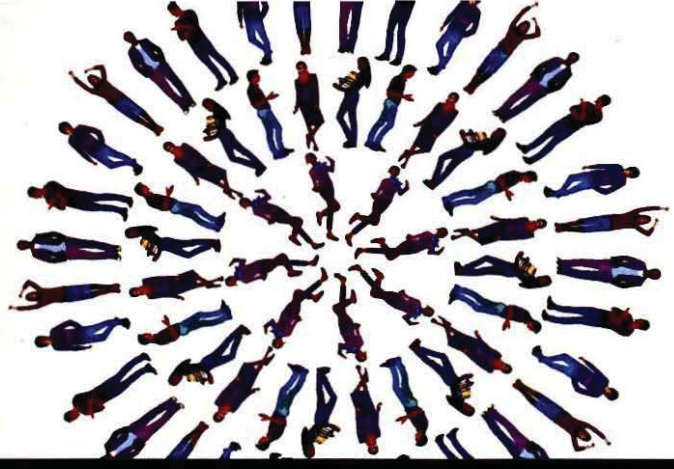
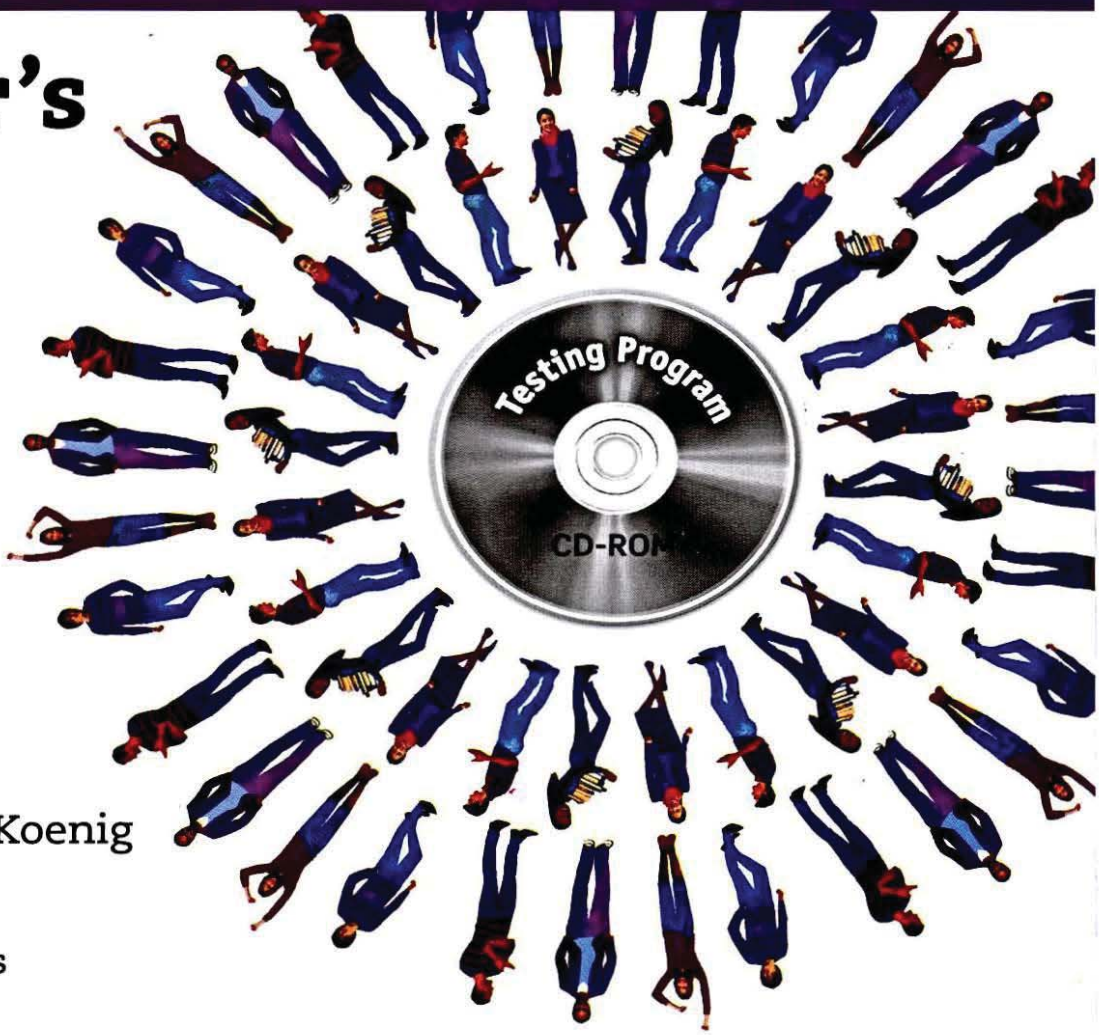


STARTER

SECOND EDITION

American ENGLISH FILE

Teacher's Book



Christina Latham-Koenig
Clive Oxenden
with Margaret Brooks

OXFORD

STARTER

American ENGLISH FILE

Teacher's Book

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with Margaret Brooks

این مجموعه با لوگوی مرجع زبان ایرانیان
به صورت نشر برخط و حامل به ثبت رسیده است.
کپی برداری از آن خلاف قانون، شرع و اخلاق است و شامل پیگرد خواهد شد.

Paul Seligson and Clive Oxenden are the original co-authors of
English File 1 and *English File 2*

OXFORD
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Syllabus checklist

		Grammar	Vocabulary
	1		
4	**A Hello!**	verb *be: I* and *you*	numbers 0–10; days of the week
6	**B Where are you from?**	verb *be: he, she, it*	countries
8	**PRACTICAL ENGLISH** How do you spell it? ■◀ People on the street		
	2		
10	**A We're Canadian**	verb *be: we, you, they*	nationalities
12	**B What's his number?**	*Wh-* and *How* questions with *be*	numbers 11–100; personal information
14	**REVIEW AND CHECK 1&2** ■◀ Short movies *Friends*		
	3		
16	**A What's in your bag?**	*a / an;* singular and plural nouns	small things
18	**B Is that a hat?**	*this / that / these / those*	more small things
20	**PRACTICAL ENGLISH** How much is it? ■◀ People on the street		
	4		
22	**A Family and friends**	possessive adjectives; possessive *s*	people and family
24	**B That's a cool car!**	adjectives	colors and common adjectives
26	**REVIEW AND CHECK 3&4** ■◀ Short movies *A souvenir shop*		
	5		
28	**A A bad hair day**	simple present: *I* and *you*	common verbs 1
30	**B What do you have for breakfast?**	simple present: *we, you, they;* *Wh-* questions	food and drink
32	**PRACTICAL ENGLISH** What time is it? ■◀ People on the street		
	6		
34	**A He speaks English at work**	simple present: *he, she, it*	jobs and places of work
36	**B Do you like mornings?**	adverbs of frequency	a typical day
38	**REVIEW AND CHECK 5&6** ■◀ Short movies *The life of a chef*		

Pronunciation	Speaking	Listening	Reading
word stress; /h/, /aɪ/, and /i/	introducing yourself	people introducing themselves	
sentence stress; /ɪ/, /oʊ/, and /ɛ/	*Guess the countries*	Can you hear the difference?	
word stress; /ʃ/ and /tʃ/	nationalities	understanding a dialogue	on the train
saying phone numbers; sentence stress	*Personal information*	conversations between friends; Can you hear the difference?	
/z/ and /s/; plural endings	things in your bag *Memory game*	understanding short conversations	
/ð/ and /æ/	things in the classroom	at a souvenir stand	
/ə/, /ʌ/, and /ər/	talking about your family or friends	understanding a dialogue Song: *You're the First, the Last, My Everything*	What car? Men and women are different
/ɔ/, /ɑr/, and /ɔr/	talking about dream cars		
/h/, /w/, and /v/; linking	talking about your lifestyle *A new haircut*	understanding a longer conversation Song: *I Want to Break Free*	
word stress; /tʃ/, /dʒ/, and /g/	a food questionnaire	an interview about food	breakfast around the world
third person –s; word and sentence stress	talking about people who work	understanding a dialogue	English: The Language of Business
sentence stress	questionnaire: Do you like mornings?	an interview Song: *Wonderful Tonight*	A Day in the Life of Simon Cowell

		Grammar	Vocabulary
	7		
40	**A Life at the end of the world**	word order in questions	common verbs 2
42	**B You can't park here**	*can / can't*	common verbs 2
44	**PRACTICAL ENGLISH** What's the data today? People on the street		
	8		
46	**A What are they doing?**	present continuous	verb phrases
48	**B Today is different**	present continuous or simple present?	the weather
50	**REVIEW AND CHECK 7&8** Shorthmovies *A day off*		
	9		
52	**A In the jungle in Guatemala**	*there is / there are*	hotels; *in, on, under*
54	**B Before they were stars...**	simple past: *be*	*in, at, on:* places
56	**PRACTICAL ENGLISH** Is there a bank near here? People on the street		
	10		
58	**A It changed my life**	simple past: regular verbs	common verbs 3
60	**B What did you do?**	simple past: *do, get, go, have*	daily routine verbs; irregular verbs
62	**REVIEW AND CHECK 9&10** Short movies *An interesting hotel*		
	11		
64	**A What do you think of it?**	object pronouns: *me, him,* etc.	opinion words
66	**B Strangers on a train**	simple past: more irregular verbs	common verbs 3; irregular verbs
68	**PRACTICAL ENGLISH** Would you like a coffee? People on the street		
	12		
70	**A A Trip of a lifetime**	future: *be going to*	future time expressions
72	**B From start to finish**	review of present, past, and future	review of verb collocations
74	**REVIEW AND CHECK 11&12** Short movies *Trip of a lifetime*		

76	**Communication**	86	**Listening**	116	**Vocabulary Bank**
84	**Writing**	92	**Grammar Bank**	132	**Sound Bank**

Pronunciation	Speaking	Listening	Reading
/ɛr/, /ɑ/, /aʊ/, and /y/	talking about free time activities *Weekdays and weekends*	an interview	an interview about living in Ushuaia
/æ/ and /ə/; sentence rhythm	*Can you...?*	understanding dialogues	
/ʊ/, /u/, and /ŋ/	things people are doing	Song: *Singing in the Rain*	a letter and an email
/ɔ/, /oʊ/, and /eɪ/	an interview		Working on vacation
/ɛr/, /ɪr/, and /ɔɪ/	*Is there a TV? Where is it?*	understanding a dialogue	Amazing Hotels!
/ər/ and was / were	Where were they?		
regular simple past endings	talking about past events		I laughed, I learned, I changed...
sentence stress	*Life in a day*	Song: *Where Did Our Love Go?*	Movie shows life around the world
strong stress	talking about music	a conversation about musicians	
silent consonants	answering questions about a story	Strangers on a train	Strangers on a train
sentence stress	future plans: a dream trip	a radio interview Song: *I Can See Clearly Now*	My Adventure Begins!
review of sounds	a review of present, past and future		

Introduction

American English File Second Edition is an integrated skills series that gets students talking – in class and everywhere. Our goal with this Second Edition has been to make every lesson better and more student- and teacher-friendly. In addition to Student Book Lessons A and B, there is a range of material that you can use according to your students' needs and the time and resources you have available:

- Practical English video and exercises (also available on class audio)
- Review and Check pages, with video
- Photocopiable Grammar, Vocabulary, Communicative, and Song activities (in the Teacher's Book)

STUDY LINK Online Practice, Workbook, iChecker, and the Pronunciation app provide multimedia review, support, and practice for students outside of class.

The Teacher's Book also suggests different ways of exploiting many of the Student Book activities depending on the level of your class.

What do beginning students need?

In nine out of ten cases, when a student signs up for English classes, their goal is to speak. Speaking a foreign language is very hard, so students need a lot of motivation to encourage them to speak in English.

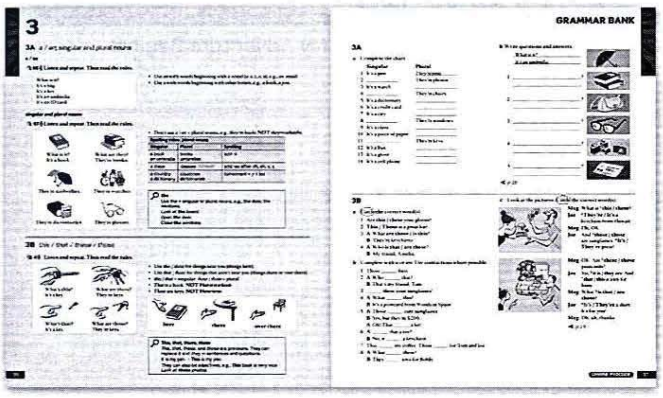
Grammar, Vocabulary, and Pronunciation

At any level, the tools students need to speak English with confidence are Grammar, Vocabulary, and Pronunciation (G, V, P). We believe that G + V + P = confident speaking, and in *American English File* Second Edition, all three elements are given equal importance. Each lesson has clearly stated grammar, vocabulary, and pronunciation goals. This keeps lessons focused and gives students concrete learning objectives and a sense of progress.

Grammar

Beginning students need

- clear and memorable presentations of new structures.
- plenty of regular and varied practice in useful and natural contexts.
- student-friendly reference material.

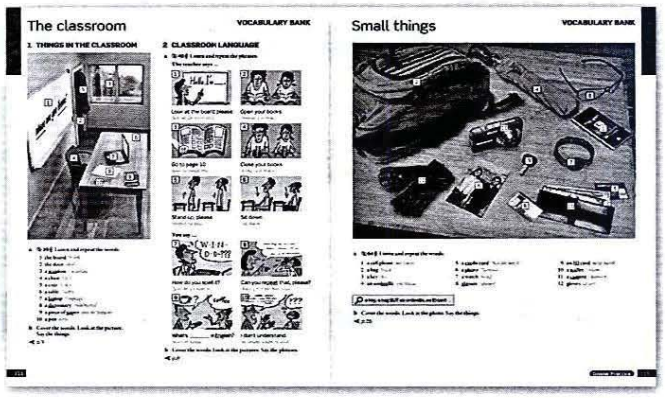


American English File Second Edition provides contexts for new language that will engage students, using real-life stories and situations, humor, and suspense. The **Grammar Banks**, at the back of the book, give students a single, easy-to-access grammar reference section, with clear rules, example sentences with audio, and common errors. There are at least two practice exercises for each grammar point.

Vocabulary

Beginning students need

- to rapidly expand their knowledge of high-frequency words and phrases.
- to use new vocabulary in personalized contexts.
- accessible reference material.



Every lesson focuses on high-frequency vocabulary and common lexical areas, but keeps the load realistic. All new vocabulary is given with the phonetics, to help students with the pronunciation of new words. Most lessons are linked to the **Vocabulary Banks** at the back of the book, which help present and practice the vocabulary in class, give an audio model of each word, and provide a clear reference so students can review and test themselves on their own.

Pronunciation

Beginning students need

- to learn the English vowel and consonant sounds and practice them intensively.
- to see where there are rules and patterns in sound–spelling relationships.
- systematic practice of other aspects of pronunciation, e.g. stress and rhythm.



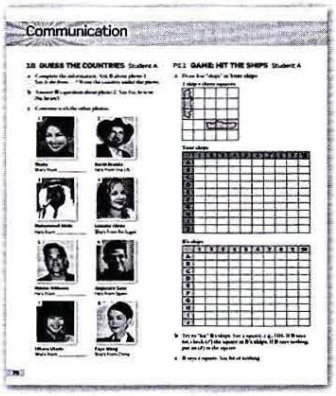
Beginning learners want to speak clearly but are often frustrated by English pronunciation, particularly the sound–spelling relationships, silent letters, and weak forms. We emphasize improving pronunciation by focusing on the sounds most useful for communication, on word stress, and on sentence rhythm. *American English File Starter* has a pronunciation focus in every lesson that targets sounds, word stress, or sentence stress.

www.languagecentre.ir

Speaking

Beginning students need

- topics that will inspire their interest.
- realistic and achievable tasks.
- regular opportunities to use new language orally.



American English File Second Edition motivates students to speak by providing them with varied and motivating tasks, and the language (grammar, vocabulary, and pronunciation) that they need in order to communicate with confidence. In addition to the **Communication** activities at the back of the book, students are encouraged to speak throughout the lesson, responding to texts and listenings, and practicing grammar and vocabulary orally.

Listening

Beginning students need

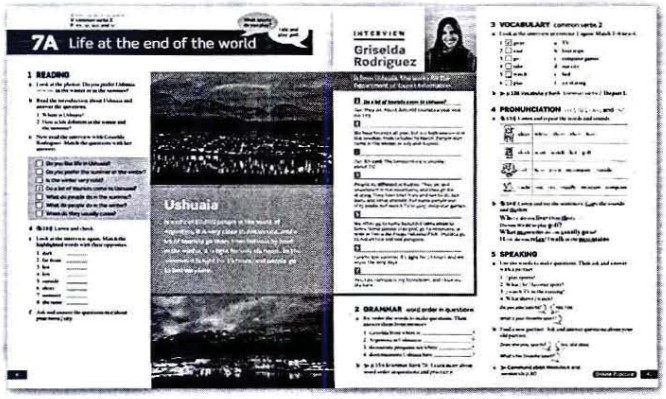
- to be exposed to as much aural English as possible.
- to build their confidence by listening to short and simple utterances.
- to learn to get the gist of what is being said by focusing on the key words in an utterance.

The listenings in *American English File Starter* are based on a variety of entertaining and realistic situations. There is a wide range of voices and accents from the US and the rest of the English-speaking world, but all the speakers are clear and comprehensible to students at this level. The performances and the sound effects bring the listenings alive, and make the recordings easier for students to follow and more fun to listen to. The tasks focus on helping students to get the gist the first time and then be able to understand more the second time.

Reading

Beginning students need

- engaging topics and stimulating texts.
- manageable tasks that help students to read.
- to learn how to deal with unknown words in a text.

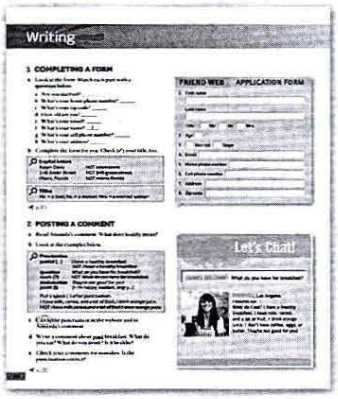


Many students need to read in English for work or school, and reading is also important in helping to build vocabulary and to consolidate grammar. The key to encouraging students to read is to give them motivating but accessible material and tasks they can do. *American English File Starter* reading texts are staged so that they progress from one-line sentences to short articles adapted from a variety of real sources (newspapers, magazines, news websites). These articles have been chosen for their intrinsic interest.

Writing

Beginning students need

- clear models.
- the "nuts and bolts" of writing on a word and sentence level.



The growth of the Internet and email means that people worldwide are writing in English more than ever before, both for business and personal communication. *American English File Starter* provides guided writing tasks with a range of writing types from formal email to social networking posts.

Practical English

Beginning students need

- to learn high-frequency functional phrases.
- to know what to say in common situations.

The six Practical English lessons give students practice in key language for situations such as ordering coffee and asking about price. To make these everyday situations come alive, there are People on the Street sections in every Practical English lesson, in which students watch or listen to real people – not actors – use the key language in real-life situations. The Practical English video is on the ***American English File Starter*** **DVD** and **iTools**. Teachers can also use the Practical English Student Book exercises with the **Class Audio CDs**.

Review

Beginning students need

- regular recycling of grammar, vocabulary, and pronunciation.
- motivating reference and practice material.
- to feel a sense of progress.

However clearly structures or vocabulary are presented, students will usually only assimilate and *remember* new language if they have the chance to see it and use it several times. Grammar, Vocabulary, and Pronunciation are recycled throughout the book. After every two Files, there is a two-page Review and Check section. The left-hand page reviews the grammar, vocabulary, and pronunciation of each File. The right-hand page provides a series of skill-based challenges, including reading texts and listening activities to help students to measure their progress in terms of competence. These pages are designed to be used flexibly according to the needs of your students. There are also separate short movies on video for students to watch and enjoy.

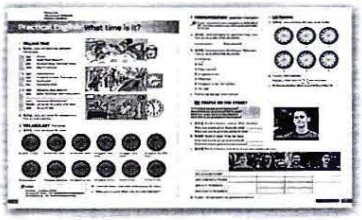
Student Book Files 1-12

The Student Book has twelve Files, or units. Each File is organized like this:



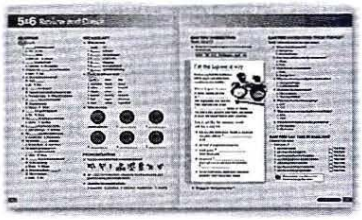
A and B lessons

Each File contains two two-page lessons that present and practice **Grammar**, **Vocabulary**, and **Pronunciation** with a balance of reading and listening activities, and a lot of opportunity for speaking. These lessons have clear references to the Grammar Bank and the Vocabulary Bank at the back of the book.



Practical English

After every odd-numbered File, there is a two-page lesson that teaches functional "survival English" (for example, language for asking about prices or asking for directions) and also social English (useful phrases like *Excuse me? Sorry?* and *Would you like to...?*). The lessons feature interviews with people on the street and link with the *American English File Starter* Video.



Review and Check

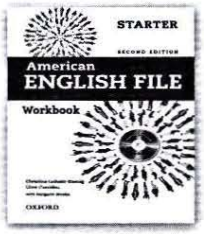
After every even-numbered File, there is a two-page section reviewing the **Grammar**, **Vocabulary**, and **Pronunciation** of each File and providing **Reading**, **Listening**, and **Speaking** "*Can you...?*" challenges to show students what they can achieve.

The back of the Student Book

The lessons contain references to these sections: Communication, Writing, Listening, Grammar Bank, Vocabulary Bank, and Sound Bank.

STUDY LINK

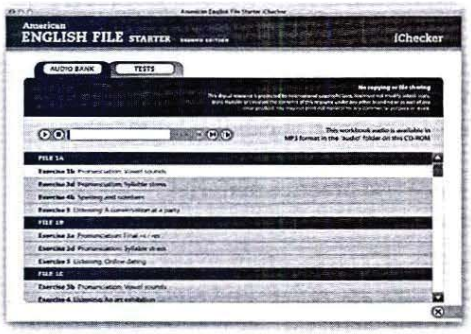
Workbook



For practice after class

- All of the Grammar, Vocabulary, Pronunciation, and Practical English
- Extra reading
- A listening exercise for every lesson
- Pronunciation exercises with audio
- Useful Words and Phrases
- Audio for Pronunciation and Listening exercises (on iChecker)

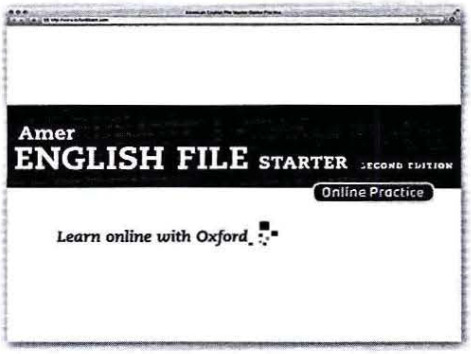
iChecker CD-ROM



Each workbook is packaged with an iChecker CD-ROM for students to check their progress, challenge themselves, and receive immediate feedback

- Progress Check, with 30 multiple choice questions on Grammar, Vocabulary, and Practical English for each File
- Challenge, where students "build a text" using the language they have learned from the File
- Audio Bank, with all of the audio for the Workbook listening and pronunciation activities

Online Practice



There is an access card on the inside back cover of each Student Book. Students register for engaging LMS-powered practice with immediate feedback on:

- Reading and Listening exercises for every File
- Writing and Speaking models and tasks for every File

Pronunciation app

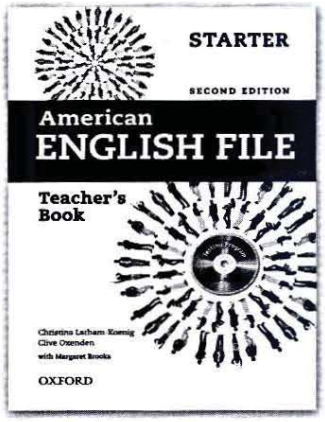


Students can purchase an engaging app through the iTunes or Google Android online stores for tablet- or phone-based practice. Students can learn and practice the sounds of English

- Individual sounds
- Sounds in useful phrases
- Speak and record

www.languagecentre.ir

For teachers



Teacher's Book

Detailed lesson plans for all the lessons including:

- an optional "books-closed" lead-in for every lesson
- **Extra idea** suggestions for optional extra activities
- **Extra challenge** suggestions for exploiting the Student Book material in a more challenging way if you have a stronger class
- **Extra support** suggestions for adapting activities or exercises to make them work for students who need more help

Extra activities appear in purple type so you can see at a glance what is core material and what is extra when you are planning and teaching your classes.

