_

- Direct Ss' attention to the left side of the grammar box.
- Focus on form in *Wh-* questions. Write on the board: *Wh-* question word + simple present of *be* + *going to* + verb
- Focus on use. Say: *We use* Wh- *questions with* be going to *to get information about future events.*

Object pronouns

- Direct Ss' attention to the right side of the grammar box. Say the first question and answer. Ask: *Who is* him *in this sentence? (Eric.)* Say the second question and answer. Ask: *What is* it *in this sentence? (The cake.)* Say the third question and answer. Ask: *What is* them *in this sentence? (The invitations.)*
- Direct Ss' attention to the bottom of the grammar box.
- Elicit the object pronouns for each subject pronoun.
- Refer to the conversation in Exercise 2. Ask Ss to underline the *Wh-* questions and circle the object pronouns.
- Check comprehension. Ask: *Who is going to help Andrea and Matt? (Rosario.) How is Rosario going to send the invitations? (By email.) What are they going to buy Eric? (A sweater.)*
- Play the grammar box audio. Have Ss listen and repeat to practice pronunciation.

A

- Go over the instructions and the example.
- Have Ss work individually to complete the conversation.
- Have Ss compare answers with a partner.
- Go over the answers with the class.
- Have Ss practice the conversation in pairs.

B

- Go over the instructions and the example.
- Have Ss work individually to rewrite the sentences using object pronouns.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

C

- Go over the instructions.
- Model the activity. Call on a S and ask: *What are you going to do tonight?* Elicit his or her plans.
- Have Ss walk around the room and take turns asking and answering the question with ten classmates.
- Call on Ss to tell the class about a classmate's plans.

Classware Revealing grammar page xxx
After doing Part C, follow the steps for *Revealing grammar* to review object pronouns. Hide *him*, *it*, and *them* from the top of the grammar chart and any (or all) object pronouns from the bottom.

4 Speaking Let's decide together.

Learning objective: *Discuss and agree on plans.*

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

A

- Go over the instructions.
- Go over the first situation and the example conversation.
- Have Ss discuss the situations in pairs.

B

- Go over the instructions.
- Have each pair join another pair to take turns sharing their ideas, and asking and answering questions for more information. Encourage Ss to agree on their ideas for each situation.
- Go around the room and give help as needed. Take notes on errors you hear Ss make in using *Wh-* questions with *be going to* and object pronouns.
- Call on Ss to tell the class about their group's ideas.
- Write any errors you heard Ss make on the board. Encourage Ss to correct them. Make sure they use *Wh-* questions and object pronouns correctly.
- Finally, tell Ss to check the "can do" statement if they can discuss and agree on plans. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	pages 93–95
Self-study CD-ROM	Lesson C

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3 Grammar — Wh- questions with *be going to*; object pronouns

What are we going to buy **Eric**?
Who's going to bake **the cake**?
How is she going to send **the invitations**?

Let's get **him** a sweater.
Andrea's going to bake **it**.
She's going to send **them** by email.

Subject	I	you	he	she	it	we	they
Object	me	you	him	her	it	us	them

A Complete the conversation with the correct forms of *be going to*. Then practice with a partner.

A: What time *are* you *going to go* (go) to Eric's birthday party?
B: I *'m going to go* (go) to the party at 6:45.
A: How *are* you *going to get* (get) there?
B: My friend Jason *is going to drive* (drive). Do you want a ride?
A: Um, sure, thanks! What *are* you *going to do* (do) after the party?
B: Jason and I *are going to go* (go) out. I think we *are going to see* (see) a movie.

B Rewrite the sentences. Use object pronouns. Then compare with a partner.

1. He's not going to invite Mary. *He's not going to invite her.*
2. Let's call Bill and Ami again. *Let's call them again.*
3. I'm going to see Eric tomorrow. *I'm going to see him tomorrow.*
4. He's going to help Debbie and me. *He's going to help us.*
5. We're going to buy the present tomorrow. *We're going to buy it tomorrow.*
6. Call Rosario at 5:00. *Call her at 5:00.*

C Class activity Ask your classmates what they're going to do tonight. Answer with your own information.

4 Speaking Let's decide together.

A Pair work Discuss the situations.

Your classmate Masao is in the hospital. He has nothing to do. What are you going to bring him?

You're planning your friend's birthday party. Where is it going to be? What are you going to eat and drink?

You want music for your teacher's birthday party. What songs are you going to play? How are you going to listen to them?

A: *What are we going to bring to Masao?*
B: *Let's bring him a new video game.*
A: *That's a great idea. How about . . . ?*

B Group work Share your ideas with another pair. Ask and answer questions for more information.

5 Keep talking!

Go to page 151 for more practice.

discuss and agree on plans.

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D Birthdays

1 Reading

A What was the last party you went to? What did you do at the party?

B Read the article. Which birthdays are special in each country? *See page T-122 for answers.*

Birthday Traditions around the world

Nigeria

In Nigeria, the first, fifth, tenth, and fifteenth birthdays are very special. To celebrate these birthdays, people have big parties and invite up to 100 people. They eat "jollof rice." This is rice with tomatoes, red peppers, onions, and cassava, a kind of potato.



Japan

The third, fifth, and seventh birthdays are very important in Japan. Every year on November 15th, children of these ages celebrate the *Shichi-go-san* (Seven-five-three) Festival. They usually wear traditional clothes and eat "thousand-year candy" for a long life.



Ecuador

In Ecuador, a family has a big party when a girl turns 15 years old. The birthday girl wears a dress, and her father puts her first pair of high-heeled shoes on her. Then he dances with her. Fourteen other girls dance with fourteen other boys at the same time.



South Korea



Parents in South Korea sometimes try to guess a child's future on his or her first birthday. They put the child in front of some objects, such as a book and a coin. They wait to see which object the child takes. For example, a book means the child is going to be a teacher. A coin means the child is going to have a lot of money.

C Read the article again. Answer the questions.

1. On special birthdays, what do Nigerian children eat? *They eat "jollof rice."*
2. Who celebrates *Shichi-go-san*? *Japanese children ages three, five, and seven celebrate "Shichi-go-san."*
3. Who dances with a 15-year-old Ecuadorian girl at her birthday party? *Her father dances with her.*
4. How do South Korean parents guess a child's future? *They put the child in front of a group of objects, such as a book or coin. Then they wait to see which object the child takes.*

D Pair work How did you celebrate your last birthday? Tell your partner.

"I celebrated my last birthday with my friends. We ate out at a nice restaurant."

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LESSON D overview

Reading: "Birthday Traditions" (an article)
Listening: A "Sweet 16" birthday party
Writing: A thank-you note
Speaking: Discussion about birthday traditions

1 Reading Birthday Traditions

Learning objective: *Read and discuss an article on birthday traditions; develop skills in reading for main ideas and details.*

(CD 3, Track 52)

A

- Go over the questions.
- Have Ss answer the questions in pairs.
- Elicit answers from the class.

Classware Tip
Before class, hide the text leaving only the pictures showing. After doing Part A, books closed. Zoom in on the article and have Ss focus on the pictures. Ask the questions in the notes for Part B below to set the scene. Additional questions: *How old are the children? What are they celebrating?*

B

- Direct Ss' attention to the pictures to set the scene. Ask: *Who do you see? (Children.) Where do you think they are from? (Ecuador, Japan, South Korea.)*
- Pre-teach unfamiliar vocabulary.

Vocabulary
tradition an action or a way of behaving of a group of people for a long time
traditional following the ways of behaving of a group of people
high-heeled shoes shoes that are not flat

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

Answers
Nigeria: first, fifth, tenth, and fifteenth birthdays
Japan: third, fifth, and seventh birthdays
Ecuador: fifteenth birthday
South Korea: first birthday

C

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

Extra activity Extension
Have Ss work in pairs to create eight more questions (two per text) about the article. Have pairs join another pair to take turns asking and answering their questions. Call on Ss to ask a classmate a question. Elicit the answer.

D

- Go over the question and the example.
- Have Ss discuss their ideas in pairs.
- Call on Ss to share their ideas with the class.

Extra activity Personal
Have Ss work individually to prepare five *Wh-* or *yes / no* questions to ask a classmate about how they celebrated their last birthday. Suggest that Ss review the grammar from Unit 11 if they need help. Have Ss work in pairs to take turns asking and answering their questions. Call on Ss to tell the class about their partner's last birthday.

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2 Listening Sweet 16

Learning objective: *Listen to someone tell about her "Sweet 16" birthday party; develop skills in listening for specific information.*

A (CD 3, Track 53)

- Go over the instructions.
- Play the audio. Stop after Amanda says "My birthday is July 14th." Ask: *When is her birthday? (July 14th.)* Point out that *Amanda's birthday is July 14th.* has a check mark because it is true.
- Play the audio. Have Ss listen and check the true sentences.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

B (CD 3, Track 53)

- Go over the instructions.
- Play the audio. Have Ss listen and correct the false sentences.
- Have Ss compare answers with a partner.
- Go over the answers with the class.

3 Writing A thank-you note

Learning objective: *Write a thank-you note for a gift.*

A

- Go over the instructions.
- Model the activity. Tell about a gift you received. Include what the gift is, who it is from, why you got it, and what you like about it.
- Have Ss answer the questions.
- ***Option*** Have Ss talk about the gifts in pairs.

> ***Classware*** Analyzing the model page xxvii
> After doing Part A, follow the steps for *Analyzing the model* to prepare for the writing activity.

B

- Direct Ss' attention to the note. Ask: *Who wrote the note? (Sun-hee.) Who did she write to? (Liz.) What did Liz give Sun-hee? (A sweater.) Why did Sun-hee like it? (Blue and green are her favorite colors.)*
- Go over the instructions.
- Have Ss write a thank-you note for a gift. Remind them to use their answers in Part A and the model for help.

C

- Go over the instructions.
- Have Ss share their thank-you notes in small groups.
- Elicit whether Ss wrote about similar gifts.

4 Speaking How we celebrate

Learning objective: *Describe birthday traditions in your culture.*

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

A

- Direct Ss' attention to the picture. Ask: *What are they celebrating? (A birthday.) Where is the party? (Mexico.)*
- Go over the instructions and the questions.
- Have Ss work in small groups to discuss the ways people celebrate birthdays in their culture. Remind them to use the questions.
- Call on Ss to tell the class about how they or someone in their group celebrates birthdays.

B

- Go over the instructions.
- Have Ss work in their small groups to take turns telling how they are going to celebrate their next birthday.
- Go around the room and give help as needed. Take notes on correctly formed uses of *be going to* in statements and questions that you hear.
- Provide positive feedback to Ss on correctly formed uses of *be going to*.
- Finally, tell Ss to check the "can do" statement if they can describe birthday traditions in their culture. NOTE: If Ss feel they need more help, suggest they do the *Additional practice* activities.

Additional practice

For more practice, use:

Workbook	page 96
Self-study CD-ROM	Lesson D

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2 Listening Sweet 16

A Listen to Amanda, a 16-year-old American girl, describe her "Sweet 16" birthday party. Check (✓) the true sentences.

1. ☑ Amanda's birthday is July 14th.
2. ☐ ~~Her parents~~ She made a guest list.
3. ☐ ~~She~~ Her parents sent the invitations.
4. ☐ She and her ~~father~~ mother decorated the room.
5. ☑ She had pizza, ice cream, and cake.
6. ☐ ~~Forty~~ Fourteen of her friends came.
7. ☑ She got a gift from her parents.
8. ☑ She's going to have a party on her 18th birthday.

B Listen again. Correct the false sentences.

3 Writing A thank-you note

A Think of a birthday gift (or any gift) you received. Answer the questions.

- What is the gift? _____
- Who is it from? _____
- Why did you get it? _____
- What do you like about it? _____

Dear Liz,

Thanks a lot for the birthday gift. I love the sweater. Blue and green are my favorite colors. Thank you for coming to my party!

Thanks again,
Sun-hee

B Write a thank-you note for the gift. Use the model and your answers in Part A to help you.

C Group work Share your thank-you notes. Did any of you write about similar gifts?

4 Speaking How we celebrate

A Group work Discuss the ways people celebrate birthdays in your culture. Use the questions below and your own ideas.

- Which birthdays are very special?
- Do people celebrate with family, friends, or both?
- What do people eat and drink?
- What do people do?
- Do they give gifts? What kinds of gifts?
- How do you usually celebrate birthdays?

B Group work Tell your group how you are going to celebrate your next birthday. Are you going to do any of the things you discussed in Part A?



a birthday party in Mexico

describe birthday traditions in my culture.

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Wrap-up

1 Quick pair review

Lesson A Guess! Say three dates when you are going to do something special. Can your partner guess what you are going to do? Take turns. You have three minutes.

A: *I'm going to do something special on June 17th.*
B: *Are you going to graduate?*
A: *Yes, I am!*

Lesson B Do you remember? Read the sentences. Write A (accepting an invitation), D (declining an invitation), or E (making an excuse). You have one minute.

1. I'd love to. A
2. I'm studying for an exam. E
3. That sounds great. A
4. I'm really sorry, but I can't. D
5. I'm working late tonight. E
6. I'm afraid I can't. D

Lesson C Brainstorm! Make a list of things you do to plan a party. How many do you know? You have two minutes.

Lesson D Find out! What are three activities both you and your partner do on your birthdays? You have two minutes.

A: *I eat cake on my birthday. Do you?*
B: *Yes, I eat cake, too.*

2 In the real world

When is your birthday? Go online and find information in English about two important events that happened that day. Then write about them.

- Where did the events happen?
- Who participated in the events?
- Why were the events important?

My Birthday

My birthday is December 17th. On this day in 1903, the Wright brothers flew an airplane for 12 seconds. This was important because . . .

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1 Quick pair review

Learning objective: *Review dates, ways to accept and decline invitations, and plans for a party.*

Lesson A Guess!

- Go over the instructions and the example conversation.
- Have Ss work in pairs to take turns saying three dates they are going to do something special as their partner guesses. Set a time limit of three minutes.
- Call on Ss to tell the class about one of their partner's special days and plans.

Lesson B Do you remember?

- Go over the instructions.
- Have Ss write A, D, or E next to each sentence. Set a time limit of one minute.
- Go over the answers with the class.

Lesson C Brainstorm!

- Go over the instructions.
- Have Ss work individually or in pairs to make a list of things they do to plan a party. Set a time limit of two minutes.
- Elicit examples from the class.

> ***Classware*** List that page xxix
> After brainstorming, follow the steps for *List that* to review vocabulary for planning a party.

Lesson D Find out!

- Go over the instructions and the example conversation.
- Model the activity. Call on a S and say something you do on your birthday. Elicit whether the S does it, too. Continue until you find three things you both do.
- Have Ss work in pairs to find out three things they both do on their birthdays. Set a time limit of two minutes.
- Call on Ss to share what they found out with the class.

2 In the real world

Learning objective: *Research events that happened on their birthday and write about them.*

- Go over the instructions, the questions, and the example.
- As an out-of-class assignment, have Ss go online to research events that happened on their birthdays. Suggest that Ss use a search engine and enter *This day in history* (date).
- Have Ss write three or four sentences about what they found out.
- Have Ss work in pairs or small groups to read what they wrote.
- Call on Ss to read their sentences to the class.
- Elicit which birthday is the most interesting.

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Keep talking!

Unit 1, Lesson A

Learning objective: *Practice saying names and possessive adjectives.*

Refer Ss to page 125.

A

- Go over the instructions and the example conversation. Say: *My name is Eduardo.* Have a S read the next line: *His name is Eduardo. My name is Ming-mei.* Continue with two more Ss.
- Have Ss work in groups to practice the activity. Have Ss stand in a circle.
- Go around the room and provide help as needed. Make sure Ss use the correct possessive adjectives and forms of *be*.

B

- Go over the instructions and the example sentences.
- Have students work in groups to practice the activity.
- Go around the room and provide help as needed. Make sure Ss use first and last names.
- Call on Ss to tell the class about the people in their group.

Name circle

A Group work Stand in a circle. Go around the circle and say your first names. Repeat your classmates' names before you say your own name.



B Group work Go around the circle again. Repeat your classmates' full names.

A: *My name is Eduardo Sanchez.*
B: *His name is Eduardo Sanchez. My name is Ming-mei Lee.*
C: *His name is Eduardo Sanchez. Her name is Ming-mei Lee. My name . . .*

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Entertainment awards

Student A

Pair work You and your partner have pictures of the same people, but some of the jobs and cities are different. Ask questions to find the differences. Circle them.



A: *Is Antonio Loren a model in your picture?*
B: *Yes, he is.*
A: *OK. That's the same. Is he from Rome?*
B: *No, he's from Milan. That's different.*

Unit 1, Lesson C

Learning objective: *Talk about people, jobs, and cities.*

Put Ss in pairs. Designate one S as A and one S as B. Refer A Ss to page 126. Refer B Ss to page 128.

- Explain or elicit the meaning of *the same* and *different*. Hold up two Ss' books *(the same)*. Hold up two coats or bags *(different)*. Explain to Ss that they have to circle things that are different.
- Go over the instructions and the example conversation (they are the same on both pages).
- Model the activity. Ask: *Is Antonio a model in your picture? Is that the same or different? (Yes, that's the same.) Is Maria an actress? Is that the same or different? (No, that's different.)* If helpful, ask one or two more questions.
- Have Ss take turns asking and answering questions to find differences. Remind Ss not to look at their partners' page.
- Go around the room and give help as needed.
- Elicit the differences.

Answers

Student A:
Antonio Loren is from Milan.
Lucy Chen is an actress.
Maria Lopez is a singer.
David Mason is from Boston.

Student B:
Antonio Loren is from Rome.
Lucy Chen is an artist.
Maria Lopez is an actress.
David Mason is from London.

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Unit 2, Lesson A

Learning objective: *Practice asking and answering questions about names, nationalities, and cities.*

Refer Ss to page 127.

A

- Direct Ss' attention to the map. Ask about cities and countries (e.g., ask: *Where is Dakar? [Senegal.] Where is Havana? [Cuba.] What cities are in Canada? [Toronto and Vancouver.]*).
- Go over the instructions.
- Model the activity. Create a "new" identity for yourself (*My name is Yuki Nakamoto. I am from Tokyo, Japan.*).
- Have Ss work individually to complete the index card for themselves.

B

- Go over the instructions and the example conversation.
- Model the activity. Call on a S and ask the questions in the conversation. Show how to substitute the name and nationality in your second and third lines. Write the S information on the board.
- Have Ss work in groups of five to practice the activity. Alternatively, have Ss walk around the room to interview four classmates. Remind Ss to write the information on the cards.
- Go around the room and provide help as needed. Make sure Ss use nationalities in response to country names.
- Call on Ss to tell the class about a "new" classmate.

unit Lesson A

Around the world

A Create a "new" identity. Write your new name and the country and city you are from.

Name:
Country:
City:



B Group work Interview four classmates. Complete the cards with their "new" identities.

Name: Country: City:	Name: Country: City:
Name: Country: City:	Name: Country: City:

A: *Hi. What's your name?*
B: *Hi. My name is Sophie Manet.*
A: *Where are you from, Sophie?*
B: *I'm from France.*
A: *Oh, you're French. What city are you from?*
B: *I'm from Paris.*

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Entertainment awards

Student B

Pair work You and your partner have pictures of the same people, but some of the jobs and cities are different. Ask questions to find the differences. Circle them.



A: *Is Antonio Loren a model in your picture?*
B: *Yes, he is.*
A: *OK. That's the same. Is he from Rome?*
B: *No, he's from Milan. That's different.*

Answers

Student A:
Antonio Loren is from Milan.
Lucy Chen is an actress.
Maria Lopez is a singer.
David Mason is from Boston.

Student B:
Antonio Loren is from Rome.
Lucy Chen is an artist.
Maria Lopez is an actress.
David Mason is from London.

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Unit 2, Lesson C

Learning objective: *Talk about family members.*

Refer Ss to page 129.

A

- Go over the instructions.
- Direct Ss' attention to the family tree. Check comprehension. Ask: *This is Roberto. Who is his father? (César.) Who is his wife? (Claudia.) Who is their daughter? (Isabel.) Who is Isabel's brother? (Iván.)*
- Have Ss work individually to draw their own family trees.
- Go around the room and give help as needed.

B

- Go over the instructions and the example conversation.
- Read the conversation with a S.
- Model the activity with another S. Tell about someone in your family. Have the S ask questions.
- Have Ss work in pairs to take turns talking about their family tree as their partner draws it.

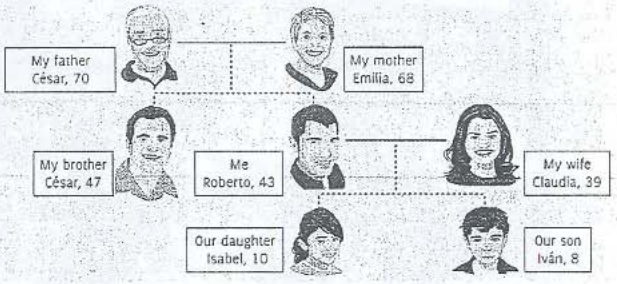
C

- Go over the instructions.
- Have Ss compare the trees they drew with their partner's original trees.
- Call on Ss and ask questions: *Who is in your partner's family? What is his (her) father's name? How old is his (her) sister?*

unit Lesson C

Family tree

A Draw your family tree. Include your family members, their names, and their ages.



My Family Tree

B Pair work Tell your partner about your family tree, but don't show it! Your partner draws it on another sheet of paper. Take turns.

A: *My grandfather is George. He's 72 years old. My grandmother is Anna.*
B: *How do you spell "Anna"?*
A: *A-N-N-A.*
B: *OK, thanks.*
A: *She's 68. Their kids are . . .*

C Pair work Compare your drawing with your partner's family tree. Are they the same?

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Cleaning the closet

Pair work Look at Dean and Lucy's closet. What things are in their closet?



A: *What's that?*
B: *It's a dictionary. What's that?*
A: *It's a cell phone. Hey, what are these?*

Unit 3, Lesson A

Learning objective: *Talk about everyday items.*

Refer Ss to page 130.

- Direct Ss' attention to the picture. Elicit some of the items they see.
- Go over the instructions and the example conversation.
- Model the activity. Point to an item and ask: *What's that?* Elicit the answer.
- Have Ss work in pairs to take turns asking and answering questions about the items in the closet.
- ***Option*** Have Ss work in pairs to make a list of items and the number of each.

Extra activity Pair drawings

Model the activity. Have a S tell you what is in his or her bag or car. It doesn't have to be true. Draw the items on the board as you listen. Show the class your finished drawing. Ask: *Is this right?* Make any necessary changes. Have Ss work in pairs to take turns naming the things as their partner draws them. Encourage Ss to use different numbers of things.

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Unit 3, Lesson C

Learning objective: *Talk about clothes and colors.*

Put Ss in pairs. Designate one S as A and one S as B. Refer A Ss to page 131. Refer B Ss to page 132.

A

- Go over the instructions and the example conversation (they are the same on both pages).
- Direct Ss' attention to Ben's clothes. Ask A Ss: *Are Ben's pants gray? (Yes, they are.)* Ask B Ss: *Are Ben's pants gray? (Yes, they are.)* Say: *That's the same.* Ask both: *Is his cap yellow?* Elicit the differences *(A: Yes, it is. B: No, it isn't.)*. Say: *That's different.*
- Have Ss work in pairs to talk about what is the same and different in the two pictures.
- Elicit the differences.

Answers

Differences: *Alice's pants; Ben's cap and T-shirt; Cindy's scarf; Drew's suit, belt, and tie; Ellen's skirt and hat; Fred and Frank's caps and shorts.*

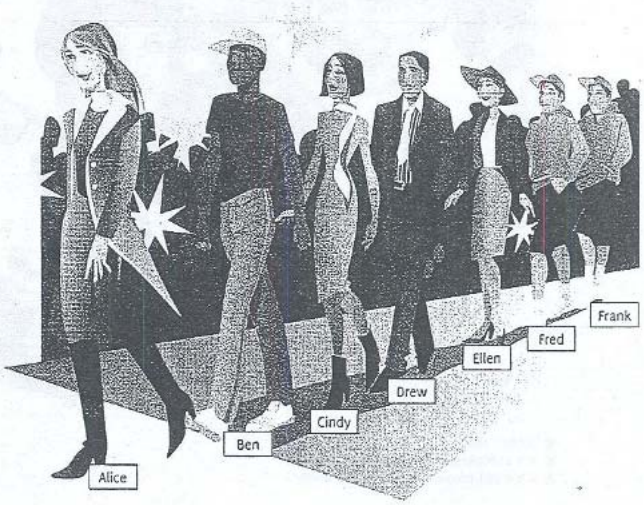
B

- Go over the instructions and the example partial conversation.
- Elicit the completion of B's line *(Ben's pants are gray.)*.
- Have Ss look at the picture to remember as much as they can. Set a one-minute time limit.
- Have Ss cover the picture and talk about what is the same.
- ***Option*** Have Ss write notes about the people's clothes.
- Elicit what is the same.

What color?

Student A

A Pair work You and your partner have pictures of the same people, but some of their clothes are different colors. Describe the clothing to find the differences. Circle them.



A: *In my picture, Alice's coat is blue and white.*
B: *That's the same in mine. And her pants are gray.*
A: *In my picture, her pants are green. That's different.*

B Pair work Cover the picture. What is the same? Answer with the information you remember.

A: *Alice's coat is blue and white.*
B: *Yes. And Ben's pants are . . .*

Answers

Similarities: *Alice's gray shirt, blue coat, and brown boots; Ben's gray pants and white tennis shoes; Cindy's pink dress and black boots; Drew's blue and white shirt; Ellen's blue jacket, white shirt, and blue shoes; Fred and Frank's gray sweatshirts and white tennis shoes.*

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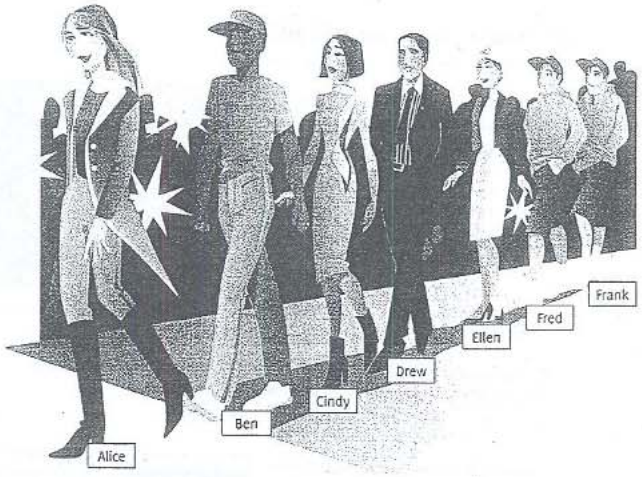
What color?

Student B

A Pair work You and your partner have pictures of the same people, but some of their clothes are different colors. Describe the clothing to find the differences. Circle them.



A: *In my picture, Alice's coat is blue and white.*
B: *That's the same in mine. And her pants are gray.*
A: *In my picture, her pants are green. That's different.*

B Pair work Cover the picture. What is the same? Answer with the information you remember.

A: *Alice's coat is blue and white.*
B: *Yes. And Ben's pants are . . .*

Answers

Differences: *Alice's pants; Ben's cap and T-shirt; Cindy's scarf; Drew's suit, belt, and tie; Ellen's skirt and hat; Fred and Frank's caps and shorts.*

Answers

Similarities: *Alice's gray shirt, blue coat, and brown boots; Ben's gray pants and white tennis shoes; Cindy's pink dress and black boots; Drew's blue and white shirt; Ellen's blue jacket, white shirt, and blue shoes; Fred and Frank's gray sweatshirts and white tennis shoes.*

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Unit 4, Lesson A

Learning objective: *Talk about ways people get around.*

Refer Ss to page 133.

A

- Go over the instructions. Point out that % means "percent." Check comprehension. Ask: *If 100% of students drive to school, does that mean all, half, or none of the students drive? (All of the students.)*
- Direct Ss' attention to the picture. Ask: *How do people get around in Los Angeles? (They drive.)*
- Direct Ss' attention to the figures on the left. Ask: *What percent drive alone? (65%.) What percent drive with others? (15%.) What percent take the bus? (10%.) What percent ride a bicycle? (1%.)*

B

- Go over the instructions and the percentages in the box.
- Direct Ss' attention to the picture. Ask: *How do those people get around? (They take the subway.)*
- Have Ss work in pairs to complete the chart with their guesses about percentages.
- Elicit ideas from Ss.
- Have Ss check their answers on page 134.

C

- Go over the instructions and the example conversation.
- Have Ss work in small groups to rank the ways people get to work in your city from 1 to 8.

unit 4 Lesson A

Car, train, bus, or bicycle?

A Look at the ways people get to work in Los Angeles.

How people in Los Angeles get to work

65%	drive alone
15%	drive with others
10%	take the bus
4%	walk
1%	ride a bicycle
5%	other



Source: www.fhwa.dot.gov/ctpp/jtw/jtw4.htm

Note: % = percent

B Pair work Guess the ways people get to work in New York City. Complete the chart with the numbers. Then check your answers on the bottom of page 134.

1%	6%	6%	8%	8%	14%	25%	32%

How people in New York City get to work

_____ %	drive alone
_____ %	drive with others
_____ %	take the bus
_____ %	walk
_____ %	take the subway
_____ %	take the train
_____ %	take a taxi
_____ %	other



Source: www.fhwa.dot.gov/ctpp/jtw/jtw4.htm

C Group work Guess the ways people get to work where you live. Rank them from 1 to 8.

_____ drive alone	_____ ride a bicycle	_____ take the bus	_____ walk
_____ drive with others	_____ take a taxi	_____ take the train or subway	_____ other

A: *I think number 1 is "take the train or subway."*
B: *I agree. I think number 2 is "drive alone."*

Keep talking! 133

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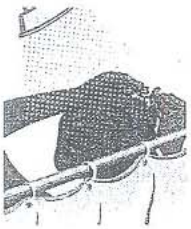
unit Lesson C

Routines

A Class activity Find classmates who do each thing. Write their names.

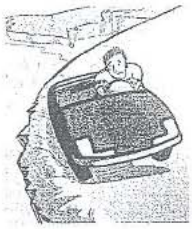
Find someone who . . .	Name	Find someone who . . .	Name
gets up before 6:00		sleeps a lot on weekends	
studies in the morning		walks to class	
takes a shower at night		has a red cell phone	
has coffee at home		studies on the bus	
reads every day		takes a bath in the morning	
goes to bed early		drives a sports car	
watches TV after midnight		doesn't have a dictionary	



take a shower



take a bath



drive a sports car

A: *Do you get up before 6:00, Donna?*
B: *No, I don't. I get up at 6:30.*
A: *How about you, Michael? Do you get up before 6:00?*
C: *Yes, I do.*

B Share your information.

A: *Michael gets up before 6:00.*
B: *And Angela gets up before 6:00. David studies in the morning.*

Answers to Keep talking! Unit 4 Lesson A, Part B (page 133): 25% drive alone, 6% drive with others, 14% take the bus, 8% walk, 32% take the subway, 8% take the train, 1% take a taxi, 6% other

Unit 4, Lesson C

Learning objective: *Ask and answer questions about routines.*

Refer Ss to page 134.

A

- Direct Ss' attention to the pictures. Say each new activity and have Ss repeat.
- Go over the instructions and the example conversation. Point to the first line on the *Find someone who . . .* activity and say: *Michael gets up before 6:00.*
- Model the activity. Ask a S: *Do you get up before 6:00?* If the S answers yes, pretend to write his or her name on the first line. If the S answers no, keep asking until a S does answer yes.
- Have Ss walk around the room to ask and answer questions and complete the chart. Encourage Ss to write a different name on every line if possible.

B

- Go over the instructions and the example conversation.
- Have Ss share their information in pairs or small groups.
- Call on Ss to tell the class about one or more classmates.