All lesson plans include keys and complete audioscripts.

Over 90 pages of photocopiable activities are in the Teacher's Book.



Grammar

see *pages 127–152*

- An activity for every Grammar Bank, which can be used in class or for self-study extra practice
- An Activation section, to encourage students to use the new language in class



Communicative

see *pages 153–192*

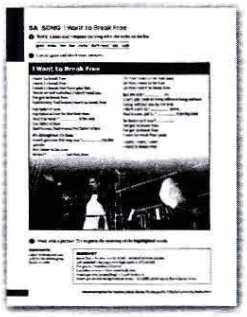
- Extra speaking practice for every A and B lesson as well as each Practical English section



Vocabulary

see *pages 193–216*

- Extra practice of new vocabulary, for every Vocabulary Bank



Song

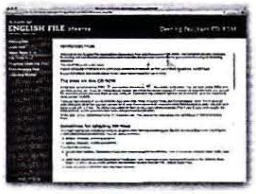
see *pages 217–224*

- Six songs that reinforce language learned
- Provides the lyrics of the song, with tasks to do before, during, or after listening



iTools

- The Student Book, Workbook, and Teacher's Book (photocopiables only) onscreen
- All class audio (including songs) and video, with interactive scripts
- Answer keys for Student Book, Workbook, and Teacher's Book
- Resources including Grammar Power Points™, maps, and a CEFR Mapping Guide



Testing Program CD-ROM

- A Quick Test for every File
- An End-of-File test for every File
- Progress Tests and an End-of-course Test
- A and B versions of all the main tests
- Audio for all the Listening tests

Class Audio CDs

- All of the listening materials for the Student Book



DVD

People on the street

- Short real-world interviews to accompany the Practical English sections

Short movies

- Short documentary films for students to watch after the Review and Check sections

G verb *be*: *I* and *you*
V numbers 0-10; days of the week
P word stress; /h/, /aɪ/, and /i/

1A Hello!

Lesson plan

The first lesson introduces Sts to basic greetings and the *I* and *you* forms of the verb *be* in affirmative and negative sentences, questions, and short answers. The context is two college students who meet – first as they are moving into their apartments, and then again in a classroom. The activities in the lesson help Sts get to know each other's names. In Vocabulary, Sts learn numbers 0-10 and days of the week. In Pronunciation, they are introduced to the concept of word stress through two-syllable words that either appear in the lesson or are "international" words. They also see the *American English File* system of teaching the sounds of English.

STUDY LINK
- **Workbook** 1A

Extra photocopiable activities
- **Grammar** verb *be*: *I* and *you* *p.129*
- **Vocabulary** Numbers; Days of the week, *p.199* (instructions *p.193*)
- **Communicative** *Are you...? p.163* (instructions *p.153*)

Optional lead-in (books closed)
- Introduce yourself to the class. Say *Hello. I'm (...)* twice. Repeat your name and write it on the board. Then look at one student and say *Hello. I'm (...). What's your name?* Gesture for the student to respond with their own name. At this stage, do not correct anything they say. If the student fails to respond, move onto another student until you get the right response. Praise Sts when they respond. Say *Good* or *Very good* as often as is necessary. Repeat this process with other Sts in the class. This activity will break the ice with your class on the first day.

1 LISTENING & SPEAKING

a 1.2 Books open. Demonstrate this by opening your own book and saying *Open your books.* Say the page number and write it on the board. Focus on the first picture and conversation by pointing at your book and saying *Look at the picture.* Then tell Sts to listen. Demonstrate *listen* by putting your hand to your ear, pointing to the audio player, and saying *Listen.*

Play the audio once for Sts just to listen. Then play the audio again for Sts to repeat in chorus.

If you find the repeat pauses aren't long enough, use the pause button. Encourage Sts to try to copy the rhythm. Getting the rhythm right is one of the most important aspect of good pronunciation.

1.2
L = Lisa, H = Henry
L Hello, I'm Lisa Silva.
H Hi, I'm Henry Green.
Nice to meet you.
L Nice to meet you!

Depending on the size of your class, get all or some Sts to repeat individually.

Point out that *hi* and *hello* mean the same thing, but that *hi* is more informal.

b Put Sts in pairs **A** and **B**. Explain that they are going to practice the dialogue. Give each student a role. Demonstrate the activity with a strong pair. Now ask Sts to pratice the dialogue in pairs. When they finish, tell them to change roles. Monitor and help.

c Now tell Sts that they are going to practice the dialogue using their own names. Demonstrate the activity with a strong pair. Then ask Sts to practice the dialogue. Monitor and help as needed.

d 1.3 Focus on the pictures and the two dialogues. Play the audio once for Sts to listen and read. Go through the dialogues making sure the meaning is clear to Sts.

Focus on *Sorry* / *Excuse me?* Write the two phrases on board. Elicit the meaning and use of *Sorry* (to apologize) by knocking a student's pencil on the floor and saying *Sorry!* Explain that Henry says *Sorry* because he has forgotten Lisa's name. Elicit the use of *Excuse me?* (to ask for repetition). Say *Are you* (name)? to one student and pretend not to hear the response by putting your hand to your ear.

1.3
L = Lisa, H = Henry
1 **L** Are you in number 2?
H Yes, I am. Are you in number 1?
L No, I'm not. I'm in number 3.
See you soon!
H Goodbye!
2 **L** Hi, Henry! You're in my class!
H Hello. Sorry, what's your name?
L I'm Lisa. Lisa Silva
H Excuse me?
L Lisa Silva.
H Oh, right.

e 1.4 Play the audio for dialogue 1 and get Sts to repeat each phrase in chorus. Encourage Sts to copy the rhythm. Model the phrase yourself if Sts are not copying the rhythm correctly.

Put Sts in pairs, **A** and **B**. Demonstrate that they are going to practice the dialogue. Give each student a role. Demonstrate the activity with two strong Sts. Now ask Sts to practice the dialogue. When they finish, tell them to change roles. Listen for pronunciation mistakes and write them on the board. Then model and drill the corrected items with choral and individual repetition.

1.4
L = Lisa, H = Henry
L Are you in number 2?
H Yes, I am. Are you in number 1?
L No, I'm not. I'm in number 3.
See you soon!
H Goodbye!

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f 1.5 Repeat for dialogue 2.

1.5
L = Lisa, H = Henry
L Hi, Henry! You're in my class!
H Hello. Sorry, what's your name?
L I'm Lisa. Lisa Silva
H Excuse me?
L Lisa Silva.
H Oh, right.

Extra challenge

- Ask one student in each pair to close their book and respond to their partner from memory. **A** reads his or her line and **B** responds from memory. Then Sts change roles.

2 GRAMMAR verb *be*: *I* and *you*

a Focus on the example. Highlight that *I'm* is the contraction of two words. Write *I'm = I am* on the board. Focus on the second line. Ask Sts to find the contracted form of *I am not* in dialogue 1. (Henry says *No, I'm not.*) Write *I'm not* on the board. Ask Sts to find the contracted form of *you are* in dialogue 2. (Lisa says *You're in my class!)* Write *You're* on the board. Get Sts to write the contractions in their books.

Demonstrate that in contractions the apostrophe takes the place of a missing letter. For example, write *you are on* the board. Then erase the *a*, put an apostrophe in its place, and move the two words together. Establish a gesture to remind Sts to contract verb forms, e.g., a scissors gesture.

Highlight and drill the pronunciation of *I'm* (/aɪm/) and *you're* (/yər/).

b Before Sts go to the **Grammar Bank** you could teach them the words *affirmative, negative,* and *question.* This can be done in English by writing symbols on the board:

⊞ = affirmative
⊟ = negative
? = question

You could explain this in L1 if you teach a monolingual class.

Tell Sts to go to **Grammar Bank 1A** on *p.92.* You may need to write the page number on the board. Show Sts that all the grammar rules and exercises are in this section of the book.

1.6 Play the audio and have Sts repeat.

1.6

I am Henry.	I'm Henry.
You are in my class.	You're in my class.
I am not in number 1.	I'm not in number 1.
You are not a student.	You aren't a student.
Am I in room 2?	Yes, you are. No, you aren't.
Are you Lisa?	Yes, I am. No, I'm not.

Go through the rules with the class using the expanded information in the **Additional grammar notes** that follow to help you. You may want to use L1 here.

Additional grammar notes

- In English, a verb almost always has a subject, often a name or a pronoun.
- *I* is always written with a capital letter.
- There is only **one** form of *you*. Unlike many other languages, English does not have formal and informal forms of *you*.
- Native and fluent speakers of English nearly always use contractions in conversation.
- The subject and the verb usually change position in questions in English.
- You can answer a question with a short answer in English instead of answering just *yes* or *no*. Emphasize that *you are* and *I am* in affirmative short answers are not contracted.

! The *you* form of the verb *be* has two possible negative forms: *you aren't* and *you're not*. Both forms are common, but we recommend you teach only *you aren't* so as not to confuse Sts.

Focus on the exercises for **1A** on *p.93*. You may want to get Sts to do these in pairs or individually and then compare answers with a partner.

Check answers.

a 1 I'm
2 I'm You're
3 I'm
4 You're
b 1 I'm not
2 I'm not
3 You aren't
4 I'm not
c 1 Are you Sam?
2 Are you in number 3?
3 Am I in room 4?
4 Are you Henry?
5 Am I in class 3?
d 1 'm
2 Am aren't
3 Are not
4 Are am
5 Am are 'm

Tell Sts to go back to the main lesson **1A**.

c 1.7 Tell Sts that they are going to practice saying contractions. Play the audio and ask Sts to listen and repeat the contractions.

1.7
1 You are *(pause)* You're
2 I am *(pause)* I'm
3 I am not *(pause)* I'm not
4 You are not *(pause)* You aren't

1A

3 VOCABULARY numbers 0–10

a Some Sts may already know some numbers in English, but real beginners are unlikely to know the correct pronunciation or spelling.

Write the numbers (in numerals not words) from 0 to 10 on the board. Focus on the pictures and ask *What are the numbers?* Circle the numbers (1, 2, 3) on the board as Sts say them.

Try to elicit numbers 4 to 10 and 0 (zero) by pointing to the numbers you have written on the board.

b Tell Sts to go to the **Vocabulary bank** on *p.116*. Write the page number on the board. Highlight that these pages (Vocabulary Banks) are their vocabulary section where they will first do all the exercises as required by the Student Book. Explain that Sts will then have the pages for reference to help them remember the words.

Focus on part 1, ***Numbers 1–10***.

1.8 Focus on the instructions for **a**. Play the audio and get Sts to repeat the numbers in chorus. Use the pause button as necessary. Then drill with individual Sts.

In the **Vocabulary Bank** the phonetic transcription is given as extra support for the pronunciation of new words. Explain this to Sts, and tell them that they will be learning the phonetic symbols gradually throughout the course, but not to worry about them for the time being. Word stress is also marked (by underlining) on multi-syllable words.

Now go to **b**. Ask Sts to cover the words and say the numbers. They could do this with a partner.

Monitor and help. Make a note of any pronunciation problems they are having. Point to the numbers on the board and model and drill the ones that Sts find difficult.

Focus on the note about *zero* at the end of the list. Explain that English speakers often say this as *Oh* when giving room numbers or sometimes telephone numbers.

1.8

zero	one	two	three	four	five
six	seven	eight	nine	ten	

Tell Sts to go back to the main lesson **1A**.

c Count around the class from zero to 10. Point to Sts at random and encourage them to count a little bit faster each time you start from zero. Then get them to count backwards from ten to zero.

Extra challenge

- **Get Sts to count up and down in twos, i.e., 2, 4, 6, etc.**

d 1.9 Focus on the instructions and demonstrate by saying two numbers yourself. Elicit the next one from the class. Then play the audio and pause after the next pair of numbers. Ask Sts what the next number is. Make sure Sts are clear about what they have to do before continuing.

Play the rest of the audio and give Sts time to say the next number.

Repeat the activity, this time getting individual Sts to respond.

1.9

1, 2 *(pause)* 3
7, 8 *(pause)* 9
6, 5 *(pause)* 4
6, 7 *(pause)* 8
3, 2 *(pause)* 1
9, 8 *(pause)* 7
4, 3 *(pause)* 2
8, 9 *(pause)* 10
3, 4 *(pause)* 5
2, 1 *(pause)* 0

Extra idea

- **Give Sts more practice by doing simple addition problems with them on the board.**

4 PRONUNCIATION word stress; /h/, /aɪ/, and /i/

Pronunciation notes

- **In all multi-syllable English words one syllable is stressed more than the other syllable(s). There aren't any firm rules governing this, although the majority of two syllable words are stressed on the first syllable.**
- **There are no written accents in English. A dictionary shows which syllable in a word is stressed, e.g., *hello* /hɛˈloʊ/. The syllable *after* the apostrophe is the stressed one.**
- **Sts need to be careful with the pronunciation of words that are the same or similar to ones in their language as the stress pattern may be different.**

a 1.10 Focus on the information box (or write the words on the board) and demonstrate how one of the syllables in these words is pronounced more strongly than the other. Say each word both ways (**li**sten and **li**sten, **re**peat and re**peat**) and ask Sts which way is right (**li**sten and re**peat**).

Focus on the words on the list. Sts will recognize 1 to 4 from the dialogues in Lesson A. *Photo* and *coffee* are "international" words common to many languages.

Explain that you are going to play the audio and you want Sts to underline the stressed syllable in each word. Demonstrate this by underlining **li** and **peat** in *listen* and *repeat* on the board. Teach Sts "syllable one" and "syllable two" for Sts to use when they report their answers.

Write the words on the board. Play the audio, pausing and replaying as necessary as Sts underline the stressed syllable. Get Sts to compare their answers with a partner. Then play the audio again and elicit answers ("syllable one" or "syllable two"), and underline the correct syllable on the board.

Encourage Sts to continue marking the stress on new words by underlining the stressed syllable.

1 hello	2 number	3 excuse	4 goodbye
5 photo	6 coffee		

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Pronunciation notes

- You may want to highlight to Sts the following sound–spelling patterns:
- /h/ *h* at the beginning of a word is pronounced /h/, e.g., *hello*. (There are a few exceptions but apart from *hour*, the others are not relevant for Sts at this level.)
- /aɪ/ is actually a diphthong. It is usually spelled *i* and occurs often before a single consonant followed by silent *e*, as in the example word *bike*.
- /i/ has many spellings. Two of most common are double *e* as in *meet* and *ea* as in *repeat*.

b 1.11 Focus on the three sound pictures *house*, *bike*, and *tree*. Tell Sts that they are example words to help them to remember English sounds.

Explain that the phonetic symbol in the picture represents the sound. Phonetic symbols are used in dictionaries to help learners pronounce words correctly.

Focus on the sound picture for *house* and model and drill the word and the sound /h/.

Repeat for *bike*, /aɪ/ and *tree* /i/.

Now focus on the example words after each sound picture. Explain that the pink letters are the same sound as the picture word.

Play the audio for Sts to listen. Then play it again, pausing for Sts to repeat.

1.11

house	/h/	hi, hello, Henry, here
bike	/ai/	I, hi, nice, five
tree	/i/	three, meet, Lisa, Henry

c 1.12 Focus on the sentences and play the audio just for Sts to listen. Then play the audio for Sts to listen and repeat.

Tell Sts to practice the sentences in pairs. Monitor and help with any pronunciation problems.

1.12

Hello, Henry here.
Hi! I'm nice.
Meet Henry Green at three.

5 SPEAKING

Focus on the flow chart. Model and drill the dialogue on the left side with a student whose name you remember. Repeat with two other Sts.

Model the right side of the dialogue with a student whose name you pretend to have forgotten. Repeat with two other Sts. Ask a different student to model the dialogue with a student sitting on the other side of the class. Repeat with two more pairs.

Ask Sts to practice the dialogues with the people sitting next to them following the flow chart.

Get Sts to get up and role-play the dialogue from memory with other Sts.

Monitor and help, dealing with any general pronunciation problems at the end.

Extra idea

- You could put music on. Get Sts to walk around the room. When the music stops, the Sts should do their role-play with the person nearest them.

Extra support

- Tell Sts to close their books and elicit the two dialogues and write them on the board. They can refer to this during the activity if they can't remember the phrases.

6 VOCABULARY days of the week

a Tell Sts to go the **Vocabulary bank *Numbers; days of the week*** on *p.116*. Focus on part **3 *Days of the Week***.

1.13 Focus on the instructions for **a.** Play the audio and get Sts to repeat the words in chorus. Use the pause button as necessary. Then drill with individual Sts.

Explain that in English, unlike some other languages, days of the week begin with capital letters.

1.13

Monday	Tuesday	Wednesday	
Thursday	Friday	Saturday	Sunday

Focus on **b**. Explain the words *today* and *tomorrow*. Write the actual date – not the day of the week – on the board. Point to it and say *This is today*. Then write the next day's date and say *This is tomorrow*.

Ask Sts *What day is today?* Elicit the day of the week. Then ask *What day is tomorrow?* and elicit the response. Get Sts to complete the exercise with the correct days.

b 1.14 Focus on the instructions and demonstrate by saying the days *Thursday* and *Friday* yourself. Gesture to indicate the class should respond with the next day (*Saturday*). Then play the audio and pause after the next two days. Ask Sts what the next day is. Make sure Sts are clear about what they have to do before continuing.

Play the rest of the audio and give Sts time to say the next day.

1.14

Thursday, Friday, *(pause)* Saturday
Monday, Tuesday, *(pause)* Wednesday
Saturday, Sunday, *(pause)* Monday
Friday, Saturday, *(pause)* Sunday
Tuesday, Wednesday *(pause)* Thursday
Sunday, Monday, *(pause)* Tuesday
Wednesday, Thursday, *(pause)* Friday

Repeat the activity, this time getting individual Sts to respond.

c Focus on the phrases for saying goodbye. Demonstrate by pretending that you are leaving for the day. Walk toward the door and say, for example, *Goodbye! See you tomorrow.*

Get Sts to practice by saying *Goodbye* to the person next to them. Point out that we often combine *bye* or *Goodbye* with another phrase such as *See you* + day.

G verb *be: he, she, it*
V countries
P sentence stress; /ɪ/, /oʊ/, and /ɛ/

1B Where are you from?

Lesson plan

In this lesson, Sts continue with the verb *be* focusing on the *he, she,* and *it* forms. In the first part of the lesson, Sts learn fourteen country words. *He is, She is,* and *It is* are presented through a dialogue about two singers, where they are from, and a concert. The pronunciation introduces Sts to the concept of sentence stress, and practices the /ɪ/, /oʊ/, and /ɛ/ sounds. Finally, in the speaking activity, Sts guess the nationality of singers who are very famous in their country but probably less famous internationally.

Note: Because Sts are beginners, the number of countries taught in the Vocabulary Bank is restricted to fourteen and these same countries are then recycled and reviewed in subsequent lessons. Teachers may also want to teach Sts the names of their own countries in English as well as those of neighboring countries if these do not appear in the Vocabulary Bank.

STUDY LINK
- **Workbook 1B**
- **Online Practice**
- **iChecker**

Extra photocopiable activities
- **Grammar** verb *be: he, she, it p.130*
- **Vocabulary** Countries, *p.200* (instructions *p.193*)
- **Communicative** Where are they from? *p.164* (instructions *p.153*)

Optional lead-in (books closed)

- Put a world map on the wall. Point to Sts' country / countries and elicit the name(s). Write it / them on the board.
- Point to Brazil, China, Spain, Mexico, and the United States and elicit their names. Write them on the board.

1 VOCABULARY countries

a 1.15 Books open. Review the list of country names on the board. Tell Sts that they are going to hear a short piece of music from each of the countries on the list. They have to guess where each one is from. Tell them to write the number of their guess in the box.

Play the first piece of music on the audio and pause. Ask Sts to guess the country and write 1 in the box. Don't confirm or deny their answers at this point.

When you are sure that Sts understand the task, play the rest of the audio. Pause as needed for Sts to write their answers.

b 1.16 Play the audio for Sts to check their guesses. Ask how many Sts were able to guess all of the countries. The types of music are listed in the Answer Key that follows if Sts are interested.

1 Brazil (samba)
2 the United States (jazz)
3 Mexico (mariachi)
4 China (traditional music)
5 Spain (flamenco)

1.16
1 It's from Brazil.
2 It's from the United States.
3 It's from Mexico.
4 It's from China.
5 It's from Spain.

c Tell Sts to go the **Vocabulary bank *Countries and nationalities*** on *p.117*. Focus on part **1 *Countries***. If possible, get Sts to find the countries on the world map.

1.17 Focus on the instructions for **a**. Play the audio and get Sts to repeat the countries in chorus. Use the pause button as necessary. Highlight the word stress and pronunciation of any words that Sts seem to find especially difficult.

Drill the countries again with individual Sts, either with the audio or modeling yourself.

Focus on the information box and go through it with the class.

1.17
1 Brazil
2 Canada
3 Chile
4 China
5 England
6 Japan
7 Korea
8 Mexico
9 Peru
10 Portugal
11 Saudi Arabia
12 Spain
13 the United States
14 Vietnam

Now go to **b**. Show Sts how to cover the words (three by three) with a piece of paper .

Monitor and help. Listen for any general pronunciation mistakes and write them on the board and model and drill them with choral and individual repetition.

Now go to **c**. Teach Sts the name of their country if it is not on the list. Write it on the board and model and drill the word. Tell Sts to write it in the space.

Tell Sts to go back to the main lesson **1B**.

d 1.18 Focus on the dialogue. Play the audio once for Sts to listen. Then play it again, pausing after each line for Sts to repeat. Encourage them to get the rhythm right, stressing *from* in the question but not in the answer. Sts will focus on sentence stress in more detail in **Pronunciation**.

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1.18
A Where are you from?
B I'm from Peru.
A Where in Peru?
B I'm from Lima.

Elicit / explain the meaning of each phrase.

e Put Sts in pairs **A** and **B**. Tell them that they are going to practice the dialogue. Give each student a role. Demonstrate with a strong pair.

Now ask Sts to get up and practice the dialogue with the other Sts using their own countries and cities.

Extra idea

- If your Sts all come from the same place, ask them to choose different countries and cities.

2 GRAMMAR verb *be*: *he, she, it*

a Focus on the posters for the concerts. Ask Sts if they know these singers. Ask the questions *Where is Adele from?* (England) *Where is Justin Bieber from?* (Canada) Then ask *What time is Justin Bieber's concert?* (7:00 p.m.)

b 1.19 Play the audio once for Sts to listen. Play the audio again, pausing to give Sts time to write the answers.

1 England 2 England 3 Canada

1.19
(audioscript in Student Book on *p.86*)
A Where's she from?
B She's from England .
A Is he from England, too?
B No, he isn't. He's from Canada.
A Is the concert tomorrow?
B Yes, it is. It's at seven.
A Let's go!

c 1.20 Play the audio and get Sts to repeat in chorus. Encourage Sts to copy the rhythm of the questions in the dialogue.

d Put Sts in pairs, **A** and **B**. Tell Sts that they are going to practice the dialogue. Give each student a role. Demonstrate the activity with two strong Sts. Now ask Sts to practice the dialogue. When they finish, tell them to change roles. Listen for pronunciation mistakes and write them on the board. Then model and drill the corrected items with choral and individual repetition.

e Focus on the pictures. Ask *he, she or it?* for each picture. Tell Sts to fill in the blanks.

1 he 2 she 3 it

f 1.21 Tell Sts to go to **Grammar Bank 1B** on *p.92*. Play the audio and ask Sts to listen and repeat the example sentences.

1.21

He is from Brazil.	He's from Brazil.	
She is from Spain.	She's from Spain.	
It is from China.	It's from China.	
He is not from the US.	He isn't from the US.	
She is not from Japan.	She isn't from Japan.	
It is not from Mexico.	It isn't from Mexico.	
Is he Henry?	Yes, he is.	No, he isn't.
Is she from Peru?	Yes, she is.	No, she isn't.
Is it good?	Yes, it is.	No, it isn't.
What's your name?		
Where are you from?		
Where's he from?		

Go through the rules with the class using the expanded information in the **Additional grammar notes** below to help you. You may want to use L1 here.

Additional grammar notes

- In English, *he* is used for a man and *she* for a woman. *It* is used for everything that is not a man or a woman, e.g., things, countries, places, buildings, etc. Animals are often *it* but can also be *he* or *she* if you know the sex.
- Remind Sts that in conversation it is more common to use contractions.
- Point out that *is* is contracted in conversation after question words, e.g., *What's your name? Where's he from?* but *are* isn't contracted in *Where are you from?*

! The *he / she / it* form of the verb *be* has two possible negations: *he / she / it isn't* and *he / she / it's not*. Both forms are common, but we recommend you teach only *he / she / it isn't* so as not to confuse Sts. Only point this out if Sts ask about it.