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Unit 5, Lesson A

Learning objective: *Talk about more online habits.*

Refer Ss to page 135.

A

- Go over the instructions.
- Direct Ss' attention to the pictures. Say each phrase and have Ss repeat.
- Direct Ss' attention to the chart. Say each question and have Ss repeat.
- Model the activity. Call on a S and ask: *Do you ever read people's blogs?* Make sure the S responds with an adverb of frequency. Repeat his or her sentence (e.g., *I sometimes read people's blogs.*).
- Have Ss work individually to add two more questions to the chart.

B

- Have Ss work in pairs to take turns asking and answering the questions in their charts. Remind Ss to use adverbs of frequency in the answers.
- Have Ss write their partner's answers in the chart.

C

- Go over the instructions and the example conversation.
- Have Ss work with different partners to take turns talking about their first partner's answers.
- Call on Ss to tell the class about their first partner's online habits.

Extra activity Survey

Have Ss each choose one question about online habits to ask their classmates. If your class is large, have Ss ask 10 or 15 classmates. Have Ss walk around the room to ask and answer the questions and record the answers.

On the computer

A Add two more questions about online activities to the chart.

Do you ever . . . ?	Name:
read people's blogs	
buy books online	
use online dictionaries	
search the Internet in English	
check the weather online	
get directions online	
check movie times online	



check the weather



get directions



check movie times

B Pair work Interview your partner. Complete the chart with his or her answers. Use adverbs of frequency.

A: *Naoko, do you ever read people's blogs?*
B: *Oh, yes. I often do. Do you?*
A: *I hardly ever do.*
B: *Do you ever . . . ?*

C Pair work Tell another classmate about your partner's answers.

A: *Naoko often reads people's blogs.*
B: *Sasha never does.*

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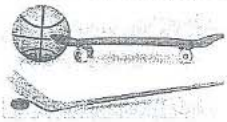
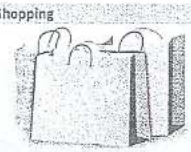
Follow-up questions

A Add two follow-up questions about each topic to the charts.

Sports and games	Questions	Name: _____
	Do you ever play sports?	
	What do you play?	
	Who do you play with?	

Shopping	Questions	Name: _____
	Do you ever go shopping?	
	Where do you shop?	
	What do you buy there?	

Getting around	Questions	Name: _____
	Do you ever take the bus?	
	Why do you take the bus?	
	When do you take it?	

B Class activity Find a classmate who does each activity. Then ask the follow-up questions. Take notes.

A: *Do you ever play sports, Samantha.*
B: *Yes, I sometimes do.*
A: *What do you play?*
B: *I play tennis.*

C Share your information. What answers are popular in your class?

Unit 5, Lesson C

Learning objective: *Ask and answer follow-up questions.*

Refer Ss to page 136.

A

- Go over the instructions.
- Direct Ss' attention to the charts. Point out that the first question in each section is a *yes / no* question, and the follow-up questions are *Wh-* questions.
- Have Ss work individually to add two more questions to each topic.

B

- Go over the instructions and the example conversation.
- Model the activity. Call on a S and ask: *Do you ever go shopping?* If the S answers yes, ask the follow-up questions, including one more (e.g., *Who do you go with?*). Pretend to write the answers down.
- Have Ss walk around the room to ask and answer questions to complete their charts. Remind them to write the names and the answers.

C

- Go over the instructions.
- Have Ss share their information in pairs or small groups.
- Call on Ss to share their information with the class.

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Unit 6, Lesson A

Learning objective: *Talk about jobs people do.*

Refer Ss to page 137.

A

- Go over the instructions.
- Direct Ss' attention to the picture. Tell Ss to try to remember as much as they can. Set a time limit of two minutes.

B

- Go over the instructions and the example conversation.
- Have Ss cover the picture. Then have Ss work in pairs to take turns asking and answering the questions.

C

- Go over the instructions.
- ***Option*** Give Ss one minute to look at the picture and think of two more questions.
- Have Ss cover the picture. Then have Ss work in pairs to take turns asking and answering two more questions about the picture.

Extra activity True or false

Have Ss work in pairs to write five sentences about the picture. At least two should be false. Books closed. Have each pair join another pair to take turns reading their sentences and eliciting whether they are true or false.

Job details

A Look at the picture for two minutes. Try to remember the people's names, jobs, and other information.



B Pair work Cover the picture. Ask the questions and answer with the information you remember.

- What does Pam do?
- Where does she work?
- Who does she work with?
- What does Paul do?
- How does Jane get to work?
- What does Tommy do?
- Where does Mei-li work?
- What does she do?
- What company does Mitch work for?
- What does Carla do?

A: *What does Pam do?*
B: *I think she's a waitress.*
A: *Yes, I think so, too. Where does she work?*

C Pair work Ask and answer two more questions about the picture.

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Start to finish

Group work Play the game. Put a small object on *Start*. Toss a coin.

Move 1 space. Heads

Move 2 spaces. Tails

Read the question. Can you do what it says? Take turns.

Yes. → Move ahead. No. ← Move back.



Unit 6, Lesson C

Learning objective: *Play a game to practice questions and answers with* can.

Refer Ss to page 138.

- Go over the instructions.
- Direct Ss' attention to the game board.
- Model the activity. Toss a coin. If it's heads, read the first question aloud *(Can you spell your first name backward?)*, and spell your name backward. If it's tails, say: *Can you whistle?* Whistle. Pretend to move your piece as directed.
- Have Ss work in groups of three or four to play the game.
- Go around the room and give help as needed.
- When Ss have finished the game, call on Ss and ask a question on the game board.

Extra activity Extension

After Ss have played the game, have them use the board as a "Find someone who" activity. Have Ss stand and go around the room to ask questions. If a classmate answers yes, they can write his or her name in the square. Encourage Ss to write a different name in every square.

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Unit 7, Lesson A

Learning objective: *Practice* some / any *with other food words.*

Refer Ss to page 139.

A

- Go over the instructions. Model the activity. Choose seven items from the picture. Have the class ask you questions (e.g., *Do you have any . . . ? [Yes, I have some. / No, I don't have any.]*) to find out which seven items you chose. Ss continue until they find out which seven items you have in your basket.
- Have Ss circle seven items. Help with vocabulary if necessary.

B

- Go over the instructions.
- Point out the three recipes. Ask: *What food do you need for each recipe? (Some beef, some carrots, etc.)*
- Have Ss work in pairs to ask questions to find out what is in their partner's basket and talk about which recipes they can make with the food items.
- Go around the room and pay close attention to the use of *some / any*.
- Call on Ss to tell the class what dishes they made with the food listed.

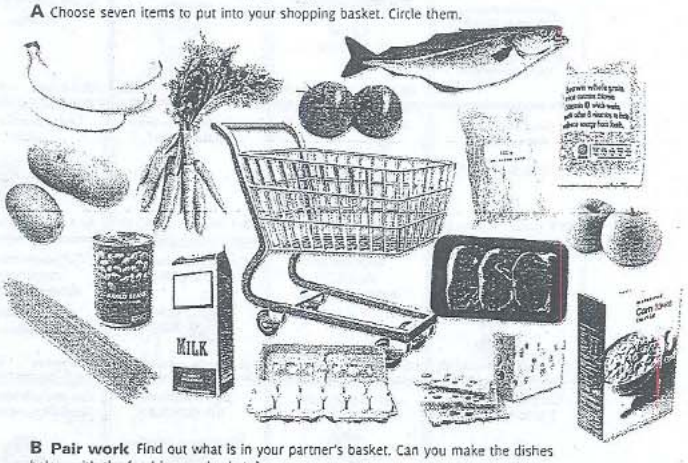
C

- Go over the instructions.
- Have Ss work in pairs to discuss any other recipes they could make with the food items in their baskets.
- Call on Ss to share more recipes. Elicit more examples. *(Can anyone make salad? . . . an omelette? . . . a meal for breakfast?)*

unit 7 Lesson A

What's in your shopping basket?

A Choose seven items to put into your shopping basket. Circle them.



B Pair work Find out what is in your partner's basket. Can you make the dishes below with the food in your baskets?


Stew
beef
carrots
noodles


Fruit smoothie
apples
bananas
milk


Spaghetti and meatballs
beef
cheese
pasta
tomatoes

A: *I have beef and noodles. Do you have any carrots?*
B: *Yes, I do. We can make stew!*

C Pair work What else can you make with the food in your baskets?

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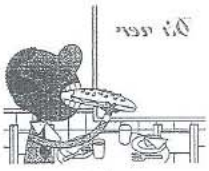
How often do you eat standing up?

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


drink coffee in the morning


drink tea


eat alone


eat candy in class



eat fast food for breakfast


eat on the street


eat standing up

_____ (your own idea)

_____ (your own idea)

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

Unit 7, Lesson C

Learning objective: *Talk about eating habits.*

Refer Ss to page 140.

- Go over the instructions.
- Explain that *candy* is a food with a lot of sugar and that *fast food* is food you get very quickly, such as hot dogs and hamburgers.
- Have Ss read the eating habits under the pictures.
- Model the activity. Tell the class two examples of your eating habits (e.g., *I eat only fruit for dinner.*). Tell Ss to add two more ideas. These can be unusual, e.g., *eat cold pizza, eat cereal for dinner, eat food in the middle of the night*. Elicit some ideas from the whole class.
- Model the conversation at the bottom of the page with two Ss. Take the role of S C. Continue the conversation with them. Alternatively, ask the class for ideas on how to continue it.
- Have Ss work in groups of three to discuss how often they do each thing. Have them sit in a circle if possible and look at one another as they talk.
- ***Option*** To encourage Ss to keep talking, have each S take notes on one of their partner's habits. Call on Ss to report back to the class on the partner. Encourage Ss to talk for as long as they can. Time Ss and report on which S talks for the most time.

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Unit 8, Lesson A

Learning objective: *Talk about places in the neighborhood.*

Put Ss in pairs. Designate one S as A and one S as B. Refer A Ss to page 141. Refer B Ss to page 142.

A

- Go over the instructions and the model conversation.
- Have Ss work in pairs to take turns asking and answering questions to write the names of missing places on their maps.

B

- Go over the instructions and the example conversation.
- Have Ss cover the picture. Then have Ss work in pairs to take turns saying six things they remember.
- ***Option*** Books closed. Call on Ss and say true and false statements about the picture. Elicit whether each statement is true or false. Have Ss check their answers in the book if necessary.

Extra activity True or false

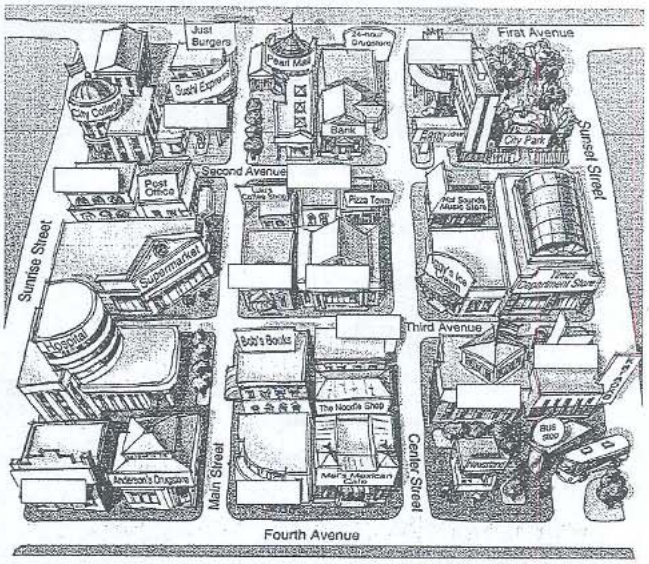
Have Ss work in pairs to write five sentences about the picture. At least two should be false. Books closed. Have each pair join another pair to take turns reading their sentences and eliciting whether they are true or false.

unit 8 Lesson A

What's missing?

Student A

A Pair work You and your partner have pictures of the same neighborhood, but different places are missing. Ask questions to get the names. Write them.



A: *What's across from the post office?*
B: *The gas station.*

B Pair work Cover the picture. Tell your partner six things you remember.

A: *The gas station is across from the post office.*
B: *That's right.*

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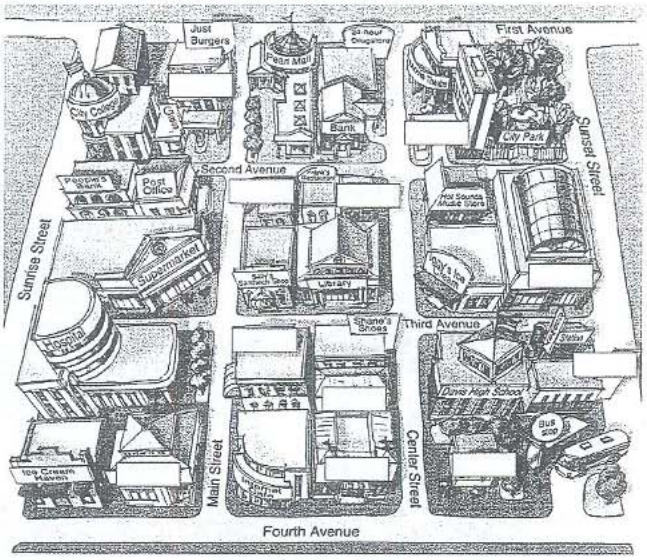
What's missing?

Student B

A Pair work You and your partner have pictures of the same neighborhood, but different places are missing. Ask questions to get the names. Write them.



A: *What's next to the movie theater?*
B: *Parkview Hotel.*

B Pair work Cover the picture. Tell your partner six things you remember.

A: *Parkview Hotel is next to the movie theater.*
B: *That's right.*

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Unit 8, Lesson C

Learning objective: *Write sentences to practice using* there is *and* there are *and prepositions of location.*

Refer Ss to page 143.

- Go over the instructions and the example.
- Direct Ss' attention to the picture and the names of animals.
- Model the activity. Say another sentence about the picture: *There's a man in a bed next to a lion.*
- Have Ss work in pairs to make ten sentences about the zoo.
- Go around the room and give help as needed.
- Call on Ss to share their sentences with the class.

Extra activity Extension

To review the simple present tense and adverbs of frequency, have Ss work in pairs to add a sentence to each of the ones they made above. Model the activity. Say: *There's a man in a bed next to a lion. A man doesn't usually sleep next to a lion.* Have Ss add ten sentences using the simple present and adverbs of frequency. Have each pair join another pair to share their sentences.

An unusual zoo

Pair work What's wrong at this zoo? Make ten sentences about the people, animals, and other things in the zoo. Use *There is . . . , There are . . . ,* and prepositions of location.



"There's a bear in the car."

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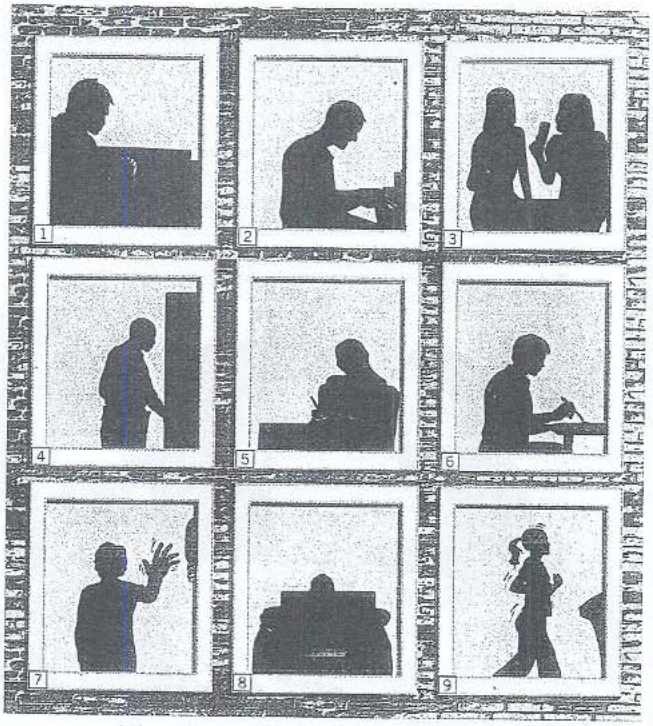
Neighbors

A Pair work Look through the windows. What are the people doing? Discuss your ideas.



A: *I think the man is doing his homework. What do you think?*
B: *I think he's writing a letter. He's sitting, too.*

B Pair work What are the people actually doing? Go to page 153 to check your answers.

Unit 9, Lesson A

Learning objective: *Talk about what people are doing.*

Refer Ss to page 144.

A

- Go over the instructions and the model conversation.
- Have Ss work in pairs to say what they think the people are doing. Encourage Ss to think of more than one idea.

B

- Go over the instructions.
- Have Ss check their answers on page 153.

Extra activity Extension

For each answer Ss got wrong, have them make negative sentences. For example, if a S said, "The man is watching TV," he or she might say, "The man isn't watching TV. He's sleeping."

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Unit 9, Lesson C

Learning objective: *Describe what Ss are doing these days.*

Refer Ss to page 145.

A

- Go over the instructions and the example.
- Model the activity. Say three sentences about what you are doing these days.
- Have Ss work individually to write three sentences about what they are doing these days on three pieces of paper.
- Go around the room and give help as needed.

B

- Put Ss into groups. Direct Ss' attention to the picture. Ask: *What are they doing? (One person is taking a paper, the other students are waiting / listening.)*
- Go over the instructions and the example.
- Have Ss put their papers on a table in the middle of their group. Tell them to shuffle the papers.
- Have Ss each take a paper and take turns reading the sentences and guessing who wrote them. Point out that they can substitute *This person* for *I* when reading the sentences.
- ***Option*** Do the activity as a class.

C

- Go over the instructions and the example conversation.
- Have Ss take turns asking and answering questions in their groups about what they are doing these days.
- Call on Ss to tell the class about someone in their group.

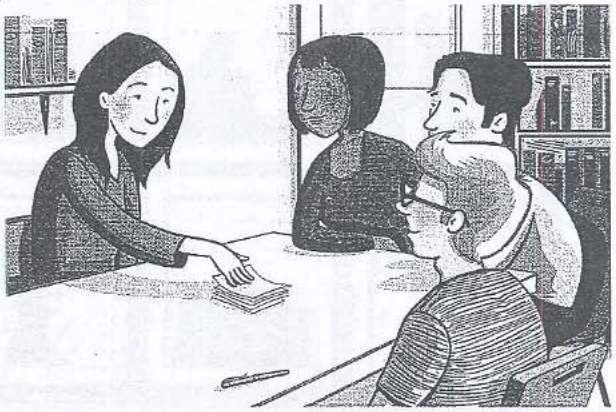
unit 9 Lesson C

Who is it?

A Write three sentences about what you're doing these days on three pieces of paper. Don't write your name!

I'm tutoring a student. *I'm taking tennis lessons.* *I'm not studying every night!*

B Group work Put your papers on the table. Take one paper and read the sentences. Your group guesses the name. Take turns.



A: *This person is tutoring a student.*
B: *Is it Juliana?*
C: *No, it's not me!*
D: *Is it Kate?*

C Group work Discuss the activities you're doing these days. Ask and answer questions for more information.

A: *Who are you tutoring these days, Ken?*
B: *I'm tutoring a friend of mine. His name is Luke.*
C: *Are you tutoring him in English?*
B: *No, I'm not. I'm tutoring him in Japanese.*

Keep talking! 145

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Picture story

A Pair work Look at the pictures of John and Alice Gordon. What did they do last weekend? Use the verbs to discuss your ideas.

clean	fix	play	stay out	watch
dance	paint	shop for	study	



A: *John and Alice cleaned the house.*
B: *Alice fixed her bike.*

B Pair work Cover the pictures. What did John and Alice do last weekend? Answer with the information you remember.

Unit 10, Lesson A

Learning objective: *Talk about what people did last weekend.*

Refer Ss to page 146.

A

- Go over the instructions, the words in the box, and the model conversation.
- ***Option*** Direct Ss' attention to the pictures, and elicit the actions they see.
- Have Ss work in pairs to say what they think John and Alice did last Saturday.

Possible answers
They cleaned the house.
Alice fixed the bike.
Alice painted John.
They shopped for new clothes.
They played video games.
John watched a basketball game.
Alice studied German.
They danced.
They stayed out late.

B

- Go over the instructions.
- Have Ss cover the pictures and say what they remember. Alternatively, have Ss close their books and say what John and Alice did and didn't do.

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Unit 10, Lesson C

Learning objective: *Talk about past activities.*

Refer Ss to page 147.

- Go over the instructions and the example conversation at the bottom of the page.
- Direct Ss' attention to the picture. Ask: *Who do you see? (Mother and son.) What is he holding? (A bowl of soup.) Did the woman cook? (No, she didn't. The son did.)*
- Model the activity. Say a sentence about what you did yesterday. Encourage Ss to ask follow-up questions.
- Have Ss work in groups to take turns telling about past activities and asking and answering questions.
- Go around the room and give help as needed.

Memories

Group work Make five true sentences about your past activities with the phrases below. Your group asks three questions about each sentence for more information. Take turns.

Yesterday	Last night	Last weekend	Last month	Last year
I drank . . .	I ate . . .	I saw . . .	I bought . . .	I went . . .
I got up . . .	I went to bed . . .	I had . . .	I read . . .	I met . . .
I did . . .	I slept . . .	I drove . . .	I made . . .	I took . . .



A: *Last night, I ate soup for dinner.*
B: *Did you eat in a restaurant?*
A: *No, I didn't. I ate at home.*
C: *Did you make the soup?*
A: *No, I didn't. My son made it.*
D: *Did you . . . ?*

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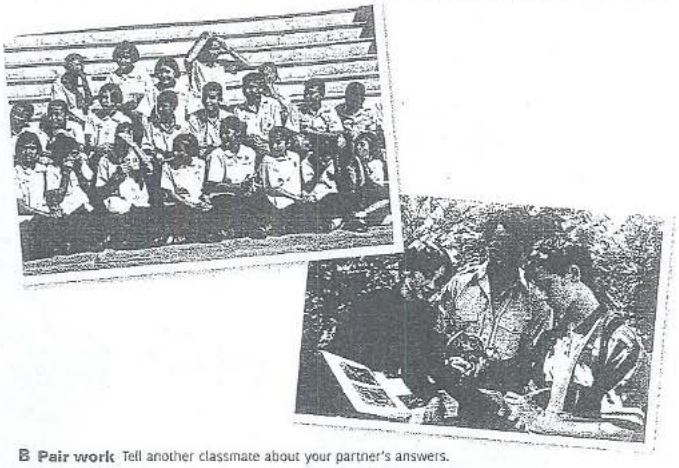
School trips

A Pair work Add three more questions about school or work trips to the list. Then interview your partner. Take notes.

1. What was your favorite school or work trip? _____
2. How old were you? _____
3. How was the trip? _____
4. Was there anything bad about the trip? _____
5. Did you take a bus there? _____
6. Were you there all day? _____
7. Did you buy anything? _____
8. _____
9. _____
10. _____



B Pair work Tell another classmate about your partner's answers.

"Michi's favorite school trip was to a cookie factory. She was ten years old. The trip was . . ."

Unit 11, Lesson A

Learning objective: *Talk about trips people took.*

Refer Ss to page 148.

A

- Direct Ss' attention to the pictures. Ask: *What do you see? (Children on school trips.)*
- Go over the instructions.
- Model the activity. Tell the class about a trip you took and answer the questions.
- Have Ss add three more questions to the list.
- Have Ss work in pairs to take turns asking and answering the questions. Remind Ss to take notes on their partner's answers.

B

- Go over the instructions and the example.
- Have Ss work with new partners to take turns sharing their first partner's answers.
- Call on Ss to tell the class about their first partner. Encourage the class to ask questions for more information.

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Unit 11, Lesson C

Learning objective: *Ask and answer questions about someone's vacation.*

Refer Ss to page 149.

A

- Go over the instructions and the example questions and answers.
- Direct Ss' attention to the picture. Ask: *What do you see? (A boarding pass, a ticket to a club, a postcard of a zoo, a T-shirt, a hotel key card, two photos, a map of a museum.)*
- Model the activity. Ask: *What museum did she go to? (Modern Art Museum.)*
- Have Ss work individually to write three questions and answers about Maggie's vacation.

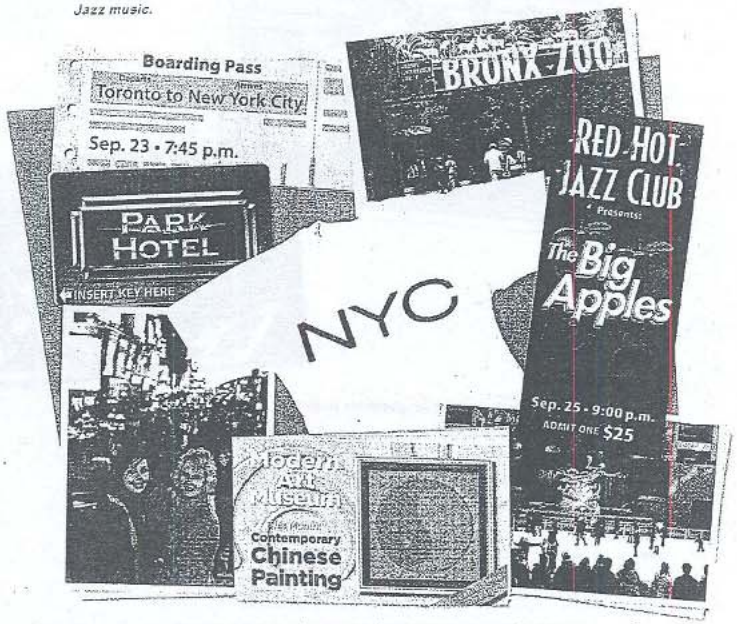
B

- Go over the instructions.
- Have Ss cover the picture. Alternatively, have Ss close their books. Have Ss work in groups to take turns asking and answering questions about Maggie's vacation.
- Go around the room and give help as needed.

What a vacation!

A Look at the items from Maggie's vacation. Write five questions and answers about her vacation.

1. *Where did Maggie go on vacation?*
   New York City.
2. *What kind of music did she hear?*
   Jazz music.



B Group work Cover the picture. Ask your questions. How many correct answers did your group get?

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This weekend

A Make eight true sentences about your plans with the phrases below.

	My plans	
	dress up	
	eat out	
	go to a concert	tonight
	go to bed late	this evening
I'm going to	go to the mall	tomorrow
I'm not going to	go window-shopping	this weekend
	hang out	next Monday
	study	next Friday
	watch a movie	
	work	



dress up



go to a concert



go window-shopping

B Pair work Tell your partner about your plans. Ask and answer questions for more information.

A: *I'm going to go to bed late tonight.*
B: *Are you going to watch a movie tonight?*
A: *No, I'm not. I'm going to study.*

Unit 12, Lesson A

Learning objective: *Talk about plans.*

Refer Ss to page 150.

A

- Go over the instructions.
- Say each phrase in the box and have Ss repeat.
- Direct Ss' attention to the pictures. Say each phrase and have Ss repeat.
- Model the activity. Tell the class about your plans using the phrases (e.g., *I'm going to eat out tomorrow. I'm not going to eat out tonight. We're going to hang out and watch a movie tonight.*).
- Have Ss work individually to make eight true sentences about their plans.

B

- Go over the instructions and the example conversation.
- Have Ss work in pairs to take turns telling their plans and asking and answering questions. Encourage Ss to ask questions for more information.
- Call on Ss to tell the class one thing about their partner's plans.

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Unit 12, Lesson C

Learning objective: *Talk about plans for a party.*

Refer Ss to page 151.

A

- Go over the instructions and the conversation.
- Direct Ss' attention to the picture. Ask: *What do you see? (A classroom, students and a teacher, food, drinks, a party.)*
- Have Ss work in groups to plan a party and take notes.
- Go around the room and give help as needed.

B

- Go over the instructions.
- Call on Ss from each group to share their ideas with the class. Elicit questions from the class for more information.

C

- Go over the instructions.
- Have the class vote on their favorite plan.

Party planners

A Group work Plan an end-of-class party. Take notes.

Date of party	Time of party	Place of party

Food and drink	Decorations	Music



A: *When are we going to have our party?*
B: *Let's have it after class on Friday at 8:00.*
C: *OK. Now, where are we going to have it?*
D: *Let's have it here at the school.*

B Class activity Share your ideas. Ask and answer questions for more information.

A: *We're going to have our party on Friday at 8:00.*
B: *It's going to be here at our school.*
C: *Which room is the party going to be in?*

C Class activity Vote for your favorite plan.

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Irregular verbs

Base form	Simple past	Base form	Simple past
be	was, were	lose	lost
become	became	make	made
build	built	meet	met
buy	bought	pay	paid
can	could	read	read
choose	chose	ride	rode
come	came	run	ran
do	did	say	said
draw	drew	see	saw
drink	drank	sell	sold
drive	drove	send	sent
eat	ate	sing	sang
fall	fell	sit	sat
feel	felt	sleep	slept
fly	flew	speak	spoke
get	got	spend	spent
give	gave	stand	stood
go	went	swim	swam
hang	hung	take	took
have	had	teach	taught
hear	heard	think	thought
hold	held	wear	wore
know	knew	win	won
leave	left	write	wrote

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Answer key

Unit 9 Lesson A (page 144)

Keep talking! Neighbors



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Additional resources

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Workbook answer key

Unit 1

Lesson A

Exercise 1
Rick is Mr. Jones.
Wendy is Mrs. Wilson.
Vera is Miss Garcia.
Margie is Ms. Lee.

Exercise 2
1. Rick Jones
2. Wilson
3. Vera Garcia
4. Lee

Exercise 3
1. Mr.
2. first
3. names
4. family
5. full

Exercise 4
1. d
2. e
3. c
4. a
5. f
6. b

Exercise 5
1. is
2. is
3. are
4. are
5. are
6. is

Exercise 6
1. What are their names?
2. What is / What's her name?
3. What is / What's his name?
4. What are their names?

Exercise 7
1. My
2. Their
3. Her
4. her
5. His

Exercise 8
Answers will vary.

Exercise 9
Answers will vary.

Lesson B

Exercise 1
1. F
2. Y
3. A
4. W
5. N
6. U

Exercise 2
1. What's your name
2. How do you spell your last name / How do you spell your family name / How do you spell Nichols
3. How do you spell your first name / How do you spell Terrance

Exercise 3
Clerk Hello. What's your name?
Michelle My name is Michelle Griffin.
Clerk How do you spell your last name, Ms. Griffin?
Michelle G-R-I-F-F-I-N.
Clerk OK. And how do you spell your first name?
Michelle M-I-C-H-E-L-L-E.
Clerk Thank you.

Lesson C

Exercise 1
1. model
2. artist
3. actor
4. singer
5. actress
6. musician

Exercise 2
1. Eddie Tucker is from England. He's a model.
2. Piao GuangXie is from China. He's an artist.
3. Benjamin Bratt is from the United States. He's an actor.
4. Maria Rita is from Brazil. She's a singer.
5. Sandra Oh is from Canada. She's an actress.
6. Galo Ochoa is from Mexico. He's a musician.

Exercise 3
1. He is from Canada.
2. I am from Vancouver.
3. I am an actor.
4. She is a singer.

Exercise 4
1. I'm an actor.
2. He's from Canada.
3. I'm from Vancouver.
4. She's a singer.

Exercise 5
1. Yes, he is.
2. No, he isn't.
3. No, she isn't.
4. Yes, she is.

Exercise 6
Answers will vary. Sample answers:
1. Yes, he / she is.
   No, he / she isn't.
2. Yes, I am.
   No, I'm not.
3. Yes, I am.
   No, I'm not.
4. Yes, I am.
   No, I'm not.

Exercise 7
1. Is she from Canada?
2. Is he an artist?
3. Are you a student? / Are you a teacher?
4. Is his / your name John?
5. Is Miami in Florida?
6. Is she an actress?

Exercise 8
1. She isn't from Canada. She's from the United States.
2. He isn't a musician. He's an artist.
3. I'm not a singer. / You're not a singer. I'm a student. / You're a student. I'm a teacher. / You're a teacher.
4. His / My name isn't John. It's Steve. / His name / My name is Steve.
5. Miami isn't in California. It's in Florida. / Miami is in Florida.
6. She's not an actress. She's a model.

Lesson D

Exercise 1
Marina, Tiago, Jacob, Marcos, Olivia

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

Unit 2

Lesson A

Exercise 1
1. Ecuadorian (It's a nationality. The others are countries.)
2. Spain (It's a country. The others are nationalities.)
3. Greek (It's a nationality. The others are countries.)
4. Colombia (It's a country. The others are nationalities.)
5. Thailand (It's a country. The others are nationalities.)

Exercise 2
-ian: Brazilian, Canadian
-an: American, Mexican, South Korean
-ish: British, Spanish, Turkish
-ese: Japanese, Chinese

Exercise 3
1. She's Thai.
2. He's British.
3. He's Greek.
4. She's Saudi.
5. She's American.
6. He's Japanese.

Exercise 4
1. Carla and Rafael are from Peru.
2. Are Josh and Ann Canadian?
3. Jon and I are not / aren't from China.
4. Are Kyle and Tim American?

Exercise 5
1. They're from Peru.
2. Are they Canadian?
3. No, Jon and I are / we're not from China.
4. Are they American?

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Exercise 6

1. are
2. am
3. are
4. are
5. is
6. is
7. are
8. Are
9. aren't
10. is
11. is
12. am

Exercise 7

1. Where are
2. What
3. Are
4. What
5. Where
6. Are

Exercise 8

1. No, they aren't.
2. She's from Dallas.
3. Yes, he is.
4. They're from Canada.
5. He's from Memphis.
6. He's from Turkey.
7. No, he isn't.
8. No, they aren't.

Lesson B

Exercise 1

1. nine-zero / oh-three, two-five-two-one
2. five-eight-eight, six-seven-one-three
3. four-zero / oh-two, one-three-five-nine
4. two-six-six, five-zero / oh-one-two

Exercise 2

1. What's your last name?
2. How do you spell your last name?
3. What's your phone number?
4. What's your email address?
5. What city are you from in Thailand?

Exercise 3

Alice Hey, Victor. How do you spell your last name?
Victor R-A-Z-A.
Alice OK. What's your phone number? / What's your email address?
Victor It's 296-572-9813. / It's VTRaza@email.com.
Alice Thanks. What's your email address? / What's your phone number?
Victor It's VTRaza@email.com. / It's 296-572-9813.
Alice Thanks.

Lesson C

Exercise 1

1. grandmother
2. grandfather
3. mother
4. father
5. sister
6. brother
7. husband
8. son
9. daughter

Exercise 2

1. Victoria is my wife.
2. Lucia is my sister.
3. Ricardo is my grandfather.
4. Alonso is my father.
5. Felipe is my brother.
6. Sofia is my daughter.

Exercise 3

1. 12 twelve
2. 15 fifteen
3. 16 sixteen
4. 29 twenty-nine
5. 38 thirty-eight
6. 41 forty-one
7. 54 fifty-four
8. 67 sixty-seven
9. 76 seventy-six
10. 85 eighty-five
11. 93 ninety-three
12. 102 one hundred and two

Exercise 4

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

Exercise 5

1. How old is Mr. Haik?
   He's thirty-nine.
2. How old is Paula?
   She's forty-five.
3. How old are Mr. and Mrs. Ryu?
   They're seventy-two and sixty-eight. / He's seventy-two, and she's sixty-eight.
4. How old is Jake?
   He's eleven.
5. How old are Cora and Steven?
   They're thirteen and twenty. / She's thirteen, and he's twenty.

Exercise 6

1. What's your last name?
2. I'm 27.
3. who are they? / what are their names?
4. He's my husband.
5. How old is he?
6. How old are they?

Lesson D

Exercise 1

1. She's ninety-two.
2. She's six.

Exercise 2

1. His family name is Bata.
2. He's from the United States.
3. No, they aren't.
4. Yes, they are.
5. Yes, he is.
6. No, he isn't.

Unit 3

Lesson A

Exercise 1

t	d	i	c	t	i	o	n	a	r	y	d
n	p	h	e	k	b	o	s	u	l	m	u
o	a	c	l	y	b	a	g	m	s	z	e
t	w	a	l	t	c	i	h	b	f	p	r
e	l	a	p	t	o	p	z	r	y	d	a
b	d	b	h	h	v	e	t	e	e	r	s
o	n	n	o	g	l	n	o	l	e	o	e
o	w	h	n	c	q	y	r	l	l	x	r
k	b	w	e	s	u	j	w	a	t	c	h
a	c	t	g	a	u	s	s	i	m	r	l
l	g	s	u	n	g	l	a	s	s	e	s

Exercise 2

1. a laptop
2. a watch
3. a bag
4. sunglasses
5. an umbrella
6. a cell phone
7. a pen
8. a dictionary / a book
9. a notebook
10. an eraser

Exercise 3

1. umbrellas
2. books
3. addresses
4. laptops
5. watches
6. actresses
7. dictionaries
8. keys
9. erasers
10. cell phones

Exercise 4

1. a cell phone
2. They're
3. What's that
4. Is this
5. it is
6. keys
7. What are these
8. Is this

Exercise 5

1. *A:* Is that your bag?
   B: No, it's not. / Yes, it is.
2. *A:* What's that?
   B: It's my key.
3. *A:* What's this?
   B: It's my dictionary.
4. *A:* Is this your bag?
   B: Yes, it is. / No, it's not.

Exercise 6

1. *A:* Are those your bags?
   B: No, they're not. / Yes, they are.
2. *A:* What are those?
   B: They're my keys.
3. *A:* What are these?
   B: They're my dictionaries.
4. *A:* Are these your bags?
   B: Yes, they are. / No, they're not.

Lesson B

Exercise 1

A. 1. this called
   2. an alarm clock

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B. 1. say this
2. a hairbrush

C. 1. the word
2. a coin

Exercise 2

1. *Fran* Excuse me. What's this called in English?
Pat It's a flash drive.
Fran Thanks.
2. *Gabe* Excuse me. What's this called in English? / How do you say this in English? / What's the word for this in English?
Tim It's a comb.
Gabe Thanks.
3. *Jill* Excuse me. What's this called in English? / How do you say this in English? / What's the word for this in English?
Yuka It's a marker.
Jill Thanks.

Lesson C

Exercise 1

1. red
2. yellow
3. gray
4. blue
5. orange
6. green
7. white
8. black
9. purple
10. pink
11. brown

Exercise 2

Answers for colors will vary.

Exercise 3

1. Whose sweater is
It's Sam's.
It's his.
It's his sweater.
2. Whose shorts are
They're hers.
They're Jenny's.
3. Whose bags are
They're theirs.
They're their bags.
They're Bill and Meg's bags.
They're Bill and Meg's.
4. Whose coat is
It's not my coat.
It's not mine.

Exercise 4

1. hers
2. mine
3. yours
4. theirs
5. ours
6. his

Exercise 5

1. It's Peter and Kate's laptop. It's Peter and Kate's. It's their laptop. It's theirs.
2. They're Linda's shoes. They're Linda's. They're her shoes. They're hers.
3. They're Ron's sunglasses. They're Ron's. They're his sunglasses. They're his.
4. It's Neil and Jane's flash drive. It's Neil and Jane's. It's their flash drive. It's theirs.
5. It's Oliver's wallet. It's Oliver's. It's his wallet. It's his.
6. It's Sylvia's camera. It's Sylvia's. It's her camera. It's hers.

Lesson D

Exercise 1

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

Exercise 2

Product	Two items	Colors
1. Sca-hat	scarf and hat	blue, black, green, yellow
2. Hat-brella	hat and umbrella	blue, purple, orange
3. Pho-hat	cell phone and hat	red, brown, white
4. Hat-glasses	hat and sunglasses	black, gray, purple

Unit 4

Lesson A

Exercise 1

1. bus
2. train
3. cab / car
4. subway
5. car / cab
6. walk
7. motorcycle

Mystery word: bicycle

Exercise 2

1. take the bus
2. drive a car
3. ride a bicycle
4. take a taxi
5. ride a motorcycle

Exercise 3

1. b
2. b
3. c
4. c
5. a
6. c

Exercise 4

1. don't have
2. take
3. doesn't take
4. has
5. drives
6. goes
7. take
8. ride
9. walks
10. doesn't go
11. has
12. rides

Exercise 5

1. Thirteen people take the bus to work. One person takes the bus to school.
2. Seven people take the train to work. Four people take the train to school.
3. Three people take a taxi to work. One person takes a taxi to school.
4. One person rides a bicycle to work. Three people ride a bicycle to school.
5. Thirty-two people drive a car to work. Eighteen people drive a car to school.
6. One person walks to work. Five people walk to school.

Exercise 6

Answers will vary.

Lesson B

Exercise 1

1. It's at eight-fifty a.m. / ten to nine.
2. It's at nine-thirty a.m. / half past nine.
3. It's at ten forty-five a.m. / a quarter to eleven.
4. It's at one p.m. / one o'clock.
5. It's at two-seventeen p.m.
6. It's at three fifty-five p.m. / five to four.
7. It's at four-forty p.m. / twenty to five.
8. It's at six-fifteen p.m. / a quarter after / past six.

Exercise 2

1. is it
2. It's
3. time
4. to
5. late

Exercise 3

A: What time is it? / What's the time?
B: It's 6:00 / six o'clock.
A: What time is the train to Norfolk?
B: It's at 6:15 / six-fifteen / a quarter after six. We're early.

Lesson C

Exercise 1

Days of the week are in this order:
Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

Exercise 2

1. Jackie studies Spanish on Monday(s).
2. Jackie cooks dinner with her husband on Tuesday(s).
3. Jackie gets up early on Wednesday(s).
4. Jackie exercises on Thursday(s).
5. Jackie goes to bed late on Friday(s).
6. Jackie eats breakfast with her mother on Saturday(s).
7. Jackie watches TV with her children on Sunday(s).

Exercise 3

on: Friday, the weekend, Tuesday afternoon, weekdays
in: class, the afternoon, the evenings, the morning
at: 8:15, midnight, night, noon

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Exercise 4

1. Yes, she does.
2. No, they don't.
3. Yes, he does.
4. Yes, she does.
5. No, they don't.
6. Yes, they do.

Exercise 5

1. Does Andy study on the weekend?
2. Do they eat breakfast every day?
3. Does his sister go to work at 8:00?
4. Do her grandparents drink coffee in the evening?
5. Do Liv and Martin watch TV on weekdays?
6. Does Vanessa go to bed after midnight?

Exercise 6

1. No, he doesn't. He studies on Mondays.
2. Yes, they do.
3. No, she doesn't. She goes to work at 8:30.
4. Yes, they do.
5. No, they don't. They watch TV on weekends.
6. No, she doesn't. She goes to bed at 10:30.

Exercise 7

Answers will vary.

Lesson D

Exercise 1

Boston: train, bus
Washington, D.C.: train, bus
Coney Island: subway, bus
Orchard Beach: subway, bus

Exercise 2

1. B, W
2. O
3. B
4. C
5. B, W

Unit 5

Lesson A

Exercise 1

1. search the Internet
2. shop online
3. play games
4. upload videos
5. post comments
6. check email
7. download music
8. chat with friends

Exercise 2

1. search the Internet
2. checks email
3. posts comments
4. shop online
5. chats with friends
6. upload videos
7. download music
8. play games

Exercise 3

always	sometimes
usually	hardly ever
often	never

Exercise 4

1. Robin always walks to school.
2. We sometimes play games online.
3. Do you ever work on Saturdays?
4. Sara and Toby often download music.
5. Does Fran ever take the bus to work?
6. Keiko hardly ever chats with friends.

Exercise 5

1. Does she ever check email in class?
2. Does he ever get up early?
3. Do you ever play games online?
4. Do they ever go to bed after midnight?
5. Do they ever shop online?
6. Do you ever download music?

Exercise 6

1. Yes, she sometimes does.
2. No, she never does.
3. Yes, she often does.
4. Yes, she often does.
5. No, she hardly ever does.
6. No, she never does.

Exercise 7

Answers will vary.

Lesson B

Exercise 1

1. sixty-two (dollars and) fifty (cents)
2. six hundred (dollars and) twenty-five (cents)
3. forty-two (dollars and) forty-five (cents)
4. two (hundred and) thirty (dollars and) ninety-nine (cents)
5. fifty-eight (dollars and) seventy-nine (cents)
6. seventy-six (dollars and) twenty (cents)

Exercise 2

A. 1. Can
   2. just
B. 1. Yes
   2. How much
   3. It's
C. 1. please
   2. these
   3. They're
D. 1. No
   2. fine

Lesson C

Exercise 1

1. play soccer at Oak Park.
2. eat out at restaurants.
3. go dancing at Club Z.
4. go shopping at the mall.
5. watch movies at home.

Exercise 2

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

Exercise 3

1. Who
2. How
3. do your parents
4. Do you
5. When
6. do you
7. What time
8. do you

Exercise 4

Answers will vary.

Exercise 5

A. 1. Where do you go shopping?
   2. Why do you go
   3. How do you get / go
B. 1. Where do you eat
   2. Who do you go
   3. When do you
   4. go
C. 1. What do you do
   2. Where do you hang

Exercise 6

Reporter Where do you work?
Sandra I work at Beth's Restaurant.
Reporter How do you get to work?
Sandra I walk.
Reporter Why do you walk to work?
Sandra Because I don't have a car.
Reporter What do you do for fun?
Sandra I watch movies.
Reporter Who do you watch movies with?
Sandra I watch movies with my friends.

Lesson D

Exercise 1

All three groups go dancing.

Exercise 2

1. They hang out with their friends.
2. They hardly ever eat out at restaurants.
3. They go dancing at clubs.
4. They eat out with their friends and family.
5. They eat at home on weekdays.
6. They often shop online.

Unit 6

Lesson A

Exercise 1

Across:
1. police officer
4. taxi driver
5. chef
6. doctor
9. accountant

Down:
2. electrician
3. receptionist
7. pilot
8. waiter

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Exercise 2
1. Where does your brother work?
2. What company does he work for?
3. When does he work?
4. What does he do?

Exercise 3
1. Where does your brother work?
2. What company does he work for?
3. What does he do?
4. When does he work?

Exercise 4
1. Who does a doctor work with?
2. What does a doctor do? / Who does a doctor help?
3. When does a doctor work?
4. Where does a doctor work?

Exercise 5
1. He's an electrician.
2. He works for Mac Electrics.
3. He works from 8:00 a.m. to 5:30 p.m.
4. He plays soccer and watches movies.
5. She's a flight attendant.
6. She works for Go Air.
7. She takes a bus.
8. She listens to music and goes dancing.

Exercise 6
Answers will vary.

Lesson B

Exercise 1
Joe Good afternoon, TYA Air.
Pam Hello. Can I speak to Jack Johnson?
Joe Who is this, please?
Pam It's Pamela Davis.
Joe One moment, please. . . . Oh, I'm sorry. Mr. Johnson is on another line.
Pam All right. Thank you.

Exercise 2
A: Good morning, TJ Accountants.
B: Hello. Could I please speak to Tina Evans?
A: Who is this, please?
B: It's Jeff Briggs.
A: Just a minute, please. . . . Oh, I'm sorry. Ms. Evans is in a meeting.
B: All right. Thank you.

Lesson C

Exercise 1
1. plays the guitar
2. speaks Spanish
3. fixes computers
4. dance
5. swims
6. paints
7. sings
8. draws

Exercise 2
1. Where does Don play the guitar?
2. Who does Karen dance with?
3. Where does Zoe draw pictures?
4. When does Mrs. Yamaguchi paint pictures?
5. Who does Carlos speak Spanish with?
6. When does Rick sing at a restaurant?

Exercise 3
1. Can Julia speak French?
2. Can Doug play the guitar?
3. Can Doug and Evan sing?
4. Can Emma speak French?
5. Can Evan swim?
6. Can Marcos and Emma paint?

Exercise 4
1. *A:* Can she speak French?
   B: Yes, she can.
2. *A:* Can he play the guitar?
   B: Yes, he can.
3. *A:* Can they sing?
   B: Yes, they can.
4. *A:* Can she speak French?
   B: No, she can't.
5. *A:* Can he swim?
   B: No, he can't.
6. *A:* Can they paint?
   B: No, they can't.

Exercise 5
1. Julia can paint, but she can't play the guitar.
2. Doug can sing, and he can swim.
3. Emma can't paint, but she can swim.
4. Marcos can't sing or play the guitar.

Exercise 6
Answers will vary.

Lesson D

Exercise 1
1. Susanna
2. Josh
3. Dana and Diego

Exercise 2
1. ✓
2.
3. ✓
4.
5. ✓
6. ✓
7.
8.

Unit 7

Lesson A

Exercise 1
1. cheese
2. bananas
3. cereal
4. rice
5. noodles
6. potatoes
7. apples

Mystery word: carrots

Exercise 2
1. noodles
2. cheese
3. bananas / apples
4. cereal
5. Potatoes / Carrots, carrots / potatoes
6. rice

Exercise 3
Answers will vary.

Exercise 4
1. C
2. N
3. N
4. C
5. N
6. N
7. N
8. C

Exercise 5
1. No, I don't have any.
2. Yes, I have some.
3. Yes, we have some.
4. No, he doesn't have any.
5. No, they don't have any.
6. Yes, she has some.

Exercise 6
1. some
2. any
3. any
4. a
5. an
6. any
7. some
8. some
9. some
10. some
11. an
12. any
13. some

Exercise 7
Order of sentences will vary.
1. Andrea has some tomatoes.
2. She doesn't have any apples.
3. She has some milk.
4. She has some carrots.
5. She has some cheese.
6. She has some eggs.
7. She doesn't have any pasta.
8. She doesn't have any fish.
9. She doesn't have any beans.
10. She doesn't have any rice.

Exercise 8
Answers will vary. Sample answers:
I have a / an / some [food item].
I don't have a / an / any [food item].

Lesson B

Exercise 1
1. don't like noodles
2. really like Mexican food
3. love rice and beans
4. hate fish
5. don't like chicken at all
6. like beef

Exercise 2
Answers will vary.

Lesson C

Exercise 1
1. hot dog
2. salad
3. sushi
4. pancakes
5. spaghetti
6. dumplings
7. soup
8. hamburger
9. tacos

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Exercise 2
1. pancakes (They aren't on pizza.)
2. hot dogs (They're not Italian food.)
3. soup (It can't be in a salad.)
4. tacos (They're not Japanese food.)
5. salad (It's not in soup.)

Exercise 3
1. Brenda eats pizza every day.
2. Ahmed eats tacos once a year.
3. We don't eat meat very often.
4. Andy eats cheese twice / two times a month.
5. Lydia never eats vegetables.
6. They have dumplings four times a week.

Exercise 4
1. often
2. often
3. once
4. three
5. never
6. every
7. very
8. twice

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

Exercise 6
1. She eats Brazilian food once a week.
2. She never eats Colombian food.
3. She eats Japanese food twice a week.
4. She eats Korean food twice a month.
5. She eats American food every day.
6. She eats Italian food once a week.
7. She eats Greek food once in a while.

Exercise 7
Answers will vary.

Lesson D

Exercise 1
pizza

Exercise 2
1. once a month
2. Isabel's mother
3. veggie pizza

Exercise 3
1. NI
2. T
3. F
4. NI
5. F
6. NI
7. T
8. T

Unit 8

Lesson A

Exercise 1
1. library
2. subway station
3. bank
4. supermarket
5. bookstore
6. newsstand
7. coffee shop
8. gas station
9. bus stop

Exercise 2
Answers may vary depending on what places in your country have each item.

Possible answers (based on the United States):
1. At a coffee shop, a bookstore, a gas station, or a supermarket.
2. At a newsstand, a supermarket, a bookstore, a gas station, or a coffee shop.
3. At a bookstore, a library, a newsstand, or a supermarket.
4. At a gas station.
5. At a supermarket, a coffee shop, or a gas station.

Exercise 3
1. on
2. on the corner of
3. in
4. between
5. across from
6. next to

Exercise 4
1. The supermarket is next to the post office. / The post office is next to the supermarket.
2. The department store is on Linden Street.
3. The drugstore is across from the hotel. / The hotel is across from the drugstore.
4. The café is in the bookstore. / The bookstore is in the café.
5. The library is between the bank and the school.
6. The hotel is on the corner of Market Street and First Avenue / First Avenue and Market Street.

Exercise 5
A. Places from left to right: supermarket, hotel, coffee shop, bank, library
1. Yes, it is.
2. The library.
3. The hotel.
4. No, it isn't.

B. Places from left to right: newsstand, bookstore, post office, drugstore, Internet café
1. The newsstand.
2. The bookstore.
3. Yes, it is.
4. No, it isn't.

Lesson B

Exercise 1
1. Walk
2. left
3. up
4. Turn
5. blocks
6. Take

Exercise 2
A: Excuse me. How do I get to the drugstore?
B: Go up Oak Street and turn left on First Avenue.
A: Turn left on First Avenue?
B: Yes.
A: Great. Thank you very much.

Lesson C

Exercise 1
Across
2. movie
3. water
5. aquarium
6. swimming
7. center

Down
1. zoo
2. museum
4. amusement

Exercise 2
1. Yes, there are.
2. Yes, there is.
3. No, there aren't.
4. Yes, there are.
5. No, there isn't.
6. Yes, there is.

Exercise 3
1. There's an aquarium in Gatlinburg. / There's one aquarium in Gatlinburg.
2. There are nine museums in Gatlinburg. / There are (some) museums in Gatlinburg.
3. There aren't any zoos in Gatlinburg. / There isn't a zoo in Gatlinburg.
4. There are four movie theaters in Gatlinburg. / There are (some) movie theaters in Gatlinburg.
5. There aren't any water parks in Gatlinburg. / There isn't a water park in Gatlinburg.
6. There's an amusement park in Gatlinburg. / There's one amusement park in Gatlinburg.

Exercise 4
1. Are there any museums in this city?
2. Yes, there are.
3. there aren't
4. Is there a swimming pool
5. there is
6. There's
7. Is there a library
8. there isn't

Exercise 5
Answers will vary.

Lesson D

Exercise 1
No, it isn't. (It's closed on Sundays.)

Exercise 2
1. Friday
2. Monday
3. Wednesday
4. Tuesday
5. Thursday
6. Saturday

Exercise 3
1. It's $5 / five dollars per person.
2. It's 6:00–8:00 p.m. / It's at 6:00 p.m.
3. Yes, there is.
4. They take a bus. / They get there by bus. / They get to the amusement park by bus.
5. It's on (the corner of) Main Street and Orchid Street / Orchid Street and Main Street.

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Unit 9

Lesson A

Exercise 1

a. to / behind
b. to
c. on
d. under
e. front
f. at
g. in
h. in

Exercise 2

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

Exercise 3

1. b
2. a
3. c
4. a
5. a
6. c

Exercise 4

We're having a great time in Spain. We're at a museum now. I'm writing in the café. My husband is looking for the Picasso paintings. My daughter is watching a movie about Spanish art. My son's not watching the movie. He's playing a video game here in the café. The baby isn't here. She's sleeping at the hotel with my mother. Well, my mother's / is not sleeping. I think she's watching TV!

Exercise 5

1. Matt's not / Matt is not / Matt isn't driving to work.
2. We're / We are playing soccer at the park.
3. Chloe's not / Chloe is not / Chloe isn't sitting in the café.
4. The game is starting now.
5. They're / They are swimming in the pool.
6. Joan's not / Joan is not / Joan isn't having lunch right now.
7. I'm / I am calling Audrey.
8. You're not / You are not / You aren't running.

Exercise 6

Order of sentences may vary.

1. They're running. They're not / They aren't watching a movie.
2. She's cooking. She's not / She isn't eating at a restaurant.
3. The movie is starting. The movie's not / It's not / It isn't ending.
4. He's holding a book. He's not / He isn't looking for a book.

Lesson B

Exercise 1

1. a minute
2. sorry
3. busy
4. call
5. sure
6. later

Exercise 2

1. *Jin Sun* Hello?
   Ivan Hi, Jin Sun. It's Ivan. Is this a good time to talk? / Can you talk now?
   Jin Sun Oh, sorry. I can't talk right now. / This isn't a good time. I'm doing my homework. Can I call you back?
   Ivan OK, sure. Talk to you later.
   Jin Sun Thanks. Bye.
2. *Dan* Hello?
   Marc Hi, Dan. It's Marc. Is this a good time to talk? / Can you talk now?
   Dan Oh, sorry. I can't talk right now. / This isn't a good time. I'm cooking dinner. Can I call you back?
   Marc OK, sure. Talk to you later.
   Dan Thanks. Bye.

Lesson C

Exercise 1

1. learn to drive
2. take a dance class
3. create a website
4. look for a job
5. study Italian
6. tutor a student
7. take tennis lessons
8. study for an exam

Exercise 2

1. Learn to drive
2. Study Italian
3. Take tennis lessons
4. Take a dance class
5. create a website
6. Study for an exam
7. Tutor a student
8. Look for a job

Exercise 3

Carmen is taking a dance class.
Thomas is looking for a job.
Megan is creating a website.
Daniel is studying Turkish.

Exercise 4

1. She's taking a dance class.
2. He's looking for a job.
3. She's creating a website.
4. He's studying Turkish.

Exercise 5

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

Exercise 6

1. What are you doing these days?
2. Are you taking an art class?
3. Is Brad taking the class?
4. Where are you studying French?
5. What are you and Dave doing these days?

Exercise 7

1. What are you doing these days?
2. Where are you studying French?
3. Is Brad taking the class?
4. What are you and Dave doing these days?
5. Are you taking an art class?

Exercise 8

Answers will vary.

Lesson D

Exercise 1

They're eating sushi.

Exercise 2

1. Paul
2. Julie

Exercise 3

1. Yes, he is.
2. His son is helping him. / Paul is helping him.
3. He's learning soccer.
4. Mr. Gonzalez is tutoring Ron's daughter / Molly.
5. Yes, she is.
6. No, she isn't.

Unit 10

Lesson A

Exercise 1

A. 1. staying
   2. watching
   3. visiting
B. 1. playing
   2. staying out
   3. playing
C. 1. listening
   2. shopping

Exercise 2

+ -ed: played, visited
+ -d: danced, liked
y → i, +ed: cried, studied
double consonant + -ed: chatted, shopped

Exercise 3

1. Vincent exercised with Ray on Monday morning. / Vincent and Ray exercised on Monday morning.
2. Vincent called his mother on Monday evening.
3. Vincent worked at the bookstore on Tuesday afternoon.
4. Vincent played tennis with Ray on Wednesday morning. / Vincent and Ray played tennis on Wednesday morning.

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5. Vincent uploaded videos on Wednesday evening.
6. Vincent visited his grandfather on Thursday afternoon.
7. Vincent fixed Dan's computer on Thursday evening.
8. Vincent studied for the test with Lara on Friday afternoon. / Vincent and Lara studied for the test on Friday afternoon.
9. Vincent shopped for a new computer on Friday evening.

Exercise 4

1. shopped
2. looked for
3. searched
4. didn't exercise
5. exercised
6. listened
7. watched
8. didn't watch
9. didn't talk
10. loved
11. laughed
12. cried

Exercise 5

Answers will vary.

Lesson B

Exercise 1

A. 1. Oh
2. Yes
3. You're kidding
4. not

B. 1. Oh, yeah
2. Yes
3. What
4. know

C. 1. Yeah
2. At
3. Really
4. for

Exercise 2

1. C 2. A 3. B

Lesson C

Exercise 1

1. have
2. go
3. make
4. get
5. see
6. do

Exercise 2

1. I'm doing laundry.
2. I'm doing the dishes.
3. I'm seeing a play.
4. I'm getting a haircut.
5. I'm making dinner.
6. I'm having a party.

Exercise 3

1. b 3. c 5. a
2. b 4. b 6. b

Exercise 4

1. *A:* Did Sue buy new clothes at the mall?
   B: Yes, she did.
2. *A:* Did Ethan and Craig take a bus to Miami?
   B: No, they didn't.
3. *A:* Did he do the dishes last night?
   B: No, he didn't.
4. *A:* Did they go to work on Friday?
   B: Yes, they did.

Exercise 5

1. had
2. got up
3. didn't make
4. ran
5. saw
6. took
7. got
8. sat
9. read
10. went
11. slept

Exercise 6

1. Yes, he did.
2. No, he didn't.
3. No, he didn't.
4. Yes, he did.
5. No, he didn't.

Exercise 7

Answers will vary. Sample answers:

1. I got up late. / I didn't get up late.
2. I did laundry. / I didn't do laundry.
3. I bought new clothes. / I didn't buy new clothes.
4. I met a friend. / I didn't meet a friend.
5. I went to a play. / I didn't go to a play.
6. I got a haircut. / I didn't get a haircut.
7. I read a book. / I didn't read a book.
8. I ate at a restaurant. / I didn't eat at a restaurant.

Lesson D

Exercise 1

1. b 2. c 3. a

Exercise 2

1. Jeremy and his family went to Sandusky, Ohio.
2. Jeremy and his family are staying with friends.
3. Jeremy and his family went to the amusement park / Cedar Point on Tuesday.
4. Jeremy and his family liked Cedar Point and Soak City.
5. Jeremy and Beth saw a play last night.
6. On their vacation, Jeremy and his family ate out every day.

Unit 11

Lesson A

Exercise 1

Across	Down
3. fun	1. interesting
5. terrible	2. awful
6. exciting	4. quiet
8. boring	7. noisy
	9. OK

Exercise 2

Answers will vary.

Exercise 3

1. Was Lola in class on Monday morning?
2. Were they at an amusement park yesterday?
3. We were at a museum.
4. It was fun and exciting.
5. Yes, they were.
6. How was Jim's weekend?
7. No, she wasn't.
8. Where were you and Chris on Friday afternoon?

Exercise 4

1. *A:* Was Lola in class on Monday morning?
   B: No, she wasn't.
2. *A:* Were they at an amusement park yesterday?
   B: Yes, they were.
3. *A:* How was Jim's weekend?
   B: It was fun and exciting.
4. *A:* Where were you and Chris on Friday?
   B: We were at a museum.

Exercise 5

1. was
2. wasn't
3. was
4. wasn't
5. was
6. were
7. weren't
8. were

Exercise 6

Answers will vary.

Lesson B

Exercise 1

1. G 3. B 5. B
2. B 4. G 6. G

Exercise 2

A: Did you have a good weekend?
B: It was OK. I stayed home all weekend. I was sick.
A: That's too bad.
B: Thanks. And how was your weekend?
A: It was great. I went to a new club with friends.
B: That's nice!

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Exercise 3

A: Did you have a good weekend?
B: It wasn't great. I lost my wallet.
A: Oh, no! / That's terrible.
B: Thanks. And how was your weekend?
A: It was good. I saw an interesting play.
B: That's excellent! / That's awesome!

or

A: Did you have a good weekend?
B: It was great. I saw an interesting play.
A: That's excellent! / That's awesome!
B: Thanks. And how was your weekend?
A: It wasn't great. I lost my wallet.
B: Oh, no! / That's terrible.

Lesson C

Exercise 1

1. Tim shopped in markets and bought souvenirs in Tokyo.
2. Donna went to a festival in Cuzco.
3. Eric went to the beach and relaxed in Rio.
4. Tina took pictures of the Eiffel Tower in Paris.
5. Laura took a tour of the Taj Majal in Agra.
6. Rick and Lisa went sightseeing in San Francisco.