Focus on the exercises for **1B** on *p.93* and get Sts to do the exercises individually or in pairs. If they do them individually get them to compare answers with a partner. Check answers, getting Sts to read the full sentences aloud.

a 1 It's 2 She's 3 It's 4 He's 5 He's 6 She's 7 It's 8 He's
b 1 isn't, 's
2 's, is, is
3 Is, 's
4 's, 's
5 Is, isn't, 's
6 Is, isn't, 's
c 1 'm not, 'm
's, Is, is
2 's, Is, isn't, 's
are, 'm
3 's, 's
're, 'm, 's

Tell Sts to go back to the main lesson **1B**.

g Focus on the exercise and the examples. Point out that when Sts write a question, they should also write an answer. Have Sts do the exercise, then check answers with the class.

3 She's from Korea.
4 Is he from Spain? Yes, he is.
5 Is she from Mexico? No, she isn't.
6 Where is he from? He's from Vietnam

3 PRONUNCIATION sentence stress; /ɪ/, /oʊ/, and /ɛ/

Focus on the information in the box. Write the sentences on the board, underlining the words *Where*, *from*, and *Canada*. Read the sentences in a natural way, but with clear stress on the underlined words or syllables. Highlight the points in the **Pronunciation notes**. You may want to use L1 here.

Pronunciation notes

- In English, the words that carry the important information are said more strongly than others. E.g., in *Where is he from?*, *where* and *from* are pronounced more strongly than *is* or *he*. *Where* and *from* are important to understanding the question. In the answer, *He's from Canada*, *Canada* is stressed because it is the answer to the question.
- To understand English, you need to listen for important stressed words. To pronounce well, with a good rhythm, Sts need to stress these words themselves. Obviously the ability to do this will improve with time and is not some Sts can pick up immediately.

a 1.22 Play the audio once for Sts to listen. Tell Sts to focus on the boldfaced words. Play the audio again and get them to repeat the questions and answers in chorus. Encourage Sts to copy the rhythm. Model the phrase yourself if Sts are not copying the rhythm correctly.

Extra idea

- Get Sts on one side of the classroom to repeat the question in chorus. Then have Sts on the other side repeat the answer. Then repeat, reversing roles.

1.22
1 **A** Where are you from?
B I'm from England.
2 **A** Is she from China?
B No, she isn't.

b 1.23

Tell Sts to look at the sentences they wrote for exercise **2g**. Play the audio and get Sts to repeat the sentences in chorus.

Extra challenge

- Before playing the audio, get Sts to underline the words in exercise **2g** that they think will be stressed. Then have them listen to check the answers.

1.23
1 Is she from Brazil? No, she isn't.
2 It's from Peru.
3 She's from Korea.
4 Is he from Spain? Yes, he is.
5 Is she from Mexico? No, she isn't.
6 Where is he from? He's from Vietnam.

Pronunciation notes

- It is not unusual in English for one sound to be spelled in different ways. E.g., *England* has the /ɪ/ sound even though it is spelled with an *e*.
- In English, the sound of the letter *o* in *phone* is actually a combination of the two sounds /o/ + /ʊ/. This makes the English o sound longer than the sound of the same letter in some other languages.

c 1.24 Focus on the sound picture *fish*, and write the word on the board. Play the audio to model and drill the word and sound (pause after the sound).

Now focus on the word after *fish*. Remind Sts that the pink letters are the /ɪ/ sound. Play the audio pausing after each for Sts to repeat.

Repeat the process above for *phone* and *egg*.

If either of these sounds is difficult for your Sts, you may want to model them yourself so that Sts can see your mouth position.

Play the audio for Sts to listen. Then play it again, pausing for Sts to listen and repeat.

1.24

fish	/ɪ/	it, six, isn't Brazil England
phone	/oʊ/	hello, no, photo, go
egg	/ɛ/	Mexico, seven, let's, ten

d 1.25 Focus on the sentences, and play the audio for Sts to listen. Then play the audio again for Sts to repeat.

Tell Sts to practice the sentences in pairs. Monitor and help with any pronunciation problems.

1.25
It's six in Mexico.
Hello! Let's go!
Adele's concert is at seven.

4 LISTENING & SPEAKING

a 1.26 This section gives Sts practice in distinguishing aurally between *he* and *she* and then trying to make the distinction themselves. Depending on your Sts' nationality, many Sts will find this quite tricky.

Focus on the sentences. Play the audio for Sts to hear the difference between the sentences.

1.26
1 Is he from Japan?
Is she from Japan?
2 She's from Canada.
He's from Canada.
3 Where's he from?
Where's she from?
4 It's from Portugal.
He's from Portugal.
5 She's in my class.
He's in my class.
6 Where is he?
Where is she?

b 1.27 Focus on the sentences in exercise **a** again. Explain that Sts are going to hear only one of the sentences, and they have to write a checkmark next to the one they hear.

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Play the audio, pausing for Sts to write checkmarks next to the sentences. Play the audio again for Sts to check their answers.

1b 2b 3a 4a 5a 6a

1.27
1 Is she from Japan?
2 He's from Canada.
3 Where's he from?
4 It's from Portugal.
5 She's in my class.
6 Where is he?

c Tell Sts to practice saying the sentences in **a** in pairs.

Extra challenge

- Put Sts in pairs **A** and **B**. **A** reads one sentence from a pair and **B** guesses which one **A** read, *a* or *b*. Then they change roles.

d Focus on the photos and example speech bubble. Explain that the people in the photos are singers who are very famous in their countries, but may not be very famous internationally. (The singers are Rain from Korea and Marisa Monte from Brazil.)

Tell Sts to first try to guess where the man is from. Elicit questions, (*Is he from China?*, etc.) *Answer No, he isn't* until Sts guess the right country. Then repeat for the woman. Tell Sts to go to *p.80* to check their answers.

e Put Sts in pairs, **A** and **B** and tell them to go to **Communication *Guess the Countries***, **A** on *p.76* and **B** on *p.78*.

Go over the instructions and make sure Sts understand what they have to do. Stress that they must continue asking *is he / she from...?* until they have guessed the right country.

Tell Sts to go back to the main lesson **1B**.

The alphabet
Spelling your name
Classroom language

PRACTICAL ENGLISH

How do you spell it?

Lesson plan

This is the first in a series of six **Practical English** lessons that teach Sts basic functional language to help them survive in an English-speaking environment. Here Sts learn the alphabet and how to spell their names. The context showing the importance of learning the alphabet is a woman checking into a hotel and having to spell her name. Sts are given a pronunciation chart to help them learn and remember how the alphabet is pronounced.

Sts then come to a section called People on the Street, which appears in all the **Practical English** lessons. In this section, Sts watch or listen to people on the street – not actors – who are stopped and asked simple questions. In this lesson, they are asked what their names are, how to spell them, and where they are from. These sections can be used with *Class DVD*, *iTools*, or *Class Audio* (audio only). Although Sts will find these exercises more challenging, they should find them motivating, too.

In **Vocabulary**, they learn the words for things in the classroom, and in ***Classroom Language***, useful expressions that will help them communicate with the teacher and their classmates in English right from the start.

STUDY LINK
- **Workbook** *How do you spell it?*

Extra photocopiable material
- **Vocabulary** Classroom language *p.201* (instructions *p.194*)
- **Communicative** Who are you? *p.165* (instructions *p.153*)

Testing Program CD-ROM
- **Quick Test 1**
- **File 1 Test**

Optional lead-in

- Focus on the English alphabet at the top of the page. Give Sts a little time to look at it. Ask Sts if it is the same as or different from the alphabet in their first language. (Of course, many languages use a completely different form of writing. Other languages, like Spanish, have a similar alphabet, but with some different letters, e.g., the *ñ* used in words like *mañana.)*
- Write the letters OK and USA on the board. Help Sts say them. Point out that this is just one example of how we use letters of the alphabet to communicate.

1 THE ALPHABET

a 1.28 Choose a student and ask *What's your last name?* Show that you want to write the last name on the board and pretend you don't know how to spell it. Ask *How do you spell it?* Let the Sts try to tell you the letters in English. (Some Sts may know a few of the letters from previous contact with English.) Explain that it is important to learn the English alphabet because it is often necessary to spell things like names and unfamiliar words. (In English, words often look different from the way they sound, e.g, *right* sounds like /raɪt/. The *gh* is silent.)

Play the audio for Sts to listen. Then play the audio again, pausing after every letter for Sts to repeat in chorus.

1.28
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 1.29 Focus on the alphabet chart. Tell Sts that they are going to practice the letters of the alphabet according to their pronunciation. Explain that all letters in the English alphabet have one of the seven sounds. Point to the word *train* in the chart. Illustrate by saying the word /treɪn/ and then saying the sound /eɪ/, the sound of the letter *A*.

Play the audio for Sts to hear the words and the sounds. Play the audio again, pausing for them to repeat.

1.29

train	/eɪ/
tree	/i/
egg	/ɛ/
bike	/aɪ/
phone	/oʊ/
boot	/u/
car	/ɑr/

c 1.30 Play the audio, pausing for Sts to repeat each letter. Model the sounds yourself if necessary, showing Sts what position their mouths should be in.

1.30
A H J K
B C D E G P T V Z
F L M N S X
I Y
O
Q U W
R

d 1.31 This activity helps Sts distinguish between letters that are sometimes confused. Depending on your Sts' L1, some of these pairs will be more difficult than others.

Play the audio for Sts to hear the difference between the letters. Ask *Can you hear the difference?* If Sts answer "no," model the letters yourself to help them hear the difference between the sounds. Play the audio again, if necessary.

1.31

1	M	N
2	B	P
3	K	Q
4	G	J
5	E	I
6	Y	I
7	U	W
8	B	V
9	E	A

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e 1.32 Now tell Sts they are going to hear only one of the letters from each pair in **d**. Explain that they have to circle the letter they think they hear.

Play the audio once for Sts to circle the letter.

Get Sts to compare answers with a partner. Play the audio again if necessary.

Check answers by playing the audio again. Pause after each letter and write it on the board. See audioscript 1.32 below.

1.32
1 N
2 B
3 Q
4 J
5 E
6 Y
7 W
8 B
9 A

f 1.33 Focus on the pictures. Explain that the words for these things are abbreviations. As an example, point to the image of the television and ask *What's this?* Elicit that it's sometimes called a TV and write the letters TV on the board.

Play the audio once for Sts to number the pictures. Replay as necessary.

Get Sts to compare with a partner and check answers. See audioscript 1.33 below.

1.33
(audioscript in Student Book on *p.86*)
1 ATM
2 BMW
3 TV
4 PC
5 DJ
6 WWW

g Play the audio again for Sts to write the letters. Replay as necessary.

Check answers by asking Sts to read the letters aloud and writing them on the board.

Give Sts practice saying the letters. Call out numbers between 1 and 6 for Sts to say the abbreviation, e.g., 6...*WWW*.

Extra support

- Review the whole alphabet with the class. Get Sts to look at the alphabet at the top of the page and say the whole alphabet.

h Focus on the names and elicit the pronunciation of each one from the class.

Model the question *How do you spell Jenny?* Elicit the response *J-E-N-N-Y*. (Make sure Sts understand that in English when answering the question *How do you spell* (word)*?*, they must say the letters in the word one by one.)

! Explain that when a word has a double letter, like the *N-N* in *Jenny*, they can say either *N-N* or *double N*.

Have a pair of strong Sts model a dialogue for the class with the name *Steve*.

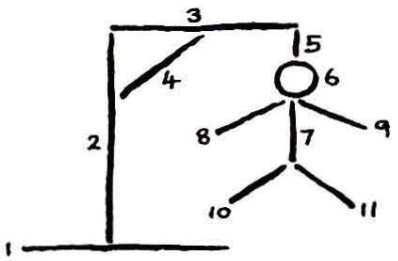
A *How do you spell Steve?*
B *S-T-E-V-E.*

Put Sts in pairs to continue asking and answering with the rest of the names. They should take turns asking the question *How do you spell* (name)? Monitor and help as needed. Correct any mistakes with pronunciation on the board.

In later classes, try to recycle the alphabet whenever possible, e.g., play Hangman (see **Extra idea** below). As a warm up, get Sts to spell words in vocabulary exercises, have spelling quizzes, etc.

Extra idea

- Play Hangman to practice the alphabet. Think of a word Sts know, preferably of five or more letters, e.g., *EXCUSE. Write a line on the board for each letter of the word:*
- _ _ _ _ _ _
- Get Sts to take turns guessing a letter they think is in the word. Suggest that they guess the vowels first. If the letter is in the word (e.g. *E*) fill it in each time it occurs, e.g., *E* _ _ _ _ *E*. Only accept correctly pronounced letters. If the letter is not in the word, draw the first line of this picture on the board:



- Write any wrongly guessed letters under the picture so Sts don't repeat them. The object of the game is to guess the word before the man is "hanged." Sts can make guesses at any time, but each wrong guess is "punished" by another line being drawn.
- The student who correctly guesses the word comes to the board and chooses a new word.
- Sts can also play in pairs / groups drawing on a piece of paper.

2 LISTENING & SPEAKING

a 1.34 Books open. Demonstrate that you want Sts to cover the sentences under the picture. They can do this with a piece of paper. Focus on the picture and ask *Where is the woman?* and elicit that she is at a hotel.

Play the audio once for Sts to listen to the woman checking into the hotel.

1.34
(audioscript in Student Book on *p.86*)
(R = receptionist; W = woman)
R Good morning.
W Hello. I'm Eva Flores. I have a reservation.
R How do you spell your last name?
W F-L-O-R-E-S.
R Excuse me?
W F-L-O-R-E-S.
R Thank you.

Now tell Sts to uncover the sentences and explain that they are going to hear the conversation again and have to number the sentences in the right order.

Play the audio again as Sts number the sentences. Check answers by playing the audio again and pausing after each line.

Elicit / explain the meaning of any new words, e.g. *Good morning, reservation* and model and drill pronunciation.

Focus on the information box to explain the difference between *name* and *last name* or *family name*.

4 2 5 3 7 1 6

Extra challenge

- After playing the audio the first time, have the Sts uncover the sentences and try to put them in order. Then play the audio again for Sts to check their answers and make any corrections necessary.

b 1.35 Play the dialogue again, pausing for Sts to repeat each sentence.

c Books closed. Elicit the dialogue from exercise **a** and write it on the board. If necessary, prompt Sts' memory by giving the first letter or a word or phrase.

Underline *Good morning* on the board and focus on the information box. Explain the rules to Sts and highlight that these times are very approximate. Write the greetings on the board and elicit the stress. Model and drill the greetings.

! *Good morning, Good afternoon,* and *Good evening* are rather formal in English. People often just say *Hello* when they greet each other. You may also want to teach *Good night,* which is usually used only when saying *Goodbye* at night.

Put Sts in pairs, **A** and **B**. Give each student a role and ask them to focus on the instructions for the role play. Make sure Sts understand that they have to use their own names and should use different greetings when they change roles.

Erase the dialogue from the board and get Sts to do the role play. After they do the role play once, get them to change roles. Monitor and help as needed.

Have one or two pairs present their role plays to the class.

Extra support

- Leave some words from the dialogue on the board to prompt weaker Sts in the role play.

d Put Sts into pairs **A** and **B**. Tell them to go to **Communication *Game: Hit the ships***, **A** on *p.76* and **B** on *p.78*.

This game is an adapted version of *battleships*. If the game exists in your Sts' country they will not have any problems seeing how this activity works. However, if they are not familiar with the original you may need to use L1 to make it clear.

By playing the game, Sts will practice letters and numbers. The object of the game is to guess where the other person's ships are and to "hit" them by correctly identifying a square where part of the ship is located. When all parts of the ship have been hit then it is "sunk." The winner is the first person to "sink" all the other person's ships.

Go through the instructions and make sure Sts understand what they have to do. Demonstrate the activity on the board by drawing two small grids and taking the part of Student **A** or Student **B**. Show how Sts will use letters and numbers to identify the squares in the grid, e.g., the square in the top left corner is *A1* and the bottom right *J10*. Make sure Sts know what *ship, hit,* and *nothing* mean.

Use a gesture to show a ship sinking after being completely hit. Say *It's sunk!* and *get* Sts to repeat. Write it on the board and model and drill pronunciation.

Go back to the main lesson.

3 PEOPLE ON THE STREET

This section is also on *Class DVD, iTools,* or *Class Audio* (audio only).

a 1.36 Highlight that Sts are going to watch or listen to real people (not actors) in this exercise so Sts will find the recordings faster and more difficult than previous exercises.

Focus on the photo of the man and the three questions in the box. Explain that Sts are going to hear the man being asked these questions. Ask *What's his name?* Point out that ***his*** *name* is used for a man and ***her*** *name* for a woman. This will be presented and practiced fully in lesson **2B**.

Play the audio and Sts will hear the man spell his name. They listen and try to write down his name. Replay the audio as necessary and use the pause button if Sts are finding it hard. Check answers. See words in bold in audioscript 1.36.

1.36
(audioscript in Student Book on *p.86*)
I = Interviewer, J = James
I What's your name?
J My name's **James**.
I How do you spell it?
J **J-A-M-E-S**.

b 1.37 Sts will hear the man say where he is from. Play the audio for Sts to complete the sentence. Check the answer. See word in bold in audioscript 1.37.

1.37
(audioscript in Student Book on *p.86*)
I = Interviewer, J = James
I Where are you from?
J I'm from **England**.

c 1.38 Explain that Sts are going to listen to the three people in the photos answering the same questions.

Play the audio for Sts to complete the information for the first person. Replay the audio as necessary and use the pause button if Sts are finding it hard. Check answers. See words in bold in audioscript 1.38.

Repeat this process for the other two speakers.

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1.38
(audioscript in Student Book on *p.86*)

Interviewer	What's your name?
Speaker 1	My name's **Natasha**.
Interviewer	How do you spell it?
Speaker 1	**N-A-T-A-S-H-A**.
Interviewer	Where are you from?
Speaker 1	I'm from **New York, in the United States**.
Interviewer	What's your name?
Speaker 2	My name is **Franco**.
Interviewer	How do you spell it?
Speaker 2	**F-R-A-N-C-O**.
Interviewer	Where are you from?
Speaker 2	I'm from **Argentina**.
Interviewer	What's your name?
Speaker 3	My name is **Barbara**.
Interviewer	How do you spell it?
Speaker 3	**B-A-R-B-A-R-A**.
Interviewer	Where are you from?
Speaker 3	I'm from **New York**.

d Explain to Sts that they are going to interview each other using the questions from the interview. Refer them back to the questions in the box.

Model and drill the three questions. Highlight that in the question *How do you spell it?* "it" refers to the name.

Demonstrate with a student. Get Sts to ask and answer the questions in pairs.

4 VOCABULARY classroom language

a 1.39 Tell Sts to go to **Vocabulary Bank *The Classroom*** on *p.118*. Write the page number on the board.

Focus on part **1 *Things in the classroom.***

1.39 Focus on the instructions for part **a**. Play the audio and get Sts to repeat the words in chorus and individually as necessary. Remind Sts that the underlined syllable is the stressed syllable.

Highlight the pronunciation of the words Sts find most difficult, e.g., *board, window, coat*. Model and drill the pronunciation yourself if necessary

1.39
1 the board
2 the door
3 a window
4 a chair
5 a coat
6 a table
7 a laptop
8 a dictionary
9 a piece of paper
10 a pen

Now go to **b**. Ask Sts to cover the words and look at the pictures. Tell them to say the words. They could do this with a partner.

Monitor and help as necessary, correcting any pronunciation errors.

Tell Sts to go back to the main lesson **PE1**.

b Focus attention on the speech bubbles. Model the activity by pointing to something in the classroom and asking *What is it?* Elicit the response *It's a / the* (word).

Put Sts in pairs to continue asking and answering about things in the classroom.

c Tell Sts to go back to **Vocabulary Bank *The Classroom*** on *p.118*.

Focus on part **2 *Classroom language***. Highlight that these phrases will help Sts to understand and use simple classroom language, both instructions from teacher and things they may need to say in class.

Focus on the pictures and the phrases. Elicit / explain the meaning of any words or phrases that Sts don't understand.

1.40 Focus on the instructions for **a**. Play the audio once for Sts to listen to the phrases. Then play the audio again, pausing for Sts to repeat.

1.40
1 Look at the board, please.
2 Open your books.
3 Go to page 10.
4 Close your books.
5 Stand up, please.
6 Sit down.
7 How do you spell it
8 Can you repeat that, please?
9 What's ___ in English?
10 I don't understand.

Now go to **b**. Put Sts in pairs. Get them to cover the text and take turns looking at the pictures and saying the phrases.

Tell Sts to go back to the main lesson **PE1**.

d 1.41 Focus on the dialogues 1 to 3. Get Sts to look at them and make some guesses about the words that go in the blanks. Don't confirm or deny answers at this point.

Play the audio once for Sts to listen and read the dialogues. Tell Sts not to write at this time. Then play the audio again for Sts to listen and write.

Get Sts to compare answers with a partner. Play the audio again and write the answers on the board.

1 Open, Go to, repeat
2 English
3 How do you spell

1.41
(audioscript in Student Book on *p.86*)
T = Teacher, S = Student

1	**T**	Open your books, please. Go to page 7.
	S	Excuse me. Can you repeat that, please?
	T	Go to page 7.
2	**S**	What's *livro* in English?
	T	Book.
3	**S**	Excuse me. How do you spell "hotel"?
	T	H - O - T - E - L.

e Put Sts in pairs to practice the dialogues in **d**.

f 1.42 Tell Sts that they are going to hear the instructions they have just learned, and they have to do the corresponding actions.

Play the audio and pause after each instruction. Wait for all the Sts to do each action. If necessary, repeat the phrase yourself.

1.42
1 Stand up.
2 Close your books.
3 Sit down, please.
4 Open your books.
5 Go to page nine.

From now on make sure you always give these instructions in English.

G verb *be*: *we, you, they*
V nationalities
P word stress; /ʃ/ and /tʃ/

2A We're Canadian

Lesson plan

In this lesson, Sts complete their knowledge of the verb *be*. Here they study the affirmative, negative, and question forms for *we*, *you*, and *they*. Sts begin by learning the nationality adjectives for the countries they learned in **1B**. The grammar is then presented through the context of young people meeting as they are visiting the city of Boston in the US either on vacation or as students. The pronunciation focus is on word stress in country and nationality words as well as the sounds /ʃ/ and /tʃ/.

Sts practice talking about the nationalities of different people and things.

STUDY LINK
- **Workbook 2A**

Extra photocopiable activities
- **Grammar** verb *be*: *we, you, they* *p.131*
- **Vocabulary** Nationalities and languages *p.202* (instructions *p.194*)
- **Communicative** Are they British? *p.166* (instructions *p.154*)

Optional lead-in (books closed)
- Give Sts a quick quiz on capital cities to review the countries Sts already know. Tell Sts that you are going to say a capital city, and they have to say the country. You could make this a team game by dividing the class down the middle.

• Ottawa (Canada)	Tokyo (Japan)
• Brasilia (Brazil)	Madrid (Spain)
• London (England)	Lisbon (Portugal)
• Beijing (China)	Mexico City (Mexico)
• Lima (Peru)	Seoul (Korea)
• Hanoi (Vietnam)	Riyadh (Saudi Arabia)
• Santiago (Chile)	
• Washington DC (the United States)	

1 VOCABULARY nationalities

a Focus on the first photo and the speech bubble. Ask the class *Where's she from?* and elicit *Japan*. Then give Sts time to complete the other two sentences. Check answers.

1 Japan 2 Canada 3 Mexico

Highlight the difference between country and nationality, e.g., *Mexico-Mexican* and the change in stress between *China* and *Chinese*.

b Tell Sts to go to **Vocabulary Bank *Countries and nationalities*** on *p.117*. Write the page number on the board.

Focus on part 2 ***Nationalities***.

1.43 Focus on the instructions for **a**. Play the audio and get Sts to repeat the countries and nationalities in chorus and individually. Use the pause button as necessary.

1.43

Brazil	Brazilian
Canada	Canadian
Chile	Chilean
China	Chinese
England	English
Japan	Japanese
Korea	Korean
Mexico	Mexican
Peru	Peruvian
Portugal	Portuguese
Saudi Arabia	Saudi
Spain	Spanish
the UK	British
the United States	American
Vietnam	Vietnamese

Focus on the UK / British. Explain (using a map if you have one) that the UK (the United Kingdom) = England, Scotland, Wales and Northern Ireland, and the official nationality for people from these countries is British. If somebody is English it means that they are British and from England, not one of the other countries in the UK.

Explain the United States is the shortened form of The United States of America.

Focus on the information box about **Countries and languages**. Explain that while some nationality and language words are the same, others are different. Ask Sts about the name of their first language. Is it the same as their nationality or different? Remind Sts that in English both nationalities and languages begin with a capital letter.