Exercise 2

1. pictures (You can't say *go pictures.*)
2. to a festival (You can't say *take to a festival.*)
3. souvenirs (You can't say *relax souvenirs.*)
4. sightseeing (You can't say *buy sightseeing.*)
5. a tour (You can't say *shop a tour.*)

Exercise 3

1. She went to Miami.
2. They went sightseeing.
3. She traveled with her husband and two children.
4. He got there by bus. / He took a bus.
5. It started at 10:00 a.m.
6. They got there by bus. / They took a bus.
7. It ended at 6:00 p.m.
8. They went to the Seaquarium.

Exercise 4

1. How did Lucy and her family get to Miami?
2. Who did Ricardo travel with?
3. What did Patty do in Miami?
4. When did Harry go to the art festival?
5. How did Hiro and his wife get to Miami?
6. What time / When did the art festival start?

Exercise 5

1. How was your vacation?
2. Where did you go (on vacation)?
3. Who did you travel / go with?
4. How did you get there? / How did you get to Costa Rica? / How did you travel?
5. What time did you get to San José / Costa Rica? / When did you get to San José / Costa Rica?
6. What did you do there? / What did you do in Costa Rica / San José?
7. How was the food? / How did you like the food?

Exercise 6

Answers will vary. Sample answers.

1. I went to . . .
2. I was . . . years old.
3. I saw . . .
4. I traveled with . . .
5. I got there by . . .
6. I . . .
7. I ate . . .
8. I bought . . .
9. I got up . . .
10. It was . . .

Lesson D

Exercise 1

1. Make a Calendar
2. Remember Your Wallet
3. Check the Weather
4. Get a Hotel

Exercise 2

1. He took a bus.
2. She took T-shirts and shorts.
3. He traveled with Lee.
4. No, he didn't.
5. It was at home.

Unit 12

Lesson A

Exercise 1

1. May
2. June
3. December
4. April
5. February

Exercise 2

1. Makoto's birthday is June twenty-second.
2. Kyle's birthday is June twenty-third.
3. Lucia's birthday is June twenty-ninth.
4. Jack's birthday is June thirtieth.
5. Don's birthday is July first.
6. Daniel's birthday is July fifth.
7. Amanda's birthday is July eighth.
8. Emily's birthday is July twelfth.

Exercise 3

1. going to
2. are going to drive
3. not going to
4. isn't going to take
5. going to stay / I am
6. Is Sarah going / she isn't

Exercise 4

1. Ellie is going to travel to Ecuador on March 22nd.
2. Dana is going to start her / a new job on April 21st.
3. Tim is going to graduate from college on May 7th.
4. Willy is going to go on vacation (for a week) on June 2nd.
5. Jill and Lucas are going to go skydiving on July 23rd.
6. Brian and Nicole are going to start college on September 10th.
7. Amy and Ken are going to get married on October 11th.
8. Heather is going to have a big party on December 13th.

Exercise 5

1. *A:* Are you going to take a taxi to work?
   B: Yes, I am.
2. *A:* Are they going to get married next week?
   B: No, they aren't.
3. *A:* Is he going to create a website for me?
   B: No, he isn't.
4. *A:* Are we going to eat out on Friday?
   B: Yes, we are.
5. *A:* Is she going to look for a job?
   B: Yes, she is.
6. *A:* Are you going to do the dishes tonight?
   B: No, I'm not.

Exercise 6

Answers will vary.

Exercise 7

Answers will vary.

Lesson B

Exercise 1

1. sorry
2. afraid
3. really
4. Sure / love
5. sounds great
6. Sounds good

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Exercise 2

1. I'm sorry. I can't. / I'm afraid I can't. / I'm really sorry, but I can't.
2. Sure. I'd love to. / Yeah. That sounds great. / Sounds good.
3. Sure. I'd love to. / Yeah. That sounds great. / Sounds good.

Exercise 3

Answers will vary. Sample answers.

Marc Hello?
Dina Hi, Marc. It's Dina. Listen, do you want to . . . ?
Marc . . . ? I'm sorry. I can't. / I'm afraid I can't. / I'm really sorry, but I can't.
Dina Oh, OK. Well, do you want to. . . ?
Marc . . . ? Sure. I'd love to. / Yeah. That sounds great. / Sounds good.
Dina Great. . . .
Marc Sure. I'd love to. / Yeah. That sounds great. / Sounds good. See you on . . .

Lesson C

Exercise 1

1. choose the music
2. send the invitations
3. make a guest list
4. plan the menu
5. bake a cake
6. decorate the room
7. buy a gift
8. prepare the food

Exercise 2

1. Tonya is going to make a guest list. Danilo is going to plan the menu.
2. Ben is going to send the invitations. Mi Yon is going to buy a gift.
3. Glenn is going to choose the music. Terry is going to decorate the room.
4. Rodrigo is going to prepare the food. Erica is going to bake a cake.

Exercise 3

Object pronouns: me, you, him, her, it, us, them

Exercise 4

How are you? I'm busy with Mick and Susana. I'm going to take them to a soccer game at 12:00. Then we're going to go shopping. Susana has a concert on Friday. I'm going to buy her a new dress. Mick needs a new computer. I'm going to buy it at CompSave.

Listen, Mom's birthday is Sunday. What are we going to get her? Do you want to get her a sweater and a scarf? Look at the pictures. I can buy them online today. You can pay me later. Mom helps us all the time, so let's surprise her with a party. Let's have a cake. Can you bake it? Dad is going to be here tomorrow. I can tell him about the party.
I'm going to call you after the soccer game. Are you going to be home?

Exercise 5

1. What are you going to buy Jen?
2. Who's going to help Henry and me?
3. When are you going to see John?
4. How is Sonya going to send the invitations?
5. What time is he going to call Paul and Vera?
6. Where is she going to meet you and Jim?

Exercise 6

1. *A:* What are you going to buy Jen?
   B: I'm going to buy her a hat.
2. *A:* How is Sonya going to send the invitations?
   B: She's going to send them by email.
3. *A:* Who's going to help Henry and me?
   B: Frank's going to help you.
4. *A:* What time is he going to call Paul and Vera?
   B: He's going to call them at 7:00.
5. *A:* Where is she going to meet you and Jim?
   B: She's going to meet us at the bus stop.
6. *A:* When are you going to see John?
   B: I'm going to see him on Monday.

Lesson D

Exercise 1

A birthday / Joe's birthday

Exercise 2

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

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Class audio scripts

Unit 1

Lesson B, Exercise 3, Part A [p. 9]

CD 1, Track 12

1. *Man* Hello. I'm Steven Black.
   Woman Hello, Steven. How do you spell your first name?
   Man S-T-E-V-E-N.
2. *Woman* Hi. My name is Dena Brown.
   Man Hello. How do you spell your first name?
   Woman It's D-E-N-A.
3. *Woman* Hello. My name is Kerry.
   Man Kelly?
   Woman No. It's Kerry.
   Man How do you spell that?
   Woman K-E-R-R-Y.
4. *Woman* What's your name?
   Man It's Bryan. B-R-Y-A-N.
   Woman Nice to meet you, Bryan.
   Man Nice to meet you, too.

Lesson B, Exercise 3, Part B [p. 9]

CD 1, Track 13

1. *Man 1* Hi. I'm George.
   Man 2 Hello. I'm Larry Winston.
   Man 1 Nice to meet you, Larry.
   Man 2 Nice to meet you, too, George. Uh, what's your last name?
   Man 1 My last name? It's Lee. L-E-E.
2. *Woman* Good afternoon.
   Man Hello.
   Woman My name is Susan Watkins.
   Man Suzanne Watkins?
   Woman No, Susan. S-U-S-A-N. W-A-T-K-I-N-S.
3. *Woman* Good morning.
   Man My name is Danny Young.
   Woman Danny Young?
   Man Yes.
   Woman And how do you spell your name?
   Man D-A-N-N-Y. Y-O-U-N-G.
   Woman Welcome to class, Danny.
4. *Woman 1* What's your name, please?
   Woman 2 Karen. Karen Nelson.
   Woman 1 How do you spell your name?
   Woman 2 K-A-R-E-N. And Nelson. N-E-L-S-O-N.
   Woman 1 OK, Mrs. Nelson.
   Woman 2 Um . . . it's "Miss," not "Mrs."
5. *Man* Hello.
   Woman Your name, please.
   Man Um, Paul Harris.
   Woman How do you spell your last name?
   Man H-A-R-R-I-S.
   Woman What's your middle name, Paul?
   Man My middle name? It's Jared. J-A-R-E-D.
6. *Teacher* Good morning, class.
   Students Good morning!!
   Teacher Welcome. My name is Ms. Fields. F-I-E-L-D-S.

Unit 2

Lesson B, Exercise 3, Part A [p. 19]

CD 1, Track 29

1. *Woman* Directory Assistance. What city?
   Man West Hollywood.
   Woman What name, please?
   Man Uh, Carlos Moreno.
   Woman The number is . . . three-two-three, eight-two-two, one-six-zero-seven.
2. *Woman 1* Good morning, Directory Assistance.
   Woman 2 I need the number for Lucy Chang, please.
   Woman 1 How do you spell the last name?
   Woman 2 C-H-A-N-G.
   Woman 1 The number is . . . six-six-two, six-five-one, oh-four-one-oh.
3. *Woman* Directory Assistance. What city?
   Man Chicago.
   Woman What name?
   Man Michael Ashcroft. A-S-H-C-R-O-F-T.
   Woman The number is . . . eight-six-six, two-seven-nine, nine-four-zero-zero.
4. *Woman 1* Hello, Directory Assistance.
   Woman 2 Hi, I need the number for Beatriz Lago. Beatriz J. Lago.
   Woman 1 How do you spell that?
   Woman 2 L-A-G- –
   Woman 1 No, the first name.
   Woman 2 Oh, it's B-E-A-T-R-I-Z.
   Woman 1 The number is . . . three-four-one, three-six-oh, four-five-seven-oh.

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Lesson B, Exercise 3, Part B [p. 19]

CD 1, Track 30

1. *Woman* Your name, please?
Man Michael Kensington.
Woman Michael Kensington. . . . OK. How do you spell Kensington?
Man K-E-N-S-I-N-G-T-O-N.
Woman OK, Michael. What's your middle name?
Man John.
Woman J-O-H-N?
Man Yes.
Woman And what's your phone number?
Man My cell phone number is, um, six-oh-eight, nine-eight-five, six-eight-three-one.
Woman OK. . . . And your email address?
Man It's M-J-K-7-8-at-C-U-P-dot-org.
Woman M-J-K-7-8-at-C-U-P-dot-org?
Man Yes.

2. *Man* What's your name, please?
Woman Lydia Jackson. L-Y-D-I-A, J-A-C-K-S-O-N.
Man And your middle initial?
Woman *P* for Paula.
Man OK. And your phone number?
Woman It's eight-one-three, two-six-five, one-three-five-six.
Man Thank you. And what is your email address?
Woman It's Lydia-underscore-J-at-cambridge-dot-org.
Man Lydia-underscore-J-at-cambridge-dot-org?
Woman Yes, correct.

3. *Man* Your name, please?
Woman Veronica Guzman.
Man Is that V-E-R-O-N-I-C-A, G-U-Z-M-A-N?
Woman Yes.
Man What city are you from Ms. Guzman?
Woman I'm from Dallas.
Man And what is your number?
Woman My phone number?
Man Yes.
Woman It's two-one-zero, eight-two-six, six-three-nine-eight.
Man And your email address, please?
Woman V-guzman-at-C-U-P-dot-org.
Man OK. Thank you very much.

Lesson D, Exercise 2 [p. 23]

CD 1, Track 36

Woman Look at my webpage with my photos.
Man Who's he? Your friend?
Woman No, my brother. His name is Mark.
Man How old is he?
Woman He's fifteen. And this is Dominique. She's in my English class.
Man Where's she from?
Woman She's from Paris. She's French.
Man Is he your father?
Woman No, my grandfather.
Man Oh?
Woman Yeah. His name is Henry.
Man Henry?
Woman Yeah.
Man How do you spell it?
Woman H-E-N-R-Y.
Man And who's she? Your mother?
Woman No. That's Ms. Parker, my English teacher.
Man Oh? Is she American?
Woman No, she's from Canada.

Unit 3

Lesson B, Exercise 1 [p. 28]

CD 1, Track 41

1. *Bo* What's this, Marta?
Marta It's a remote control.
Bo What?
Marta Two words: remote control.

2. *Marta* What's this, Bo?
Bo It's a marker.
Marta A marker?
Bo Yes.

3. *Bo* Marta, what's this?
Marta It's a map.
Bo A mat?
Marta No, a map. With a *p*.

4. *Marta* Bo, what's this? A watch?
Bo No, that's not a watch. That's an alarm clock.
Marta An alarm clock?
Bo That's right.

5. *Bo* What's this? Is it a poster?
Marta Yes, it is, Bo. It's a poster.

Lesson D, Exercise 2 [p. 33]

CD 1, Track 49

1. *Man* That sweater is nice. Is it yours?
Woman Yeah. It's my favorite.
Man The colors are nice.

2. *Man* These are my favorite shorts.
Woman Your favorite shirt?
Man No, my favorite shorts.

3. *Woman* Nice cap. Is it yours?
Man Yeah. It's from my baseball team. Our team colors are black and white.
Woman Cool.

4. *Man* That's a cool watch.
Woman Thanks. It's my favorite.
Man The pink is nice.

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Unit 4

Lesson B, Exercise 4 [p. 39]

CD1, Track 58

1. *Man* What's the time?
   Woman Um, it's a quarter to ten.
   Man Oh, I'm early. The movie is at ten o'clock.
2. *Woman* What time is your Japanese class, Rod?
   Man It's at four o'clock. What time is it now?
   Woman It's four-oh-five.
   Man Oh, no!
3. *Woman* What time is the train? Am I late?
   Man Twelve-twenty. It's only eleven fifty-five now.
   Woman Oh, good.
4. *Woman* What time is the bus to the city?
   Man At noon.
   Woman What time is it now?
   Man It's only ten-thirty!
5. *Man* Susan, what time is your dance class?
   Woman It's at nine forty-five.
   Man Um, it's nine-fifty now.
   Woman Nine-fifteen or nine-fifty?
   Man Nine-fifty.

Lesson D, Exercise 2 [p. 43]

CD 1, Track 65

Max So, Angela, do you work on the weekend?
Angela Yes, I work on Saturdays.
Max Really? In the afternoon or evening?
Angela I go to work at six p.m.
Max Do you take the bus to work?
Angela No, I take the subway.
Max And after work?
Angela Oh, after work, I watch TV at home.
Max Do you go to class on the weekend, too?
Angela I have classes from Monday to Friday, but not on the weekend.
Max Do you go to bed late?
Angela Yeah.
Max And do you get up late on Sundays?
Angela Yes, I do. I get up at ten-thirty or so.
Max Yeah, me, too. I also exercise on Sundays. Do you?
Angela No, I don't. I read the news, and I study. I have a busy week, and Sunday is a good time to study.
Max Do you cook on the weekend?
Angela I cook on Sunday.

Unit 5

Lesson B, Exercise 3, Part B [p. 49]

CD 2, Track 10

1. *Man* Excuse me. How much is this video game?
   Woman It's fourteen dollars.
   Man Forty dollars?
   Woman No, *fourteen*. It's on sale today.
   Man Oh!
2. *Woman 1* Mom, look at those boots!
   Woman 2 How much are they?
   Woman 1 Just sixty dollars!
   Woman 2 Sixty dollars . . .
   Woman 1 Oh, Mom, pleeeease . . .
   Woman 2 Oh, well, OK.
   Woman 1 Thanks, Mom!
3. *Woman* Hmm . . . that's a nice scarf.
   Man Nah . . . I don't like it.
   Woman It's only seventeen dollars.
   Man Seventeen dollars? That's not bad.
4. *Woman* Can I help you?
   Man Yes, please. How much is this belt?
   Woman It's ninety dollars.
   Man Nineteen dollars?
   Woman No, sir. *Ninety* dollars. It's Italian.
   Man I see.

Lesson B, Exercise 4, Part A [p. 49]

CD 2, Track 11

1. *Man* Can I help you?
   Woman Yes, thanks. How much is that camera?
   Man It's a hundred and fifty-four dollars.
2. *Woman* Can I help you?
   Man Yes, thanks. I like these shirts. Are they on sale?
3. *Man* How much is this in blue?
   Woman The blue bag is thirty dollars.
4. *Woman* I like this skirt. Do you have it in brown?
   Man Yes, we do.

Lesson B, Exercise 4, Part B [p. 49]

CD 2, Track 12

1. *Woman 1* Can I help you, ma'am?
   Woman 2 Yes, please. How much are these?
2. *Woman* Can I help you, sir?
   Man I'm just looking, thanks.
3. *Woman 1* Can I help you?
   Woman 2 Um, I'm fine, thank you.
4. *Woman* Can I help you?
   Man Yes, please. Do you have this in green?

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Lesson D, Exercise 2 [p. 53]

CD 2, Track 18

James Hey, Allison.
Allison Oh, hi, James. How's it going?
James OK. Is that your new computer?
Allison Yeah.
James It's nice. Hey, who's that?
Allison Oh, Lorena Ochoa.
James The golfer?
Allison Yeah. This is her fan site. I look at this website sometimes. I look at photos and read news about her.
James Cool. Do you have other favorite websites?
Allison Sure. Here's one.
James What's that?
Allison It's the website for MoMA.
James What's MoMA?
Allison The Museum of Modern Art, in New York City. They have a great site. See? A museum tour.
James That's fun.
Allison Here's another site I like.
James Oh, I know this site. I sometimes buy video games on this site.
Allison Right. I sell my old books.
James I have a favorite site.
Allison Yeah?
James Look here.
Allison What are those?
James Cool videos.
Allison Oh, yeah. . . . Do you ever upload videos?
James No, never. I just watch them. Let's watch this one, OK?

Unit 6

Lesson B, Exercise 2 [p. 59]

CD 2, Track 24

1. *Woman* Good afternoon, Star Computers.
   Man Hello. My name is Kevin Geary. Can I please speak to Ellen Astor?
   Woman One moment, please.
   Man Thank you.
   Woman I'm sorry, sir. Ms. Astor is in a meeting.
   Man Oh, OK. Thank you.
2. *Woman* Good morning, Star Computers.
   Man Hello. This is Kevin Geary again. Could I speak to Ms. Astor, please?
   Woman Yes. One moment. I'm sorry, Mr. Geary. She's on another line.
   Man On another line? Oh, OK.
3. *Woman* Star Computers.
   Man Can I speak to Ellen Astor?
   Woman Who is this, please?
   Man Kevin. Kevin Geary. I –
   Woman Hold on, please. I'm sorry. Ms. Astor's at lunch.
   Man At lunch. All right. Thank you.
4. *Woman* Hello. Star Computers.
   Man This is Kevin Geary.
   Woman Ah, Mr. Geary. How are you?
   Man I'm fine. Could I please speak to . . . ?
   Woman I'm sorry. She's with a customer.
5. *Woman* Hello. Star Computers.
   Man Hi, this is –
   Woman Hi, Kevin. How are you?
   Man Um, OK, thanks. Is Ms. Astor there?
   Woman Oh, sorry, Kevin. She's on vacation.
   Man She's what?! On vacation?
   Woman Yes. Call back on Tuesday morning, please.

Lesson C, Exercise 4, Part B [p. 61]

CD 2, Track 29

1. *Man* That's my favorite song! Let's dance!
   Woman I can't dance.
2. *Man* My computer doesn't work.
   Woman I can fix it.
3. *Woman* Hey. Let's start a band.
   Man I can play guitar.
4. *Woman* [*in French*] *Bonjour. Comment allez-vous?*
   Man I can't speak French.

Lesson D, Exercise 2 [p. 63]

CD 2, Track 31

Man Hey, Celia. Look at these online ads for programs. Here's one in Italy. I can study Italian *and* work in a restaurant in the evening. I can also see the city in my free time.
Woman At a restaurant? Really? As a chef in an Italian restaurant?
Man I don't know. I think I *help* the chef.
Woman Can you speak Italian?
Man Um, no.
Woman What's the salary?
Man The salary? It doesn't say. Ah . . . It says "good" salary.
Woman Or here's one. You're interested in animals. Can you swim?
Man Swim? Sure.
Woman "Work with turtles . . . Tuesday to Saturday . . ."
Man What time do I work?
Woman From six a.m. to one-thirty p.m.
Man That's not bad. And Costa Rica is a very nice country. Oh, look here.
Woman What does it say?
Man Are you 18 to 22 years old?
Woman Yes.

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Man Can you speak Chinese, Korean, Japanese, or English?
Woman Chinese, Korean, Japanese, *and* English?
Man No, *or* English. You speak English. You can work at a theme park in Hong Kong.
Woman Fun! A theme park! What's the job?
Man Hmm . . . it doesn't say.

Unit 7

Lesson B, Exercise 3 [p. 69]

CD 2, Track 39

1. *Woman* I like pasta with meat sauce a lot.
   Man I don't. I don't like beef.
2. *Man* Mmm. I love chicken. It's one of my favorite foods.
   Woman I like it, too. I can eat it every day.
3. *Man* Yum! I love potatoes.
   Woman Yeah. They're one of my favorite vegetables.
4. *Woman* Great! Bananas and cereal for breakfast.
   Man Not again! Let's eat something else. Pleeeease!

Lesson D, Exercise 2 [p. 73]

CD 2, Track 44

Olga Hi, Matt.
Matt Oh, good morning, Olga. How's it going?
Olga Good, thanks. Let's have some breakfast before class.
Matt OK. . . . Olga, you're from Sweden, right? What's a typical breakfast in Sweden?
Olga Well, one very important food is bread.
Matt Do you put anything on the bread?
Olga Yes, we do. We usually have it with butter or cheese.
Matt What about pancakes?
Olga Swedes love pancakes, but we hardly ever eat them for breakfast. We usually eat them after dinner, for dessert.
Matt What other food is typical for breakfast in Sweden?
Olga Swedes also eat cereal and eggs for breakfast. And a lot of fruit.
Matt How healthy.
Olga Oh, it is.
Matt It sounds like a lot of food.
Olga Well, hotels sometimes have big buffets, but we usually eat a small breakfast at home. Then we have a light lunch and a big dinner.

Unit 8

Lesson B, Exercise 3, Part A [p. 79]

CD 2, Track 52

GPS Voice Go up Western Avenue. Turn right at Spring Street. Go up five blocks to Fourth Avenue. It's on the right, between Fourth and Fifth Avenues.

Lesson B, Exercise 3, Part B [p. 79]

CD 2, Track 53

GPS Voice You are at the corner of Fourth Avenue and Spring Street. Go up Fourth Avenue. Take a left at Pike Street. Go for four blocks. It's in front of you on the corner of Pike Street and Post Avenue.

Lesson D, Exercise 2 [p. 83]

CD 2, Track 58

1. *Man* Can I help you, ma'am?
   Woman Uh, yes, thank you. Is there a movie theater near here?
   Man A movie theater? Sure. There's one on First Street. It's called Hollywood Theater.
   Woman OK, thanks. And is there a coffee shop?
   Man Yes. See, there's one across the street.
   Woman Oh, I see it. Thank you very much.
   Man You're welcome. Have a nice day.
2. *Man* Excuse me.
   Woman Yes. Can I help you?
   Man Yes, thank you. Is there an aquarium in the city?
   Woman An aquarium . . . no. I'm sorry, there isn't.
   Man Oh, OK. Is there an art museum?
   Woman Yes, there is. The address is 348 (three forty-eight) Main Street. It's across from the park.
   Man Can I walk there?
   Woman Yes, it's not far.
   Man Thank you.
3. *Man* Hello. Can I help you?
   Woman Yes, thanks. Are there any bookstores near here?
   Man Yes, there's a nice one on the corner of Third and Elm. It's called Bookworm. Here's a map.
   Woman Oh, I see. Is it far?
   Man Not really. You can walk or take the subway. The subway station is here, on this corner.
   Woman Great, thank you. And is there a science center in this city?
   Man A science museum?
   Woman No, a science center.
   Man No, I'm afraid not.

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Unit 9

Lesson A, Exercise 4 [p. 87]

CD 3, Track 6

1. *Man 1* [*from the TV*] He shoots. He scores!
   Man 2 Yes!
2. [*sound effects of someone going to bed*]
3. [*sound effects of someone running*]
4. [*sound effects of some people playing tennis*]
5. *Man 1* Thank you for coming. See you next time.

Lesson B, Exercise 2, Part A [p. 89]

CD 3, Track 9

1. *Man 1* Hello?
   Man 2 Hi, Eric. It's Mark. Do you have a minute?
   Man 1 Um, this isn't a good time. I'm having dinner. Can I call you back?
   Man 2 Oh, sure. Talk to you later, Eric.
   Man 1 OK. Talk to you later. Bye, Mark.
2. *Woman* Hello?
   Man Renee?
   Woman Yes.
   Man It's Steve. How's it going?
   Woman OK.
   Man Is this a good time to talk?
   Woman No, I can't talk right now. I'm studying. Can I call you back?
   Man Sure, no problem.
   Woman Thanks, Steve.
3. *Man* Hello?
   Woman Hi, Ji-won. It's Michelle. Can you talk right now?
   Man Hey, Michelle. Listen, can I call you back in fifteen minutes? I'm driving. This isn't a good time to talk.
   Woman Oh, sure.
   Man Talk to you later.
   Woman OK. Bye.
4. *Woman* Good morning. Winston Industries.
   Man Hi, Carmen. It's Ralph. Is this a good time?
   Woman Sorry, Ralph. I'm working. Can I call you back later?
   Man Later?
   Woman Yes, later. I'm not able to talk right now.
   Man No problem.
   Woman Thanks. Talk to you later.

Unit 10

Lesson B, Exercise 2 [p. 99]

CD 3, Track 22

Woman 1 Oh, what a week!
Woman 2 Are you OK?
Woman 1 Yeah, thanks. But I'm glad it's Friday!
Woman 2 What happened this week?
Woman 1 Well, I learned something on Monday.
Woman 2 Uh-huh.
Woman 1 I didn't answer three questions on my test.
Woman 2 What? Last Friday's test?
Woman 1 Yeah. I just didn't answer them. Numbers 8, 9, and 10.
Woman 2 Why not?
Woman 1 I don't know. I just didn't. And then on Tuesday, I watched a movie with my new boyfriend, Josh.
Woman 2 Oh?
Woman 1 And my old boyfriend called me.
Woman 2 Really? Your old boyfriend, Rick?
Woman 1 Yeah, but I didn't answer the phone. I didn't want to talk to him. Then on Wednesday, I designed a webpage for my sister Julie.
Woman 2 Oh, yeah?
Woman 1 But she didn't like the colors.
Woman 2 What?
Woman 1 So I fixed it. Then on Friday –
Woman 2 What about Thursday?
Woman 1 Oh, I fixed the webpage all day on Thursday. Then on Friday . . .
Woman 2 Uh-huh.
Woman 1 I just stayed home.
Woman 2 You're kidding! *You* stayed home on Friday night?
Woman 1 I know, I know . . .

Lesson D, Exercise 3 [p. 103]

CD 3, Track 28

Tomás Hi, Matt.
Matt Oh, hi, Tomás. How's it going?
Tomás Fine. Thanks. How are you?
Matt Great, but tired. I had a busy week last week.
Tomás Really? What did you do?
Matt Well, I got up early every day. We're very busy at work, so I went to work early all week.
Tomás Oh, yeah?
Matt Yeah. I worked about forty-five hours. I'm very tired.
Tomás Forty-five hours? That's a lot.
Matt After work on Wednesdays, I usually play soccer, but last week I didn't.
Tomás Why not?

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Matt Well, I didn't have any clean clothes, so I did my laundry on Wednesday night.
Tomás That's no fun.
Matt I know. . . . I also made dinner every night. I tried some new recipes and ate some really great new meals.
Tomás Sounds good.
Matt Yeah, I really like cooking.
Tomás Wow. It sounds like you did a lot last week. Did you play your guitar? I know you practice every day.
Matt Yes, I did. I played for about an hour every night. It's my favorite thing to do. I also usually read a book every week, but I didn't have time to read last week. Maybe this week . . .

Unit 11

Lesson B, Exercise 3 [p. 109]

CD 3, Track 35

Woman Hi, Sam. How's it going?
Man Oh, hi. Fine, thanks.
Woman How was your weekend?
Man Oh, it was . . . interesting. You know, I won a trip last year.
Woman Yeah, I remember. Did you take the trip last weekend?
Man Uh-huh. It was just a one-night trip. I went to the airport for my flight, but I missed it! The flight was at twelve o'clock. I thought it was at two o'clock.
Woman You missed your flight? Oh, no!
Man Yeah. But there was another flight in the evening.
Woman That's good.
Man The hotel was excellent. I had a nice room. And the people at the hotel were great.
Woman That's good. How was the food?
Man Well, I ate dinner at the hotel restaurant. Then I went for a walk and went to bed. But in the morning, I was sick.
Woman That's terrible. Do you think it was the food at the restaurant?
Man I think so.
Woman That's too bad.
Man These things happen. I got up early and took a taxi to the airport.
Woman Uh-huh.
Man The taxi was about twenty dollars.
Woman Really? That's not bad.
Man But I didn't have my wallet!
Woman You're kidding! You lost your wallet?
Man I took the taxi back to the hotel, and they had it.
Woman Oh, that's good. So you went back to the airport?
Man That's right.
Woman Did you miss your flight again?
Man No, I got the flight this time.
Woman It sounds like an awful weekend.
Man No, it wasn't so bad. It was good. I was just happy to get away.

Lesson D, Exercise 2 [p. 113]

CD 3, Track 41

1. *Man* So how was your trip to Brazil? You went there for two weeks, right?
Woman Yeah. It was great. We went to Rio.
Man Really? But two weeks, just in Rio?
Woman Yeah. What's wrong with that?
Man Sorry, it just . . . sounds . . . a little boring.
Woman Not at all. Think about it – swimming, running, playing volleyball every day!
Man That's true. How was the shopping?
Woman I really liked the shopping. It was excellent. I bought a lot of souvenirs. Look! This is for you.
Man Um, what is it?

2. *Woman* Welcome home! How was Japan? Did you enjoy your vacation?
Man Yeah, It was interesting.
Woman That's good.
Man And now I can speak a little Japanese, too.
Woman You can speak Japanese?
Man *So desu ne.*
Woman Huh? Well, anyway, what did you really enjoy there?
Man Oh, that's easy. The food. I ate everything and loved it all.

3. *Man* When did you get back from New Zealand?
Woman Last weekend.
Man Well, how was it?
Woman It was exciting!
Man What did you do?
Woman I did all kinds of outdoor activities.
Man How nice! What did you like about the trip?
Woman The people. They were really nice. I made some good friends there.
Man That's great.

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Unit 12

Lesson B, Exercise 2 [p. 119]

CD 3, Track 48

1. *Man* Hi, Vanessa.
Woman Hey, Pete. How are you?
Man Good, thanks. Listen, Vanessa. Are you going to go to the soccer game tonight?
Woman No. Why?
Man Well, I have an extra ticket. My brother can't go. Do you want to go?
Woman Really? What time?
Man At eight o'clock.
Woman Sure. I'd love to. Thanks!

2. *Woman* Hi, David. What are you doing?
Man Not much.
Woman Hey, you know my friend Sandra, right?
Man Sure. She's very nice.
Woman Well, we're going to meet for coffee tonight. Do you want to come?
Man Oh, I'm afraid I can't tonight. Sorry.
Woman That's OK. Maybe some other time.

3. *Woman* Jeremy, do you know that new Italian place?
Man The one on Tenth Street?
Woman Yeah.
Man I do. The food is really great.
Woman Do you want to go there tonight?
Man Tonight? Oh, I'd love to, but I can't. I'm going to have dinner at my friend's house. Sorry.
Woman That's OK. Maybe some other time.

4. *Man* Hi, Julie.
Woman Hey, Ben.
Man Are you busy tonight?
Woman Tonight? Why?
Man I'm going to see a movie. Do you want to come?
Woman OK, thanks. What time?
Man There's a show at eight o'clock.
Woman That sounds fine.

Lesson D, Exercise 2 [p. 123]

CD 3, Track 53

Amanda My birthday is July fourteenth, and I always celebrate my birthday with my friends and family. I'm sixteen years old now, and on my last birthday, my parents gave me a "Sweet Sixteen" party. That's a party a lot of girls have when they turn sixteen. I made a guest list, and my parents sent the invitations. My mom and I decorated the room and planned a special menu of pizza, ice cream, and, of course, cake. My mom baked a big chocolate cake with "Happy Birthday, Amanda!" on it. Everybody sang "Happy Birthday" to me. We had the party at my house, and fourteen of my friends came. Some of their mothers even came! We played music, danced, and sang karaoke. My mom and dad gave me a cool gift. It was a new camera. It was great – I took photos of my friends and then posted them online for my friends to see. I'm not going to have a party for my next birthday – my seventeenth – but I am going to have one for my eighteenth birthday!

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unit 1

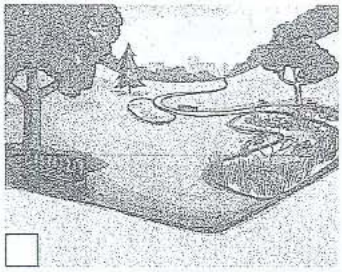
Famous names

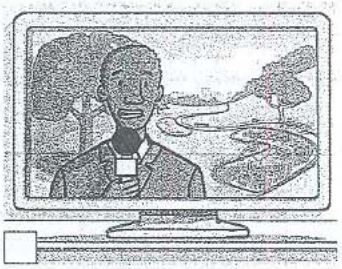
Before you watch

Match the words and the pictures. Then compare with a partner.

a. a park	b. a reporter	c. an interview

1. ☐ 

2. ☐ 

3. ☐ 

While you watch

A Label the pictures with the correct names.

Amanda	Bo	Emi	Irma



1. _____



2. _____



3. _____



4. _____

B Circle the correct answers.

1. Emi is _____ .
   a. a student b. a musician c. a reporter
2. Her _____ is Emiko Kawasaki.
   a. full name b. family name c. nickname
3. Emi is short for _____ .
   a. Emi b. Emiko c. Kawasaki
4. Emi K. is her _____ .
   a. real name b. middle name c. nickname
5. Her family name is _____ .
   a. Kawasaki b. Emi c. Emily

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C Write T (true) or F (false).

1. Paul Hewson is a singer from Ireland. _____
2. Jennifer Anastassakis is a celebrity. _____
3. Sean Combs is a jazz singer. _____
4. Irma is not a hip-hop fan. _____



After you watch

A Complete the sentences with the correct words.

first	full	last	nickname	real

1. Emi's _____ name is Emiko Kawasaki.
2. Bono's _____ name is Paul Hewson.
3. Jennifer Aniston's real _____ name is Anastassakis.
4. Sean Combs's _____ is Diddy.
5. DJ Irma's _____ name is Irma.

B Write a famous person's real name in the circle. Then complete the sentences.

is a _____ .

has the initials _____ .

_____

is from _____ .

uses the nickname _____ .

C **Pair work** Tell your partner about the person in Part B.

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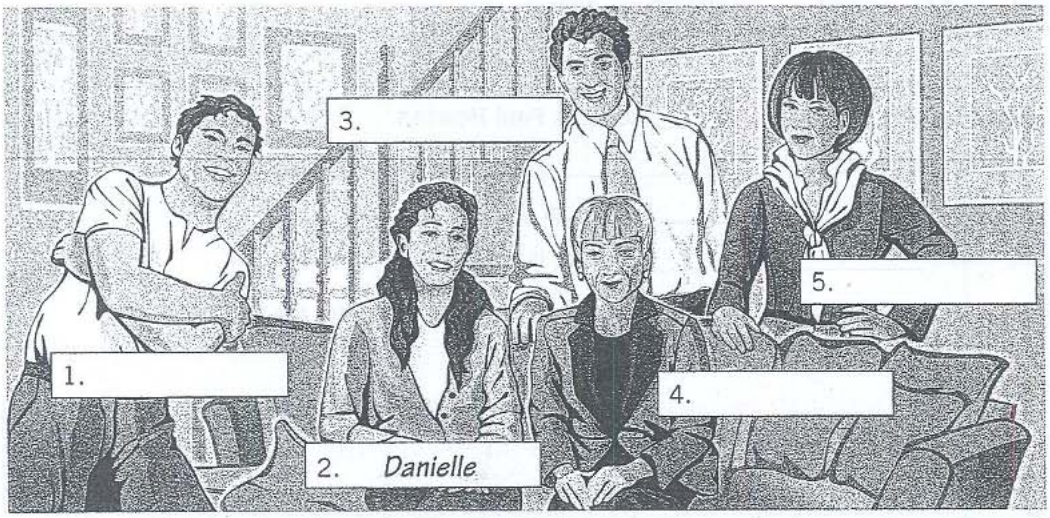
unit 2

Surprise!

Before you watch

A Label the picture with the correct words. Then compare with a partner.

✓Danielle	mother	boyfriend	father	grandmother



B Which person in Part A is *not* a member of the family?

While you watch

A Write D (Danielle), I (Irma), M (Max), P (Peter), or W (Wendy).



Danielle Irma Max Peter Wendy

1. _____ is Peter's mother.
2. _____ is Danielle's brother.
3. _____ is Peter's wife.
4. _____ is Peter and Wendy's daughter.
5. _____ is Irma's son.
6. _____ is Wendy's husband.
7. _____ is Max's sister.
8. _____ is Danielle and Max's mother.

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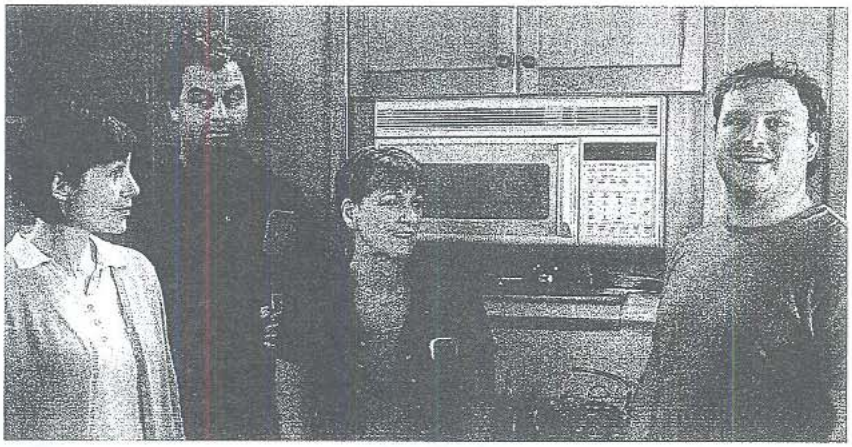
B Circle the correct answers.

1. Danielle is home from _____ .
   a. college b. vacation c. work
2. _____ nickname is Chef Dad.
   a. Max's b. Paul's c. Peter's
3. Danielle's mother is _____ years old.
   a. 44 b. 47 c. 67
4. Max is _____ .
   a. at home b. in film school c. in Toronto
5. Paul is Danielle's _____ .
   a. brother b. boyfriend c. teacher



C Write Y (yes) or N (no).

1. Is Danielle a student? _____
2. Is Wendy a grandmother? _____
3. Is Irma 67 years old? _____
4. Is Max in the house? _____
5. Is Paul a member of Danielle's family? _____

After you watch

A What are the two surprises in the video? Check (✓) the correct answers.

- ☐ Danielle is home from college.
- ☐ Max is in Toronto.
- ☐ Paul is Danielle's new boyfriend.

B **Pair work** Who is in your family? What are their names and ages? Which family members live in your home? Tell your partner.

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unit 3

My favorite things

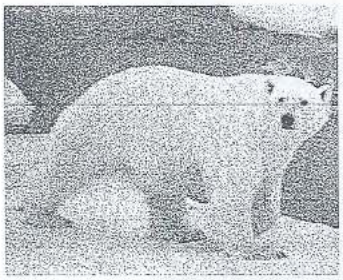
Before you watch

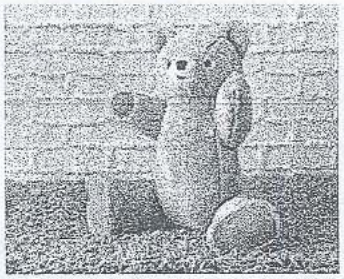
Circle your guesses. Then compare with the class.

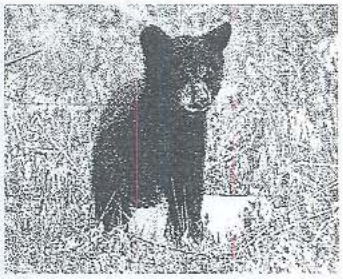
1. What is a roommate?

   a. a student in your class b. a member of your family c. a friend who lives with you

2. What is a teddy bear?

a. 

b. 

c. 

3. What is a robe?

a. 

b. 

c. 

While you watch

A What are Nick's favorite things? Check (✓) the correct answers.

☐ his baseball	☐ his laptop	☐ his T-shirt
☐ his cap	☐ his picture	☐ his teddy bear
☐ his cell phone	☐ his robe	☐ his video camera

B Write T (true) or F (false).

1. The video is for Ben's parents. _____
2. Nick is from New Hampshire. _____
3. The robe is from Japan. _____
4. The picture is of New York. _____
5. The teddy bear is from Nick's friend. _____

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C Circle the correct answers.

1. Nick and Ben are _____
   a. roommates b. teachers c. artists
2. A *wakara* is a _____
   a. shirt b. robe c. jacket
3. Nick's cap is from his high school _____ team.
   a. tennis b. golf c. baseball
4. _____ is the artist of the picture.
   a. Ben b. Nick's grandmother c. Nick
5. Nick's _____ are from Vermont.
   a. parents b. grandparents c. friends
6. Nick's teddy bear is _____ years old.
   a. 9 b. 19 c. 20

After you watch

A Which of Nick's things is your favorite? Why?

B **Group work** Tell your group about your favorite things.

- What are they?
- Where are they from?
- How old are they?



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unit 4

My busy Monday

Before you watch

Match the words and the pictures. Then compare with a partner.

a. drink coffee	c. go to school	e. ride a bike
b. get up	d. make a video	f. text with friends

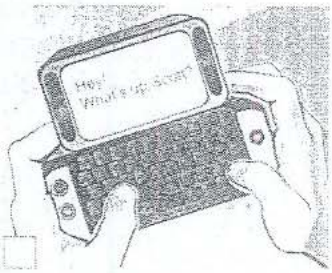

1. ☐


2. ☐


3. ☐


4. ☐


5. ☐


6. ☐

While you watch

A What does Ben do on Mondays? Number the sentences from 1 to 7.

_____ He has class.
_____ He goes to bed very late.
_____ He drinks coffee.
_____ He texts with his friends.
_____ He exercises.
_1_ He gets up.
_____ He rides his bike.



Ben

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B Circle the correct answers.

1. Nick _____ for Ben.
   a. makes a video b. cooks dinner c. drives a car
2. The video is for _____ .
   a. Ben's friends b. Ben's class c. Ben's family
3. Ben's favorite class is at _____ .
   a. 7:30 b. 9:00 c. 4:30
4. Lila is Ben's _____ .
   a. teacher b. classmate c. student
5. Ben exercises _____ .
   a. at school b. at home c. at the park

C Write T (true) or F (false).

1. Ben has orange juice, tea, cereal, and milk for breakfast. _____
2. Ben's favorite class is English. _____
3. Ben is early for class. _____
4. Ben exercises at the park at 3:30. _____
5. Lila rides a bike to school and runs in the park. _____
6. Ben texts with his friends in the afternoon. _____



After you watch

A Make a list of your routine activities at different times of the day.

Morning	Afternoon	Evening	Night
get up			

B **Group work** How is your daily routine the same as Ben's? How is it different?

"I get up late every morning. I don't have cereal for breakfast like Ben. I don't have time to eat!"

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unit 5

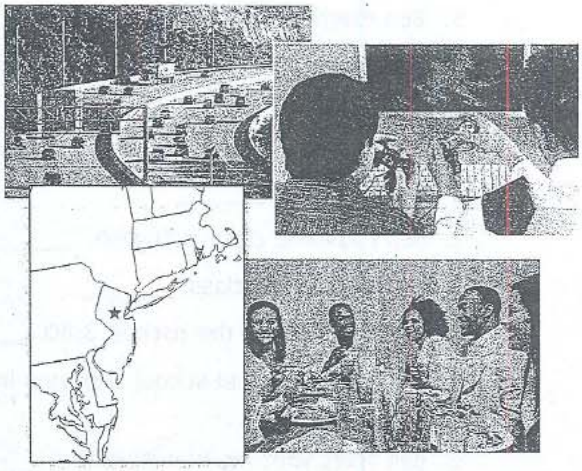
What do you do for fun?

Before you watch

A Label the groups of pictures. Which pictures show New Jersey, U.S.A.? Which show Seoul, South Korea?



1. _____



2. _____

B Soon-mi lives in Seoul, South Korea. Danielle lives in a small town in New Jersey, U.S.A. Make a list of things you think they do for fun.

While you watch

A Check (✓) the correct answers. (More than one answer is possible.)



Soon-mi



Danielle

	Soon-mi	Danielle
1. Who often goes dancing?	☐	☐
2. Who hangs out at home?	☐	☐
3. Who cooks dinner for friends?	☐	☐
4. Who watches DVDs?	☐	☐
5. Who plays video games?	☐	☐
6. Who goes to a karaoke club?	☐	☐
7. Who sings songs in English?	☐	☐

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B Circle the correct answers.

1. In the video, it's _____ in Seoul.
   a. 8:30 a.m. b. 4:30 p.m. c. 8:30 p.m.
2. In New Jersey, it's _____ .
   a. early morning b. early afternoon c. early evening
3. Soon-mi and her sister always _____ on her sister's birthday.
   a. eat out b. go dancing c. eat out and go dancing
4. Danielle usually _____ around town.
   a. drives b. takes the bus c. walks
5. Sometimes Danielle _____ .
   a. takes the train b. walks c. takes the subway

C Write T (true) or F (false).

1. Soon-mi teaches English to Danielle. _____
2. Danielle plays video games at an arcade. _____
3. Soon-mi often goes dancing at a club. _____
4. Soon-mi goes to an arcade near the bus station. _____
5. They have a dance club in Danielle's town. _____
6. Soon-mi knows a lot of songs in English. _____



After you watch

A Pair work Do you ever do the same activities as Danielle and Soon-mi? What other activities do you do? Tell your partner.

A: *Danielle studies Korean with Soon-mi. I never do that. I study English.*

B: *Soon-mi eats out on her sister's birthday. I sometimes eat out on my sister's birthday, too.*

B Group work Sing a song – or part of a song – that you know in English! Your group guesses the name of the song. Take turns.

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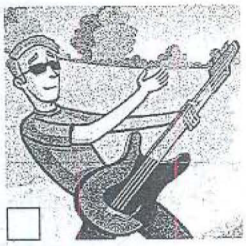
unit 6

Hidden talent

Before you watch

A Match the words and the pictures. Then compare with a partner.

a. mime	b. play the harmonica	c. play the guitar	d. play the kazoo

1. ☐ 
2. ☐ 
3. ☐ 
4. ☐ 

B What is a hidden talent? Check (✓) your guess. Then compare with the class.

- ☐ Something you can do well, and people know about it
- ☐ Something you can do well, but people don't know about it
- ☐ Something you can't do well, and people know about it

While you watch

A Who does each thing in the video? Check (✓) the correct answers. (More than one answer is possible.)






	Emi	Alicia	Christine	Joey
1. Who dances?	☐	☐	☐	☐
2. Who plays the harmonica?	☐	☐	☐	☐
3. Who plays the kazoo?	☐	☐	☐	☐
4. Who mimes?	☐	☐	☐	☐
5. Who sings?	☐	☐	☐	☐
6. Who speaks French?	☐	☐	☐	☐

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B Circle the correct answers.

1. Emi *does not* speak _____ in the video.
   a. French b. English c. Chinese
2. Alicia *cannot* play _____ .
   a. the guitar b. the harmonica c. the kazoo
3. Christine *is not* _____ .
   a. a model b. a waitress c. an actress
4. Joey *does not* work on _____ .
   a. Saturdays b. Thursdays c. Tuesdays

C Write T (true) or F (false).

1. Emi is a reporter for *Street Talk*. _____
2. Alicia can dance very well. _____
3. Christine doesn't have a hidden talent. _____
4. Joey is a taxi driver. _____



After you watch

A Pair work Do you have any of the same hidden talents as Emi, Alicia, Christine, or Joey? Who do you know with the same hidden talents? Tell your partner.

"Emi speaks French. I can't speak French, but my mother can."

B Group work Interview your group. What are their hidden talents?

Name	Hidden talent

C Class activity Share interesting hidden talents from your group.

"Jen can fix computers. Carlos can . . ."

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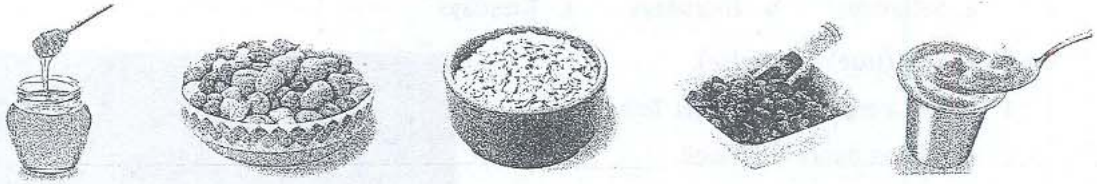
unit 7

My favorite meal

Before you watch

A Check (✓) the food you like. Then compare with a partner.



☐ honey ☐ nuts ☐ oats ☐ raisins ☐ yogurt

B In the video, Ben makes a meal with the food in Part A. What meal do you think he makes? Check (✓) your guess. Then compare with the class.

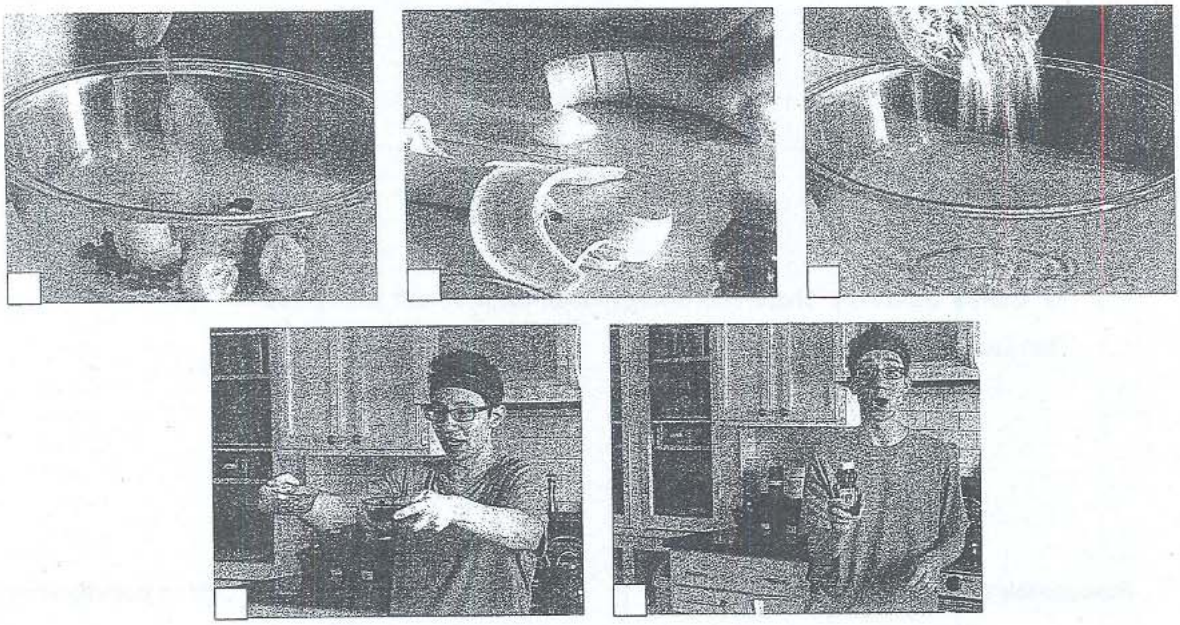
☐ breakfast ☐ lunch ☐ dinner

C Write *a*, *an*, or *some*. Then compare with a partner.

1. _____ apple
2. _____ banana
3. _____ egg
4. _____ granola
5. _____ honey
6. _____ milk
7. _____ nuts
8. _____ oats
9. _____ raisins
10. _____ tea
11. _____ tomato
12. _____ yogurt

While you watch

A What does Ben do? Number the pictures from 1 to 5.



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B Circle the correct answers.

1. Ben is _____ .
   a. at school b. at work c. at home
2. Ben's favorite meal is _____ .
   a. breakfast b. lunch c. dinner
3. He loves granola. Granola is a kind of _____ .
   a. pasta b. cereal c. coffee
4. Ben likes to _____ in the morning.
   a. exercise b. drink tea c. play soccer

After you watch

A How does Ben make granola? Complete the sentences with the correct words.

banana	honey	nuts	oats	raisins	yogurt



First, I put some _____ in a bowl. I add some _____ and _____ . Then I add the _____ . I usually like _____ on my granola. And I always have some _____ on it.

B What do you usually have for breakfast? Make a list of the food.

_____

_____

C **Pair work** Tell your partner about your breakfast. Do you eat the same food?

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unit 8

Kim's Coffee Shop!

Before you watch

A Look at the picture. Circle the correct answers. Then compare with a partner.



1. The picture is from a commercial. What is a commercial?
   a. an advertisement on TV b. a magazine review c. a newspaper article
2. Where are the people?
   a. in a club b. in a coffee shop c. in an office

B What kind of information about the place do you think is in the commercial? Make a list. Then compare with a partner.

Information

the name of the place

While you watch

A What do people do in the commercial? Check (✓) the correct answers.

☐ dance	☐ eat a snack	☐ play the guitar	☐ study English
☐ drink coffee	☐ eat pasta	☐ read the newspaper	☐ use the Internet
☐ drink tea	☐ listen to music	☐ sing	☐ write a letter

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B Who talks about each thing? Draw a line from each thing to Marco or Danielle.



the coffee
the Internet
the woman's laptop
the snacks
the music



Marco

Danielle

C Write T (true) or F (false).

1. The cookie costs 85 cents. _____
2. Kim's Coffee Shop is on the corner of First Avenue and Elm Street. _____
3. It is open six days a week. _____
4. Kim's Coffee Shop opens at 7:00 a.m. _____
5. It closes at midnight. _____

After you watch

A Answer the questions.

1. What is your favorite coffee shop?

_____

2. Where is it?

_____

3. What do you like about it?

_____

4. Who do you usually go there with?

_____

5. What do you usually do there?

_____

B Group work Tell your group about your favorite coffee shop. Ask and answer questions for more information.

"My favorite coffee shop is A Cup of Joe. It's on . . ."

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unit 9

What are you doing these days?

Before you watch



Complete the sentences with the present continuous forms of the verbs.

answer	hold	interview	stand	wear

1. Emi *is interviewing* Bo.
2. Emi _____ in front of him.
3. She _____ a microphone.
4. Bo _____ a T-shirt.
5. He _____ Emi's question.

While you watch

A Who is doing each thing these days? Check (✓) the correct answers. (More than one answer is possible.)






	Emi	Bo	Soon-mi	Alicia
1. Who is eating in good restaurants?	☐	☐	☐	☐
2. Who is exercising a lot?	☐	☐	☐	☐
3. Who is learning to drive?	☐	☐	☐	☐
4. Who is reading a book?	☐	☐	☐	☐
5. Who is shopping?	☐	☐	☐	☐
6. Who is studying a language?	☐	☐	☐	☐
7. Who is taking a dance class?	☐	☐	☐	☐

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B Write Y (yes) or N (no).

1. Does Emi know how to drive? _____
2. Can Bo speak French well? _____
3. Does Soon-mi like Italian food? _____
4. Is Alicia getting ready for a trip to Portugal? _____



C Circle the correct answers.

1. Emi is *not* taking _____ lessons these days.
   a. dance b. piano c. tennis
2. Bo does *not* say anything in _____ in the video.
   a. English b. French c. Japanese
3. Soon-mi does *not* have _____ in her bag.
   a. clothes b. food c. gifts
4. Alicia is *not* _____ these days.
   a. playing soccer b. riding her bike c. swimming

After you watch

A Pair work Are you doing any of the same things as Emi, Bo, Soon-mi, or Alicia these days? What other things are you doing these days? Ask and answer questions.

A: *Are you reading a good book these days?*
B: *Yes, I am. I'm reading . . .*

B Pair work Tell another classmate about the things your partner is doing these days.

"Dana is reading a good book these days. She's reading . . ."

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unit 10

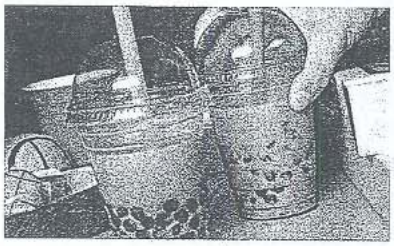
I had a party last night.

Before you watch

Look at the pictures. Complete the sentences with the simple past forms of the verbs. Then compare with a partner.

dance	drink	eat	✓have	invite	play






1. Marco _____*had*_____ a birthday party at his apartment.
2. He _____ his friends to the party.
3. Marco _____ on the table.
4. Marco and his friends _____ pizza and _____ bubble tea.
5. They _____ video games.

While you watch

A What happened? Number the events from 1 to 10.

_____ Marco had a birthday party.
__1__ Marco saw Nick and Ben at the library.
_____ Marco saw Alicia and Bo.
_____ Marco went to class.
_____ Marco invited Alicia and Bo to dinner.
_____ Marco's classmates had text messages about his birthday.
_____ They saw all the food in Marco's shopping cart.
_____ Marco invited Nick and Ben to dinner.
_____ Marco went grocery shopping and bought a lot of food.
_____ Marco invited his classmates to his apartment.

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B Circle the correct answers.

1. Marco's birthday party was on _____ .

   a. Friday b. Saturday c. Sunday

2. Marco had a _____ party.

   a. small, quiet b. big, noisy c. surprise

3. Marco wanted _____ on his birthday.

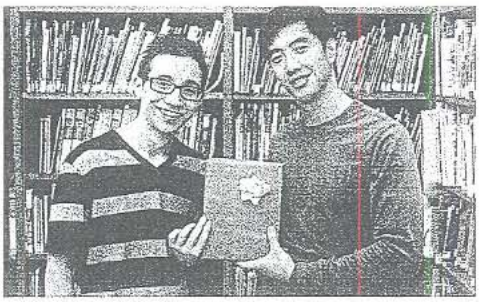
   a. a lot of gifts b. a big, noisy party c. a nice, quiet evening

4. Marco *didn't* invite his _____ to his party.

   a. friends b. classmates c. parents

5. Nick and Ben gave Marco _____ .

   a. a video game b. a book c. a party



C Write T (true) or F (false).

1. Marco liked his party. _____
2. Marco and his friends ate some food. _____
3. They drank coffee. _____
4. They played soccer. _____
5. They danced. _____

After you watch

A Answer the questions about the last party you had or went to.

1. Who had the party and why?

   _____

2. Where did you go for the party?

   _____

3. Who went to the party?

   _____

4. What did you eat and drink?

   _____

5. What did you do at the party?

   _____

B **Group work** Tell your group about the last party you had or went to. Ask and answer questions for more information.

"I went to a party at my school. My classmates were there. We ate . . ."

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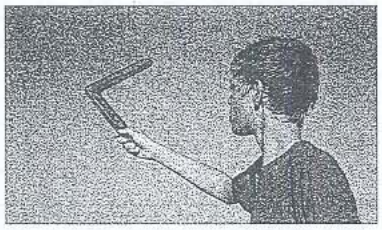
unit 11

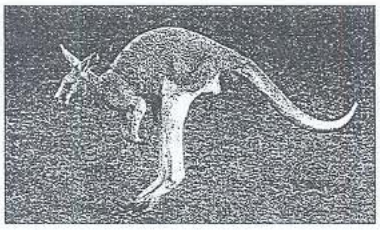
Danielle Down Under!

Before you watch

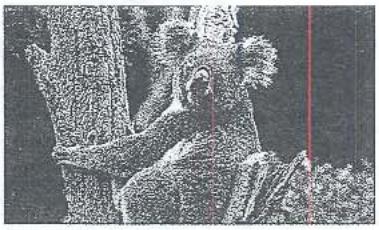
A Complete the sentences with the correct words. Then compare with a partner.



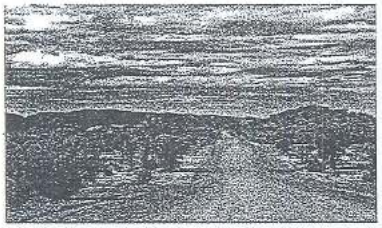
a boomerang



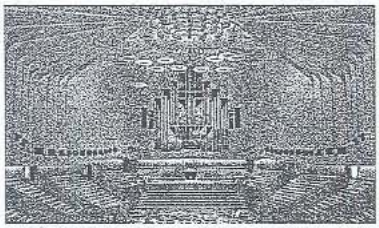
a kangaroo



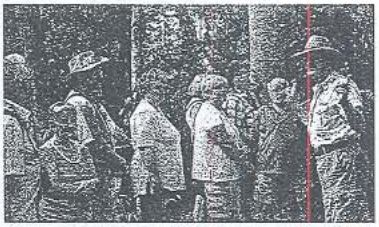
a koala bear



a national park



an opera house



a tour guide

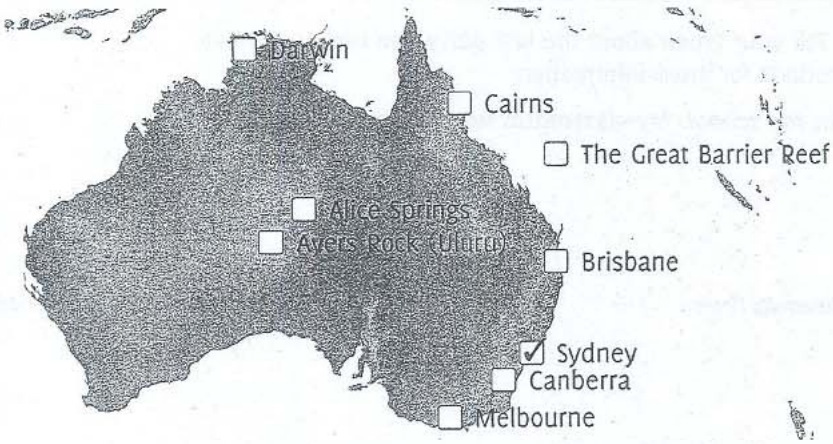
1. _____ and _____ are animals.
2. _____ is a place where actors and actresses sing.
3. _____ is a person who tells tourists about special places.
4. _____ is a place in a country with special land.
5. _____ is an example of a souvenir.

B Where do you think the pictures in Part A are from? Check (✓) your guess.

☐ Africa ☐ Asia ☐ Australia

While you watch

A Where did Danielle go on her trip? Check (✓) the places she visited. Mark an ✗ on the places she *didn't* visit.



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B Complete the sentences with the correct places from Part A.