Write the following sentence on the board and ask Sts to correct it: *She's brazilian and she speaks portuguese.* (*She's Brazilian and she speaks Portuguese.*)

Now go to **b**, and get Sts to cover the words and to remember and say the countries and nationalities looking at the flags. They could do this with a partner.

Monitor and help. Make a note of any pronunciation problems they are having. Write the words on the board and model and drill the ones that Sts find difficult.

Now go to **c**. Teach Sts how to say their nationality if it is not in the list. Give Sts time to fill in the blank.

Now go to **d**. Give Sts a couple of minutes to complete the sentences with their own information. Check answers by getting a few Sts to read their sentences aloud. Try to call on Sts who are from different places, if possible.

Tell Sts to go back to the main lesson **2A**.

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c 1.44 Focus on the instructions and the speech bubbles. Explain to Sts that they are going to hear a man or a woman saying *I'm from* + a country, and they have to say the nationality using *he's* if it's a man and *she's* if it's a woman.

Play the first example, pausing for Sts to say *She's Spanish* in chorus. Continue with the other people on the audio. Make a note of any mistakes in pronunciation and correct them later on the board.

Repeat the activity, this time getting individual Sts to respond.

1.44
1 I'm from Spain. *(pause)* She's Spanish.
2 I'm from K orea. *(pause)* He's Korean.
3 I'm from Canada. *(pause)* She's Canadian
4 I'm from the United States. *(pause)* He's American.
5 I'm from Mexico. *(pause)* He's Mexican.
6 I'm from Portugal. *(pause)* She's Portuguese.
7 I'm from Vietnam. *(pause)* He's Vietnamese.
8 I'm from Brazil. *(pause)* She's Brazilian.
9 I'm from Japan. *(pause)* She's Japanese.
10 I'm from England. *(pause)* He's English.
11 I'm from Saudi Arabia. *(pause)* She's Saudi.
12 I'm from China. *(pause)* He's Chinese.
13 I'm from Peru. *(pause)* She's Peruvian.
14 I'm from Chile. *(pause)* He's Chilean.

2 PRONUNCIATION word stress; /ʃ/ and /tʃ/

a 1.45 Write *Brazil* and *Brazilian* on the board. Ask Sts to tell you which syllable is stressed in each word (the second). Underline the stressed syllables. Teach the words *the same* and elicit that the stress in each word is the same. Write *S* next to the words on the board.

Repeat for *China* and *Chinese*. (first / second) Teach the word *different* and elicit that the stress in the words is different. Write *D* next to the words on the board.

Focus on the instructions for the exercise. Play the audio once, pausing after each pair for Sts to underline the stress and write *S* or *D* in the space.

Get Sts to compare answers with a partner and play the audio again, pausing to check answers.

1S 2D 3S 4D 5S 6S 7D 8D

1.45

1	Brazil	Brazilian
2	China	Chinese
3	England	English
4	Canada	Canadian
5	Peru	Peruvian
6	Mexico	Mexican
7	Japan	Japanese
8	Vietnam	Vietnamese

Extra challenge

- You could get Sts to try to mark the stress first and then listen and check.

b Play the audio again for Sts to listen and repeat.

Pronunciation notes

- /ʃ/ The consonants *sh* are always pronounced /ʃ/, e.g. *she*. The letters *ti* also produce this sound in words that include the syllable *-tion* e.g., *nationality*.
- ! Make sure Sts make a /ʃ/ sound and not an /s/ sound for /ʃ/. It might help to tell Sts that /ʃ/ is the sound of silence by putting your finger to your mouth and saying *shhhhhh*.
- /tʃ/ the consonant clusters *ch* and *tch* are usually pronounced /tʃ/, e.g., *children, watch*.
- To help Sts make the /tʃ/ sound, tell them to pretend that they are going to say the /t/ sound. Then without moving their tongue, they should try to make the /ʃ/ sound. The result is the /tʃ/ sound.
- Practice with a couple of minimal pair words such as *share / chair* and *wash / watch*.

c 1.46 Focus on the sound picture *shower*, and write the word on the board. Play the audio to model and drill the word and the sound (pause after the sound).

Now focus on the words after *shower*. Remind Sts that the pink letters are the /ʃ/ sound. Play the audio pausing after each word for Sts to repeat.

Focus on the sound picture *chess*. Remind Sts to think about the /t/ sound as they say the sound /tʃ/. Play the audio to model and drill the word and sound.

Now focus on the words after *chess*. Point that in *Portugal* the letter *t* is pronounced /tʃ/.

1.46

shower	/ʃ/	she, Spanish, English, vacation
chess	/tʃ/	teacher, chair, China, Portugal

d 1.47 Focus on the sentences and play the audio just for Sts to listen. Then play the audio for Sts to listen and repeat.

Tell Sts to practice the sentences in pairs. Monitor and help with any pronunciation problems.

1.47
She's Spanish. She's on vacation.
He's a Chinese teacher in Portugal.

3 LISTENING & READING

a 1.48 Focus on the three pictures and get Sts to cover the conversations. Ask *Where are they?* to elicit *on a train*. (**Note:** The train in the picture is typical of commuter trains in many parts of the US. These trains link cities like Boston to nearby cities and towns.)

Play the audio once for Sts to listen and number the pictures. Play again if necessary and then check answers.

1C 2A 3B

1.48

L = Liz, J = Jenny, S = Steve, M = Max

1 L Excuse me. Are these seats free?
J Yes, they are. Please sit down.
L Thanks!
2 M I'm Max, and she's Liz. We're Canadian.
S Are you on vacation?
M Yes, we are. How about you?
S We aren't on vacation. We're students.
3 L Are you American?
J No, we aren't. We aren't from the US.
L Oh. Are you from Japan?
J No, we aren't.
L You aren't American and you aren't Japanese. Where are you from?
J We're from Canada, too!

b Play the dialogues again for Sts to listen and read.

Focus on sentences 1-6 and give Sts time to read them. Elicit the meaning of *on vacation*. Then give Sts a few minutes to read the dialogues again and mark the sentences right or wrong. Get them to compare their answers with a partner and then check answers.

2 ✓
3 ✓
4 ✗
5 ✓
6 ✗

c Focus on the example and the wrong answers in **b**. Give Sts a few minutes to correct the wrong sentences. Check answers by getting Sts to read the correct sentences aloud.

! Write the numbers of the wrong sentences on the board to remind Sts which sentences they have to correct.

1 Max and Liz are Canadian.
4 Steve and Jenny are students.
6 Steve and Jenny are Canadian.

d 1.49 Play the audio again, pausing after each line for Sts to repeat. Encourage them to copy the rhythm of the sentences.

Extra challenge

- Put Sts in groups of four and have them act out the dialogues. If possible, set up seats in the classroom to mimic the seats on a train and have one group present the dialogues as scenes from a TV program.

4 GRAMMAR verb *be: we, you, they*

a Focus on the grammar chart and highlight that some forms are missing from the chart. Make sure that Sts understand that + = affirmative and − = negative. Get Sts to read the dialogues again and find the missing forms of *be*. Check answers, writing the missing words on the board.

We're	We are	We aren't
You're	You are	You aren't
They're	They are	They aren't

b Tell Sts to go to **Grammar Bank 2A** on *p.94*.

1.50 Play the audio and ask Sts to listen and repeat the example sentences. Use the pause button as necessary.

1.50

We're American.	We aren't American.	
You're Japanese.	You aren't Japanese.	
They're Peruvian.	They aren't Peruvian.	
Are we late?	Yes, you are.	No, you aren't.
Are you from the UK?	Yes, we are.	No, we aren't.
Are they Mexican?	Yes, they are.	No, they aren't.

Go through the rules with the class using the expanded information in the **Additional grammar notes** below to help you. You may want to use L1 here.

Additional grammar notes

- *We, you,* and *they* are plural pronouns.
- *We* and *you* can be used for men or women or both.
- The pronoun *you* and the verb form after it are the same in the singular and the plural.
- *They* can be used for people or things.
- Remind Sts that people normally use contractions in conversation.
- Contractions are not used in affirmative short answers, e.g., *Yes, they are.* NOT ~~*Yes, they're.*~~

! For *we / you / they* there are two possible negations – *we / you /they aren't* and *we / you / they're not* – but we recommend you teach only *we / you / they aren't* so as not to confuse Sts.

Focus on the exercises for **2A** on *p.95* and get Sts to do the exercises individually or in pairs. If they do them individually, get them to compare answers with a partner.

Check answers.

a 1 We
2 It
3 they
4 she
5 They
6 He
7 You
8 We
b 1 They're Canadian.
2 We aren't from Mexico City
3 You're students.
4 They aren't English.
5 We're in class 4.
6 You aren't on vacation.
c 1 Are
aren't, 're
2 Are
are, 're
3 's
4 aren't
5 Is
isn't, 's
6 Are
are
Are
aren't, 'm, 's
7 Are
are, 's
8 I'm, 's, 're
9 'm not
10 aren't
11 aren't, 're, 's
12 Are
aren't, 're

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Tell Sts to go back to the main lesson **2A**.

c 1.51 Focus on the instructions and the speech bubbles. Then play the audio and pause after the first sentence. Elicit the question from Sts. (*Are you Peruvian?*)

Play the rest of the audio, pausing if necessary after each sentence to give Sts time to say the question in chorus.

Repeat the activity, this time getting individual Sts to respond.

1.51
1 You're Peruvian. *(pause)* Are you Peruvian?
2 They're Japanese. *(pause)* Are they Japanese?
3 We're Brazilian. *(pause)* Are we Brazilian?
4 They're English. *(pause)* Are they English?
5 You're Saudi. *(pause)* Are you Saudi?
6 We're American. *(pause)* Are we American?
7 They're Portuguese. *(pause)* Are they Portuguese?

Extra support

- You could play the audio once and ask Sts to write the question. Then play the audio again and ask them to say it.

5 SPEAKING

Focus on the photo of Adele and the speech bubbles. Elicit the correct information from the class. (*Adele isn't American. She's English.*)

Now focus on the other photos and the prompts and explain to Sts that some are right and some are wrong.

Put Sts in pairs and give them a few minutes to make similar sentences about the other pictures.

Monitor and help, encouraging Sts to guess if they don't know the right answer.

You could get pairs of Sts to say their sentences to each other.

Check answers by getting Sts to say the two complete sentences or have Sts go to *p.79* to check their answers.

2 Gisele Bündchen isn't Spanish. She's Brazilian.
3 Tacos aren't Peruvian. They're Mexican.
4 Bánh mi sandwiches are Vietnamese.
5 Cristiano Ronaldo isn't Brazilian. He's Portuguese.
6 Lenovo isn't American. It's Chinese.
7 Robert Pattinson isn't Canadian. He's English.
8 Samsung isn't Japanese. It's Korean.
9 Land Rover is British.
10 Lucy Liu isn't Chinese. She's American.

Extra idea

- Have Sts make up their own questions or prompts about people and things they know to ask their classmates.

G *Wh* and *How* questions with *be*
V numbers 11–100; personal information
P saying phone numbers; sentence stress

2B What's his number?

Lesson plan

In this lesson, two dialogues provide the context for Sts to learn how to ask for and give personal information, e.g., *phone number, address, marital status,* and *age.* This is supported by the Grammar focus on *Wh-* and *How* questions with *be* and by the Vocabulary section, which presents numbers from 11 to 100. Pronunciation teaches Sts to use natural stress and intonation when saying phone numbers and asking questions.

STUDY LINK
- **Workbook 2B**
- **Online Practice**
- **iChecker**

Extra photocopiable activities
- **Grammar** *Wh-* and *How* questions with *be* p.132
- **Vocabulary** Numbers dictation p.203 (instructions p.194)
- **Communicative** Questions and answers p.167 (instructions p.154)

Optional lead-in (books closed)
- Draw a picture of a real or imaginary friend of yours or show a real photo and put the person's name on it. Then write some personal information in note form under it, e.g., phone number, address, single or married, and age.
- Tell Sts *This is my friend* (name). Then ask questions such as *What's his / her phone number? How old is he / she? Is he / she married?* etc. Elicit answers by pointing to the relevant information on the board.

1 LISTENING

a 1.52 Books open. Refer the Sts to the pictures and introduce the listening using very simple language. Point to the people in the pictures and say their names. Elicit where they are and who they are. Focus on the instructions and get Sts to cover the dialogues.

Play the audio for Sts to listen and mark the sentences **T** (true) or **F** (false). Pause and replay as necessary. Check answers.

1 T
2 F

1.52
(audioscript in Student Book on p.86)
1 **A** Hi, Bob. Where are you?
B Hello, Tom. I'm in my car. Uh, what's your address?
A It's 503 State Street.
B Excuse me?
A 503 State Street.
B Oh. It isn't 503 Lake Street.
A No, it isn't. Are you lost?
B Yes, I am.
2 **A** Look at this picture.
B Who is he?
A He's my friend.
B Wow! He's very good-looking. What's his name?
A Adam.
B Is he married?
A No, he isn't.
B How old is he?
A He's twenty-six.
B What's his number?

b Play the audio again for Sts to listen and read the dialogues and complete the gaps with the words they hear. Have Sts check their answers in pairs. Play the audio again if necessary.

Check answers.

1 Hi 2 I'm 3 Street 4 Excuse 5 isn't
6 He's 7 very 8 name 9 Is 10 He's

c 1.53 Go through dialogue 1 with Sts one line at a time. Elicit, explain, or demonstrate the meaning of new words and phrases. Highlight that we use *Where* to ask about location.

Explain that when Bob says *I'm lost,* he means he doesn't know where he is. He's on the wrong street. Tom lives on State Street, but Bob is on Lake Street.

Now go through the second dialogue in the same way. This dialogue introduces new questions *How old is he?* and *Is he married?* You might want to teach *single,* the opposite of *married.*

Play the audio again, pausing for Sts to repeat. Encourage Sts to copy the rhythm and intonation. Highlight the emphasis on *old* in the question *How old are you?* by writing it on the board and underlining the stressed word. Getting Sts to underline stressed words and syllables will help them say the phrases correctly.

d Get Sts to practice the dialogues in pairs. Monitor and help as needed. Make a note of any pronunciation problems Sts are having. Write the words or phrases on the board and practice them.

2 GRAMMAR *Wh-* and *How* questions with *be*

a Focus on the instructions and the example. Get Sts to look for the question *Where are you?* in dialogue 1.

Get Sts to find the second question, also in dialogue 1. Elicit the question *What's your address?*

Sts continue looking for the questions in the dialogues and filling in the blanks. Check answers.

Where What Who What How What

b Tell Sts to go to **Grammar Bank 2B** on p.94.

1.54 Play the audio and ask Sts to listen and repeat. Use the pause button as necessary.

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1.54

Who is Tom?	He's a friend from work.
What's your email?	johng@geemail.com
Where are you from?	I'm from Toronto, Canada.
When's the concert?	It's on Tuesday.
How are you?	I'm fine, thanks.
How old is she?	She's 24.

Go through the rules with the class using the expanded information in the **Additional grammar notes** below to help you. You may want to use L1 here.

Additional grammar notes

- In English statements with *be*, the subject comes before the verb. The pattern is S + V.
- In questions, the order of the subject and verb is reversed. The pattern is V + S.
- When a question begins with a *Wh-* word or *How*, *the pattern is Wh-(How) + V + S.*
- In questions with question words, the verb *is* is often contracted, e.g., *What's, Where's, Who's. Are* is not contracted after a *Wh-* word: ***Where are** the students? NOT ~~Where're~~ the students?*

Focus on the exercises for **2B** on *p.95* and get Sts to do the exercises individually or in pairs. If they do them individually, get them to compare answers with a partner.

Check answers.

a 1 When Where What
2 Who Where
3 What
4 Who How old
b 1 Who is she?
2 What is your phone number?
3 Where is room 4?
4 Is Toronto in the US?
5 When is your English class?
6 Is your phone number 555-9801?
7 What is his email?
8 How old is Pedro?
c 1 Where are you from?
2 Where is Monterrey?
3 What's your email?
4 What's your phone number?
5 How old are you?

Tell Sts to go back to the main lesson **2B**.

c Focus on the example and highlight that the answer to the question *How are you?* is *Fine, thanks.* Explain that the question *How are you?* is commonly used by English speakers when they are greeting each other. People often answer *Fine* even when they may not feel very well.

Get Sts to continue matching the questions and answers individually. Do not check answers at this time.

d 1.55 Play the audio for Sts to listen and check their answers. Answer any questions Sts may have. Then play the audio again, pausing for Sts to repeat the questions and answers.

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

1.55

1 **A** How are you?
B Fine, thanks.
2 **A** How old is he?
B He's nine.
3 **A** Who's John?
B He's my friend.
4 **A** What's your last name?
B Torres.
5 **A** Where are you from?
B Peru.
6 **A** When's the concert?
B Tomorrow.

e Put Sts in **A**/**B** pairs to practice the questions and answers.

3 VOCABULARY numbers 11–100

a 1.56 Tell Sts to go to the **Vocabulary Bank** ***Numbers; days of the week*** on *p.116*. Focus on part **2**, ***Numbers 11–100***.

1.56 Focus on the instructions for **a**. Play the audio and get Sts to repeat the numbers in chorus. Remind Sts that the underlined syllables are stressed more strongly. This is very important in the case of, e.g., *thirty, forty*, etc. Pause and replay as necessary.

Focus especially on numbers that are difficult for your Sts. Get Sts to repeat these words a few more times.

Go through the information in the box and highlight that the stress on *thirty, forty*, etc. is on the first syllable whereas the stress on *thirteen, fourteen*, etc. is on the second syllable.

Explain that both ***a** hundred* and ***one** hundred* are acceptable.

1.56

eleven	twenty-two
twelve	thirty
thirteen	thirty-three
fourteen	forty
fifteen	fifty
sixteen	sixty
seventeen	seventy
eighteen	eighty
nineteen	ninety
twenty	a hundred / one hundred
twenty-one	

Now go to **b**. Ask Sts to cover the words and say the numbers. They could do this with a partner.

Monitor and help. Make a note of any pronunciation problems they are having. Write the words on the board and model and drill the ones that Sts find difficult.

Finally, write a variety of two-digit numbers up on the board for Sts to practice saying them.

Tell Sts to go back to the main lesson **2B**.

b Focus on the instructions. Ask three Sts to model the activity by reading the sentences in the speech bubbles aloud.

Put Sts in small groups to talk about their ages. Tell Sts they do not have to give their real ages if they don't want to. (You might want to explain that for English-speaking adults, it is usually considered impolite to ask a person's age unless you have a special reason for doing so.)

4 LISTENING

a 1.57 Remind Sts of the rule about stress on numbers like *thirteen* and *thirty*.

Focus on the activity and play the audio for Sts to listen to the difference between the two numbers. Pause and replay as necessary.

1.57

1	a 13	b 30
2	a 14	b 40
3	a 15	b 50
4	a 16	b 60
5	a 17	b 70
6	a 18	b 80
7	a 19	b 90

b 1.58 Focus on the instructions and play the audio once for Sts to circle the numbers.

Play the audio again to check the answers.

Get Sts to practice saying the numbers in pairs. Monitor and help. Make a note of any pronunciation problems they are having. Write the words on the board and model and drill the ones that Sts find difficult.

1 a
2 b
3 b
4 a
5 b
6 a
7 a

1.58
(audioscript in Student Book on *p.86*)

1 13
2 40
3 50
4 16
5 70
6 18
7 19

c 1.59 Focus on the instructions. Play the audio and pause after the first conversation. Ask Sts *What question is it?* Elicit that the question in the conversation is *How old are you?* Get Sts to write the number 1 next to the question.

Play the rest of the audio for Sts to listen and write the numbers. Get Sts to compare answers with a partner.

Check answers.

4 5 3 1 2

1.59
(audioscript in Student Book on *p.86*)

1 **A** How old are you?
B I'm 18.
2 **A** Your friend is very good-looking. How old is he?
B He's 29.
3 **A** Liz, what's your last name?
B It's Thomas.
4 **A** Look. It's Sarah.
B Who's Sarah?
A She's my teacher.
5 **A** Hi, Sam. How are you?
B I'm good, thanks.

d Play the audio again for Sts to circle the answers to the questions. Check answers.

1 a
2 b
3 a
4 b
5 b

5 PRONUNCIATION & SPEAKING

saying phone numbers; sentence stress

Pronunciation notes

- When saying phone numbers in the US, speakers group the numbers as follows: 3-3-4. When saying the number, they allow a slight pause between each group: e.g., 212 (pause) 568 (pause) 9403.
- Say each number individually, e.g., nine-four-zero-three, NOT ~~ninety-four~~ zero three.
- The *0* can be said as *zero* or *oh*.
- When saying house numbers, it is acceptable to group some numbers, e.g., 1453 Lake Street can be said *fourteen fifty-three* or *one-four-five-three*.
- For email, the @ symbol is said as *at* and the *"."* is *dot*.

a 1.60 Focus on the phone number. Highlight that the arrows show how the speaker's voice should go up or down as they say the number.

Play the audio for Sts to listen and repeat the phone number. If necessary model the number yourself to show how the voice goes up and down. Use hand gestures to help Sts visualize the intonation pattern.

b 1.61 Focus on the first number. Ask an individual student to say it and write what he or she says on the board for the class to check. Repeat with the other two numbers.

Play the audio for Sts to listen and check. Pause the audio after each phone number and get Sts to repeat it.

Finally, get Sts to practice saying the numbers with a partner.

1.61

1 608-5713 (six zero eight, five seven one three)
2 845-7902 (eight-four five, seven nine oh two)
3 231 504-0206 (two three one, five oh four, oh two oh six)

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c 1.62 Focus on questions 1 to 8. Remind Sts that in English we stress (say more strongly) the words that carry the meaning.

Go through the questions one by one and elicit / explain any words or phrases that Sts don't understand, e.g., *address, zip code, home phone number, cell phone number, email address.* Explain that it is acceptable to say both *cell phone number* and *cell number.*

Play the audio once for Sts to repeat the questions in chorus and copy the rhythm.

1.62

1 What's your name? How do you spell it?
2 What's your address?
3 What's your zip code?
4 How old are you?
5 Are you married?
6 What's your home phone number?
7 What's your cell phone number?
8 What's your email?

d Put Sts in **A** / **B** pairs to ask and answer the questions. After one student has asked all of the questions, get Sts to change roles.

! If Sts aren't happy about using their own phone number, tell them to invent a number but with a normal number of digits from the area where they live.

Monitor and help as needed. Make notes of any problems and write these on the board to review with the whole class.

e Tell Sts to go to **Writing** ***Completing a form*** on *p.84.* Focus on **a** and highlight that these are the same questions they practiced in exercise **5c** of the main lesson. Show how the questions correspond to the spaces in the form. The first item "What's your name?" has been completed as an example.

Go through the form line by line and elicit or explain the meaning of any new words. Explain the meaning of *Title.* Direct Sts' attention to the box under the chart. Explain *Ms.* and *Mrs.* are both used for women. *Ms.* can be for either a married or single woman, but *Mrs.* always indicates that the woman is married.

Note that there is no question for the "title" line. This is because people would not normally ask "What is your title?"

Extra idea

- Get Sts to cover the questions and just look at the form. Elicit the questions from individual Sts or from the class. Encourage them to use the correct stress.

Now give Sts a few minutes to complete the form for themselves. Walk around and check that they are doing it correctly. Help as needed.

f Put Sts in pairs and tell them to go to **Communication** ***Personal Information***, **A** on *p.77* and **B** on *p.79.*

Go through the instructions and make sure Sts understand what they have to do. They take the role of a person and then answer the questions in that role. The first names (Pat and Sam) can be male or female in English.

Extra idea

- Two number games you may like to play now or when you want to practice numbers with your Sts:

1 Buzz

- Get Sts to sit or stand in a circle and count out loud. When they come to a number that contains 3 (e.g. 13) or a multiple of 3 (3,6,9, etc.) they have to say *buzz* instead of the number.
- If a student makes a mistake, either saying the number instead of *buzz* or simply saying the wrong number, he / she is out. The next player has to say correctly what the player who is out should have said.
- Continue until there is only one student left, or until the group has counted to 30 without making a mistake.
- Note: You can use any number between 3 and 9 as the "buzz" number.

2 Two-digit number chains

- Write three two-digit numbers on the board, e.g. 27 71 13
- Elicit the numbers from your Sts. Then show them that the second number begins with 7, because the previous one ended with 7, and the third number begins with 1 because the second numbered ended with one. Then ask Sts what the fourth number could be and elicit a number, e.g., 32, and then another, e.g., 26, and write the numbers up on the board.
- Tell Sts that the numbers *can't have a zero*, e.g., not 20, 30, etc.
- Now make a chain round the class. Say the first number, and then elicit the second from the first student on your left and continue around the class.
- Finally get Sts to make "chains" in pairs, where **A** says one number, **B** says another, **A** says a third, etc.