1. Danielle visited the famous opera house in Sydney.
2. She and Amy flew from Sydney to _____.
3. They rented a car and drove to _____.
4. They took a tour at _____.
5. Danielle and Amy flew from Alice Springs to _____.
6. They saw some beautiful fish at _____.
7. Danielle and Amy missed their flight to _____.

C How does Danielle describe each thing? Match the phrases.

1. Australia is really _____.
2. The Sydney Opera House was _____.
3. Sleeping on Amy's floor was _____.
4. The drive to Uluru was _____.
5. Their tour in Uluru was _____.
6. The tour guide was _____.
7. The Great Barrier Reef was _____.

a. very cute
b. free, but not comfortable
c. excellent
d. hot, but quiet and relaxing
e. a little boring
f. amazing
g. fun, but tiring



After you watch

A Pair work What do you think was interesting, fun, or boring about Danielle's vacation? Tell your partner.

B Pair work Interview your partner about a trip he or she took. Complete the chart with his or her answers.

Questions	Name: _____
1. Where did you go?	
2. How did you travel?	
3. Who did you go with?	
4. What did you do there?	
5. What did you buy?	

C Group work Tell another pair about your partner's trip.

"David went to Veracruz with his family. He ate delicious seafood."

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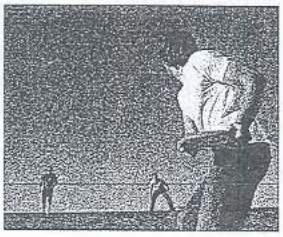
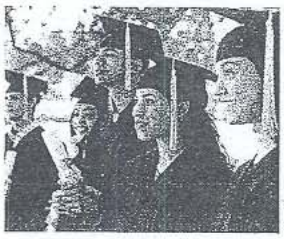
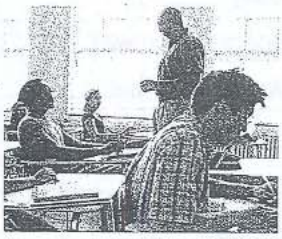
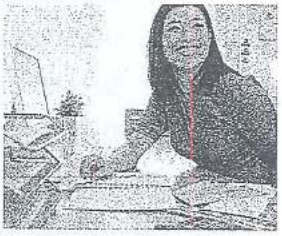
unit 12

A graduation party

Before you watch

A Label the pictures with the correct words. Then compare with a partner.

class	graduation	job	summer

1. _____ 2. _____ 3. _____ 4. _____

B Answer the questions. Then compare with a partner.

1. What months of the year do students go to class in your school?

_____

2. When do students graduate from your school?

_____

3. What do you usually do in the summer?

_____

4. When do most people in your country look for their first job?

_____

While you watch

A What do Bo's parents think Bo is going to do? Circle the correct answers.

1. They think Bo is going to get _____ this summer.
   a. a job b. a cat c. an award
2. They think he's going to _____ this summer.
   a. relax b. travel c. take classes
3. They think he's going to be a _____ someday.
   a. teacher b. doctor c. pilot
4. They think he's going to go to _____ .
   a. Toronto b. the beach c. medical school
5. They think he's going to take _____ classes.
   a. science b. English c. art

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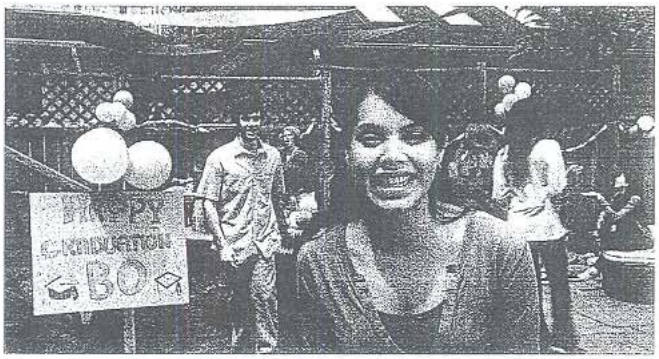
B Match the sentences and the people who say them.

1. He's going to get married. _____	a. Alicia
2. I'm going to sleep and watch TV. _____	b. Bo
3. He's going to travel. _____	c. Bo's dad
4. We're going to go to Toronto in August. _____	d. Bo's mom
5. What is Bo going to do this summer? _____	e. Marco
6. He's going to take some science classes. _____	f. Nick

C Write T (true) or F (false).

1. Alicia is making the video as a graduation gift for Bo. _____
2. Bo's mother says he's going to become an accountant. _____
3. Nick is going to travel with Marco this summer. _____
4. They're going to fly to Toronto in August. _____
5. Before their trip, they're going to look for a job. _____



After you watch

A Pair work What do you think Bo is going to do this summer? Why? Discuss your ideas.

"I think Bo is going to get a job because he doesn't have any money."

B Pair work Write three things you think your partner is going to do next year. Then check your guesses.

1. _____
2. _____
3. _____

A: *I think you are going to get married next year.*
B: *No, I don't think so. I don't have a girlfriend! I think you are going to go skydiving.*
A: *That's right!*

C Pair work Tell your partner three real plans you have for next year.

"I'm going to go to Puerto Rico next summer."

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Famous names

Story summary

In *Street Talk*, host Emi K. interviews people to see if they can name famous people. We find out if people can recognize celebrities (Jay Z., Bono, Jennifer Aniston, P. Diddy) by their real names (Shawn Corey Carter, Paul Hewson, Jennifer Anastassakis, Sean Combs).

Language summary

Grammar
- The verb *be*
- Possessive adjectives
- Subject pronouns
- *Yes / no* questions with *be*

Vocabulary
- Names and titles
- Interesting jobs

Interactions
- Asking for spelling

Before you watch (page T-173)

In this activity, Ss preview vocabulary about the setting and context of the video.

- **Preview the activity** Go over the instructions and vocabulary words. Model the pronunciation, if necessary.
- **Do the activity** Have Ss write the letters next to the corresponding pictures.
- **Check answers** Have Ss compare answers with a partner. Go over the answers with the class. Point to the illustrations in random order and have Ss name them.

Answers
1. c 2. a 3. b

- *Option* Elicit examples of the vocabulary words; for example, have Ss name a local TV reporter or a well-known park.

While you watch (pages T-173–174)

A

In this activity, Ss watch to learn the names of the characters in the video.

- **Preview the activity** Tell Ss that they are going to watch a series of interviews. Explain that they should listen for the names of people pictured in Part A. Go over the instructions.
- **Play the video** Have Ss write the names of the characters under the corresponding pictures as they watch. Play the video again, if needed.
- **Check answers** Go over the answers with the class.

Answers
1. Emi 2. Bo 3. Amanda 4. Irma

B

In this activity, Ss focus on specific details about the host's name, Emi Kawasaki.

- **Preview the activity** Explain that Ss will listen for details about host Emi Kawasaki's name. Go over the instructions. Have Ss read the incomplete sentences and possible answers. Explain what *is short for* means and what a nickname is, if necessary.
- **Play the video** Have Ss circle the answers as they watch. Give Ss time to complete the activity and play the video again, if needed.
- **Check answers** Go over the answers with the class.

Answers
1. c 2. a 3. b 4. c 5. a

C

In this activity, Ss listen for specific information about the celebrities' names.

- **Preview the activity** Explain that Ss are going to listen for specific facts about the celebrities. Go over the instructions. Explain the concepts of true and false, if necessary.
- **Play the video** Have Ss write *T* or *F* as they watch. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

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Answers

1. T 2. T 3. F 4. F

- *Option* Before you play the video, have Ss work in pairs to complete the activity from memory. Then play the video and have Ss check their answers.

After you watch (page T-174)

A

In this activity, Ss focus on key vocabulary about names with the characters and names in the video.

- **Preview the activity** Go over the instructions.
- **Do the activity** Have Ss complete the sentences.
- **Check answers** Go over the answers with the class.

Answers

1. full 2. real 3. last
4. nickname 5. first

B

In this activity, Ss use key vocabulary to give an example of a famous person's name.

- **Preview the activity** Go over the instructions. Model the activity using your name or a famous person's name, and write the answers on the board. Explain *initials*, if necessary.
- **Do the activity** Have Ss complete the sentences about the famous person they chose.
- **Check answers** Elicit answers from the class.

C

In this activity, Ss work in pairs and share their information from Part B.

- **Preview the activity** Go over the instructions.
- **Do the activity** Have Ss discuss the celebrity they wrote about in Part B with a partner.
- **Follow-up** Have Ss report to the class about their partner's information.

Action Video note

Instruct Ss to work in pairs to make their own interview videos about people's names. For further instructions, visit www.cambridge.org/fourcorners/teacher

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Surprise!

Story summary

In this home movie, Danielle surprises her family by coming home unannounced and by bringing a mysterious guest. Danielle introduces her father, mother, grandmother, and brother to the guest who is operating the camera. Finally, she turns the camera around and we learn that the guest is her boyfriend.

Language summary

Grammar

- Plural subject pronouns
- Questions with *be*
- *Who* and *How old* with *be*

Vocabulary

- Family members

Before you watch (page T-175)

A

In this activity, Ss label the picture with the correct words to identify family members and friends.

- **Preview the activity** Direct Ss' attention to the picture of Danielle's family. Explain that Ss will watch a home movie about Danielle and meet her family. Go over the instructions.
- **Do the activity** Have Ss write the words from the box next to the corresponding people in the picture.
- **Check answers** Have Ss compare answers with a partner. Go over the answers with the class.

Answers

1. boyfriend 2. Danielle 3. father
4. grandmother 5. mother

B

In this activity, Ss identify the person in Part A who is not a family member.

- **Do the activity** Elicit which person in Part A is not a member of Danielle's family. Go over the answer with the class. Explain that *boyfriend* does not mean the same as a male friend. The opposite of *boyfriend* is *girlfriend*. Boyfriends and girlfriends are not married, so they're not family members.
- **Check answer** Go over the answer with the class.

Answer

Danielle's boyfriend

- *Option* Have volunteers guess why they think this movie may be titled *Surprise!*

While you watch (pages T-175–176)

A

In this activity, Ss identify the relationships between the characters in the video.

- **Preview the activity** Explain that Ss will identify the relationships between the family members in the video. Go over the instructions. Have Ss read the sentences. Explain the use of initials for names, if necessary.
- **Play the video** Have Ss write the first letter of each name to complete the sentences as they watch. Play the video again, if necessary.
- **Check answers** Go over the answers with the class. Explain any answers, if necessary.

Answers

1. I 2. M 3. W 4. D
5. P 6. P 7. D 8. W

B

In this activity, Ss answer facts about the family.

- **Preview the activity** Go over the instructions. Have Ss read the incomplete sentences and possible answers.
- **Play the video** Have Ss circle the answers. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

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Answers
1. a 2. c 3. a 4. c 5. b

- *Option* Have Ss answer the questions from memory. Then play the video for Ss to check their answers.

C

In this activity, Ss answer yes / no *questions about the characters.*

- **Preview the activity** Go over the instructions. Have Ss read the questions.
- **Play the video** Have Ss write *Y* for *yes* or *N* for *no*.
- **Check answers** Go over the answers with the class.

Answers
1. Y 2. N 3. Y 4. N 5. N

- *Option* Have Ss answer the questions from memory. Then play the video for them to check their answers.

After you watch (page T-176)

A

In this activity, Ss identify two surprises in the video.

- **Preview the activity** Go over the instructions. Tell Ss they will choose two correct answers.
- **Do the activity** Have Ss do the activity.
- **Check answers** Have Ss compare answers with a partner. Go over the answers with the class.

Answers
1. Danielle is home from college.
2. Paul is Danielle's new boyfriend.

B

In this activity, Ss talk with a partner about their own families.

- **Preview the activity** Go over the questions. Explain any terms that Ss don't understand.
- **Do the activity** Have Ss discuss their family with a partner.
- **Follow-up** Have Ss share information about their family with the class.
- *Option* Have Ss talk with a partner about a time when they surprised someone or were surprised by someone.

Action video note

Instruct Ss to make their own videos about their families and friends. For further instructions, visit www.cambridge.org/fourcorners/teacher

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My favorite things

Story summary

In *My Favorite Things*, Ben is making a video for his parents. After saying hello, Ben playfully turns the camera on his roommate, Nick. We learn a little bit about Nick through some of his favorite things.

Language summary

Grammar

- Demonstratives
- Articles *a* and *an*
- Plurals
- Possessive pronouns
- *Whose*
- *'s* and *s'*

Vocabulary

- Everyday items
- Clothing and colors

Interactions

- Asking what something is

Before you watch (page T-177)

In this activity, Ss preview a few new vocabulary items that appear in the video.

- **Preview the activity** Go over the instructions and vocabulary words. Model the pronunciation, if necessary.
- **Do the activity** Have Ss circle their answers.
- *Option* Have Ss work in pairs to answer the questions.
- **Check answers** Go over the answers with the class.

Answers
1. c 2. b 3. a

While you watch (pages T-177–178)

A

In this activity, Ss watch to learn some of Nick's favorite things.

- **Preview the activity** Tell Ss that they are going to watch Ben interview his roommate Nick. Explain that they should listen for Nick's favorite things. Go over the instructions. Have Ss read the list of items.
- **Play the video** Have Ss check the correct answers as they watch. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers
his cap, his picture, his robe, his teddy bear

B

In this activity, Ss will focus on specific details in the video.

- **Preview the activity** Explain that Ss will listen for details from the video. Go over the instructions. Have Ss read the sentences.
- **Play the video** As they watch the video, have Ss write *T* for the true sentences and *F* for the false ones. Give Ss time to complete the activity. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers
1. T 2. F (New York) 3. T
4. F (Vermont) 5. F (Nick's grandparents)

C

In this activity, Ss listen for specific information about Nick.

- **Preview the activity** Go over the instructions. Have Ss read the incomplete sentences and possible answers.
- **Play the video** Have Ss circle the answers as they watch the video. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers
1. a 2. b 3. c 4. c 5. b 6. c

- *Option* Before you play the video, have pairs complete the activity from memory. Then play the video and have Ss check their answers.

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After you watch (page T-178)

A

In this activity, Ss decide which of Nick's things is their favorite.

- **Preview the activity** Go over the instructions. Encourage Ss to note what it is, where it's from, and why they like it.
- **Do the activity** Have Ss make notes about which of Nick's things is their favorite.
- **Check answers** Have Ss compare answers with a partner. Call on Ss to tell the class about which of Nick's things they like most.

B

In this activity, Ss discuss some of their favorite things.

- **Preview the activity** Go over the instructions. Model the activity by talking about one of your own favorite things.
- **Do the activity** Have Ss work in groups to talk about their favorite things.
- **Follow-up** Have Ss share information about their group's favorite things with the class.
- *Option* Before checking answers, elicit one answer from each group, and write the favorite thing on the board. Have other groups guess whose favorite thing it was.

Action video note

Instruct Ss to make their own videos about their favorite things. For further instructions, visit www.cambridge.org/fourcorners/teacher

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My busy Monday

Story summary

In *My busy Monday*, Ben records his daily life for a school video project. His roommate Nick is behind the camera. Ben leads us through his routine from the time he gets up in the morning until he goes to bed at night. We see how he gets around, visit his English class, and meets his friend Lila.

Language summary

Grammar
- Simple present statements
- Simple present *yes / no* questions

Vocabulary
- Ways of getting around
- Days of the week and routines

Interactions
- Asking the time

Before you watch (page T-179)

In this activity, Ss preview vocabulary that appears in the video.

- **Preview the activity** Go over the instructions and phrases. Model the pronunciation, if necessary.
- **Do the activity** Have Ss write the letters next to the corresponding pictures.
- **Check answers** Have Ss compare answers with a partner. Go over the answers with the class.

Answers
1. b 2. a 3. e 4. c 5. d 6. f

While you watch (pages T-179–180)

A

In this activity, Ss watch to learn what Ben does on Mondays.

- **Preview the activity** Tell Ss that they are going to watch Ben's routine on Mondays. Explain that they should listen for the order of events in his day. Go over the instructions. Have Ss read the sentences.
- **Play the video** Have Ss number the sentences as they watch. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers
4, 7, 2, 6, 5, 1, 3

B

In this activity, Ss focus on specific facts in the video.

- **Preview the activity** Explain that Ss will listen for details from the video. Go over the instructions. Have Ss read the incomplete sentences and possible answers.
- **Play the video** Have Ss circle the answers as they watch the video. Give them time to complete the activity. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers
1. a 2. b 3. b 4. b 5. c

C

In this activity, Ss listen for specific information about Ben's day.

- **Preview the activity** Explain that Ss are going to listen for specific facts about Ben's day. Go over the instructions. Have Ss read the sentences.
- **Play the video** As they watch the video, have Ss write *T* for the true sentences and *F* for the false ones. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

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

- *Option* Before you play the video, have Ss work in pairs to complete the activity from memory. Then play the video and have Ss check their answers.

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After you watch (page T-180)

A

In this activity, Ss make a list of their own routine activities.

- **Preview the activity** Go over the instructions. Elicit examples of routine activities. Encourage Ss to note specific times that they do activities.
- **Do the activity** Have Ss make a list of their daily routines.
- **Check answers** Have Ss compare answers with a partner. Call on Ss to tell the class about their routines.

B

In this activity, Ss will work in groups to compare their daily routine to Ben's.

- **Preview the activity** Go over the instructions. Model the activity by talking about some of your daily activities. Compare your routine to Ben's.
- **Do the activity** Have Ss work in groups to compare their routines to Ben's.
- **Check answers** Call on Ss to share their answers with the class.
- *Option* Have groups decide whose routine is most like Ben's.

Action Video note

Instruct Ss to make their own videos about their daily or weekly routines. For further instructions, visit www.cambridge.org/fourcorners/teacher

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What do you do for fun?

Story summary

In *What Do You Do For Fun?* Danielle from New Jersey is chatting online with her friend Soon-mi in Seoul, South Korea. It's early morning for Danielle but nighttime for Soon-mi. They talk about things they do for fun, such as dancing, watching movies, and going to karaoke clubs. This prompts Danielle to sing a song for Soon-mi, which results in some unexpected guests watching the webcam in South Korea.

Language summary

Grammar

- Adverbs of frequency
- Simple present *Wh-* questions with *do*

Vocabulary

- Online activities
- Leisure activities and places

Before you watch (page T-181)

A

In this activity, Ss identify which country the images are from.

- **Preview the activity** Tell Ss that one group of pictures is of New Jersey, U.S.A., and the other is of Seoul, South Korea. Ask Ss what they see in the pictures. Elicit words, phrases, and ideas.
- **Do the activity** Have Ss write the name of the place under each group of pictures.
- **Check answers** Go over the answers with the class.

Answers
1. Seoul, South Korea 2. New Jersey, U.S.A.

B

In this activity, Ss list what they think each girl does for fun.

- **Preview the activity** Tell Ss that Soon-mi is from Seoul, South Korea, and Danielle is from New Jersey, U.S.A. They will use information from the pictures and their own ideas to list the activities they think each girl does for fun.
- **Do the activity** Have Ss write their lists.
- **Check answers** Go over the answers with the class.

Possible answers
Soon-mi: go out at night, eat out, play video games
Danielle: play video games, have people over

While you watch (pages T-181–182)

A

In this activity, Ss listen for the leisure activities Soon-mi and Danielle do.

- **Preview the activity** Go over the instructions. Have Ss read the list of questions.
- **Play the video** Have Ss check the correct answers as they watch the video. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers
1. Soon-mi 2. Danielle 3. Danielle
4. Danielle 5. Soon-mi, Danielle 6. Soon-mi
7. Soon-mi, Danielle

B

In this activity, Ss focus on specific details in the video.

- **Preview the activity** Go over the instructions. Have Ss read the incomplete sentences and possible answers.
- **Play the video** Have Ss circle the correct answer as they watch the video. Give Ss time to complete the activity. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers
1. c 2. a 3. c 4. a 5. b

- *Option* Before you play the video, have Ss complete the activity from memory.

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C

In this activity, Ss listen for specific information from the video.

- **Preview the activity** Explain that Ss are going to listen for specific facts. Go over the instructions. Have Ss read the sentences.
- **Play the video** As they watch the video, have Ss write *T* for the true sentences and *F* for the false ones. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

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

- *Option* Before you play the video, have Ss complete the activity from memory. Then play the video and have Ss check their answers.

After you watch (page T-182)

A

In this activity, Ss work in pairs to discuss their leisure activities.

- **Preview the activity** Go over the instructions. Model the dialogue with a S.
- **Do the activity** Have Ss work in pairs to discuss activities they do.
- **Check answers** Call on Ss to tell the class about activities they do.

B

In this activity, Ss sing songs in English.

- **Preview the activity** Go over the instructions. Model how to do the activity by singing a song for the class to guess.
- **Do the activity** Have Ss work in groups to sing songs for the others to guess.
- **Follow-up** Have Ss tell the class the song titles that their group members sang.
- *Option* If your Ss enjoy singing, have groups write down song titles on slips of paper. Ss draw a song and then try to sing it for the group. The group guesses the song title.

Action video note

Instruct Ss to make their own videos that show what they do for fun. For further instructions, visit www.cambridge.org/fourcorners/teacher

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Hidden talent

Story summary

In *Hidden talent*, *Street Talk* host Emi K. is back to ask, "What's your hidden talent?" She interviews a guitar player, a waitress / actress, and a taxi driver. Each person has a hidden talent and isn't shy about showing it off.

Language summary

Grammar

- Simple present *Wh-* questions with *does*
- *Can* for ability

And, *but*, and *or*

Vocabulary

- Jobs
- Abilities

Before you watch (page T-183)

A

In this activity, Ss preview vocabulary that appears in the video.

- **Preview the activity** Go over the instructions and phrases. Model the pronunciation, if necessary.
- **Do the activity** Have Ss write the letters of the phrases next to the corresponding pictures.
- **Check answers** Have Ss compare their answers with a partner. Go over the answers with the class.

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

B

In this activity, Ss discuss the meaning of hidden talent.

- **Preview the activity** Go over the instructions. Have Ss read the possible meanings of *hidden talent*.
- **Do the activity** Have Ss check their guess.
- **Check answers** Go over the answer with the class.

Answer
Something you can do well, but people don't know about it

While you watch (pages T-183–194)

A

In this activity, Ss learn the hidden talents of the four characters in the video.

- **Preview the activity** Go over the instructions. Have Ss read the list of questions. Explain that more than one person may have the same hidden talent.
- **Play the video** Have Ss check the correct answers as they watch the video. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers
1. Alicia, Christine, Joey
2. Joey
3. Alicia
4. Christine
5. Christine, Joey
6. Emi

B

In this activity, Ss focus on specific details in the video.

- **Preview the activity** Go over the instructions. Have Ss read the incomplete sentences and possible answers. Point out that all of the verbs are in the negative form.
- **Play the video** Have Ss circle the correct answers as they watch the video. Give Ss time to complete the activity. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

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

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C

In this activity, Ss listen for specific information.

- **Preview the activity** Go over the instructions. Have Ss read the sentences.
- **Play the video** As they watch the video, have Ss write *T* for the true sentences and *F* for the false ones. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers
1. T 2. F 3. F 4. T

- *Option* Before you play the video, have Ss work in pairs to complete the activity from memory. Then play the video and have Ss check their answers.

After you watch (page T-184)

A

In this activity, Ss work in pairs and compare their hidden talents to those of the characters in the video.

- **Preview the activity** Go over the instructions. Model the activity by talking about one of your own hidden talents compared to a character's.
- **Do the activity** Have Ss work in pairs to discuss how their talents are similar or different from the talents of the characters.
- **Follow-up** Have Ss share interesting information about their partners with the class.

B

In this activity, Ss interview group members to find their hidden talents.

- **Preview the activity** Go over the instructions. Model the activity with a volunteer. Ask: *What's your hidden talent?* If needed, prompt the S by asking specific questions: *Can you sing? Can you dance?*
- **Do the activity** Have Ss work in groups to talk about their hidden talents.

C

In this activity, Ss share interesting activities with the class.

- **Preview the activity** Go over the instructions.
- **Do the activity** Have Ss share interesting activities from their group with the class. If your Ss enjoy performing, ask them to perform for the class.
- *Option* Before groups reveal their members' hidden talents, elicit their abilities and write them on the board, for example, *sings karaoke*, *paints portraits*. Have Ss guess each group member's talent.

Action video note

Instruct Ss to make their own videos about hidden talents. For further instructions, visit www.cambridge.org/fourcorners/teacher

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My favorite meal

Story summary

Ben stars in *My favorite meal*. In this video, Ben demonstrates an unusual morning routine that combines his exercises with making his favorite meal: breakfast. He leads us through the steps he takes to make granola while exercising.

Language summary

Grammar
- Count and noncount nouns
- *Some* and *any*
- *How often*
- Time expressions

Vocabulary
- Food
- More food

Interactions
- Expressing likes

Before you watch (page T-185)

A

In this activity, Ss check their preferences about food that appears in the video.

- **Preview the activity** Go over the instructions and vocabulary words. Model the pronunciation, if necessary.
- **Do the activity** Have Ss check their preferences.
- **Check answers** Have Ss compare their preferences with a partner. Have Ss share their partner's preferences with the class.
- ***Option*** Poll the class. Count how many people in the class like or don't like each food. Compare the results to find out which food items are popular or unpopular.

B

In this activity, Ss guess what can be made with the foods in Part A.

- **Preview the activity** Go over the instructions.
- **Do the activity** Have Ss check their guesses.
- **Check answers** Go over the answer with the class.

Answer
breakfast

C

In this activity, Ss write the correct article for the count and noncount nouns.

- **Preview the activity** Go over the instructions. Explain how to use *a*, *an*, or *some*, if necessary.
- **Do the activity** Have Ss write *a*, *an*, or *some* in front of each food word.
- **Check answers** Have Ss compare answers with a partner. Then go over the answers with the class.

Answers

1. an	2. a	3. an	4. some
5. some	6. some	7. some	8. some
9. some	10. some	11. a	12. some

While you watch (pages T-185–186)

A

In this activity, Ss number the steps Ben takes to make granola.

- **Preview the activity** Tell Ss that they are going to watch Ben make granola. Go over the instructions. Explain that they should number the pictures in order from 1 to 5 as Ben does them in the video.
- **Play the video** Have Ss number the pictures as they watch the video. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers
4, 3, 1, 5, 2

B

In this activity, Ss focus on specific details in the video.

- **Preview the activity** Go over the instructions. Have Ss read the incomplete sentences and possible answers.
- **Play the video** Have Ss circle the correct answer as they watch the video. Give Ss time to complete the activity. Play the video again, if necessary.

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- **Check answers** Go over the answers with the class.

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

- *Option* Before you play the video, have Ss work in pairs to complete the activity from memory. Then play the video and have Ss check their answers.

After you watch (page T-186)

A

In this activity, Ss complete the sentences to summarize the steps Ben takes to make granola.

- **Preview the activity** Go over the instructions.
- **Do the activity** Have Ss complete the sentences with the correct words.
- **Check answers** Go over the answers with the class.

Answers
oats, nuts, raisins, banana, yogurt, honey

B

In this activity, Ss will list what they usually have for breakfast.

- **Preview the activity** Go over the instructions.
- **Do the activity** On the worksheet or a separate piece of paper, have Ss write down the food they usually eat for breakfast.

C

In this activity, Ss tell a partner what they eat for breakfast.

- **Preview the activity** Go over the instructions.
- **Do the activity** Have Ss work in pairs to share their information from Part B.
- **Follow-up** Have Ss share information about their partner's breakfasts with the class.

Action video note

Instruct Ss to make their own videos about how to make something. For further instructions, visit www.cambridge.org/fourcorners/teacher

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Kim's Coffee Shop!

Story summary

Kim's Coffee Shop is an over-the-top TV commercial for a local coffee shop. The coffee shop features fresh coffee, cheap snacks, great music, and free Internet access.

Language summary

Grammar
- Prepositions of location
- *There is, there are*

Vocabulary
- Places in the neighborhood
- Places to visit

Interactions
- Asking for directions

Before you watch (page T-187)

A

In this activity, Ss preview a scene from the video.

- **Preview the activity** Go over the instructions.
- **Do the activity** Have Ss circle their answers.
- **Check answers** Have Ss compare answers with a partner. Then go over the answers with the class.

Answers
1. a 2. b

B

In this activity, Ss predict the kind of information they will find in the commercial.

- **Preview the activity** Go over the instructions.
- **Do the activity** Have Ss make a list of information they expect to hear and see in the commercial.
- **Check answers** Have Ss compare ideas with a partner. Then elicit ideas from the class.

While you watch (pages T-187–188)

A

In this activity, Ss watch what takes place in the commercial.

- **Preview the activity** Tell Ss that they are going to watch what happens in the commercial. Go over the instructions. Have Ss read the list of items.
- **Play the video** Have Ss check the correct answers as they watch. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers
dance, drink coffee, eat a snack, listen to music, read the newspaper, use the Internet

B

In this activity, Ss focus on the main characters in the video.

- **Preview the activity** Explain that Ss will match who talks about each thing in the video. Go over the instructions. Have Ss read the list of topics.
- **Play the video** Have Ss draw a line to connect the items to the speakers as they watch. Give Ss time to complete the activity. Pause the video at each topic, if necessary.
- **Check answers** Go over the answers with the class.

Answers
the coffee (Marco); the Internet (Danielle); the woman's laptop (Danielle); the snacks (Marco); the music (Danielle)

C

In this activity, Ss listen for specific information.

- **Preview the activity** Go over the instructions. Have Ss read the sentences.
- **Play the video** Have Ss write *T* for the true sentences or *F* for the false ones as they watch the video. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers
1. T
2. F (Second Avenue and Elm Street)
3. F (every day)
4. T
5. F (11:00 at night)

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- *Option* Before you play the video, have Ss work in pairs to complete the activity from memory. Then play the video and have Ss check their answers.

After you watch (page T-188)

A

In this activity, Ss answers questions about their favorite coffee shop with their own opinions.

- **Preview the activity** Go over the instructions. Encourage Ss to elaborate on their answers.
- **Do the activity** Have Ss write their answers to the questions.

B

In this activity, Ss work in groups to discuss their favorite coffee shops.

- **Preview the activity** Go over the instructions. Model the dialogue with a volunteer.
- **Do the activity** Have Ss work in groups to share their information from Part A. Encourage Ss to ask each other more questions.
- **Follow-up** Have Ss share information about their groups' favorite coffee shops with the class.

Action video note

Instruct Ss to make their own commercials for a product, a service, or a place they know. For further instructions, visit www.cambridge.org/fourcorners/teacher

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What are you doing these days?

Story summary

In this episode of *Street Talk*, Emi asks the question: *What are you doing these days?* First, Emi talks about her activities. She then interviews three people on the street: Bo, Soon-mi, and Alicia.

Language summary

Grammar
- Present continuous statements

Vocabulary
- Actions and prepositions
- Activities

Before you watch (page T-189)

In this activity, Ss complete sentences about the video.

- **Preview the activity** Go over the instructions. If helpful, explain any of the words in the box.
- **Do the activity** Have Ss write the verbs from the box in the present continuous forms to complete the sentences.
- **Check answers** Go over the answers with the class.

Answers

1. is interviewing	2. is standing	3. is holding
4. is wearing	5. is answering	

While you watch (pages T-189–190)

A

In this activity, Ss watch to find out who is doing each thing listed.

- **Preview the activity** Tell Ss that they are going to watch which activities each person is doing. Go over the instructions. Have Ss read the list of questions.
- **Play the video** Have Ss check the answers as they watch the video. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

1. Soon-mi	2. Alicia	3. Emi
4. Emi	5. Soon-mi	6. Bo, Soon-mi, Alicia
7. Emi		

- ***Option*** Pause the video after each answer is given to give Ss time to check the correct box(es).

B

In this activity, Ss focus on specific facts from the video.

- **Preview the activity** Go over the instructions. Have Ss read the sentences.
- **Play the video** As they watch the video, have Ss write *Y* for *yes* or *N* for *no*. Give Ss time to complete the activity. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

1. N 2. N 3. Y 4. N

- ***Option*** Before you play the video, have Ss work in pairs to complete the activity from memory. Then play the video and have Ss check their answers.

C

In this activity, Ss circle the correct answers to complete sentences about the main characters in the video.

- **Preview the activity** Go over the instructions. Have Ss read the incomplete sentences and possible answers. Point out that the verbs are in the negative form.
- **Play the video** Have Ss circle the answers as they watch the video. Pause the video, if necessary.
- **Check answers** Go over the answers with the class.

Answers

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

- ***Option*** Before you play the video, have Ss work in pairs to complete the activity from memory. Then play the video and have Ss check their answers.

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After you watch (page T-190)

A

In this activity, Ss work in pairs and discuss what they are doing these days.

- **Preview the activity** Go over the instructions. Model the conversation with a volunteer. If helpful, elicit a list of activities from the class.
- **Do the activity** Have Ss work in pairs and discuss the activities they are doing these days.
- **Follow-up** Elicit a few examples from the class.

B

In this activity, Ss work in pairs to tell new classmates what their partner is doing these days.

- **Preview the activity** Go over the instructions. Model the activity by talking about one of the Ss' activities.
- **Do the activity** Have Ss work in pairs with a new partner to share the information they learned in Part A.
- **Follow-up** Have Ss report back to the class about activities their partner is doing these days.
- *Option* Before checking answers, elicit one answer from each pair. Have other Ss guess whose activity it is.

Action video note

Instruct Ss to make their own videos in which they interview people about the activities they're doing these days. For further instructions, visit www.cambridge.org/fourcorners/teacher

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I had a party last night.

Story summary

I had a party last night is an episode in Marco's video blog. Marco narrates the story of how he planned to have a quiet evening at home reading a book on his birthday and how it turned into a big, noisy party with all of his classmates. Marco shows photos of the events as he tells his story.

Language summary

Grammar

- Simple past of regular verbs
- Simple past of irregular verbs
- *Yes / no* questions in the simple past

Vocabulary

- Weekend activities
- Things to do

Before you watch (page T-191)

In this activity, Ss preview vocabulary that appears in the video.

- **Preview the activity** Go over the instructions and the sample answer to the first sentence.
- **Do the activity** Have Ss complete the rest of the sentences with the simple past form of the verbs in the box.
- **Check answers** Have Ss compare their answers with a partner. Go over the answers with the class.

Answers

1. had 2. invited 3. danced
4. ate, drank 5. played

While you watch (pages T-191–192)

A

In this activity, Ss note the order of events in the video.

- **Preview the activity** Explain that Ss will pay attention to the order of events. Go over the instructions. Have Ss read the list of events.
- **Play the video** Have Ss number the events as they watch. Play the video again, if needed.
- **Check answers** Go over the answers with the class.

Answers

10, 1, 4, 7, 6, 8, 5, 2, 3, 9

B

In this activity, Ss focus on specific details in the video.

- **Preview the activity** Explain that Ss will listen for details from the video. Go over the instructions. Have Ss read the incomplete sentences and possible answers.
- **Play the video** Have Ss circle the answers as they watch the video. Give Ss time to complete the activity. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

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

- *Option* Before you play the video, have Ss work in pairs to complete the activity from memory. Then play the video and have Ss check their answers.

C

In this activity, Ss listen for specific facts.

- **Preview the activity** Go over the instructions. Have Ss read the sentences.
- **Play the video** As they watch the video, have Ss write *T* for the true sentences and *F* for the false ones. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

1. T 2. T 3. F (bubble tea)
4. F (video games) 5. T

- *Option* Before you play the video, have Ss work in pairs to complete the activity from memory. Then play the video and have Ss check their answers.

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After you watch (page T-192)

A

In this activity, Ss answer questions about a party they went to or had.

- **Preview the activity** Go over the instructions. Have Ss read the questions.
- **Do the activity** Have Ss write about the last party they went to or had. Encourage them to elaborate on their answers.
- **Follow-up** Elicit examples from a few volunteers.

B

In this activity, Ss tell their groups about the last party they went to or had.

- **Preview the activity** Go over the instructions. Model the activity by talking about the last party you went to or had. Encourage the class to ask you questions, and answer their questions.
- **Do the activity** Have Ss work in groups to share their information from Part A. Encourage them to ask each other more questions about their parties.
- **Follow-up** Have Ss share information about their groups' parties with the class.
- *Option* To check answers, have Ss report what they liked most about the experiences of a member of their group.

Action video note

Instruct Ss to make their own video diaries about past experiences. For further instructions, visit www.cambridge.org/fourcorners/teacher

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Danielle down under!

Story summary

In *Danielle Down Under!*, Danielle narrates a slide show of her trip to "The Land Down Under" – Australia. She shows us photos of the highlights of her trip: the friend she went to visit, the Sydney Opera House, zoo animals, Alice Springs, and Ayers Rock. She shows us a boomerang and signs off with "G'day!"

Language summary

Grammar

- Past of *be*
- Simple past *Wh-* questions

Vocabulary

- Adjectives
- Vacation activities

Before you watch (page T-193)

A

In this activity, Ss preview vocabulary that appears in the video.

- **Preview the activity** Go over the instructions. Model the pronunciation of the new words, if necessary.
- **Do the activity** Have Ss complete the sentences with the correct words.
- **Check answers** Have Ss compare their answers with a partner. Then go over the answers with the class.

Answers

1. A kangaroo, a koala bear
2. An opera house
3. A tour guide
4. A national park
5. A boomerang

B

In this activity, Ss guess where they think the pictures in Part A are from.

- **Preview the activity** Go over the instructions. Point out the continents of Asia, Africa, and Australia on a map, if necessary.
- **Do the activity** Have Ss check their guess.
- **Check answer** Have Ss compare their answers with a partner. Then go over the answer with the class.

Answer

Australia

While you watch (pages T-193–194)

A

In this activity, Ss listen for specific details of the trip.

- **Preview the activity** Go over the instructions. Have Ss read the list of places.
- **Play the video** As they watch the video, have Ss check the places where Danielle went and mark an *X* on places she didn't go. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

✓: She went to Sydney, Alice Springs, Ayers Rock (Uluru), Cairns, and the Great Barrier Reef.

✗: She didn't go to Melbourne, Canberra, Brisbane, or Darwin.

B

In this activity, Ss complete the sentences about the different places in Australia.

- **Preview the activity** Explain that Ss will complete the sentences with the names of places from Part A. Have Ss read the incomplete sentences.
- **Play the video** Have Ss write their answers. Give Ss time to complete the activity. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers

1. Sydney
2. Alice Springs
3. Ayers Rock (Uluru)
4. Ayers Rock (Uluru)
5. Cairns
6. the Great Barrier Reef
7. Sydney

- ***Option*** Before you play the video, have Ss complete the activity from memory. Then play the video and have Ss check their answers.

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C

In this activity, Ss listen for descriptions.

- **Preview the activity** Go over the instructions. Have Ss read the phrases.
- **Play the video** Have Ss match the phrases. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

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

- *Option* Before you play the video, have Ss complete the activity from memory. Then play the video and have Ss check their answers.

After you watch (page T-194)

A

In this activity, Ss work in pairs to discuss Danielle's trip.

- **Preview the activity** Go over the instructions. Elicit adjectives from the class and write them on the board.
- **Do the activity** Have Ss work in pairs and discuss what they thought of Danielle's trip. Encourage them to use the adjectives on the board, from the video, or their own ideas.
- **Follow-up** Elicit opinions from the class.

B

In this activity, Ss will interview their partner about the trip their partner took.

- **Preview the activity** Go over the instructions. Model the activity with a volunteer.
- **Do the activity** Have Ss work in pairs to complete the activity. Encourage Ss to take notes about their partner's trip.

C

In this activity, Ss tell their groups about their partner's trip.

- **Preview the activity** Go over the instructions.
- **Do the activity** Have Ss work in groups to share the information they learned in Part B.
- **Follow-up** Have the groups report to the class about the most interesting trips.

Action video note

Instruct Ss to make their own travel videos about vacations or trips they took. For further instructions, visit www.cambridge.org/fourcorners/teacher

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A graduation party

Story summary

In *A graduation party*, Alicia makes a video as a present for Bo's graduation. As Alicia interviews Bo's parents and friends, and finally Bo himself, it becomes apparent that not everyone has the same plans in mind for Bo's summer!

Language summary

Grammar

- *Be going to*
- *Yes / no* questions
- *Wh-* questions with *be going to*
- Object pronouns

Vocabulary

- Months and dates
- Party plans

Before you watch (page T-195)

A

In this activity, Ss preview vocabulary that appears in the video.

- **Preview the activity** Go over the instructions and vocabulary words. Model the pronunciation, if necessary.
- **Do the activity** Have Ss write the words under the corresponding pictures.
- **Check answers** Go over the answers with the class.

Answers
1. summer 2. graduation 3. class 4. job

B

In this activity, Ss answer questions about their own school, their summer activities, and first jobs.

- **Preview the activity** Go over the instructions. Read through the questions.
- **Do the activity** Have Ss write their own answers to the questions.
- **Follow-up** Have Ss compare answers with a partner. Then elicit a few responses to share with the class.

While you watch (pages T-195–196)

A

In this activity, Ss complete sentences about Bo's parents.

- **Preview the activity** Tell Ss that they are going to watch to see what Bo's parents think he should do. Go over the instructions. Have Ss read the list of incomplete sentences and possible answers.
- **Play the video** Have Ss circle the correct answers as they watch the video. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers
1. a 2. c 3. b 4. c 5. a

B

In this activity, Ss match statements to the people who said them in the video.

- **Preview the activity** Explain that Ss are going to match the statements to their speakers. Go over the instructions. Have Ss read the statements.
- **Play the video** Have Ss draw lines to match the statements to the characters. Give Ss time to complete the activity. Pause the video as you go, or play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers
1. d 2. b 3. f 4. e 5. a 6. c

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C

In this activity, Ss identify whether or not information about the video is true or false.

- **Preview the activity** Explain that Ss are going to listen for specific facts. Go over the instructions. Have Ss read the sentences.
- **Play the video** As they watch the video, have Ss write *T* for the true sentences and *F* for the false ones. Play the video again, if necessary.
- **Check answers** Go over the answers with the class.

Answers
1. T 2. F 3. T 4. F 5. T

- *Option* Before you play the video, have Ss work in pairs to complete the activity from memory. Then play the video and have Ss check their answers.

After you watch (page T-196)

A

In this activity, Ss discuss what they think Bo will do.

- **Preview the activity** Go over the instructions. If helpful, model the discussion with a volunteer.
- **Do the activity** Have Ss work with a partner to discuss what they think Bo will do. Encourage them to explain their opinions.
- **Follow-up** Have Ss share their ideas and explanations with the class.

B

In this activity, Ss will write three things they think their partner is going to do next year and find out whether or not their guesses are correct.

- **Preview the activity** Go over the instructions. Model the activity with a volunteer. Put Ss in pairs and give Ss time to write their three guesses about their partner's future plans.
- **Do the activity** Have Ss find out if their guesses are correct.
- **Follow-up** Have a few Ss report to the class about their guesses and whether or not they were correct.

C

In this activity, Ss tell their real plans to their partner.

- **Preview the activity** Go over the instructions. Model the activity by telling the class three of your own plans.
- **Do the activity** Have Ss work in pairs to complete the activity.
- **Follow-up** Have Ss tell the class about their partner's plans.

Action Video note

Instruct Ss to make their own videos about future plans. For further instructions, visit www.cambridge.org/fourcorners/teacher

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Video scripts

Unit 1

Famous names

Emi K., a reporter for Street Talk, *quizzes Bo, Irma, and others on the street about celebrities' real names.*

Emi Hey, I'm Emi K. *Emi* is short for *Emiko*. My full name is Emiko Kawasaki, but everyone calls me Emi K. I'm a reporter for *Street Talk*. So, today's question is: "Can you name the celebrity?" Some celebrities do not use their real names. For example, this celebrity is an American hip-hop singer. His real name is Shawn Corey Carter, but his nickname is Jay-Z! OK. So, let's ask people about celebrities and their real names. Ready? Let's go!

Emi Excuse me, miss? Miss?
Amanda Yes?
Emi Hi, I'm Emi from *Street Talk*. Can I interview you, please?
Amanda Yeah, sure.
Emi Great, thanks. What's your name?
Amanda Amanda.
Emi Good. So, Amanda, today's question is, "Can you name the celebrity?" This celebrity is a famous singer. His real name is Paul Hewson.
Amanda Paul Hewson – that's his real name?
Emi Right. Can you name the celebrity?
Amanda Paul Hewson . . . hmm . . .
Emi He's from Ireland.
Amanda Oh! Oh. He's Bono from U2?
Emi That's right! He's Bono from the band U2.
Amanda Wow, that's amazing. He's on my MP3 player right now. Listen.

Emi OK, everybody, this is Bo. So, Bo, this person is a famous actress. Her real name is Jennifer Anastassakis. Can you name the celebrity?
Bo Jennifer Anastass – what?
Emi Jennifer Anastassakis. She's a famous actress.
Bo Oh! Oh! Right! I know! I don't know. I'm sorry.
Emi It's OK, Bo. The celebrity is Jennifer Aniston.
Bo Jennifer Aniston? Oh, right.

Emi This is Irma, everybody.
Irma Hey! How's it going?
Emi OK, your question is . . . oh. Hmm. This question is difficult. It's about a hip-hop singer.
Irma Oh, hip-hop? Cool! I'm ready.
Emi OK. His real name is Sean Combs. Can you name the celebrity?
Irma Ha! That's easy. Diddy!
Emi Wow! That's right!
Irma He uses a lot of nicknames: Diddy, P. Diddy, Puff Daddy . . .
Emi Wow, you're a real hip-hop fan!
Irma Yeah. My nickname is DJ Irma! Listen! "My name is Irma and I'm here to say you spell my first name I-R-M-A. I'm not from Miami, I'm not from L.A., I'm from New York in the U.S.A. . . ."
Emi OK, everybody! See you next time on *Street Talk*. Good-bye!

Unit 2

Surprise!

Danielle makes a home video in which she comes home from college for a surprise visit with her new boyfriend, Paul. Peter, her father, Wendy, her mother, and Irma, her grandmother, are very surprised.

Danielle OK, is the camera on? Ready? All right. Hey, it's Danielle, and I'm home from college. And this is my house. Well, this is my family's house. My family doesn't know I'm here. Hello? Hello?
Peter Danielle? Is that you?
Danielle Surprise! This is my father. His name is Peter, and he's 47 years old. Oh, and his nickname is "Chef Dad."
Peter So, Danielle, who's – ?
Danielle Is Mom home?
Peter Yeah, she's in the kitchen.
Danielle Come on.
Wendy Danielle! You're home!
Danielle Surprise! This is my mother, Wendy. She's really cool. She's 44.
Wendy Who's your friend?
Danielle See you later, Mom! Grandma? I'm home. Surprise!
Irma Not now. I'm busy.
Danielle This is my grandmother, Irma. She's 67. My dad is her son.
Irma Hey, who's that?
Danielle Let's go over here. Bye, Grandma.

Danielle This is my brother. His name is Max, and he's a student, too. His college is in Canada. It's in Toronto.
Peter Uh, Danielle?
Danielle Yes? Yes?
Wendy Who's your friend with the camera?
Danielle Oh, sorry. Let me introduce you. Um, this is Paul. He's a student in film school. He's 21. And he's my new boyfriend!
Paul Hi.
Peter Hi.
Danielle Surprise!

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Unit 3

My favorite things

Ben makes a home video for his parents to introduce them to his new roommate, Nick, and to tell them all about Nick's favorite things.

Ben Hi, Mom and Dad. Come meet my new roommate. Mom and Dad, this is Nick.
Nick Hi, Ben's mom and dad.
Ben OK. So, Nick, what's your last name?
Nick Lee.
Ben How do you spell that?
Nick L-E-E.
Ben Right! And where are you from?
Nick I'm from New York. N-E-W Y-O-R-K.
Ben New York. Cool! And what's your major?
Nick English.
Ben English, yeah, that's cool. And how old are you? Twenty. He's 20! OK. Let's ask Nick about his favorite things. What's this?
Nick It's called a *yukata*. It's from my trip to Japan.
Ben The color's nice. But what's it called in English?
Nick It's a robe.
Ben Right! That's cool! And what's this?
Nick It's a cap from my old baseball team.
Ben It looks too small.
Nick Yeah. Well, it's old. It's from high school.
Ben What's that?
Nick That's a picture of Vermont. My grandparents are from there.
Ben Can you guess the artist? It's beautiful, right? It's Nick! Yeah, Nick! What's this?
Nick It's a teddy bear.
Ben But whose teddy bear is it?
Nick It's mine, OK? It's from my grandparents.
Ben It looks old.
Nick Yeah. It's 20 years old.
Ben Hey, like you!
Ben/Bear So this is Ben's roommate Nick and some of his favorite things – a Japanese robe.
Nick It's a *yukata*.
Ben/Bear An old baseball cap, a painting from Vermont – it's beautiful, Nick – and me, Nick's teddy bear.
Nick OK, give me the bear now.
Ben Bye, Mom! Bye, Dad!
Nick Good-bye, Ben's mom and dad.

Unit 4

My busy Monday

Ben and Nick do a video project for their English class on what a day in the life of Ben is like.

Ben Oh, Nick, it's you.
Nick Good morning, Ben. It's video day, right?
Ben Yeah. OK. Good morning. I'm Ben. This is our video project for our English class: a day in my life. It's Monday today. I get up early on Mondays, around 7:30. I'm awake!

Ben I eat breakfast every morning. I have coffee. I have orange juice. I have cereal, and I have milk, too.
Nick How is your cereal with orange juice?
Ben It's not bad.

Ben I ride my bike to school. I don't take the bus. I have English class at 9:00 every Monday. It's my favorite class, but today I'm late.
Lila Oh, hey.
Ben Oh, hi, Lila! Hey, wait up!
Teacher Who has the answer to number 1?
Ben I have English class at 9:00 every Monday. It's my favorite class.
Teacher Ben?
Ben Yes, Lila? I mean, yes, Miss Flores?
Teacher Ben, Nick, please don't do your video project in class.

Ben It's 4:30, and I'm at the park. I exercise here every day. Oh, it's Lila!
Lila Are you OK?
Ben Yeah. Yeah, I'm OK.
Lila Oh, it's Ben, from English class.
Ben Yeah.
Lila Do you run here every afternoon?
Ben Yes, but usually not into trees.
Lila Well, bye, Ben. Bye, Nick.
Ben Bye.

Ben I text with my friends at night. I go to bed very late. This is Lila now. What time is it?
Nick It's 2:30 in the morning.
Ben Oh. Good night, everybody! Good night, Lila.

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Unit 5

What do you do for fun?

Danielle and Soon-mi talk over their webcams and discuss what they like to do for fun.

Danielle Oh, Soon-mi, thank you for the Korean lesson. *Kam sa ham ni da!*
Soon-mi You're welcome.
Danielle What time is it in Seoul now?
Soon-mi It's about 8:30 at night here.
Danielle Oh, it's early morning here. So what do you do for fun at night?
Soon-mi Well, tonight is my sister's birthday. We always eat out on her birthday at this cool restaurant. It's a little expensive, but the food is great. Then we go dancing.
Danielle Wow, that's nice. Do you often go dancing?
Soon-mi Yeah. I often go dancing at a club on weekends with my friends. Sometimes on weeknights, too. What about you, Danielle? What do you do in your free time?
Danielle Not much. I usually hang out at home. I sometimes cook dinner for my friends, and we watch a DVD or play video games.
Soon-mi Video games are fun. I sometimes go to an arcade near the subway station.
Danielle Really? We don't have a subway here or a video arcade.
Soon-mi No subway? Do you have trains?
Danielle No.
Soon-mi Buses? Taxis?
Danielle No, I live in a very small town.
Soon-mi How do you get around?
Danielle I usually drive. Sometimes I walk.
Soon-mi Oh, I see. Do you ever go dancing?
Danielle No, I hardly ever do. We don't have dance clubs around here.
Soon-mi What about karaoke? Do you ever go to a karaoke club?
Danielle No, I never do. We don't have karaoke clubs. But I love to sing karaoke at home sometimes.
Soon-mi Really? I love karaoke, too!
Danielle Yeah? Do you ever sing any English songs?
Soon-mi Yes. I know a lot of English songs.
Danielle Hey! Do you know this one? "Hearts are often broken, love is never free. I sometimes leave you lonely, but you're always here for me. You're here for me, here for me. Hearts are often broken, love is never free. I sometimes leave you lonely, but you're always here for me. Here for me, you're here for me. You're here for – " Oh. Thanks. Now you know what I do with my free time.

Unit 6

Hidden talent

Emi K. interviews Alicia and others she meets on the street about their hidden talents for her show, Street Talk. *Each person is asked to display their talent.*

Emi Hey, I'm Emi K., and this is *Street Talk*. Today's question is: "What's your hidden talent?" Now, "hidden talent," what is that? A hidden talent is something you can do, but other people don't know about. For example, I have a hidden talent. I can speak French. *Salut! Je m'appelle Emi. Comment ça va?*
Passerby *Ça va bien!*
Emi Wow. Pretty good, right? OK, let's ask some other people about their hidden talents. Ready? Let's go!

Emi OK, so here are three people with hidden talents. So what's your name?
Alicia I'm Alicia Martinez.
Emi Can you play the guitar?
Alicia Yes.
Emi And this is Christine. She's a waitress.
Christine And an actress.
Emi Right. And this is Joey. What do you do, Joey?
Joey I'm a taxi driver.
Emi Uh, Joey? That's not a taxi. It's a bicycle.
Joey I know. It's Tuesday, and I don't work on Tuesdays.
Emi Oh, OK. So today's question is: "What's your hidden talent?"
Alicia My hidden talent. Well, I can dance.
Emi Great! Let's see.
Alicia Um, OK.
Christine Wait, I can dance, too. And I can sing. "The birds in the sky, they flap and sing as they go by."
Joey Hey, I can dance and sing, and I can play the harmonica. "I'm tore down, I'm almost level with the ground. Yeah, I'm tore down, I'm almost level with the ground. Well, I feel like this when my baby can't be found."
Emi Wow. Those are some great hidden talents!
Alicia Wait! Wait! I can dance and play the kazoo.
Christine Wait. I can mime.
Joey Wait. I can do another song.
Emi OK, that's enough of hidden talents. Thanks for watching *Street Talk*. See you guys later. Good-bye.

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Unit 7

My favorite meal

Ben makes a home video about his favorite meal, breakfast, and how to make one of his favorite breakfast foods, granola.

Ben Hi, I'm Ben. Breakfast is my favorite meal. I love granola for breakfast in the morning. It's a kind of cereal. I also like to exercise in the morning. But in the morning, I don't always have time to do both. So sometimes I exercise and make granola at the same time. Let me show you. I have some oats, some nuts, some raisins, a banana . . . uh, some yogurt, and some honey. OK, let's make some granola. First, I put oats in a bowl. Now, I add some nuts and some raisins. Then, I add the banana. I love bananas. They aren't expensive, and they're delicious. Granola is good. Add a banana, and it's great. OK. And I usually like some yogurt in my granola. And I always have some honey on it. OK, there it is. My granola is ready to eat, and I am done with my exercises. Mmm! That is really good! And I am really tired!

Unit 8

Kim's Coffee Shop

Marco, Danielle, and other patrons of Kim's Coffee Shop star in a commercial for the shop.

Marco Hi! Do you like coffee?
Danielle Then come to Kim's Coffee Shop.

.....

Marco The coffee is really good! Ahhhh! Now that's fresh!
Worker It's the best coffee in town!

.....

Danielle There is free Internet at Kim's. Nice laptop!

.....

Marco And there are delicious snacks at Kim's.
Worker Eighty-five cents, please!
Marco Delicious and cheap.
Worker And here's your change.
Marco That's for you.
Worker Thanks!
Danielle There's always cool music at Kim's Coffee Shop. Let's dance!
Marco So come to Kim's Coffee Shop.
Danielle It's on the corner of Second Avenue and Elm Street.
Marco It's open every day . . .
Danielle . . . from 7:00 in the morning . . .
Marco . . . until 11:00 at night.
Danielle and Marco Bye!

Unit 9

What are you doing these days?

Emi K. of Street Talk *interviews Bo, Soon-mi, and Alicia about what they're doing these days.*

Emi Hi, everybody. This is *Street Talk*, and I'm Emi. Today's question is: "What are you doing these days?" Well, I'm doing a lot of things these days. For example, I'm learning to drive.

.....

Emi And I'm taking tennis lessons.

.....

Emi I'm also reading a good book.

.....

Emi Let's ask some other people what they're doing these days. Ready? Let's go.

.....

Emi Bo! Long time, no see!
Bo Do I know you?
Emi I'm Emi from *Street Talk*. Remember?
Bo Emi, *Street Talk*. Oh, yeah. How's it going?
Emi Good. Thanks. So, can I interview you again?
Bo Um, OK.
Emi Great! So, Bo, today's question is: "What are you doing these days?"
Bo Me? I'm, um, studying French.
Emi *Ah! Vous parlez français aussi?*
Bo *Oui.*
Emi *Très bon! Comment vous appelez-vous?*
Bo *Oui.*
Emi Well, Bo, thanks for talking with us. Good luck with your French!
Bo *¡Gracias!*

.....

Emi All right! This is Soon-mi from Seoul, South Korea.
Soon-mi Hi!
Emi So, Soon-mi, what are you doing these days?
Soon-mi Well, I'm studying English here for a month.
Emi That's great. And your English is great.
Soon-mi Oh, thanks. My teachers are excellent. And my American friends help me a lot.
Emi So you're studying English these days. What else are you doing?
Soon-mi I'm eating in a lot of great restaurants. I love Italian food. And, well, I'm doing a lot of shopping, too.
Emi Aha! What's in your bag?
Soon-mi Um, shoes, handbags, clothes – oh, and gifts for my family.
Emi OK. Thanks, Soon-mi.

.....

Emi I'm here with Alicia. Alicia, are you doing anything special these days?
Alicia Yes! I'm getting ready for a trip to Brazil, to Rio de Janeiro.
Emi Rio! How exciting!

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Alicia Yes. I'm really busy – and very excited!
Emi Do you speak Portuguese?
Alicia No, but I'm studying it now. It's hard, but the class is fun.
Emi OK. Are you doing anything else?
Alicia Yes. I'm exercising a lot – you know, to look good for the beach! I'm running, I'm swimming, and I'm riding my bike to work.
Emi Good for you. Well, enjoy your trip!
Alicia Thanks!
Emi Oh, I'm late! I'm taking a dance class. OK, everybody! See you next time on *Street Talk*. Good-bye!

Unit 10

I had a party last night.

Marco creates a video blog to tell his followers about how his birthday started as a small dinner celebration, and ended as a big, noisy party.

Marco Hey, everyone. This is Marco's video blog for Saturday, October 4th, at, um, 7:17 a.m. I had a party last night – a birthday party. What a great party. Look. Wow. That's me. So I had a big, noisy birthday party. But I didn't really want a party. I wanted a nice, quiet evening. On my birthday, I usually read a good book. So yesterday morning, I went to the library, and I got this. I saw my friends Nick and Ben at the library. Nick and Ben remembered my birthday. They gave me a gift! So I invited Nick and Ben to my apartment for dinner. I wanted a nice, quiet dinner. But I didn't have food at home, so I went grocery shopping. I bought a lot of food. At the supermarket, I saw two more friends, Alicia and Bo. Alicia and Bo saw all the food in my shopping cart. Well, they're friends, so I invited them for dinner, too. I decided to have a nice, quiet dinner party. Then, I went to class in the afternoon. All my classmates had text messages about my birthday! So I invited my class to my apartment. OK. So I didn't have a nice, quiet evening. And I didn't read my book. I had a big, noisy birthday party. But . . . I had a lot of fun. We ate some good food. We drank this really cool stuff called "bubble tea." And we played video games. Oh, and my gift from Nick and Ben? Guess what it was. It's the same book! And, now, finally, I get to read it. Bye!

Unit 11

Danielle down under!

Danielle makes a documentary video about her vacation in Australia and shows everyone a slideshow of her pictures.

Danielle Hi, everyone! I just had a great vacation. I went to "The Land Down Under." That's a nickname for Australia. I was there for two weeks. Australia is really amazing. Let me show you my pictures. This is the Sydney Opera House. It's a very famous place. I went there on the first day. I think opera is a little boring, but I like this building. It's really interesting! This is my friend, Amy. She's really cool. We go to the same college in the United States, but she's studying in Sydney this year. I stayed in Amy's dorm room. I slept on the floor. It wasn't very comfortable, but it was free. Awww! We saw this koala bear at the nature park. Isn't he cute? And we saw this kangaroo. He's cute, too! One day we flew from Sydney to Alice Springs. Then we rented a car and drove to a place called Uluru, or Ayers Rock. The drive took about four hours. It was very hot, but quiet and relaxing. Ayers Rock is a national park in the middle of Australia. The park is a very famous place. What did we do there? Well, we stayed in the park for two days. And we took a tour. It was fun, but very tiring! Our tour guide was very cute. We flew from Alice Springs to Cairns, a city near the Great Barrier Reef. Then we took a boat to the Great Barrier Reef. That was excellent. We saw some very beautiful fish. On our last night, we went dancing. We stayed out late – very late. The next day, Amy and I got up too late, and we missed our flight to Sydney. It was terrible! But, I bought a souvenir at the airport. It's a boomerang! So, that's it. Overall, it was a very exciting trip. So, thanks for looking at my pictures. As the Australians say, "G'day!"

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Unit 12

A graduation party

Alicia makes a home video at Bo's graduation party as a gift for him. At the party, she asks Nick, Marco, and Bo's parents what Bo will be doing now that he's done with school.

Alicia Hi, Bo! It's Alicia. It's May 24th. I'm here with your parents and your friends. And we're having this party to celebrate your graduation from college!

Alicia Yeah, that's right! And I'm making this video for you. It's a graduation gift. Well, please excuse me. I'm going to interview some people from the party. See you later, Bo.

Alicia Congratulations, Mr. and Mrs. Wilson. You look very happy.

Bo's mom Oh, thank you, Alicia. We are very happy.

Bo's dad This is a special day for Bo.

Alicia Yes, it is. So what is Bo going to do this summer?

Bo's dad This summer? Well, this summer Bo is going to get a job. And he is going to take some science classes.

Bo's mom Yes, he is. He's going to take science classes for medical school. He's going to be a doctor someday.

Alicia Well, congratulations again, Bo. You're a college graduate now. How do you feel?

Bo Thanks. Yeah. I feel good.

Alicia So, Bo, what are you going to do this summer?

Bo This summer? Well, I'm going to relax, you know, take it easy.

Alicia Really? Aren't you going to get a job? Aren't you going to take science classes?

Bo A job? Classes? No, I'm not. I'm going to sleep and watch TV.

Alicia Well, Nick, what is Bo going to do this summer?

Nick He's going to travel.

Alicia Really? Where is he going to go?

Nick He's going to go to Toronto.

Alicia That sounds great. Who is he going to travel with?

Nick He's going to travel with me and Marco.

Marco Hey, everybody! Yeah. We're going to go to Toronto this August.

Alicia That's great! How are you going to go?

Marco We're going to drive.

Nick Yeah, but first, we're going to look for a job. We don't have any money.

Alicia What is Bo going to do next year?

Bo's mom He's going to go to medical school next year. Oh, and he's going to get married.

Bo's dad But who is he going to marry? He doesn't have a girlfriend.

Bo's mom He doesn't have a girlfriend now. He's going to meet his girlfriend in medical school.