1&2 Review and Check

There are two pages of review and consolidation after every two Files. The first page revises the grammar, vocabulary, and pronunciation of the two Files. These exercises can be done individually or in pairs, in class or at home, depending on the needs of your Sts and the class time available. The second page presents Sts with a series of skills-based challenges. First, there is a reading text which revises grammar and vocabulary Sts have already learnt. In the early files the texts are very simple, but later they are of a slightly higher level than those in the File. Then there is a listening exercise which focuses on small differences which can cause confusion. Finally, there is a speaking activity which measures Sts' ability to use the language of the File orally. We suggest that you use some or all of these activities according to the needs of your class.

In addition, there is a short documentary film available on the *Class DVD*, and *iTools* on a subject related to one of the topics in the files. This is aimed at giving Sts enjoyable extra practice and showing them how much they are now able to understand.

Testing Program CD-ROM

- **Quick Test 2**
- **File Test 2**

GRAMMAR

1 a	6 a	11 a
2 b	7 b	12 b
3 b	8 b	13 b
4 b	9 a	14 b
5 a	10 b	15 b

VOCABULARY

a 1 Mexican
2 Vietnam
3 American
4 England
5 Brazilian
6 Saudi Arabia

b 1 seven
2 zero
3 thirteen
4 twenty-one
5 sixty-three
6 one hundred

c 1 A Good, have
B me, spell
2 A what's
A repeat
3 A number
A email

d 1 a board
2 a laptop
3 a chair
4 a pen

PRONUNCIATION

c 1 Canadian
2 Chinese
3 excuse
4 photo
5 Portuguese

CAN YOU UNDERSTAND THIS TEXT?

Mark: Davis; Canadian

Bianca: Costa; Brazilian

Linh: Tran; Vietnamese

CAN YOU UNDERSTAND THESE PEOPLE?

1 b 2 a 3 b 4 b 5 a 6 b 7 a 8 b 9 a 10 a

1.63

1 **A** Where's Jenny from? Is she American?
B No, she's from London.
2 **A** Hello. I have a reservation. I'm Dan Weber.
B Oh, yes. You're in room 40.
3 **A** How do you spell your name, Bryan?
B B-R-Y-A-N
4 **A** What's your address, Lisa?
B It's 224 Green Street.
5 **A** Is Jun Korean?
B No, he's Chinese.
6 **A** How old is Liz?
B She's 30.
7 **A** What's your name?
B John Reid.
A How do you spell your last name?
B R-E-I-D.
8 **A** Who's Chris?
B She's in my class. She's twenty-two.
9 **A** Is Tom married?
B Yes, he is.
10 **A** OK, sit down and open your books. Go to page 17, and look at exercise 2.

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G *a / an*; singular and plural nouns
V small things
P /z/ and /s/; plural endings

3A What's in your bag?

Lesson plan

In Vocabulary, Sts review classroom objects and go on to learn the words for common small objects. Then, real information about the objects people most commonly leave on buses and planes provides the context for Sts to learn plural nouns. They also learn the difference between *a* and *an* and the *–s* and *–es* endings for plural nouns. The pronunciation focus is on the sounds /z/, /s/, as well as plural endings. In the speaking activity Sts try to identify mystery objects photographed from a strange angle.

STUDY LINK
- **Workbook** 3A

Extra photocopiable activities
- **Grammar** a / an; singular and plural nouns; *p.133*
- **Vocabulary** Things in a classroom *p.204* (instructions *p.195*)
- **Communicative** The same or different? *p.168* (instructions *p.154*)

Optional lead-in (books closed)
- Play *Hangman* with a word from **Vocabulary Bank *The classroom*** on *p.118*, e.g., *laptop* (See *p.21* for how to play *Hangman*).

1 VOCABULARY small things

a Books open. Give Sts time to write the words for five things in the classroom.

1 the board	2 the door	3 a chair
4 a laptop	5 a window	

b Tell Sts to go to **Vocabulary Bank *Small things*** on *p.119*.

1.64 Focus on the instructions for **a**. Play the audio and get Sts to repeat the words in chorus. Use the pause button as necessary.

1.64
1 a cell phone
2 a bag
3 a key
4 an umbrella
5 a credit card
6 a photo
7 a watch
8 glasses
9 an ID card
10 a wallet
11 a camera
12 gloves

! Point out that we only use *a* or *an* with singular nouns. *Glasses* is a plural noun although it is one object. This is true in English of things that have two parts, e.g., *pants*, For this reason we don't say ~~*a glasses*~~. The list also includes the plural *gloves*. This word can be singular or plural, but the plural is more common as a person uses two gloves.

Focus on the instructions for **b**, and get Sts to cover the photos and say the words. They could do this with a partner. Remind Sts to use *a* or *an* with all of the nouns except *glasses* and *gloves*.

Monitor and help. Make a note of any pronunciation problems they are having. Write the words on the board and model and drill the ones that Sts find difficult.

2 GRAMMAR *a / an*; singular and plural nouns

a Focus on the instructions and the photos. Give Sts a minute to read the text and write *bus* or *plane*.

b 1.65 Play the audio for Sts to check their answers.

A plane
B bus

1.65
The top five things people leave on the **plane** are:
1. bags
2. cell phones
3. cameras
4. laptops
5. coats

The top five things people leave on the **bus** are:
1. cell phones
2. keys
3. wallets
4. glasses
5. bags

c Demonstrate the concept of singular and plural by showing Sts a pen and saying *a pen*. Then show the class three pens and say *pens*. Write on the board:

singular = (a) pen *plural = pens*

Write the word *class* on the board. Ask Sts to say the plural. Obviously Sts will find this to be difficult. Point out that when a word ends in /s/ or a similar sound, it isn't possible pronounce the plural by simply adding another /s/ sound. In this case, we form the plural by adding *–es*. Write *classes* on the board.

Tell Sts that one word on the list will end in *–es*.

Give Sts time to complete the chart. Check answers. Ask Sts which word forms the plural by adding *–es* (watches).

a phone	phones
an umbrella	umbrellas
a watch	watches

d Tell Sts to go to **Grammar Bank 3A** on *p.96*.

1.66 Focus first on the rules for *a / an*. Play the audio for Sts to listen and repeat the sentences.

1.66
What is it?
It's a bag.
It's a key.
It's an umbrella.
It's an ID card.

Go through the rules, using the the expanded information in the **Additional grammar notes** on the next page to help you. You may want to use Sts' L1 here. At this point, use only the notes that deal with the articles *a / an*.

1.67 Focus on the rules for singular and plural nouns. Play the audio and ask Sts to listen and repeat the example sentences.

1.67
What is it?
It's a book.
What are they?
They're books.
They're umbrellas.
They're watches.
They're dictionaries.
They're glasses.

Go through the rules with the class using the expanded information in the **Additional grammar notes**. Focus on the notes that deal with singular and plural forms.

Additional grammar notes

a / an

- Remind Sts that we use *a / an* for **singular** things only, and that we use *an* in front of a noun that starts with a vowel sound.
- Sometimes a word that starts with a vowel **sound** has the consonant *h* as the first letter. For now, the only word Sts will encounter soon is the word *hour*. The *h* is silent and we write and say *an hour*.

Plural nouns

- Regular nouns form the plural by adding an *s*. The only problem is the pronunciation, as the final *s* is sometimes pronounced /z/, e.g., *keys*, and sometimes /s/, e.g., *books*. This will be dealt with in **Pronunciation**.
- *-es* is added to nouns ending in sounds similar to *s*: *-ch*, *-sh*, *s*, *-z*, and *-x*. This is because it would be impossible to pronounce the word by just adding an *-s*, e.g. *watches*.
- With words ending in consonant + *y*, the *y* changes to *i* and *-es* is added.
- These rules for forming plural nouns are important because they are also true for verbs in the third person in the present simple.

Focus on the exercises for **3A** on *p.97*, and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner.

Check answers.

a
2 It's a photo.
3 They're watches.
4 It's a chair.
5 They're dictionaries.
6 They're credit cards.
7 They're cities.
8 It's a window.
9 They're classes.
10 They're pieces of paper.
11 It's a key.
12 They're buses.
13 They're gloves.
14 They're cell phones.

b
1 What are they? They're books.
2 What is it? It's a bag.
3 What are they? They're glasses.
4 What are they? They're cameras.
5 What is it? It's an identity card.

e Tell Sts to go to **Communication** ***Memory game*** on *p.77*.

Put Sts in pairs. Tell them that they have 30 seconds to look at the picture.

Use a digital watch or a watch with a second hand to measure exactly 30 seconds. Then tell Sts to close their books.

Get each pair to write down as many things as they remember.

Call on pairs to read their lists to see if any pair remembered all the items. Reporting Sts should use *a* or *an* when there was only one of an item, e.g., *an umbrella*

a laptop, a camera, two dictionaries, an umbrella, glasses (one pair), watches, a wallet, credit cards, an identity card, money, keys, cell phone, gloves

3 PRONUNCIATION /z/ and /s/; plural endings

Pronunciation notes

- For these sounds the phonetic symbols are the same as the alphabet letters. However, the letter *s* can be /s/ or /z/.
- You may want to highlight the following sound–spelling patterns:

  /z/ The letter z is always pronounced /z/, e.g., *zero*. The letter *s* at the end of a word is usually pronounced /z/, e.g., *keys*, *doors*.

  /s/ The letter s at the beginning of a word is nearly always pronounced /s/, e.g., *sit*, *stand*. The letter *s* at the end of a word is pronounced /s/ at the end of a word after the "unvoiced"* sounds /k/, /p/, /t/, and /f/, e.g., *books*, *laptops*, *coats*.

  /ɪz/ ***-es*** is pronounced /ɪz/ when it is added after *ch*, *sh*, *s*, *z* and *x*, e.g., *watches*, *buses*. This adds one more syllable to the word. Show Sts that after these sounds it is very difficult to just add an /s/ sound. This is why the extra syllable is added

  -ies is always pronounced /ɪz/, e.g., *countries*.

  *an **unvoiced** sound is one where the vocal chords in the throat do not vibrate; a **voiced** sound is one where the vocal chords vibrate. Tell Sts that they can feel this by putting their hand on their throat and saying (unvoiced) *s-s-s-s*, followed by (voiced) *z-z-z-z*. The throat will not vibrate for /s/, but will for /z/.

! The difference between /s/ and /z/ is small and not easy for Sts to notice or produce. It is useful to make Sts aware that *s* can be /s/ or /z/ and to point out which sound it is on new words that have an ***s*** in them. However, don't expect perfect production at this early stage.

Extra support

- You could tell Sts that /s/ is the sound made by a snake ("sssss") and /z/ is the sound made by a bee or mosquito ("zzzzz").

a 1.68 Focus on the exercise and play the audio once for Sts to just listen.

Focus on the sound picture *zebra*. Play the audio to model and drill the word and sound (pause after the sound).

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Now focus on the words after *zebra*. Remind Sts that the pink letters are the /z/ sound. Play the audio pausing after each word for Sts to repeat.

Repeat for *snake*. Give Sts more practice as necessary.

! As well as using the audio, it may help if you model and drill the sounds yourself so that Sts can see your mouth position.

1.68

zebra	/z/	Brazil, zero, is, he's
snake	/s/	six, seven, Spain, house

b 1.69 Now focus on the plurals. Explain to Sts that in some cases the *s* is pronounced /s/, e.g., *books* and in others /z/, e.g., *chairs*. (See **Pronunciation notes**.)

Highlight that the *-es* ending is pronounced /ɪz/, e.g., *watches*.

Play the audio for Sts to listen. Then play it again pausing for Sts to repeat.

1.69

zebra	/z/	chairs, cameras, keys, bags
snake	/s/	books, wallets, laptops, coats
	/ɪz/	watches, buses, pieces, classes

c 1.70 Focus on the instructions and demonstrate by saying a sentence yourself and eliciting the plural from the class, e.g., *It's a bag* (They're bags). Then play the audio and pause after the first sentence. Ask Sts what the plural is. Make sure Sts understand what they have to do before continuing.

Play the rest of the audio and give Sts time to say the plural in chorus. Correct pronunciation as necessary.

Repeat the activity, this time getting individual Sts to respond.

1.70

1 It's a photo. *(pause)* They're photos.
2 It's a class. *(pause)* They're classes.
3 It's a key. *(pause)* They're keys.
4 It's a door. *(pause)* They're doors.
5 It's a phone. *(pause)* They're phones.
6 It's a watch. *(pause)* They're watches.
7 It's a dictionary. *(pause)* They're dictionaries.
8 It's a book. *(pause)* They're books.
9 It's a credit card. *(pause)* They're credit cards.

4 SPEAKING & WRITING

a Focus on the photos and the two example dialogues. Model and drill pronunciation. Demonstrate by focusing on photo 1. Elicit from the class the question *What are they?* and the answer *They're books.*

Give Sts time to ask and answer questions about the photos.

Monitor and correct any pronunciation mistakes.

Check answers by asking individual Sts the questions.

Extra support

- Write the following prompts on the board to remind Sts of the two question and answer forms.
  Singular: What is it? It's a / an...
  Plural: What are they? They're...

1 They're books. 5 It's a credit card. 9 It's a camera.
2 It's a wallet. 6 It's an umbrella. 10 They're pens.
3 It's a watch. 7 It's a cell phone. 11 It's a laptop.
4 They're keys. 8 They're gloves. 12 It's an ID card.

b Focus on the instructions. Demonstrate the activity by showing Sts what's in your bag / pocket and saying *In my bag, I have...* and taking out any of the things mentioned that you have.

Now give Sts time to check what they have in their bags / pocket.

Ask them to check (✓) the things they have.

c Tell Sts they are going to write a sentence about what they have in their bag / pocket. Focus on the example and write *I have...* on the board. Elicit / explain the meaning.

Give Sts time to write their sentence. Monitor and help.

Now tell them to read their sentence to a partner.

Monitor and correct any pronunciation mistakes.

Extra challenge

- Sts may want to name other things they have in their bag / pocket. If so, you might want to teach *How do you say... in English?* here and write any new words on the board.

d Focus on the instructions and the speech bubbles. Have Sts work in pairs and tell their partner about the things they wrote about in **c**.

5 LISTENING

1.71 Focus on the instructions. Stress that each conversation mentions a small thing or things that Sts have just learned in the **Vocabulary Bank**. They just have to listen for the thing mentioned.

Play the first conversation twice and elicit the answer (*bag*). Then play the other four conversations.

Check answers by playing the audio again. Stop after the relevant word in each conversation. For conversations 2 and 5, you could elicit that the people are in a hotel and a store.

1 bag 2 keys 3 cell phone 4 dictionary
5 credit card

1.71

(audioscript in Student Book on *p.86*)

1 **A** Excuse me, miss! Is this your bag?
B Oh! Yes, it is! Thank you.
2 **A** Good afternoon.
B Hello. We're Paul Jones and Martin Smith. We have reservations.
A Let's see ... Yes. Rooms 625 and 626. Here are your keys.
A Thank you.
C Thanks.
3 **A** What's that music?
B Sorry, it's my cell phone. Oh, hi, Andy.
4 **A** Excuse me, what's this word?
B Look in the dictionary.
5 **A** How much is it?
B Twenty dollars.
A Is a credit card OK?
B Yes, of course.

G *this / that / these / those*
V more small things
P /ð/ and /æ/

3B Is that a hat?

Lesson plan

In this lesson, two dialogues with a tourist and a shopkeeper at a souvenir stand in New York City provide the context for introducing vocabulary for more small things. The Grammar then introduces the demonstrative pronouns *this, that, these,* and *those*. In Pronunciation, Sts practice the voiced "th" sound /ð/ used in the demonstrative pronouns and the vowel sound /æ/, which is the sound in the word *that*. These topics are brought together in the final speaking activity in which Sts practice asking and answering questions about a variety of objects.

STUDY LINK
- **Workbook** 3B
- **Online Practice**
- **iChecker**

Extra photocopiable activities
- **Grammar** *this / that / these / those p.134*
- **Communicative** That's a hat *p.169* (instructions *p.155*)

Optional lead-in (books closed)
- To review vocabulary for small things, have the Sts work in pairs, or small groups. Give them a minute to write down as many small things as they can. After time is up, they compare lists. The person who listed the most objects is the winner.
- Elicit some of the words from the Sts. The Sts might go beyond the list of words presented in the Vocabulary Bank in 3A. This is a good opportunity to encourage peer teaching and invite the Sts to clarify the meaning of the words for the Sts who don't know them. Tell the Sts that in this lesson they will learn vocabulary for more small things.

1 VOCABULARY more small things

a Books open. Focus on the picture. Ask Sts where the people are (New York City) and elicit that the woman is probably a tourist and the man a shopkeeper. Ask Sts if they can name any of the things in the picture. Write any correct words they volunteer on the board.

Focus on the instructions. Point out that Sts have already learned the words for items 1–3. Get Sts to write the words. Check answers.

1 a bag 2 an umbrella 3 a photo

b Focus on the first item on the list (*a hat*). Ask *Which one is a hat?* (8) Elicit the response and get Sts to write the number in the box.

Put Sts in pairs to complete the activity. Encourage Sts to guess if they are not sure of an answer.

Check answers with the whole class. Review the list of items and model each word for Sts to repeat. Make sure Sts understand what each one is. Point out that a *keychain* is something people put their keys on.

Sunglasses is a compound word *sun* + *glasses*, i.e., glasses to wear in the sun. Remind Sts that *glasses* is a plural noun, although it is one object.

a hat – 8 a T-shirt – 9 a map – 10
a postcard – 6 a keychain – 7 a toy – 5 sunglasses – 4

2 LISTENING

a 2.2 To ease the Sts into the listening, get Sts to cover the dialogues with a piece of paper. Write on the board: *Does Amy buy the sunglasses?* Play the audio for Sts to listen to the two dialogues and answer the question. (She buys the sunglasses.)

2.2
(audioscript in Student Book on *p.87*)
A = Amy, J = Joe
1
A Excuse me. What are those?
J They're gloves.
A Oh, they're cute! And is that a hat?
J Yes, it is.
A Are these sunglasses?
J Yes, they are. They're $15.
A Oh, that's a lot. I'm sorry. Bye.
2
J Excuse me, miss! Is this your bag?
A Oh, yes, it is. Thanks!
J You're welcome. So, how about $10 for the sunglasses?
A Really? OK!

Explain / elicit that *cute* means "good-looking", and that the question *How much is it?* is used to ask about the price or cost of something. *You're welcome* is the usual response to *Thanks* or *Thank you*. Point out that in the context of dialogue 1, *that's a lot* means the price is too high, *I'm sorry* means *No, I don't want to buy it. How about...?* in dialogue 2 is a phrase for making a suggestion and that when the woman says *OK*, she means she's going to buy it.

Get Sts to listen and fill in the blanks and then compare answers with a partner.

1 gloves
2 hat
3 fifteen (15)
4 bag
5 ten (10)

Play the audio for Sts to check their answers.

b 2.3 Play the audio again and get Sts to repeat each line in chorus.

Extra challenge
- Divide the class in half. One half takes the role of Amy. The other half is Joe. Write dialogue 1 on the board. Have Sts repeat the dialogue going back and forth between the "Amy" and "Joe" groups. Then erase the last part of each sentence and repeat the activity with Sts relying on memory to finish each line. Finally erase the whole dialogue and have the Sts repeat it from memory.

c Have the Sts work in pairs and practice the dialogues.

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3 GRAMMAR *this / that / these / those*

a Focus on the pictures and the question or statement below each one. Get Sts to find the questions in the dialogues and complete them.

Check answers.

1 this 2 these 3 that 4 those

b Tell Sts to go to **Grammar Bank 3B** on *p.96*.

2.4 Focus on the sentences. Play the audio and ask Sts to listen and repeat.

2.4
What's this?
It's a key.
What are these?
They're keys.
What's that?
It's a key.
What are those?
They're keys.

here
there
over there

Go through the rules using the expanded information in the **Additional grammar notes** below to help you. You may want to use Sts' L1 here if you know it.

Grammar notes

- The words *this* and *these* are used for things within reach of or near the speaker. *That* and *those* are for things that are out of reach or farther away.
- The best way to explain the words is to demonstrate. Touch something that is close to you and say, e.g., *This is a book* or *These are pencils*. Then point at something across the room and say e.g., *That's a board* or *Those are bags*.
- *That is* is often contracted as *That's*. However, there are no contracted forms for *this is* or *these / those are*.

Focus on the exercises for **3B** on *p.97*, and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner.

Check answers.

a 1 these
2 This
3 are those
4 is that

b 1 are
2 's
3 Are
4 's
5 are, 's
6 Is, 's,
7 is, are
8 are, 're

c 1 this
2 It's
3 these
4 They're
5 those
6 they are
7 that
8 It's

Tell Sts to go back to the main lesson **3B**.

c Focus on the instructions. Ask a student to complete the first sentence. Elicit that the correct answer is *this* because the woman has the map in her hand.

Have Sts complete the exercise individually and then compare answers with a partner.

d 2.5 Play the audio for Sts to check their answers.

1 This
2 those
3 These
4 that
5 these
6 that

2.5
1 This isn't a good map.
2 Are those your T-shirts?
3 These are my baby photos.
4 Is that your cell phone?
5 Look at these! They're great.
6 Who is that? She's very good-looking!

4 PRONUNCIATION /ð/ and /æ/

Pronunciation notes

- /ð/ Sts may have problems with this sound as it may not exist in their language. There are voiced and unvoiced pronunciations for the consonant cluster *th*. The words *this, that, these*, and *those* use the voiced sound. Please do not focus on the /θ/ sound, as in *thirteen, thirty*, etc., as this may confuse Sts.
- Show Sts the correct position of the mouth with the tongue behind the teeth and moving forward between the teeth as the /ð/ sound is made. Model the sound and have Sts put their hands on their throats to feel the vibration of the voiced sound.
- /æ/ *a* between consonants is often pronounced /æ/, as in *black* and *cat*.

a 2.6 Focus on the exercise and play the the audio once for Sts to just listen.

2.6

mother	/ð/	this, these, that, those, they, the
cat	/æ/	hat, map, bag, sunglasses, that

Focus on the sound picture *mother*. Play the audio to model and drill the word and sound. Pause after the sound.

Now focus on the words after *mother*. Remind Sts that the pink letters are the /ð/ sound. Play the audio pausing after each word for Sts to repeat.

Repeat for *cat*. Give Sts more practice as necessary.

b 2.7 Focus on the sentences and play the audio just for Sts to listen and pay attention to the pronunciation of the sounds in pink. Then play the audio for Sts to listen and repeat.

2.7
This toy, these pens, and those coats are from the US.
That's my bag. Where are my hat, map, and sunglasses?

Tell Sts to practice the sentences in pairs. Monitor and help with pronunciation problems.

3B

5 LISTENING & SPEAKING

a 2.8)) Focus on the picture on *p.18*. Ask Sts to name some of the things they remember. Write these on the board. Then get Sts to listen and circle the objects Amy talks about.

Check answers.

a postcard sunglasses a hat gloves

2.8))
(audioscript in Student Book on *p.87*)
A = Amy, J = Joe
1 **A** What's **this**?
J It's a **postcard**.
2 **A** Are **these sunglasses**?
J Yes, they are.
3 **A** Is **that** a toy?
J No, it isn't. It's a **hat**.
4 **A** What are **those**?
J They're **gloves**.

b Give Sts a minute to look at the conversations and invite them to write in any words they remember. Then play the audio again for Sts to check their answers and make any corrections necessary.

Check answers. See the words in bold in audioscript 2.8.

c Put Sts in **A** and **B** pairs to practice the conversations with a partner. After Sts have done this once, have them switch roles and repeat.

d Focus on the instructions and the example conversations in the speech bubbles. Ask a pair of strong Sts to model a new conversation about something in the classroom.

In **A** and **B** pairs, get Sts to ask and answer questions about things in the classroom. Set a time limit of about 3–4 minutes for this activity.

Invite one or two pairs to present a conversation to the class.

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Saying and understanding prices
Buying a coffee
/ʊr/, /s/, and /k/

PRACTICAL ENGLISH

How much is it?

Lesson plan

In this lesson Sts learn how to ask how much something is, and to say prices in pounds, dollars and euros. At this level, Sts need more practice in understanding prices than in saying them, as they are likely to have to understand prices if they travel. They go on to practice buying a coffee and something to eat in a coffee shop. In the People on the Street section, Sts hear people talking about the type of coffee they're drinking and much it costs.

STUDY LINK

- **Workbook** How much is it?