Alicia So, Bo, what are you going to do next year?

Bo Well, I don't have any money. So I guess I'm going to listen to my parents and get a job so I can go to . . .

Bo's parents To medical school!

Bo Yeah.

Alicia Are you going to get married?

Bo Married? Who am I going to marry? I don't even have a girlfriend.

Alicia Maybe you're going to meet someone special. . . .

Bo's parents In medical school!

Bo Yeah.

Alicia So, one more time, everybody! Let's hear it for Bo!

Partygoers Happy graduation, Bo!

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unit 1

Language summary

Grammar

The verb *be*; possessive adjectives

What questions	Possessive adjectives	
What's your name?	My	name is John.
What's my name?	Your	name is Liz.
What's his name?	His	name is Paul.
What's her name?	Her	name is Laura.
What's its name?	Its	name is Max.
What are your names?	Our	names are John and Liz.
What are their names?	Their	names are Paul and Laura.

Subject pronouns; statements with *be*

Affirmative statements		Negative statements	
I am / I'm		I'm not	
You are / You're		You're not / You aren't	
He is / He's	from Peru.	He's not / He isn't	from Peru.
She is / She's		She's not / She isn't	
It is / It's		It's not / It isn't	

Yes / no questions with *be*

Yes / no questions			Short answers Affirmative			Short answers Negative		
Am	I			you	are.		you	aren't.
Are	you			I	am.		I'm	not.
Is	he	in Peru?	Yes,	he	is.	No,	he	isn't.
Is	she			she	is.		she	isn't.
Is	it			it	is.		it	isn't.

- In affirmative short answers, use the full forms above, NOT contractions: *Yes, ~~you're~~. / Yes, ~~I'm~~. / Yes, ~~he's~~.*

Vocabulary

Names	Jobs
name	actor
first name	actress
middle name	artist
last name	model
family name	musician
full name	singer

Titles

Miss
Mrs.
Ms.
Mr.

Other

single man / woman
married man / woman

Function

Asking for spelling

How do you spell your first name?
How do you spell your last name?

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unit 2

Language summary

Grammar

Wh- questions; plural subject pronouns

Wh- questions	Plural subject pronouns
Where are you and Yoshi from?	**We're** from Japan.
What city are Luis and Maria from?	**They're** from Manaus.
What city are you from?	**We're** from Tokyo.
Who are they?	**They're** my parents.
How old are they?	**They're** 60 and 63.

- In questions with *who* and *how old* with singular subject pronouns, use the same form: *Who / How old* + *is / am / are* + subject pronoun
- Remember that you can use the contractions *we're* and *they're* in statements.

Yes / no questions with *be*

Yes / no questions			Short answers Affirmative			Short answers Negative		
Are	**you**	Japanese?	Yes,	**we**	**are.**	No,	**we**	**aren't.**
Are	**they**	Brazilian?	Yes,	**they**	**are.**	No,	**they**	**aren't.**

- In affirmative short answers use the full forms above, NOT contractions: *Yes, ~~they're~~. / Yes, ~~we're~~.*
- Remember that you can use the contraction *'re not* in short negative answers: *No, we're not. / No, they're not.*

Vocabulary

Nationalities

American
Australian
Brazilian
British
Canadian
Chilean
Chinese
Colombian
Ecuadorian
Greek
Japanese
Mexican
Peruvian
Saudi
South Korean
Spanish
Thai
Turkish

Family

brother
children
daughter
father
grandfather
grandmother
grandparents
husband
kids
mother
parents
sister
son
wife

Numbers 0–101

0	zero
1	one
2	two
3	three
4	four
5	five
6	six
7	seven
8	eight
9	nine
10	ten
11	eleven
12	twelve
13	thirteen
14	fourteen
15	fifteen
16	sixteen
17	seventeen
18	eighteen
19	nineteen
20	twenty
21	twenty-one
30	thirty
40	forty
50	fifty
60	sixty
70	seventy
80	eighty
90	ninety
100	one hundred
101	one hundred (and) one

Functions

Asking for someone's phone number

What's your phone number?
What's your number?

Asking for someone's email

What's your email address?
What's your email?

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unit 3

Language summary

Grammar

Demonstratives

Wh- questions	Answers
What's **this**?	**It's** my bag.
What's **that**?	**It's** my bag.
What are **these**?	**They're** my English books.
What are **those**?	**They're** my English books.

• Use *this* and *these* for near objects, *that* and *those* for far objects.

Yes / no questions	Short answers Affirmative	Short answers Negative
Is **this** your bag?	Yes, **it is.**	No, **it isn't.**
Is **that** your bag?	Yes, **it is.**	No, **it isn't.**
Are **these** your English books?	Yes, **they are.**	No, **they aren't.**
Are **those** your English books?	Yes, **they are.**	No, **they aren't.**

Articles *a* and *an*; plurals

Articles *a / an*			
a	+	consonant sound	**a** bag
an	+	vowel sound	**an** eraser

Plurals		
a book	→	two books
a watch	→	two watch**es**
a dictionary	→	two dictionar**ies**

• *Sunglasses* and *glasses* are always plural.

Possessive pronouns; *whose*; *'s, s'*

Possessive pronouns		
It's my bag.	It's	**mine.**
It's your bag.	It's	**yours.**
It's his bag.	It's	**his.**
They're her bags.	They're	**hers.**
They're our bags.	They're	**ours.**
It's their bag.	It's	**theirs.**

Whose	*'s, s'*
Whose bag is this?	It's Greg**'s** bag.
Whose bag is that?	It's the student**'s** bag.
Whose bag is that?	It's Greg and Ana**'s**.
Whose bags are those?	They're the students**'** bags.

• Use *'s* with singular nouns, and *s'* with plural nouns.

Vocabulary

Everyday items

an alarm clock
a bag
a book
a camera
a coin
a comb
a cell phone
a dictionary
an eraser
a flash drive
a hairbrush
a key
a keychain
a laptop
a magazine
a map
a marker
a newspaper
a notebook
a pen
a poster
a remote control
sunglasses
an umbrella
a wallet
a watch

Clothing

belt
blouse
boots
coat
dress
hat
jacket
jeans
pants
scarf
shirt
shoes
shorts
skirt
socks
suit
sweatshirt
tie
T-shirt

Colors

black
blue
brown
gray
green
orange
pink
purple
red
white
yellow

Function

Asking what something is

What's this called in English?
What's the word for this in English?
How do you say this in English?

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unit 4

Language summary

Grammar

Simple present statements

Affirmative statements			Negative statements		
I	drive	to work.	I	do not	walk.
You	drive		You	do not	
He	drives		He	does not	
She	drives		She	does not	
We	drive		We	do not	
They	drive		They	do not	

- Use the contractions *don't* (*do not*) and *doesn't* (*does not*) in speech.
- Use the simple present to talk about routines.

Irregular verb *have* in the simple present

Affirmative statements			Negative statements			
I	have	a car.	I	do not	have	a car.
You	have		You	do not		
He	has		He	does not		
She	has		She	does not		
We	have		We	do not		
They	have		They	do not		

Irregular verb *go* in the simple present

Affirmative statements			Negative statements			
I	go	home.	I	do not	go	home.
You	go		You	do not		
He	goes		He	does not		
She	goes		She	does not		
We	go		We	do not		
They	go		They	do not		

Simple present *yes / no* questions

Yes / no questions			Short answers Affirmative		Short answers Negative	
Do	I	work?		you do.		you don't.
Do	you	work?		I do.		I don't.
Does	she	work?		she does.		she doesn't.
Does	he	work?	Yes,	he does.	No,	he doesn't.
Does	it	work?		it does.		it doesn't.
Do	you	work?		we do.		we don't.
Do	they	work?		they do.		they don't.

Vocabulary

Getting around

drive a car
ride a bicycle / bike
ride a motorcycle
take a taxi / cab
take the bus
take the subway
take the train
walk

Telling time

It's twelve o'clock.
It's noon.
It's twelve p.m.
It's midnight.
It's twelve a.m.
It's twelve-oh-five.
It's five after twelve.
It's twelve-fifteen.
It's a quarter after twelve.
It's twelve-thirty.
It's half past twelve.
It's twelve-forty.
It's twenty to one.
It's twelve forty-five.
It's a quarter to one.
a.m.
p.m.

Time expressions

on Sunday(s)
on Sunday afternoon(s)
on weekdays
on the weekend
on weekends
in the morning(s)
in the afternoon(s)
in the evening(s)
at noon / midnight
at night
before 7:00
after midnight
every day

Days of the week

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday
weekdays
weekend

Routines

cook dinner
drink coffee
eat breakfast
exercise
get up
go to bed
go to school
read the news
study
watch TV

Function

Asking the time

What time is it?
What's the time?

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unit 5

Language summary

Grammar

Adverbs of frequency

In statements			*Yes / no* questions with *ever* and answers
I	always usually often sometimes hardly ever never	check my email.	Do you **ever** check your email? Yes, I **sometimes** check my email. Yes, I **sometimes** do. No, I **never** check my email. No, I **never** do.

100%

0%

• Put the adverb of frequency after the subject and before the verb.

Simple present *Wh-* questions with *do*

Questions	Answers
What do you **do** for fun?	I hang out.
Where do you **hang** out?	At the mall.
How do I **get** there?	You take the bus.
Who do you **play** soccer with?	My brother and his friends.
When do you and your brother usually **play** soccer?	We usually play on weekends.
Why do they **play** soccer?	Because it's their favorite sport.

Vocabulary

Online activities
chat with friends
check email
download music
play games
post comments
search the Internet
shop online
upload videos

Prices
How much is this?
How much are these?
How much is that . . . ?

Leisure activities
eat out
go dancing
go shopping
hang out
play soccer
watch movies

Leisure places
at a club
at a restaurant
at home
at the mall
at the park

Functions

Declining help
No, thanks. I'm just looking.
No. I'm fine, thanks.

Accepting help
Yes, please.
Yes, thanks.

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unit 6

Language summary

Grammar

Simple present *Wh-* questions with *does*

Wh- questions with *does*	Answers
What does Lucia **do**?	She's a nurse.
When does she **work**?	She works from 11:00 to 7:00.
Where does Henry **work**?	He works in an office.
What company **does** Henry **work** for?	He works for A1 Accountants.

Can for ability

Affirmative statements			Negative statements		
I / You / He / She / We / They	**can**	dance well.	I / You / He / She / We / They	**can't**	dance well.

- Use the base form of the verb after *can* and *can't*.
- *Can't* is the contraction of *cannot*.

Yes / no questions with *can*

Yes / no questions			Short answers Affirmative			Short answers Negative		
Can	I / you / he / she / we / they	swim?	Yes,	you / I / he / she / you / they	**can.**	No,	you / I / he / she / you / they	**can't.**

Wh- questions	Answers; *and* / *but* / *or*
What can Pamela **do**?	She can dance. She can dance, **and** she can sing. She can dance, **but** she can't sing. She can't dance **or** sing.

- Use *and* to connect similar ideas, *but* to connect different ideas, and *or* to connect two negative ideas.

Vocabulary

Jobs	Abilities
accountant	dance
cook / chef	draw
doctor	fix computers
electrician	paint
flight attendant	play the guitar
nurse	sing
pilot	speak French
police officer	swim
receptionist	
taxi driver	
waiter	
waitress	

Functions

Asking for someone on the phone

Can I speak to . . . ?
Could I please speak to . . . ?
Is . . . there?

Having someone wait

Just a minute, please.
Hold on, please.
One moment, please.

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unit 7 Language summary

Grammar

Count and noncount nouns

Count nouns		Noncount nouns
an orange a banana	oranges bananas	rice cereal
I eat an orange every day. I eat bananas every day.		I eat rice every day. I eat cereal every day.

- Use *an* or *a* with singular count nouns.
  I eat an orange every day.
  I eat a banana every day.
- You can use a number with plural count nouns.
  I eat two bananas every day.
- Noncount nouns are always singular.
  We have cereal. NOT *We have ~~cereals~~.*

Some and *any*

Questions		Answers
Do you have **any**	oranges? rice?	Yes, I have **some** (oranges / rice). No, I don't have **any** (oranges / rice).
What do you often eat for lunch?		I often eat **some** cheese and bread. I don't eat **any** meat.

- Use *any* in questions and negatives. Do not use *any* in affirmative statements.
  I have some apples. NOT *I have ~~any~~ apples.*

How often; time expressions

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

Vocabulary

Food
dairy
fruit
grains
meat and protein
vegetables

apples
bananas
beans
beef
carrots
cereal
cheese
chicken
eggs
fish
milk
noodles
pasta
potatoes
rice
tomatoes

More food
dumplings
hamburgers
hot dogs
pancakes
pizza
salad
soup
spaghetti
sushi
tacos

Functions

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

Expressing likes
I like . . .
I really like . . .
I love . . . !

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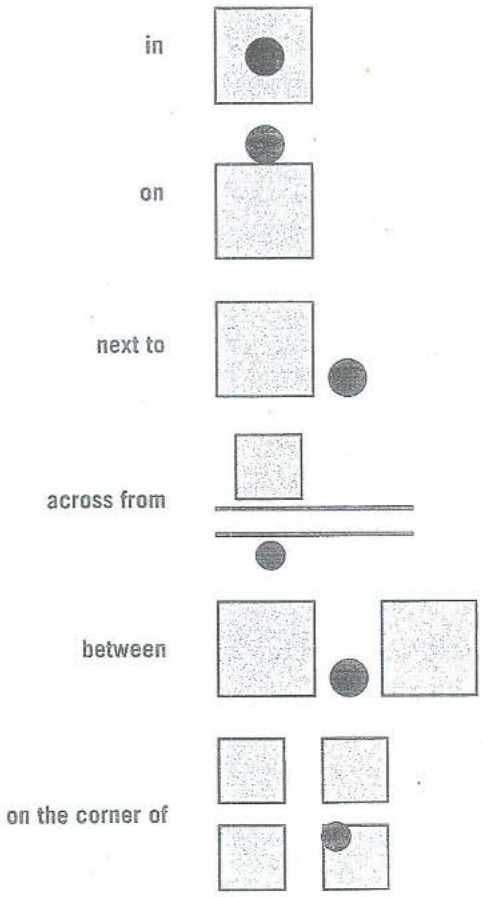
unit 8

Language summary

Grammar

Prepositions of location



There is / there are

Affirmative statements	Negative statements
There is a museum.	**There isn't** an amusement park.
There are two swimming pools.	**There aren't** any good zoos.

- *There's* is the contraction for *there is*.

Yes / no questions with *there is / there are*

Yes / no questions	Short answers Affirmative		Short answers Negative	
Is there a zoo in this city?	Yes,	**there is.**	No,	**there isn't.**
Are there any movie theaters near here?	Yes,	**there are.**	No,	**there aren't.**

- In affirmative short answers use the full forms above, NOT contractions: *Yes, ~~there's~~. / Yes, ~~there're~~.*

Vocabulary

Places in the neighborhood

bank
bookstore
bus stop
coffee shop
gas station
hotel
library
newsstand
subway station
supermarket

Places to visit

amusement park
aquarium
movie theater
museum
science center
swimming pool
water park
zoo

Giving directions

Go up / down
on the left / right
take a right / left
turn left / right
walk down / up

Function

Asking for directions

How do I get to . . . ?
How can I get to . . . ?

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unit 9

Language summary

Grammar

Present continuous statements

Affirmative statements			Negative statements			
I	**am**		I	**am not**	
You	**are**		You	**are not**	
He	**is**		He	**is not**	
She	**is**	standing.	She	**is not**	standing.
It	**is**		It	**is not**	
We	**are**		We	**are not**	
They	**are**		They	**are not**	

- You can use *'m*, *'s*, and *'re* instead of *am*, *is*, and *are* in affirmative statements.
- You can use the contractions *'s not* or *isn't*, and *'re not* or *aren't* in negative statements.
- Use the present continuous to talk about an action happening now.
- Use the present continuous to talk about an action happening these days.

Present continuous *yes / no* questions and answers

Yes / no questions			Short answers Affirmative			Short answers Negative		
Am	I			you	**are.**		you	**aren't.**
Are	you			I	**am.**		I'm	**not.**
Is	he			he	**is.**		he	**isn't.**
Is	she	playing now?	Yes,	she	**is.**	No,	she	**isn't.**
Is	it			it	**is.**		it	**isn't.**
Are	we			you	**are.**		you	**aren't.**
Are	they			they	**are.**		they	**aren't.**

- In affirmative short answers, use the full forms above, NOT contractions: *Yes, ~~you're~~. / Yes, ~~I'm~~. / Yes, ~~he's~~.*

Present continuous *Wh-* questions

Questions	Answers
What are you **doing**?	**I'm learning** to drive.
What class **is** Dan **taking**?	**He's taking** a dance class.
Where are they **standing**?	**They're standing** under a tree.
When are we **leaving**?	At 2:30 on Monday.
Who is Juan **talking** to?	Luis.
How am I driving?	OK.

Spelling

stand	→	standing
sit	→	sitting
wave	→	waving
play	→	playing

Vocabulary

Actions

end
hold
look for
run
sit
stand
start
wave

Activities

create a website
learn to drive
look for a job
study for an exam
study Italian
take a dance class
take tennis lessons
tutor a student

Prepositions

behind
in
in front of
on
under

Functions

Asking if someone can talk now

Is this a good time to talk?
Can you talk right now?
Do you have a minute?

Explaining you can't talk now

I can't talk right now.
I'm busy right now.
This isn't a good time.

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unit 10

Language summary

Grammar

Simple past regular verbs

Affirmative statements			Negative statements		
I	called	my sister.	I	didn't call	my brother.
You	called		You	didn't call	
He	called		He	didn't call	
She	called		She	didn't call	
We	called		We	didn't call	
They	called		They	didn't call	

- Use the simple past for completed actions in the past.

Spelling of simple past regular verbs

listen	+	ed	→	listened
play	+	ed	→	played
shop	+	ed	→	shopped
love	+	ed	→	loved
cry	+	ed	→	cried

Simple past irregular verbs

Affirmative statements		Negative statements	
I	slept.	I	didn't sleep.
You	slept.	You	didn't sleep.
He	slept.	He	didn't sleep.
She	slept.	She	didn't sleep.
It	slept.	It	didn't sleep.
We	slept.	We	didn't sleep.
They	slept.	They	didn't sleep.

Yes / no questions with *be*

Yes / no questions			Short answers Affirmative		Short answers Negative	
Did	I	go?	Yes,	you did.	No,	you didn't.
	you			I did.		I didn't.
	he			he did.		he didn't.
	she			she did.		she didn't.
	it			it did.		it didn't.
	we			you did.		you didn't.
	you			we did.		we didn't.
	they			they did.		they didn't.

Vocabulary

Weekend activities

listen to music
play basketball
play in a band
shop for new clothes
stay home
stay out late
visit relatives
watch an old movie

Things to do

do laundry
do the dishes
get a haircut
go grocery shopping
have a party
make dinner
see a play
see friends
sleep

Past time expressions

last night
yesterday
last week
last weekend

Functions

Showing that you're listening

Uh-huh.
Oh?
Oh, yeah?

Expressing surprise

Really?
What?
You're kidding!

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unit 11

Language summary

Grammar

Past of *be*

Affirmative statements			Negative statements		
I	was		I	was not	
You	were		You	were not	
He	was		He	was not	
She	was	at home.	She	was not	OK.
It	was		It	was not	
We	were		We	were not	
They	were		They	were not	

- You can use the contractions *wasn't* or *weren't* instead of *was not* and *were not*.
- Use the past of *be* to talk about locations and adjectives in the past.

Yes / no questions with *be*

Yes / no questions			Short answers Affirmative		Short answers Negative	
Was	I			you were.		you weren't.
Were	you			I was.		I wasn't.
Was	he			he was.		he wasn't.
Was	she	interesting?	Yes,	she was.	No,	she wasn't.
Was	it			it was.		it wasn't.
Were	you			we were.		we weren't.
Were	we			you were.		you weren't.
Were	they			they were.		they weren't.

Wh- questions with the past of *be*

Wh- questions	Answers
Where were you last week?	I was on vacation.
How was the trip?	It was great

Simple past *Wh-* questions

Wh- questions				Answers
Where		you	go on vacation?	Brazil.
When		he	get back?	Last night.
Who	did	he	travel with?	His friend.
What		they	do there?	They went to a festival.
Why		you	go there?	Because the festival is famous.
How		you	get there?	By plane.

Vocabulary

Adjectives
all right
awful
boring
exciting
fun
great
interesting
noisy
OK
quiet
so-so
terrible

Vacation activities
buy souvenirs
go sightseeing
go to a festival
go to the beach
relax
shop in markets
take a tour
take pictures

Good / bad news
I got a promotion.
I lost my wallet.
I missed my flight.
I was sick.
I won a contest.

Functions

Reacting to good news
That's great!
That's excellent!
That's awesome!

Reacting to bad news
Oh, no!
That's too bad.
That's terrible!

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unit 12

Language summary

Grammar

Be going to statements

Affirmative statements			Negative statements			
I	am	going to buy a gift.	I	am not	going to buy a gift.
You	are		You	are not	
He	is		He	is not	
She	is		She	is not	
We	are		We	are not	
They	are		They	are not	

- You can use *'m*, *'s*, and *'re* instead of *am*, *is*, and *are* in affirmative statements.
- You can use the contractions *'s not* or *isn't*, and *'re not* or *aren't* in negative statements.
- Use *be going to* to talk about future plans.

Yes / no questions with *be going to*

Yes / no questions			Short answers Affirmative		Short answers Negative	
Am	I	going to leave?	Yes,	you are.	No,	you aren't.
Are	you			I am.		I'm not.
Is	he			he is.		he isn't.
Is	she			she is.		she isn't.
Is	it			it is.		it isn't.
Are	you			we are.		we aren't.
Are	we			you are.		you aren't.
Are	they			they are.		they aren't.

- In affirmative short answers use the full forms above, NOT contractions: *Yes, ~~you're~~. / Yes, ~~I'm~~. / Yes, ~~he's~~.*

Wh- questions with *be going to*

Wh- Questions				
What	am	I	going to	get him?
Where	are	we		buy it?
Who	is	he		invite?
How	are	we		send the invitations?
Why	are	you		have the party?
How	are	they		get there?

Object pronouns

Subject pronouns	Object pronouns
I	me
you	you
he	him
she	her
it	it
we	us
you	you
they	them

Vocabulary

Months
January
February
March
April
May
June
July
August
September
October
November
December

Party checklist
bake a cake
buy a gift
choose the music
decorate the room
make a guest list
plan the menu
prepare the food
send invitations

Special days
birthday
graduation
holiday
wedding

Ordinal numbers 1st–31st

1st	first
2nd	second
3rd	third
4th	fourth
5th	fifth
6th	sixth
7th	seventh
8th	eighth
9th	ninth
10th	tenth
11th	eleventh
12th	twelfth
13th	thirteenth
20th	twentieth
21st	twenty-first
30th	thirtieth
31st	thirty-first

Functions

Declining an invitation
I'm sorry. I can't.
I'm afraid I can't.
I'm really sorry, but I can't.

Accepting an invitation
Sure. I'd love to.
Sounds good.
Yeah. That sounds great.

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Credits

Four Corners Student's Book 1

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Authors' acknowledgments

Many people contributed to the development of *Four Corners*. The authors and publisher would like to particularly thank the following reviewers:

Nele Noe, **Academy for Educational Development, Qatar Independent Secondary School for Girls**, Doha, Qatar; Yuan-hsun Chuang, **Soo Chow University**, Taipei, Taiwan; Celso Frade and Sonia Maria Baccari de Godoy, **Associaçao Alumni**, São Paulo, Brazil; Pablo Stucchi, **Antonio Raimondi School** and **Instituto San Ignacio de Loyola**, Lima, Peru; Kari Miller, **Binational Center**, Quito, Ecuador; Alex K. Oliveira, **Boston University**, Boston, MA, USA; Elisabeth Blom, **Casa Thomas Jefferson**, Brasilia, Brazil; Henry Grant, **CCBEU – Campinas**, Campinas, Brazil; Maria do Rosário, **CCBEU – Franca**, Franca, Brazil; Ane Cibele Palma, **CCBEU Inter Americano**, Curitiba, Brazil; Elen Flavia Penques da Costa, **Centro de Cultura Idiomas – Taubate**, Taubate, Brazil; Inara Lúcia Castillo Couto, **CEL LEP – São Paulo**, São Paulo, Brazil; Geysa de Azevedo Moreira, **Centro Cultural Brasil Estados Unidos (CCBEU Belém)**, Belém, Brazil; Sonia Patricia Cardoso, **Centro de Idiomas Universidad Manuela Beltrán**, Barrio Cedritos, Colombia; Geraldine Itiago Losada, **Centro Universitario Grupo Sol (Musali)**, Mexico City, Mexico; Nick Hilmers, **DePaul University**, Chicago, IL, USA; Monica L. Montemayor Menchaca, **EDIMSA**, Metepec, Mexico; Angela Whitby, **Edu-Idiomas Language School**, Cholula, Puebla, Mexico; Mary Segovia, **El Monte Rosemead Adult School**, Rosemead, CA, USA; Dr. Deborah Aldred, **ELS Language Centers, Middle East Region**, Abu Dhabi, United Arab Emirates; Leslie Lott, **Embassy CES**, Ft. Lauderdale, FL, USA; M. Martha Lengeling, **Escuela de Idiomas**, Guanajuato, Mexico; Pablo Frias, **Escuela de Idiomas UNAPEC**, Santo Domingo, Dominican Republic; Tracy Vanderhoek, **ESL Language Center**, Toronto, Canada; Kris Vicca and Michael McCollister, **Feng Chia University**, Taichung, Taiwan; Flávia Patricia do Nascimento Martins, **First Idiomas**, Sorocaba, Brazil; Andrea Taylor, **Florida State University in Panama**, Panamá, Panama; Carlos Lizárraga González, **Groupo Educativo Angloamericano**, Mexico City, Mexico; Dr. Martin Endley, **Hanyang University**, Seoul, Korea; Mauro Luiz Pinheiro, **IBEU Ceará**, Ceará, Brazil; Ana Lúcia da Costa Maia de Almeida, **IBEU Copacabana**, Copacabana, Brazil; Ana Lucia Almeida, Elisa Borges, **IBEU Rio**, Rio de Janeiro, Brazil; Maristela Silva, **ICBEU Manaus**, Manaus, Brazil; Magaly Mendes Lemos, **ICBEU São José dos Campos**, São José dos Campos, Brazil; Augusto Pelligrini Filho, **ICBEU São Luis**, São Luis, Brazil; Leonardo Mercado, **ICPNA**, Lima, Peru; Lucia Rangel Lugo, **Instituto Tecnológico de San Luis Potosí**, San Luis Potosí, Mexico; Maria Guadalupe Hernández Lozada, **Instituto Tecnológico de Tlalnepantla**, Tlalnepantla de Baz, Mexico; Greg Jankunis, **International Education Service**, Tokyo, Japan; Karen Stewart, **International House Veracruz**, Veracruz, Mexico; George Truscott, **Kinki University**, Osaka, Japan; Bo-Kyung Lee, **Hankuk University of Foreign Studies**, Seoul, Korea; Andy Burki, **Korea University, International Foreign Language School**, Seoul, Korea; Jinseo Noh, **Kwangwoon University**, Seoul, Korea; Nadezhda Nazarenko, **Lone Star College**, Houston, TX, USA; Carolyn Ho, **Lone Star College-Cy-Fair**, Cypress, TX, USA; Alice Ya-fen Chou, **National Taiwan University of Science and Technology**, Taipei, Taiwan; Gregory Hadley, **Niigata University of International and Information Studies, Department of Information Culture**, Niigata-shi, Japan; Raymond Dreyer, **Northern Essex Community College**, Lawrence, MA, USA; Mary Keter Terzian Megale, **One Way Línguas-Suzano**, São Paulo, Brazil; Jason Moser, **Osaka Shoin Joshi University**, Kashiba-shi, Japan; Bonnie Cheeseman, **Pasadena Community College** and **UCLA American Language Center**, Los Angeles, CA, USA; Simon Banha, **Phil Young's English School**, Curitiba, Brazil; Oh Jun Il, **Pukyong National University**, Busan, Korea; Carmen Gehrke, **Quatrum English Schools**, Porto Alegre, Brazil; Atsuko K. Yamazaki, **Shibaura Institute of Technology**, Saitama, Japan; Wen hsiang Su, **Shi Chien University, Kaohsiung Campus**, Kaohsiung, Taiwan; Richmond Stroupe, **Soka University, World Language Center**, Hachioji, Tokyo, Japan; Lynne Kim, **Sun Moon University (Institute for Language Education)**, Cheon An City, Chung Nam, Korea; Hiroko Nishikage, **Taisho University**, Tokyo, Japan; Diaña Peña Munoz and Zaira Kuri, **The Anglo**, Mexico City, Mexico; Alistair Campbell, **Tokyo University of Technology**, Tokyo, Japan; Song-won Kim, **TTI (Teacher's Training Institute)**, Seoul, Korea; Nancy Alarcón, **UNAM FES Zaragoza Language Center**, Mexico City, Mexico; Laura Emilia Fierro López, **Universidad Autónoma de Baja California**, Mexicali, Mexico; María del Rocío Domíngeuz Gaona, **Universidad Autónoma de Baja California, Tijuana**, Mexico; Saul Santos Garcia, **Universidad Autónoma de Nayarit**, Nayarit, Mexico; Christian Meléndez, **Universidad Católica de El Salvador**, San Salvador, El Salvador; Irasema Mora Pablo, **Universidad de Guanajuato**, Guanajuato, Mexico; Alberto Peto, **Universidad de Oxaca**, Tehuantepec, Mexico; Carolina Rodriguez Beltan, **Universidad Manuela Beltrán, Centro Colombo Americano**, and **Universidad Jorge Tadeo Lozano**, Bogotá, Colombia; Nidia Milena Molina Rodriguez, **Universidad Manuela Beltrán** and **Universidad Militar Nueva Granada**, Bogotá, Colombia; Yolima Perez Arias, **Universidad Nacional de Colombia**, Bogota, Colombia; Héctor Vázquez García, **Universidad Nacional Autónoma de Mexico**, Mexico City, Mexico; Pilar Barrera, **Universidad Técnica de Ambato**, Ambato, Ecuador; Deborah Hulston, **University of Regina**, Regina, Canada; Rebecca J. Shelton, **Valparaiso University, Interlink Language Center**, Valparaiso, IN, USA; Tae Lee, **Yonsei University**, Seodaemun-gu, Seoul, Korea; Claudia Thereza Nascimento Mendes, **York Language Institute**, Rio de Janeiro, Brazil; Jamila Jenny Hakam, **ELT Consultant**, Muscat, Oman; Stephanie Smith, **ELT Consultant**, Austin, TX, USA.

The authors would also like to thank the Four Corners editorial, production, and new media teams, as well as the Cambridge University Press staff and advisors around the world for their contributions and tireless commitment to quality.

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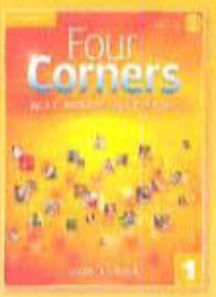

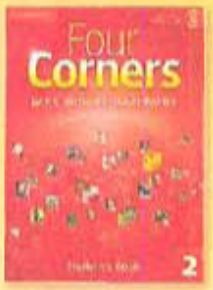

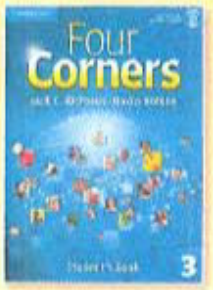

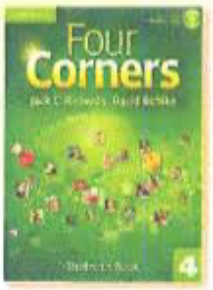

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