Extra photocopiable activities

- **Communicative** How much is it? *p.170* (instructions *p.155*)

Testing Program CD-ROM

- **Quick Test 3**
- **File 3 Test**

Optional lead-in (books closed)

- Review numbers 11–99 by giving Sts a dictation. Dictate ten numbers and ask Sts to write them down. Make sure you write the numbers down as you say them. Get them to compare answers with a partner and then check answers.
- Tell Sts to choose ten numbers of their own and to write them on a piece of paper. Put Sts in pairs, **A** and **B**. Ask Sts **A** to dictate their numbers for **B** to write them down. Then get Sts to change roles. Monitor and make a note of any problems.
- Ask Sts to check answers by comparing the numbers they wrote with the numbers their partner wrote.
- Correct any mistakes on the board.

1 UNDERSTANDING PRICES

a 2.9 Books open. Focus on the three money pictures and elicit where they are from (the EU [the European Union], the United States, and Britain). You may want to point out that not all countries in the EU use the euro.

Play the audio once for Sts just to listen and then again for Sts to listen and repeat. Highlight that *pence* can be shortened to *p* /pi/.

2.9

twenty euros
fifty cents
twenty dollars
twenty-five cents
twenty pounds
fifty pence, fifty p

b Draw the symbols for euros, dollars, and pounds on the board and elicit what currency they refer to.

Focus on the instructions. Demonstrate the task by eliciting the first answer, i.e. *1 H (twelve pounds seventy five)*. Ask Sts to continue matching the words and prices in pairs. Monitor and deal with any problems.

1 H	5 F
2 C	6 G
3 D	7 E
4 A	8 B

c 2.10 Play the audio once for Sts to listen and check. Then play it again for Sts to listen and repeat.

2.10

1 H twelve pounds seventy-five
2 C a dollar fifty-nine
3 D fifty euros ninety-nine
4 A five dollars and thirty-five cents
5 F thirteen dollars twenty-five
6 G three euros twenty
7 E sixty p
8 B eighty cents

Explain that we usually use *and* between dollars and cents in American English, e.g., *two dollars and sixty cents*. It is also acceptable to shorten this to *two sixty*. However, it is not acceptable to say an amount using the word *dollars* but not *cents*, e.g., *two dollars and sixty cents*; NOT ~~*two dollars sixty*~~. Compare this with the usage for the British pound, e.g., *two pounds sixty*.

d Tell Sts to cover the words A–H and look at the prices 1–8. Give them time to practice saying the prices. Monitor and correct any mistakes. Then with the prices in words still covered elicit the prices one by one from the class.

e 2.11 Focus on the pictures and ask Sts what they can see (a newspaper, a phone card, a memory card, a train ticket). Drill the pronunciation of the four items.

Now focus on the two prices in each picture and get Sts to practice saying them in pairs.

Play the audio, repeating each dialogue twice for Sts to circle the right price. Get them to compare their answers with a partner.

Check answers.

1 $1.25 2 €15 3 $9.99 4 £30.20

2.11

(audioscript in Student Book on *p.87*)

1 **A** The New York Times, please.
B Here you are.
A How much is it?
B It's a dollar twenty-five.
2 **A** A phone card, please.
B For how much?
A Fifteen euros, please.
B Here you are.
A Thanks.
3 **A** A memory card, please.
B Two gigs or four?
A Two, please. How much is it?
B Nine ninety-nine.
A Is a credit card OK?
B Sure.
4 **A** A one-way ticket to Bristol, please.
B Thirty pounds twenty p, please.
A Here you are.
B Have a good trip.
A Thank you.

f Get Sts to turn to the listening script on *p.87* and go through the dialogues line by line, eliciting and explaining any other words or phrases Sts don't understand, e.g., *Is a credit card OK? Sure, A one-way ticket to Bristol, please. Have a good trip.*

Extra support

- Get Sts to practice the dialogues in pairs. Before they start, play the audio again and get Sts to listen and repeat the dialogues.

2 PRONUNCIATION /ʊr/, /s/, and /k/

Pronunciation notes

- Point out that the pronunciation of the /ʊr/sound in *tourist* tends to vary a lot among English speakers. However, it is not a sound that is likely to cause comprehension issues for learners when speaking with others.
- The aim of the section on /s/ and /k/ is to help Sts with two pronunciations of the letter *c*.
- You might like to highlight the following sound–spelling rules.

  –*eu* is usually pronounced /yʊ/ but it is not a common vowel combination.

  –the letter *c* is pronounced /s/ before the vowels *e* and *i*, e.g., *center, city, rice.*

  –The letter *c* is pronounced /k/ before consonants and before the letters *a*, *o*, and *u*, e.g., *class, cat, computer, cup.*

a 2.12 Focus on the sound picture *tourist*. Play the audio to model and drill the word and sound (pause after the sound).

Now focus on the words after *tourist*. Remind Sts that the pink letters are the /ʊr/ sound. Play the audio pausing after each word for Sts to repeat. Repeat for the other two sounds and words.

2.12

tourist	/ʊr/	euro, Europe, sure, tour
snake	/s/	cent, pence, city, price
keys	/k/	coffee, Canada, credit card

b 2.13 Focus on the sentences and play the audio for Sts just to listen. Then play the audio for Sts to listen and repeat.

2.13

Euros are money in Europe.
The price is six dollars and sixty cents
How much is a cup of coffee in Canada?

3 BUYING A COFFEE

a 2.14 Focus on the menu and answer any questions about vocabulary. Point out that the words used for different kinds of coffee drinks, *espresso*, etc., are actually Italian. If possible, show pictures of the different foods, *brownies, muffins*, and *cookies*.

Model the words and ask Sts to underline the stressed syllable. Then drill the words in chorus and individually.

Tell Sts to cover the dialogue and focus on the menu. Explain that they have to circle the items that the woman asks for. Play the audio once or twice for Sts to circle the items the woman asks for.

The woman asks for a regular cappuccino and a chocolate brownie.

2.14

(audioscript in Student Book on *p.87*)
M = Man, W = Woman
M Welcome to City Coffee.
W Hi, a coffee and a chocolate brownie, please.
M What kind of coffee? Espresso, Americano, cappuccino, or latte?
W A cappuccino, please.
M Regular or large?
W Regular. How much is it?
M Six dollars and twenty cents, please.
W Here you are.
M Thanks. And here's your change.

b Focus on the dialogue and the instructions. Put Sts in pairs and give them time to think about what the missing words are, but tell them not to write them yet. Then play the audio again for Sts to complete the missing words.

Check answers by playing the audio again and pausing after each answer.

1 coffee 2 please 3 large 4 How 5 Here

Go through the dialogue line by line eliciting / explaining any words or phrases Sts don't know. Explain that people sometimes just say what they want without an introductory phrase like *Can I have...?* or *I'd like...*. This is especially true in fast food restaurants or coffee shops where customers order before they sit down.

c 2.15 Play the audio for Sts to listen and repeat, encouraging them to copy the rhythm on the audio.

Put Sts in pairs and assign roles. Give Sts time to practice the dialogue and then tell them to switch roles. Monitor and correct any pronunciation mistakes.

d Focus on the instructions and the example. Demonstrate the activity by asking *How much is a regular espresso? (a dollar eighty / one dollar and eighty cents).* Ask individual Sts two or three more questions. Explain that *regular* and *large* are adjectives and have to go before the noun. Drill the pronunciation of these words.

Model and drill the question *How much is a regular latte?* in chorus and individually. Then get Sts to ask you the prices of some items from the menu.

Put Sts into pairs and give them time to ask and answer questions about prices. Monitor and help. Make a note of any problems and correct any general mistakes on the board afterwards.

e Focus on the instructions. Demonstrate the activity with a strong student. The student is the waiter and you order a different coffee and a different food item.

Put Sts in pairs and assign roles. Give them time to practice the dialogue ordering different coffees and foods. Monitor and help.

f Have the Sts work in the same pairs and switch roles.

Extra idea

- You could get a pair or pairs of Sts to act out the roleplay in front of the class.

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4 PEOPLE ON THE STREET

a 2.16 Remind Sts that they are going to watch or listen to real people (not actors) in this exercise so Sts will find the recordings faster and more difficult than previous exercises.

Focus on the photo of the man and the two questions in the box. Explain that Sts are going to hear him being asked these questions. Ask *What kind of coffee is that? Is it a cappuccino?* Play the audio once. Check the answer. See the words in bold in audioscript 2.16.

> 2.16
> (audioscript in Student Book on *p.87*)
> **I = Interviewer, J = James**
> I What kind of coffee is that?
> J This is **a large latte**.

b 2.17 Sts will hear the man say how much it is. Play the audio for Sts to hear the answer, and check. See the words in bold in audioscript 2.17.

> 2.17
> (audioscript in Student Book on *p.87*)
> **I = Interviewer, J = James**
> I How much is it?
> J It's **$4.25**.

c 2.18 Focus on the chart and the three people. Explain that Sts are going to listen to the three people in the photos answering the same questions.

Play the audio for Sts to complete the information for the first person (Ryder). Pause and replay as necessary. Check answers. See the words in bold in audioscript 2.18.

Repeat this process for the other two speakers.

> 2.18
> (audioscript in Student Book on *p.87*)
> **I = Interviewer, R = Ryder**
> I What kind of coffee is that?
> R This is **a regular latte**.
> I How much is it?
> R It's **$2.75**.
>
> **I = Interviewer, C = Cristina**
> I What kind of coffee is that?
> C It's **a regular coffee**.
> I How much is it?
> C It's **$2.25**.
>
> **I = Interviewer, K = Kurt**
> I What kind of coffee is that?
> K It's **a large cappuccino**.
> I How much is it?
> K It's **$4.50**.

Extra support

- If you have time let Sts listen again with the listening script on *p.87*. Go through the dialogues line by line with Sts and elicit / explain any words or phrases that they don't understand.

d Have the Sts work in pairs and ask and answer the two questions in the box. Tell Sts that they need to imagine what kind of coffee they're drinking and how much it costs. Alternatively, they can use the menu in **3a**.

G possessive adjectives; possessive *s*
V people and family
P /ə/, /ʌ/, and /ər/

4A Family and friends

Lesson plan

In this lesson, Sts first learn the possessive adjectives and the possessive *'s* through some short dialogues. Then they learn words for people and family members in the Vocabulary Bank, as well as some irregular plurals. The new vocabulary is supported by the pronunciation section, which highlights common vowel sounds in the new words. The lesson ends with Sts talking and writing about their families.

STUDY LINK
- **Workbook** 4A

Extra photocopiable activities
- **Grammar** possessive adjectives; possessive *s* *p.135*
- **Vocabulary** People; Family *p.205* (instructions *p.195*)
- **Communicative** Happy families *p.171* (instructions *p.155*)
- **Song** *You're the First, the Last, My Everything* *p.219* (instructions *p.217*)

Optional lead-in (books closed)
- Show Sts an object that is yours, e.g. a pen, and ask *What is it?* (It's a pen.)
- Gesture to yourself and say *It's **my** pen.*
- Model and drill with normal intonation.
- Point to different objects belonging to Sts, e.g., a bag, a coat, a chair, a book, a dictionary, a pen, a watch, and ask *What is it?* and elicit from the student *It's my bag, It's my coat*, etc.

1 GRAMMAR possessive adjectives; possessive *s*

a 2.19 Books open. Focus on the pictures and get Sts to cover the dialogues with their hand or a piece of paper. Ask Sts questions about the pictures to set the scene. *How many people are there in picture 1?* (Five.) *How about picture 2?* (Four.) Introduce *parents* and *babysitter*. Ask: *Are the parents home in picture 2?* (No.)

Explain that in the US, parents often hire an older teen, perhaps the daughter or son of someone in their neighborhood, as a babysitter. The babysitter takes care of the children while the parents go out. Many teenagers find that babysitting is a good way to earn a little extra money.

Focus on the instructions. Play the audio for Sts to write the names in the gaps.

1 Tom 2 Nolan 3 Princess 4 Sara

2.19
M = Maria, S = Sara, E = Emma, C = Children
1
M Hi, Sara! Welcome to our house.
S Thanks.
M This is my husband, Tom. And these are our children.
S What are their names?
M Her name's Emma, and his name's Nolan.
E And this is our cat.
S Oh, cute! What's its name?
E *Her* name is Princess. She's a girl.
S Oh, sorry.
2
M The name of the restaurant is Marc's Cafe. The phone number is on the table.
S Great, thanks.
M My husband's cell phone number is on the table, too.
S OK. And your number is in my phone.
M Now, children. Sara is your babysitter. Be nice to her.
C OK, Mom.

b Play the audio again and go through the dialogues with Sts line by line. Elicit / explain / demonstrate any new words, e.g., *husband, children, cat, girl.*

! Remind Sts that animals are usually *it*. However, if you know whether an animal is male or female, for example, because it is a pet, you can say *he* or *she*. (Sts might be interested to know that about 60 percent of all US households have a pet, usually a cat or a dog.)

Focus on the instructions and give Sts a few minutes to complete the chart.

Check answers, writing the missing words on the board. You could also ask Sts to spell the words to review spelling.

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

c Explain / Elicit the use of the possessives. Pick up something that belongs to a student, e.g., a book. Ask *What is it?* (It's a book.) Then say *It's (name)'s book*, e.g., *It's Mary's book*. Write the words (name)*'s book* on the board and explain that in this case the *'s* shows possession.

Focus on the instructions. Tell Sts to look for the two examples of the *'s* ending in the second dialogue. Then get Sts to complete the sentences.

Marc's husband's

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d Tell Sts to go to **Grammar Bank 4A** on *p.98*.

2.20 Focus on possessive adjectives. Play the audio and ask Sts to listen and repeat the sentences. Use the pause button as necessary.

2.20

I'm from the US.	My name is Sara.
You're Canadian.	Your name is Kim.
He's from China.	His name is Ming.
She's from Japan.	Her name is Satoko.
It's a cat.	Its name is Tiger.
We're British.	Our names are Tom and Pam
You're from Mexico.	Your names are Ana and Luis
They're from Brazil.	Their names are Paula and Marco.

2.21 Now have Sts listen and repeat the sentences that contain the possessive *s*.

2.21

She's Bill's daughter.
Is this Molly's book?
She's my brother's wife.

Go through the rules for using possessive adjectives and possessive *s* with the class using the expanded information in the **Additional grammar notes** below to help you. You may want to use L1 here.

Additional grammar notes

Possessive adjectives

- Some languages use the same possessive adjective for *he, she,* and *it*. Highlight that in English we use three different possessive adjectives, i.e., *his* for *he*, *her* for *she*, and *its* for *it*.
- In English, the possessive adjective agrees with the person who possesses something, not the noun that follows it, e.g., *Sam's key* = *His key* and *Ann's keys* = *Her keys*.
- Remind Sts that *your* is used for singular and plural, formal and informal.

! Point out that the possessive adjective *its* has no apostrophe. Sts may confuse this with *it's = it is*.

Possessive *s*

- Highlight that we use *'s* with words for people, e.g., *girl, boy, husband,* and names, e.g., *Jack's car, my husband's keys*. We do NOT usually use *'s* with things, e.g., *the pages of the book* NOT ~~*the book's pages*~~.
- For plural nouns, the apostrophe goes after the *s*, e.g., *the students' books*. For irregular plurals, use *'s*, e.g., *the children's toys*.
- The pronunciation of the possessive *s* follows the same rules as those for the pronunciation of plurals formed with *s*.
- Highlight that it is easy to confuse the possessive *s* with the contracted form of *is*. Write these sentences on the board and get Sts to compare them. The first sentence uses the contraction of *is*. The second is a possessive.

Jack's from England. *Jack's car is red.*

Focus on exercises **a** and **b** in **4A** on *p.99*, and get Sts to do them in pairs or individually. If they do them individually, get them to compare answers with a partner.

Check answers.

a		b	
1	Their	1	Peter is Kayla's father.
2	your	2	Diana's son is Sam.
3	His	3	Kayla is Peter's daughter.
4	its	4	Peter is Diana's husband.
5	your	5	Sam's father is Peter.
6	Our	6	Diana is Peter's wife.
7	Its	7	Kayla's brother is Sam.
8	Her	8	Diana is Kayla's mother.
9	Their		
10	your		
11	our		
12	my		

Tell Sts to go back to the main lesson **4A**.

Now get Sts to practice the dialogues in **a** in pairs. Rehearse dialogue **1** with the class before they read it, either getting Sts to repeat it after you or the audio. Sts read the dialogue and then switch roles.

Now do the same for dialogue **2**.

e Focus on the instructions and demonstrate the activity. Point to one student and ask another student *What's his / her name?* Elicit *His / her name is* _____. Repeat with a different student.

Tell one student to ask you about another student (*What's his / her name?*). Pretend that you can't remember the name. Model and drill *I can't remember.*

Put Sts into pairs and give them a few minutes to ask and answer questions about the other Sts' names.

Monitor and help with any pronunciation problems.

2 VOCABULARY people and family

a Focus on the instructions and give Sts time to complete the sentences. If they are having difficulty, give them a hint. Both words are in the dialogues on *p.22*.

Check answers.

husband children

b Tell Sts to go to **Vocabulary Bank** ***People and family*** on *p.120*. Focus on part **1** ***People.***

2.22 Focus on the instructions for **a**. Play the audio and get Sts to repeat the words in chorus and individually. Use the pause button as necessary. Model and drill any words that are difficult and give extra practice. Remind Sts that the underlined syllables are stressed more strongly.

2.22

1 a boy
2 a girl
3 a man
4 a woman
5 children
6 friends

Now go to **b**. Get Sts to cover the words and then look at the photos and say the people. Do this in chorus and individually, saying a number for Sts or a student to say the word.

2.23 Go through the list in **c**. Explain that these four words have irregular plurals.

Play the audio and get Sts to repeat the plural words in chorus and individually. Highlight how the pronunciation changes in *woman / women* and *child / children*. Pause and replay as necessary. Model and drill any words that are difficult for your Sts and give extra practice.

2.23

a child	children
a man	men
a woman	women
a person	people

Ask Sts to cover the plural words and say them. They could do this with a partner.

Monitor and help. Make a note of any pronunciation problems they are having. Write the words on the board and model and drill the ones that Sts find difficult.

Focus on part **2** ***Family***.

2.24 Do **a**. Play the audio and get Sts to repeat the words in chorus and individually

2.24

1 husband	6 daughter
2 wife	7 brother
3 mother	8 sister
4 father	9 boyfriend
5 son	10 girlfriend

Now go to **b**. Ask Sts to cover the words and look at the pictures. Tell them to say the words. They could do this with a partner.

Extra idea

- **Put Sts in pairs A and B. Tell Bs to close their books. Tell A to ask B to spell five words. A chooses the words and reads them for B to spell. Demonstrate with a pair of Sts.**
- **When Sts have finished, tell them to switch roles.**

Tell Sts to go back to the main lesson **4A**.

c Have the Sts complete the sentences with a name from the dialogues in **1**. Tell them that they can use some names more than once. Model the first sentence with the class. Ask: *Who is Tom's wife?* Elicit the answer. (Maria) Have the Sts check their answers in pairs.

1 Maria 2 Nolan 3 Emma
4 Tom 5 Tom 6 Nolan, Emma

d Now have the Sts work together and talk about the people from the dialogue without looking at **c**.

3 LISTENING

a 2.25 Focus on the picture. Ask a couple of questions about it, e.g., *Where are these people?* (At the beach.) *Are the people family or just friends?* Accept any ideas Sts offer. Don't confirm or deny at this time.

Point to Eric, the man on the right. Tell Sts that they are going to hear Eric talking about the people in the picture.

Play the audio and pause after the first dialogue. Ask *Who does Eric talk about?* (his mother). *Where is his mother? What letter?* (B). Get Sts to write the number *1* in the box next to the **B**.

When you are sure Sts understand the task, continue playing the audio, pausing after each dialogue to give Sts time to write the number.

Check answers.

A – 3 B – 1 C – 2 D – 5 E – 4

Ask about the other man in the photo: *Is he in Eric's family? Who is he?* (A stranger who happened to be walking by when they took the photo.)

2.25

(audioscript in Student Book on *p.87*)
W = woman, E = Eric

1
W Hi, Eric. Is this a picture of your family?
E Yes, it is.
W Is that your mother?
E Yes. That's my mother.

2
W Who is that? Is she your wife?
E No, she isn't. She's my sister.
W Oh, I see. She's very pretty.

3
W Who are they?
E They're my sister's children.
W Oh, they're cute. How old are they?
E Her daughter is four and her son is seven.

4
W Who is that? Is he your sister's husband?
E No, he isn't.
W Oh. Who is he?
E I don't know. He isn't in our family.

b Give Sts some time to read items 1 to 4. Tell them to try to guess the words that go in the blanks, but not to write them at this time.

Play the audio again, pausing after each sentence to give Sts time to write their answers.

Check answers.

1 family
2 wife
3 daughter son
4 husband

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4 PRONUNCIATION /ə/, /ʌ/, and /ər/

Read the pronunciation notes and use them to help you as you go through the **Pronunciation** section.

Pronunciation notes

- Sts may have problems with these sounds as they may not exist in their language. These phonetic symbols are harder to recognize than others.
- You may want to highlight the following sound – spelling patterns.

/ə/ This is the most common vowel sound in English. It is called the "schwa" sound. Many unstressed syllables have this sound, e.g., the boldfaced vowels in these words: *husband, China, Korea.*

/ʌ/ The letter *u* is often pronounced /ʌ/, especially between consonants, e.g., *husband.* The letter *o* is sometimes pronounced with this sound as well, e.g., *mother.*

/ər/ *er, ir, and or,* are often pronounced /ər/, e.g., *verb, girl* and, *doctor.*

a 2.26 Focus on the sound picture *computer* and write the word on the board. Play the audio to model and drill the word and sound (pause after the sound).

Now focus on the words after *computer.* Remind Sts that the pink letters are the /ə/ sound. Play the audio pausing after each word for Sts to repeat.

Repeat for the other two sounds, *up* and *bird.*

Focus especially on sounds that are difficult for your Sts. Model them so Sts can see your mouth position. Get Sts to repeat these sounds a few more times.

2.26

computer	/ə/	woman, children, welcome, seven
up	/ʌ/	brother, husband, son, mother
bird	/ər/	her, mother, number, girl

b 2.27 Focus on the sentences and play the audio just for Sts to listen. Then play the audio again for Sts to listen and repeat.

2.27

The woman has seven children.
My mother's son is my brother.
Who are they? They're her mother and father.

Tell Sts to practice the sentences in pairs. Monitor and help with pronunciation problems.

5 SPEAKING & WRITING

a Put Sts in pairs, **A** and **B**. Tell Sts that they should each write the names of six people they know (people in their family or their friends) on a piece of paper. Give Sts one or two minutes to do this.

Read the instructions and the example with the whole class. Model the activity by looking at a list from a strong student and asking about the first name on the list. *Who's* (name)? Elicit the response *He / She's my* (relationship).

Sts continue asking and answering in pairs. Give Sts four or five minutes for the activity. It's OK if Sts don't finish asking about all of the people on their lists.

b Focus on the picture and the instructions. Give Sts time to read the text. Then ask *Who is Emma?* Elicit the response and get Sts to write the name in the correct place on the photo.

Get Sts to continue writing the names on the photo. Check answers.

1 Edward (father) 2 Marcy (mother) 3 Mark (brother)
4 Emma (sister) 5 Paul (brother)

c Tell Sts they are going to write about their families. Explain that they should follow the model in **b**. Write a the "sentence stems" *My name is* _____. *I'm from* _____ on the board to show Sts how to begin.

Give Sts time to write their paragraph. Monitor and help with grammar, spelling, and vocabulary.

d Get Sts to tell a partner about their family.

Extra challenge

- You could get Sts to draw a family tree and tell their partners about their family from memory.

6 2.28 SONG You're the First, the Last, My Everything ♫

You're the First, the Last, My Everything was a number one hit for singer Barry White in 1974. For copyright reasons, this is a cover version. If you want to use this song in class, you will find a photocopiable activity on *p.219.*

2.28

You're the First, the Last, My Everything

The first, my last, my everything
And the answer to all my dreams
You're my sun, my moon, my guiding star
My kind of wonderful, that's what you are

I know there's only, only one like you
There's no way they could have made two
You're all I'm living for
Your love I'll keep forever more
You're the first, you're the last, my everything

In you I found so many things
A love so new only you could bring
Can't you see it's you
You make me feel this way
You're like a fresh morning dew on a brand new day

I see so many ways that I
Can love you till the day I die
You're my reality, yet I'm lost in a dream
You're the first, the last, my everything.

I know there's only, only one like you
There's no way they could have made two
Girl, you're my reality
But I'm lost in a dream
You're the first, you're the last, my everything.

G adjectives
V colors and common adjectives
P /ɔ/, /ɑr/, and /ɔr/

4B That's a cool car!

Lesson plan

This lesson uses the context of cars for Sts to learn some common adjectives and how to use them. Although the grammar of adjectives is very simple, the vocabulary load is quite high in this lesson, as it includes both colors and common adjectives. Some beginners may not know any of these words. After the grammar, Sts read their first "real text," an article adapted from a magazine about men's cars and women's cars. Pronunciation focuses on the sounds /ɔ/, /ɑr/, and /ɔr/. The lesson ends with Sts speaking and writing about their car, and their "dream" car.

STUDY LINK
- **Workbook** 4B
- **Online Practice**
- **iChecker**

Extra photocopiable activities
- **Grammar** adjectives *p.136*
- **Vocabulary** Colors; Opposite adjectives puzzle *p.206* (instructions *p.195*)
- **Communicative** What is it? *p.172* (instructions *p.156*)

Optional lead-in (books closed)
- Bring in some pictures of new cars or write the names of some popular cars on the board.
- Elicit the names of more cars from Sts. Ask Sts which cars are popular in their community. Ask which cars are good for men and which are good for women.

1 VOCABULARY & SPEAKING colors and common adjectives

a 2.29 Books open. Focus on the picture and the instructions. Elicit the meaning of *Italian* and *German*.

Give Sts time to match the nationalities to the cars. Play the audio for Sts to listen and check their answers.

2.29
1 It's Japanese.
2 It's Italian.
3 It's British.
4 It's German.
5 It's American.

b 2.30 Focus on the picture and the dialogue. Play the audio for Sts to listen and read.

2.30
J = John, A = Abby
J Wow! That's a cool car.
A What car? The red car?
J Yes. Look at it. It's great!
A No way. It's a man's car.
J A man's car?
A Yes. It's big and red. And it's very fast.
J OK, OK....
A I prefer small cars. Wow! Look at the yellow car. It's cute!
J It's a woman's car.

Then ask Sts *What are the two cars?* and elicit the answers.

The man's car is 2.
The woman's car is 3.

Extra challenge
- You could get Sts to cover the dialogue with a piece of paper and just listen to the audio to answer the question.

c Focus on the highlighted words in the dialogue. Point out the first words and ask Sts *What is red?* or *Show me something red* and, if possible, get a student to point to or hold up something that is red. If not, then do this yourself.

Tell Sts that they are going to guess the meaning of the highlighted words. Write the question *What is* (word)*?* or *What does* (word) *mean?* on the board for Sts to refer to as they discuss the words. Tell them not worry if there are some words they can't guess.

Check answers by asking individual pairs for their ideas. Explain the meaning of any words Sts could not guess.

d 2.31 Play the audio again pausing after each phrase for Sts to listen and repeat. Encourage Sts to copy the rhythm and intonation on the audio. Elicit / explain / demonstrate that *Wow!* is an expression that shows great surprise or admiration.

Divide Sts into pairs, **A** and **B**. Assign roles and get them to practice the dialogue.

Monitor and help, encouraging Sts to use the intonation from the audio.

e Tell Sts to go to **Vocabulary Bank** ***Adjectives*** on *p.121*.

Focus on part **1** ***Colors***.

2.32 Play the audio in **a** and get Sts to repeat the colors in chorus and individually. Replay as necessary. Model and drill any problem words.

2.32
1 red
2 green
3 yellow
4 blue
5 orange
6 brown
7 black
8 white

Now go to **b**. Ask Sts to cover the words and say the colors. They could do this with a partner.

Monitor and help. Make a note of any pronunciation problems. Write the words on the board. Model and drill difficult ones, e.g., *orange* and *yellow*.

Extra idea
- You could point to different objects in the classroom and say *What color is it?* to practice the eight colors in the **Vocabulary Bank**.

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Focus on part **2** ***Common adjectives.***

2.33 Focus on the instructions for **a**. Play the audio and get Sts to repeat the adjectives in chorus and individually. Replay as necessary. Model and drill any difficult words in **a**.

2.33

1 big	2 small	3 old	4 new	5 fast
6 slow	7 good	8 bad	9 cheap	10 expensive
11 long	12 short	13 tall	14 short	

Go to **b**. Ask Sts to cover the words. Call on individual Sts to look at a picture and say the adjective.

Now go to **c**. Model and drill the question *What's the opposite of new?* and elicit / explain the meaning of *the opposite.*

Give Sts a few minutes to test each other on the adjectives.

Monitor and correct any pronunciation mistakes on the board.

Put Sts in pairs and get them to take turns looking at a picture and making a sentence.

2.34 Focus on the box in **d**. Play the audio for Sts to listen and repeat. Explain that we normally use *good-looking* for a man and *beautiful* for a woman, and that *very* can be used with any adjective, e.g., *very big, very expensive*, etc.

2.34

good	very good	great!
bad	very bad	terrible!
good-looking	beautiful	

Tell Sts to go back to the main lesson **4B**.

f Focus on the picture of the cars and the instructions for **1**. Model and drill the question *What color is it?*

Give Sts a few minutes to ask and answer questions about the cars in pairs.

Monitor and correct any mistakes with pronunciation.

Focus on the instructions for **2**. Give Sts a few minutes to think of two adjectives for each car.

Extra support

- Sts could write a sentence with two adjectives about each car, e.g., *The blue car is big and expensive.*

2 GRAMMAR adjectives

a Focus on the sentences and give Sts time to circle the right ones. Check answers.

1 a 2 b

b Tell Sts to go to **Grammar Bank 4B** on *p.98*.

2.35 Play the audio and ask Sts to listen and repeat the sentences.

2.35

1 It's a very big car.
2 My car is small.
3 BMWs are expensive.
Ferraris are fast cars.
4 He's tall.
She's tall.

Go through the rules with the class using the expanded information in the **Additional grammar notes** below to help you. You may want to use Sts' L1 here.

Additional grammar notes

- In English, an adjective can go after the verb *be*, but when it is with a noun it always goes BEFORE the noun, e.g., *My car is fast. It's a fast car.*
- Adjectives are the same for singular and plural nouns, so you never add an *s* to an adjective. This is different from many other languages where adjectives have to "agree" with nouns.
- Adjectives have no masculine or feminine form.

Focus on the exercises for **4B** on *p.99*. Get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner.

Check answers.

a
2 It's an old car.
3 It's an expensive car.
4 It's a small cell phone.
5 It's big book.
6 They're new sunglasses.
7 It's a good book.
8 They're cheap watches.

b
1 It's a fast car.
2 Amy's husband is very good-looking.
3 They're very big cats.
4 This is a cheap phone.
5 It's a terrible photo.
6 Maria is a very beautiful girl.
7 Our cat is very cute.
8 This isn't a very good restaurant.
9 Mark's laptop is new.
10 This is a very bad umbrella.
11 Italian bags are very expensive.
12 This is a very small house.

c Now tell Sts to go back to **Vocabulary Bank** ***Adjectives*** on *p.121*. Focus on the picture of the cell phone, and elicit *It's a red cell phone.* Do the same with *It's a big house.*

Get Sts to make ten sentences about the pictures in pairs.

d Focus on the instructions and the examples. Based on the examples, ask Sts *Which car is it?* (It's car number 5.)

Put Sts in pairs and have them ask questions and guess the cars. Encourage them to use adjectives.

3 READING

a Books closed. Ask Sts what's important when looking for a new car. Mention a few items from the questions in **a** and ask Sts to raise their hands if it's important. E.g., say *Nice color?, a fast car?, a cheap car?* After each one, note the number of male or female Sts who raise their hands. Write the numbers on the board.

Books open. Focus on the photos and the title. Point to the Mercedes and ask *Is it a man's car or a woman's car?* (A man's car.) Ask Sts *Why?* (It's big, it's fast, etc.) Repeat for the Mini.

Focus on the task and the questions.

Then ask Sts *Is question 1 (Is it a nice color?)* important for men or for women? Elicit that it's probably more

important for women and show how number 1 has been filled in under the title "Important questions for women."

Put Sts in pairs and give them time to write the other numbers for questions in the blanks. Emphasize that these are just guesses.

b Now focus on the article. Tell Sts that it has been adapted from *Forbes*, an American magazine. This is the first real reading text that Sts have been faced with. Emphasize that when they read they should try to focus on the words they know, and try to guess the meaning of new words.

Give Sts time to read the article on their own and check whether they have written the correct numbers.

Important questions for men: 2, 3, 6
Important questions for women: 1, 4, 5, 7

c Ask Sts if they agree with the information in the article, e.g. *Do you think this is true?* Refer back to the informal survey you did at the start of the lesson. Do the numbers support the ideas in the article?

d Focus on the highlighted words in the article. Put Sts in pairs to guess their meanings. Then with the whole class ask Sts about their guesses. Encourage Sts to use English if possible, but they may need to use L1 at some point.

Have them use dictionaries to check the meaning of any words they are still unsure of. Or, if dictionaries are not available, explain the words yourself.

4 PRONUNCIATION /ɔ/, /ɑr/, and /ɔr/

Pronunciation notes

- You might like to highlight the following sound–spelling patterns:

/ɔ/ the sound /ɔ/ is sometimes spelled with just the letter *a*, as in *call, talk,* and sometimes *au*, e.g., *daughter.*

/ɑr/ The letters *ar* are usually pronounced /ɑr/, e.g., *car, are.*

/ɔr/ The /ɔr/ sound is usually spelled *or,* but note also the words *four* and *board* where it is spelled *our* and *oar*!

a 2.36 Focus on the sound picture *saw.* Play the audio to model and drill the word and sound. Pause after the sound. Pause and replay as necessary.

Now focus on the words after *saw.* Remind Sts that the pink letters are the /ɔ/ sound. Play the audio pausing after each word for Sts to repeat.

Repeat for the other two sounds. Focus especially on sounds that are difficult for your Sts and model them so that Sts can see your mouth position. Get Sts to repeat these sounds a few more times.

2.36

saw	/ɔ/	talk, small, tall, daughter
car	/ɑr/	large, park, are, tomorrow
horse	/ɔr/	orange, short, board, door

b 2.37 Focus on the phrases and play the audio just for Sts to listen. Then play the audio for Sts to listen and repeat.

2.37

a small ball
park the car
an orange door

Tell Sts to practice the phrases in pairs. Monitor and help with any pronunciation problems.

5 SPEAKING & WRITING

a Demonstrate the activity by telling Sts about your car, if you have one. If you don't, talk about a car belonging to a friend or family member.

Focus on the instructions and get Sts to talk about their car(s) or their family's car(s) in small groups. Give Sts a few moments to think about what they are going to say.

Monitor and help with vocabulary. Correct any mistakes with pronunciation or grammar on the board.

Get feedback from one or two Sts.

b Focus on the instructions. Demonstrate by using the model text to tell Sts what your dream car is.

Then give Sts time to fill in the blanks. Monitor and help with vocabulary and spelling.

c Get Sts to tell each other about their dream cars.

Get feedback to find out what some Sts' dream cars are.

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3&4 Review and Check

For instructions on how to use these pages, see *page 32*.

Testing Program CD-ROM

- **Quick Test 4**
- **File 4 Test**

GRAMMAR

1 a	6 b	11 a
2 b	7 b	12 a
3 b	8 b	13 b
4 a	9 b	14 a
5 b	10 b	15 b

VOCABULARY

a
2 watches
3 an ID card
4 a map
5 sunglasses
6 a T-shirt

b
1 boy
2 mother
3 husband
4 daughter
5 brother
6 girlfriend

c
1 women
2 children
3 people

d
1 fast
2 big
3 cheap
4 short
5 short

PRONUNCIATION

1 expensive
2 daughter
3 family
4 glasses
5 umbrella

CAN YOU UNDERSTAND THIS TEXT?

a
1 Tracey 2 Jerry Lee 3 Steven
1 Luisa 2 Ana

b
2 He's from Vancouver, Canada.
3 He's tall.
4 She's 19.
5 He's Brazilian.
6 She's Gustavo's sister.
7 No, she isn't.
8 She's 21.

CAN YOU UNDERSTAND THESE PEOPLE?

1 a 2 a 3 b 4 a 5 b 6 a 7 b 8 b

2.38))

1 **A** What's your sister's name?
B Pat.
2 **A** Are those your glasses?
B No. My glasses are blue, not red.
3 **A** A blue pen, please.
B Here you are. Two sixty.
A Excuse me? How much is it?
B Two dollars and sixty cents.
4 **A** Is your hotel nice?
B Yes, but my room's very small.
5 **A** Welcome to City Coffee.
B Hi. Two lattes, please. Oh, and a brownie.
6 **A** Excuse me. Are these toys?
B No, they're not. They're keychains.
7 **A** Is that your sister?
B The tall girl? No, that's my friend, Ella. My sister's blond, and she's not very tall.
8 **A** Is that your new car? The black BMW?
B No. That's my car over there. It's red.

G simple present: *I* and *you*
V common verbs 1
P /h/, /w/, and /v/; linking

5A A bad hair day

Lesson plan

A typical conversation between a hair stylist and his customer provides the context for Sts to learn the first two forms (*I* and *you*) of the simple present in affirmative and negative sentences and questions. After the grammar presentation and practice, Sts go to the Vocabulary Bank to learn a group of common verb phrases that are then recycled in the listening. In Pronunciation, Sts practice linking words together. They also practice three consonant sounds. Finally, all the language is brought together in the speaking activity where Sts ask and answer questions about lifestyle.

STUDY LINK
- **Workbook** 5A

Extra photocopiable activities
- **Grammar** simple present: *I* and *you* *p.137*
- **Vocabulary** Guess the verb *p.207* (instructions *p.196*)
- **Communicative** *Do you...? p.173* (instructions *p.156*)
- **Song** *I Want to Break Free p.220* (instructions *p.217*)

Optional lead-in (books closed)
- Bring into class some photos from magazines of famous people with different haircuts. Elicit *short / long hair* and *dark / blond hair.* Model and drill pronunciation, in chorus and individually. Try to avoid using *He / She has...* and just focus on the adjective and nouns.
- Then, for each photo, ask Sts *Do you like his hair? Do you like her hair?* (You could indicate the meaning of like with a thumbs up / thumbs down gesture if this is culturally appropriate.)

1 LISTENING & READING

a 2.39 Get Sts to cover the dialogue. Then focus on the pictures. Use the pictures to elicit / teach the words *hair stylist* and *customer* and write them on the board. Model and drill the words.

Play the audio once for Sts to listen and number the pictures. Pause and replay as necessary. Sts will get help here from the sound effects and from words they know like *coffee*, *different*, and *How old...?*, which they should be able to pick out from the dialogue. Get Sts to compare their answers and then play the audio again to check. Make it clear to Sts that they are not expected to understand the conversation, just to get a rough idea of what is being said.

A2 B1 C4 D3 E5

2.39
(audioscript in Student Book on *p.87*)
H = Hair stylist, C = Customer
H Hello. Is this your first time here?
C Yes, it is.
H Do you live near here?
C No, I don't. I live downtown.
H Oh, nice. So, do you want long hair? Short hair?
C I don't know. Something different.
H Do you want a coffee?
C No, thanks. I don't drink coffee.
H Do you want a magazine?
C Yes, please. Oh look. Angelina Jolie's children.
H Do you have children?
C Yes, I do. I have two boys.
H How old are they?
C Eight and ten.
***
C It's very short.
H Don't worry. Wait.
***
H OK. Do you like it?

b Get Sts to uncover the dialogue and focus on the instructions. Elicit / explain the meaning of the words in the list.

Give Sts time to read the dialogue. Then put Sts in pairs and tell them to try to complete the dialogue using words from the list. There is quite a lot of new vocabulary in the dialogue, so Sts will need to use the pictures as a guide.

c Play the audio again, pausing after each blank to check the answers.

2 downtown	5 magazine
3 coffee	6 children
4 coffee	7 boys

Play the audio again and go through the dialogue with Sts line by line. Elicit / explain any words or phrases that Sts don't understand, e.g., *first time, live near here / downtown, How do you want your hair?*, etc.

! Sts may ask about the meaning of *do* and *don't* here. Explain that we use *do* to make a question and *don't* to make a negative in the simple present. This will be explained later in the grammar section.

! The question *Do you have children?* can also be asked as *Do you have **any** children?* However, at this level, we think it is easier to teach the question without *any*.

Highlight that at this stage we do not hear the woman's answer to the hair stylist's question *Do you like it?*, but Sts will find out in the next activity.

d Tell Sts to go to **Communication *A new haircut*** on *p.79*.

Focus on the picture. Get Sts to ask and answer the question *Do you like her new haircut?* with their partner. (*Yes, it's nice / cute; No, it's awful*, etc.)

Give Sts a minute or two to do this and then take a quick survey of the class to see how many Sts like it.

e 2.40 Focus on the picture and the last lines of the dialogue. Tell Sts that we are going to hear if the woman likes her haircut. Play the audio for Sts to complete the space. Check the answer.

No, I don't. It's terrible.

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2.40
(audioscript in Student Book on *p.87*)
H = Hair stylist, C = Customer
H OK. Do you like it?
C No, I don't. It's terrible.

Extra challenge

Get Sts to practice the dialogue in pairs. Before doing this, you could play the audio again for Sts to listen and repeat.

2 GRAMMAR simple present: *I* and *you*

a Focus on the instructions and give Sts time to complete the chart. Remind them that they can find the answers in the dialogue.

Check answers on the board.

⊞ I live near here. ⊟ I *don't* live near here.
? *Do* you live near here? ☑ Yes, I *do*. ☒ No, I *don't*.

b Tell Sts to go to **Grammar Bank 5A** on *p.100*.

2.41 Play the audio and ask Sts to listen and repeat the example sentences.

2.41
I live downtown.
I don't live downtown.
You live near here.
You don't live near here.
Do you live near here?
Yes, I do. No, I don't.

Go through the rules with the class using the expanded information in the **Additional grammar notes** below to help you. You may want to use L1 here.

Additional grammar notes

- The *I* and *you* forms of the simple present are the same – *I live, you live*. The verb endings don't change, unlike in many languages. Highlight that it is the subject pronoun *I* / *you* that changes, not the verb (*live*). For this reason it is essential to always use the pronouns. Otherwise, it wouldn't be clear which person you were talking about.
- In the simple present, we use *don't* before the base form of another verb to form negatives. *Don't* is the contraction of *do not*. *Do* and *don't* are called **auxiliary verbs**. They are used to form negatives and questions. Remind Sts that native speakers nearly always use contracted forms in spoken English.
- We use the verb *do* + the base form of the verb to form questions. *Do* in this context cannot be translated. It simply indicates to the other person that you are going to ask a question in the present tense.
- Highlight the use of the short answers *Yes, I do* and *No, I don't*, which can be used as an alternative to just answering *Yes* or *No*. You might add that a simple *Yes* or *No* can sound too abrupt to an English speaker.
- Highlight the simplicity of **imperatives** in English. There are only <u>two</u> forms – affirmative and negative, e.g. *Wait, Don't wait*. Elicit / give a few more examples of imperatives, encouraging Sts to give the negative forms, e.g. *Sit down, Look, Listen Don't write, Don't look*, etc.

Focus on the exercises for **5A** on *p.101*. Get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner.

Check answers.

a 1 Do, don't 2 don't 3 Do, don't 4 don't 5 don't, don't 6 do, don't 7 Do, don't, don't 8 Do, do, do 9 Do, don't 10 Do, do, don't, do

b
1 I don't know.
2 Do you live near here?
3 I don't like soccer.
4 Do you want a magazine?
5 I live in a small house.
6 I have two sisters.
7 You don't live near here.
8 I don't want a big car.
9 Do you study English?
10 I don't have a watch.
11 Do I know you?
12 I don't do homework on Saturday.

3 VOCABULARY common verbs 1

a Focus on the instructions. Give Sts a few minutes to match the phrases in pairs. Check answers.

2 c 3 a 4 e 5 d

b Tell Sts to go to **Vocabulary *Common verbs 1*** on *p.122*.

2.42 Focus on the instructions for **a**. Play the audio and get Sts to repeat the words in chorus and individually as necessary.

Highlight the irregular pronunciation of the verb *live* /lɪv/. Sts might expect /laɪv/, especially as *like* /laɪk/ is taught here too. You could tell Sts that *i* + consonant + *e* is usually /aɪ/.

Highlight also the use of the preposition *to* in *listen to music*, but remind Sts that if there is no object after listen, you don't use *to*. Compare *Please listen!* and *Now listen to the audio*.

2.42
1 live in a house
2 have children
3 watch TV
4 listen to the radio
5 read the newspaper
6 eat fast food
7 make breakfast
8 drink coffee
9 speak English
10 want a new car
11 like cats
12 work in a store
13 study Spanish
14 go to a museum

2.43 Now go to **b** and demonstrate by saying part of a phrase, omitting the verb, and eliciting the complete phrase from the class, e.g., *in a house (live in a house)*. Then play the audio and pause after the first word and elicit the phrase from the class. Make sure Sts are clear what they have to do before continuing.

Play the rest of the audio and give Sts time to say the phrase in chorus.

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Repeat the activity, this time getting individual Sts to respond.

2.43

1 in a house *(pause)* live in a house
2 children *(pause)* have children
3 TV *(pause)* watch TV
4 to the radio *(pause)* listen to the radio
5 the newspaper *(pause)* read the newspaper
6 fast food *(pause)* eat fast food
7 breakfast *(pause)* make breakfast
8 coffee *(pause)* drink coffee
9 English *(pause)* speak English
10 a new car *(pause)* want a new car
11 cats *(pause)* like cats
12 in a store *(pause)* work in a store
13 Spanish *(pause)* study Spanish
14 to a museum *(pause)* go to a museum

Focus on the instructions for **c.** Demonstrate the activity by completing the first two sentences on the board about yourself. Elicit alternative answers from one or two Sts. Note that the phrases follow the same order as in **a**.

Give Sts a few minutes to complete the sentences about themselves. Monitor and help.

Put Sts into pairs and ask them to read their sentences to each other. Monitor and correct any pronunciation mistakes on the board.

Get feedback by asking Sts if they had any of the same sentences.

Tell Sts to go back to the main lesson **5A**.

4 LISTENING

a 2.44 Focus on the picture and establish the context for the listening by asking questions like these:

Who is she? (She's the woman from the hair stylist).

Where is she? (She's in a taxi).

Focus on the instructions and check that Sts understand the words *happy* and *sad*. Play the audio once or twice for Sts to answer the question. (She's happy at the end of the conversation.) Ask Sts *Why is she happy?* (Because the taxi driver likes her haircut.)

2.44

(audioscript in Student Book on *p.87*)
T = Taxi driver, W = Woman
T Good morning!
W Hello. Geary Street, please.
T OK. The traffic is bad this morning.
W Yes. It's terrible.
T Do you live in San Francisco?
W Yes, I do.
T Are you OK? What's the problem?
W I don't like my new haircut.
T Why not? I like it.
W Really? Do you like it?
T Yes, I do. It's great!
W Thanks.
T OK. We're on Geary Street now.
W Great. Please stop over there, at Macy's. I want a new bag.
T OK. That's $14.50.
W Here's $17. Keep the change.
T Thanks a lot! Have a nice day.

b Focus on the sentence pairs 1–8. Give Sts time to read them and ask you about any words they don't understand.

Focus on the task and make it clear that Sts have to choose which of the two sentences was said by the woman or the taxi driver.

Play the audio for Sts to circle the right phrase. Pause and replay as necessary.

Get Sts to compare answers in pairs. Check answers.

1a 2a 3a 4b 5a 6b 7a 8b

Now let Sts listen again with the listening script on *p.87*. Elicit / explain any words or phrases Sts don't understand, e.g., *Keep the change*. Focus on useful phrases such as *Are you OK? What's the problem?* and *Really?*

5 PRONUNCIATION /h/, /w/, and /v/; linking

Pronunciation notes

- You may want to highlight to Sts the following sound–spelling patterns:
- /h/ *h* at the beginning of a word is usually pronounced /h/, e.g., *hello*. In some cases, the *h* is silent, as in the word *hour*. However, this point is not relevant for Sts at this level.
- /w/ The letter *w* (without *h*) is always pronounced /w/ at the beginning of a word, e.g., *watch*. The letters *wh* are usually pronounced /w/, e.g., *what, where* but there are some exceptions, e.g., *who* /hu/.
- /v/ The letter *v* is always pronounced /v/, e.g., *live*.
- **Linking** It is very common in English to link words together, especially when one word finishes with a consonant sound and the next word begins with a vowel sound. Being aware of this will not only help Sts pronounce better, but also help them to "separate" words in their head when people speak to them.
- To demonstrate linking, write the words *want a coffee* on the board. Then write *want a* again like this: *wan-ta*, to show how the *t* on the end of *want* attaches itself to the *a*.

a 2.45 Focus on the sound picture *house*. Play the audio to model and drill the word and sound and pause after the sound.

Now focus on the words after *house*. Remind Sts that the pink letters are the /h/ sound. Play the audio pausing after each word for Sts to repeat.

Repeat for the other two sounds.

Focus especially on sounds that are difficult for your Sts and model them so that Sts can see your mouth position. Get Sts to repeat these sounds a few more times.

2.45

house	/h/	how, who, hair, here
witch	/w/	where, what, want, work
vase	/v/	have, live, very, TV

b 2.46 Focus on the sentences and play the audio just for Sts to listen.

Highlight the linked words and model and drill the separate phrases.

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Play the audio for Sts to listen and repeat.

2.46

1 A Do you want a coffee?
B Yes, an espresso, please.
2 A Do you live in an apartment?
B No, I don't. I live in a house.
3 A Do you have a big family?
B Yes, I do. I have a sister and I have three brothers.

You could give Sts extra practice by writing more phrases on the board with word linking marked, e.g., ***Have a*** *nice day!* *The* ***traffic is*** *terrible.* Get Sts to practice saying the phrases trying to link the words.

6 SPEAKING

a Focus on the instructions. Give Sts time to complete the phrases in pairs.

Check answers by asking individual Sts to read the two phrases aloud. (They should include the verb with each phrase, e.g., *live near here, live in a house.*)

2 have
3 watch
4 listen
5 read
6 eat
7 drink
8 speak
9 want
10 like

b Focus on the instructions and speech bubbles. Elicit the questions for the first verb *(Do you live near here? Do you live in a house?).* Remind Sts we use *do* to make questions in the simple present. Elicit the possible answers (*Yes.* or *Yes, I do.* / *No.* or *No, I don't.*).

Elicit the question for the second verb. (*Do you have brothers and sisters? Do you have a cat or a dog?)*

Model and drill some or all of the questions. Encourage Sts to use the correct sentence rhythm.

Demonstrate the activity by getting the class to interview you first, asking you some or all of the questions. Give true answers and, where possible, try to give some extra information, but using language within the Sts' range.

Put Sts in pairs and get them to take turns asking and answering questions with the phrases. Encourage them to give extra information in their answers.

Monitor and help with pronunciation and sentence stress. Correct any mistakes on the board.

7 2.47 SONG I Want to Break Free

This song was a hit for the British group Queen in 1984. For copyright reasons, this is a cover version. If you want to use this song in class, you will find a photocopiable activity on *p.220.*

2.47

I Want to Break Free

I want to break free
I want to break free
I want to break free from your lies
You're so self-satisfied, I don't need you
I've got to break free
God knows, God knows I want to break free

I've fallen in love
I've fallen in love for the first time
And this time I know it for real
I've fallen in love
God knows, God knows I've fallen in love

It's strange but it's true,
I can't get over the way you like me like you do
But I have to be sure
When I walk out that door

Oh how I want to be free baby
Oh how I want to be free
Oh how I want to break free

But life still goes on
I can't get used to living without living without
Living without you by my side
I don't want to live alone,
God knows, got to make it on my own

So baby can't you see
I've got to break free
I've got to break free
I want to break free, yeah

I want, I want, I want
I want to break free.

G simple present: *we, you, they; Wh-* questions
V food and drink
P word stress; /ʃ/, /dʒ/, and /g/

5B What do you have for breakfast?

Lesson plan

The context of this lesson is what people in different parts of the world have for breakfast. Sts begin by learning the vocabulary for basic food items, e.g., *fruit*. (Later in the lesson, they learn the words for other meals – *lunch* and *dinner*.) After reading about different breakfasts, Sts learn the *we, you*, and *they* forms and *Wh-* questions in the simple present. In Pronunciation, Sts have more practice in word stress and pronouncing consonant sounds. The lesson builds up to a speaking activity where Sts talk about what people eat in their country and also their family's eating habits. They also have extra writing practice with a paragraph to complete about their typical breakfast.

STUDY LINK
- **Workbook** 5B
- **Online Practice**
- **iChecker**

Extra photocopiable activities
- **Grammar** simple present: *we, you, they; Wh-* questions *p.138*
- **Vocabulary** Food *p.208* (instructions *p.196*)
- **Communicative** Food and drink *p.174* (instructions *p.156*)

Optional lead-in (books closed)
- Write the names of some "international" food words on the board, e.g., *pasta, pizza, sushi, dim sum, hamburgers, croissants, tacos, burritos*, etc. If possible, choose words that are the same or very similar in your Sts' L1. You might be able to elicit more words from the class.
- Ask Sts *Where are these foods from?* and elicit e.g., *Pasta and pizza are from Italy*, etc.
- Finally get Sts in pairs to ask each other *Do you like ___?*
- Get feedback to find out what some Sts like / don't like.

1 VOCABULARY food and drink

a Focus on the picture and the title of the article. Ask Sts *Where is Marco from?* (Brazil.) Elicit / explain that *breakfast* is what people eat in the morning. Tell Sts they'll find out more about Marco's breakfast.

Give Sts time to read the text and match the words in bold with the pictures. Have Sts write the words in the blanks.

Check answers. Model and drill the pronunciation of the food and drink words: *bread* /bred/, *fruit* /frut/, *coffee* /'kɔfi/, *milk* /mɪlk/, *juice* /dʒus/.

Go through the text and focus on any other new words, e.g., *at home, typical*, etc. Model and drill the pronunciation.

2 juice 3 bread 4 coffee with milk

b Tell Sts to go to **Vocabulary Bank** ***Food and drink*** on *p.123*. There is quite a heavy vocabulary load, so you may need to spend longer on the drilling stage here.

2.48 Focus on the instructions for **a**. Play the audio and get Sts to repeat the words in chorus.

2.48

Food

1 fish	5 eggs	9 fruit	13 sugar
2 meat	6 salad	10 bread	14 a sandwich
3 pasta	7 vegetables	11 butter	15 cereal
4 rice	8 potatoes	12 cheese	16 chocolate

Drink

17 coffee	20 water
18 tea	21 juice
19 milk	22 soda

Drill the pronunciation of all the words. Use the pause button as necessary. You may want to highlight that:

– *ea* is pronounced /i/ in *tea* and *meat* but /e/ in *bread* and *breakfast*, and /iə/ in cereal /'sɪriəl/

– *vegetables* and *chocolate* both have a syllable that is not pronounced.

– The *d* in *sandwich* can also be silent.

– The *s* in *sugar* is pronounced /ʃ/.

Focus on the **Meals** box at the bottom of the page and go through the information. Remind Sts that *breakfast* is a meal in the morning. Elicit / explain that *lunch* is in the early afternoon, and *dinner* is usually in the evening (although some people call the midday meal *dinner* if it is their main meal of the day).

! In most cases, either *eat* or *have* can be used to talk about food and meals (*have / eat breakfast, have / eat a sandwich, have / eat fast food*). *Have* and *drink* (not *eat*) are used with drinks (*have / drink a coffee, have / drink soda*). (There are cases where one word is more natural than the other, but Sts don't need to worry about this now. E.g., *What are we having for dinner?* [not *eating*])

Now go to **b**. Ask Sts to cover the words with a piece of paper and look only at the pictures (they do this for each block of pictures). Give them time to remember the words with a partner.

Monitor and help. Make a note of any pronunciation problems they are still having to focus on at the end of the activity.

Focus on the instructions for **c**. Put Sts in pairs to practice asking about food and drink they like or don't like. Monitor and help as before.

Tell Sts to go back to the main lesson **5B**.

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2 READING

a Focus on the two photos and the instructions and elicit the food Sts can name. Don't teach the new words (*sausage, toast, soup, tea, croissant*) as Sts will learn them when they read the text.

Sts should be able to identify eggs, potatoes, coffee, juice, fish, rice, vegetables, and tea. These are on the lists in the Vocabulary Bank.

b Focus on the two texts. Remind Sts that when they read they should focus on the words they know, and try to guess the meaning of each sentence. Give them time to read both texts.

Focus on the highlighted words in the article. Put Sts in pairs to guess their meanings. Then with the whole class ask Sts about their guesses. Encourage Sts to use English if possible, but they may need to use L1 at times.

Sts can use dictionaries to check the meaning of any words they are still unsure of. Or, if dictionaries are not available, explain the words yourself.

Other words Sts may ask about are *parents* (mother and father), *spicy* (hot, highly seasoned, referring to food), and *run* (move fast on foot).

c Get Sts to read the texts again and complete the chart with the words in the box. Sts can do this in their notebooks or on a separate sheet of paper.

Have Sts compare answers with a partner and check any answers that are different to see which is correct.

Marco: coffee, fruit, breakfast at home, typical breakfast
Kristin: coffee, meat, typical breakfast
Minjun: coffee
Minjun's parents: fish, vegetable, traditional breakfast

d Focus on the question. Tell Sts what you have for breakfast. Give them time to ask and answer the question in pairs. Monitor and help.

Get feedback by asking some Sts to tell the class what their partner has for breakfast. Write *He has... / She has...* on the board.

3 GRAMMAR simple present: *we, you, they;* *Wh-* questions

a Focus on the sentences and the instructions. Ask *Are the verbs the same or different?* (The same.)

b Get Sts to look for the questions in the reading texts on *p.30*. Ask *What question does Kristin ask?* (What do we eat?) and then *What is Minjun's question?* (What do I have for breakfast?)

Then give Sts time to complete the questions.

c Tell Sts to go to **Grammar Bank 5B** on *p.100* and look at simple present: *we, you, they.*

2.49 Play the audio and ask Sts to listen and repeat the examples for the use of *we, you* and *they* in sentences and *yes / no* questions and short answers.

2.49

We have coffee for breakfast.	We don't have tea for breakfast.	
You have salad for lunch.	You don't have fast food.	
They have fish for dinner.	They don't have burritos.	
Do you have salad for lunch?	Yes, we do.	No, we don't.
Do they have rice for dinner?	Yes, they do.	No, they don't.

Go through the rules for the use of *we, you,* and *they* with the class using the expanded information in the **Additional grammar notes** below to help you. You may want to use L1 here.

2.50 Tell the Sts to look at the simple present *Wh-* questions section now. Play the *Wh-* questions and answers on the audio and ask Sts to listen and repeat. Then go through the rules for *Wh-* questions.

2.50

What do you have for breakfast?	Coffee and toast.
When do they have breakfast?	At 8:00.
Where do they have breakfast?	In a cafe.
Who do you have breakfast with?	Our children.
How do they go to work?	By bus.

Additional grammar notes

We, you,* and *they

- The *I, we, you,* and *they* forms of the simple present are the same, i.e., the verb doesn't change.
- Remind Sts that we use *don't* before the base form of another verb to form negatives.
- Remind Sts that we use *do* to form questions. Most questions in English follow the same pattern: Auxiliary + Subject + Verb.

***Wh-* questions**

- Most *Wh-* questions follow the same pattern as *yes / no* questions: Question word + Auxiliary + Subject + Verb.
- The exception to this rule is *Wh-* questions in which the question word is the subject of the question, e.g., *Who likes chocolate?* (I do.) However, this point is too complex for this level.

Focus on the exercises for **5B** on *p.101* and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner.

Check answers.

a
1 Do you want coffee or tea?
2 We have dinner at home.
3 They don't have salad for lunch.
4 Do you like chocolate?
5 Americans don't have fish for breakfast.
6 They have salad for lunch.
7 Do you drink coffee in the evening?
8 We eat a lot of rice in Japan.
9 Do we have eggs at home?
10 We like Mexican food.
11 Do Korean people drink tea for breakfast?
12 Do your friends have lunch at school?

b
1 When, have
2 What do
3 Do, eat
4 Who, have
5 Where, do
6 Do
7 How do
8 What, have
9 Do
10 Where, eat

Tell Sts to go back to the main lesson **5B**.

4 LISTENING

a 2.51 Focus on the instructions and the question *What's her favorite meal?* Tell Sts they are going to listen to Jessie talking and for the moment they just have to answer this one question. Explain briefly the meaning of *usually* and *sometimes*, but do not insist, as the Sts will focus on adverbs of frequency in **6B**.

Play the audio once all through and check the answer.

Jessie's favorite meal is dinner.

2.51
(audioscript in Student Book on *p.88*)
I = Interviewer, J = Jessie
I So, Jessie, your parents are from China. Do you eat Chinese food at home?
J Uh, yes and no. For breakfast, we usually have cereal.
I Cereal?
J Yes, cereal or toast. And coffee, not tea. Not very Chinese, I know!
I What do you have for lunch?
J I have fast food near school – pizza or a hamburger and soda.
I Oh. When do you eat Chinese food?
J For dinner! My mother makes a big Chinese meal.
I Is it spicy?
J Sometimes. We have rice with vegetables and meat. Or fish. My father loves fish. Fish heads are his favorite!
I Wow. So, what's your favorite meal?
J Dinner, of course!

b Focus on the task and give Sts time to read the words.

Play the audio again for Sts to circle the things Jessie has for each meal.

c Tell Sts to turn to the listening script on *p.88*. Play the audio again for Sts to listen and read.

Give Sts time to check their answers to **b**.

Check answers by asking individual Sts to read aloud what Jessie has for each meal.

Breakfast: cereal toast coffee
Lunch: pizza hamburger soda
Dinner: rice vegetables meat fish

d Focus on the question. Tell Sts what your favorite meal is and why. Give them time to ask and answer the question in pairs. Monitor and help.

Get feedback by asking Sts to tell the class what their partner's favorite meal is.

5 PRONUNCIATION word stress; /ʧ/, /ʤ/, and /g/

a 2.52 Focus on the instructions. Demonstrate the activity by doing an example with the class. Write *coffee* on the board and ask *How many syllables?* (two) Now ask *Where's the stress?* (on syllable one) Underline the first syllable: *coffee*.

Get Sts to underline the stressed syllables in the words in pairs. Monitor and help.

Play the audio for Sts to repeat the words and check their answers.

vegetables potatoes butter sugar
salad cereal chocolate

2.52
vegetables salad
potatoes cereal
butter chocolate
sugar

Check answers by writing the words on the board and eliciting the stressed syllable from individual Sts.

! The words *vegetables* has only three syllables, and *chocolate* only two syllables, because they contain silent letters. Write the words on the board, say them and ask *Which letter is silent?* (the second *e* in vegetables, the second *o* in chocolate) Cross out these letters, i.e. *vegetables, chocolate* and drill the two words in chorus and individually.

b 2.53

Pronunciation notes

- The sounds in this lesson are all consonant sounds. However, Sts may find the symbols /ʤ/and /ʧ/ difficult to remember as they are different from the letters of the alphabet that produce them.
- You might want to highlight the following sound–spelling rules:

/ʧ/ *ch* and *tch* are usually pronounced /ʧ/, e.g., *children, watch.*

/ʤ/ *j* is always pronounced /ʤ/, e.g. *juice.* Also *g* can sometimes be /ʤ/, e.g., *German, orange,* especially before *e* (though there are exceptions, e.g., *get*).

/g/ the letter *g* is always pronounced /g/ at the end of a word, e.g., *bag, dog,* and often at the beginning and in the middle of a word, e.g., *glasses, sugar.*

Focus on the sound picture *chess*. Play the audio to model and drill the word and sound (pause after the sound.)

Now focus on the words after *chess*. Remind Sts that the pink letters are the /ʧ/sound. Play the audio pausing after each word for Sts to repeat.

Repeat for the other two sounds.

2.53

chess	/ʧ/	cheese, lunch, chocolate, sandwich
jazz	/ʤ/	juice, Japan, orange, vegetables
girl	/g/	sugar, eggs, good, bag

c 2.54 Focus on the sentences and play the audio just for Sts to listen. Then play the audio for Sts to listen and repeat. Then get Sts to practice the sentences in pairs. Monitor and help.

2.54
I'm Charlie. I have a cheese sandwich for lunch.
I'm Jane. I like orange juice and vegetables.
I'm Grace. I have eggs, and coffee with sugar. It's good!

6 SPEAKING

a Focus on the questionnaire and give Sts time to read the questions and think about their answers. Deal with any problems with vocabulary. As well as food words, note other words or phrases that may be new for Sts, e.g., *a lot of, during the week, on the weekend,* and *holiday.*

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b If you are not from your Sts country, you could get them to interview you first. Try to give answers using words Sts will understand.

! If your Sts are all from the same country, you could use the questions in the **In your country** section for a class discussion. Then get them to interview each other in the **In your family** section.

Give Sts time to ask and answer the questions in the questionnaire with a partner. Monitor and help. Encourage Sts to give as much information as they can.

Extra challenge

- You could get Student **A** to close the book while Student **B** interviews them, and then switch roles.

7 WRITING

Tell Sts to go to **Writing *Posting a comment*** on *p.84*.

a Get Sts to read Amanda's comment. Focus on the question *What does healthy mean?* Elicit ideas from the class. It may help to relate this to the meaning of *good for you*. Ask *If something is healthy, is it good for you? Or not good for you?* (It's good for you.)

b Go through the punctuation rules. Use the expanded rules below to help you.

Punctuation rules

- In English, affirmative and negative sentences end with a period and begin with a capital letter. We can't use a comma to end a sentence.
- Questions end with a question mark.
- An exclamation point indicates some kind of strong feeling, e.g., that the person is very angry, happy, or excited. Tell Sts not to use exclamation points too often.
- Tell Sts that, whether they are handwriting or writing their work on a computer, they should always leave a space after a punctuation mark. If they don't, their writing will be difficult to read.

c Give Sts time to circle the punctuation marks (just the periods, question marks, and exclamation points) in Amanda's comment. Then have them compare with partner.

Check answers.

Exclamation point after Chat!
Question mark after "breakfast" in Today's Question.
Question mark at the end of What do I eat?
Periods at the end of sentences 2, 3, 4, and 5 in the body of the comment.
Exclamation point after last sentence.

Sts may ask about the colon after QUESTION (used to separate title from question) and the commas (used to separate items in lists). You can explain these quickly, but tell Sts they don't need to worry about these marks right now.

d Give Sts time to write their own comments. Tell them to use Amanda's comment as a model. They can begin with the question *What do I eat?* if they want to. Give Sts about 6–8 minutes for this task.

Go around the room to monitor and help as Sts are writing. However, don't make a lot of corrections at this time. Allow Sts to focus on putting their ideas down on paper.

e Tell Sts to check their comments for mistakes in spelling and punctuation. If Sts find a lot of mistakes, they should write their comment again and correct them.

Extra idea

- After Sts have made any corrections they want to their comments, have Sts post comments around the room. Then Sts can circulate around the room and read about their classmates' breakfast foods. (Check to make sure that comments don't have too many errors before Sts put them up.)

Telling time
Talking about schedules
Question intonation

PRACTICAL ENGLISH

What time is it?

Lesson plan

In this lesson, Sts learn how to tell the time. There are two possible ways of telling the time in English: hour + minutes, e.g., *six thirty*, and minutes before (*to*) or after the hour, e.g., *twenty to six*. Sts will hear both if they travel to an English speaking country. To avoid confusing Sts with two forms, the focus here is on the second method for saying the time. Teachers may want to point out the alternative to Sts so they will recognize it if they hear it.

After Sts have learned and practiced telling the time, they practice the intonation of *Wh-* and *yes / no* questions. Finally they listen to people on the street talking about their daily schedules. This leads in to Sts talking about their own schedules.

STUDY LINK

- **Workbook** What time is it?

Extra photocopiable activities

- **Communicative** My daily activities *p.175* (instructions *p.157*)

Testing Program CD-ROM

- **Quick Test 5**
- **File 5 Test**

Optional lead-in (books closed)

- Review numbers 1–30. Get Sts to count around the class, first normally, then in 2s (*2, 4, 6*, etc.) in 3s (*3, 6, 9*, etc.), and finally with 5s (*5, 10, 15*, etc.).

1 TELLING TIME

a 2.55 Books closed. Show Sts your watch or a picture of a watch and ask *What is it?* (A watch.) Then point to the clock in the classroom (or draw one on the board) and ask *What is it?* (A clock.) Ask *What other things do we use now to tell time?* Elicit answers such as cell phones, computers, and many other devices that show the time.

Books open. Ask Sts to cover the dialogues with a piece of paper and look at the pictures and clocks. Ask *Where are they?* (pictures **A** and **C**– at home, picture **B** –at the train station).

Explain / elicit new vocabulary, e.g., *tired, go to bed, get up, I'm late, Let me see.* Play the audio for Sts to listen and match the dialogues and the pictures. Replay as necessary. Check answers.

1 C 2 A 3 B

Now tell Sts to uncover the dialogue. Play the audio again while Sts read the dialogue.

Tell Sts to look at the clock in picture A and ask *What time is it?* (It's quarter to seven.) Do the same for pictures B and C. (It's quarter after seven. It's eleven thirty.)

2.55

L = Lisa, J = Josh, M = Man, W = Woman

1
L It's late.
J Really? What time is it?
L It's eleven thirty. Time to go to bed.
J Why? I'm not tired.

2
J What time is it?
L It's quarter to seven. Time to get up!
J But I'm tired!
L Have some coffee.

3
J Excuse me. What time is it?
M Sorry, I don't know. I don't have a watch.

J Excuse me. What time is it?
W Let me see. It's quarter after seven.
J Oh, no. I'm late!

b 2.56 Play the audio again for Sts to listen and repeat. Then get Sts to practice the dialogues in pairs. In the third dialogue, Student B can take the part of both the man and the woman, as if Student A speaks to just one person.

! There are two common ways of asking the time: *What's the time?* and *What time is it?* Here *What time is it?* is taught as it is easier for Sts to move from this to questions with the present like *What time do you finish work?*

2 VOCABULARY the time

a 2.57 Give Sts a minute to look at the clocks and read the times. Then play the audio and get Sts to repeat the times in chorus.

2.57

It's three (o'clock).
It's five after three.
It's ten after three.
It's quarter after three.
It's twenty after three.
It's twenty-five after three.
It's three thirty.
It's twenty-five to four.
It's twenty to four.
It's quarter to four.
It's ten to four.
It's five to four.

Highlight the pronunciation of quarter /'kwɔrtər/. You might also mention that some people put an "a" in front of quarter, e.g., *It's **a** quarter after three.* This is not wrong, but it is more common ***not*** to use "a" here.

Focus on the box titled "o'clock." Explain that we sometimes use the word *o'clock* when we are just saying the hour, as in *one o'clock* or *two o'clock*. We don't use *o'clock* when including minutes in the time. Sts might be interested to know that *o'clock* is a short form of a very old phrase *of the clock*.

b Tell Sts to cover the words and look at the clocks. Give them time to practice saying the times to themselves. Monitor and help, correcting pronunciation as necessary. Note any general problems and focus on them on the board at the end.

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With the first line of sentences covered, ask individuals *Clock one. What time is it?* Do the same for all the clocks, calling on Sts at random.

c Tell Sts to turn to the person next to them and ask the two questions.

Confirm answers by asking one or two Sts to respond.

3 PRONUNCIATION question intonation

Pronunciation notes

- *Yes / no* questions have rising intonation – the voice goes up at the end. This is important because English speakers may not realize that the speaker is asking a question if they don't hear this.
- Sometimes we use rising intonation on a single word or short phrase to make it a question. (See examples in the conversation in **3b**.)
- *Wh-* questions have falling intonation – the voice goes down. In these questions, the *Wh-* word signals the question. Emphasize this point, as many Sts have a tendency to use rising intonation in all questions.

a 2.58 Focus on the information in the box. Get Sts to look at the examples. Point out that arrows show when the voice goes up at the end of the question and when it goes down.

Play the audio for Sts to listen and repeat in chorus. Then model the questions yourself and get Sts to repeat in chorus and individually. Make sure they are using the correct intonation.

2.58
Is it two thirty? What time is it?

b 2.59 Play the audio for Sts to just listen to the dialogue. Tell them to focus on the arrows and to listen for the intonation of the questions. Play the audio again for Sts to listen and repeat.

Point out that the speakers use rising intonation (voices going up) to turn a word and phrase into a question. One speaker says *Yes?* This means something like *What do you want?* The other person says *Excuse me?* with question intonation to show that they don't understand.

2.59
A Excuse me.
B Yes?
A What time is it?
B It's quarter to two.
A Excuse me?
B It's quarter to two. Are you late?
A Yes, I am!

c Put Sts in pairs and get them to practice the dialogue. Get them to switch roles. Monitor and help as needed. Note any problems and write them on the board. Model and drill these again in chorus and individually.

4 LISTENING

a 2.60 Focus on the instructions. Draw a clock on the board like the ones in the Student Book, with no hands. Play the audio and pause after the first time. Ask a student to come to the board and draw the time. Then get the Sts to draw the time (9 o'clock) on the first clock in their books.

Play the rest of the audio pausing after each item to give Sts time to draw the time on their clocks.

Have Sts compare drawings with a partner.

2.60
(audioscript in Student Book on *p.88*)
1 It's nine o'clock.
2 It's twenty after three.
3 It's nine thirty.
4 It's ten to ten.
5 It's quarter after nine.
6 It's quarter to six.

b Put Sts in pairs to practice asking and answering about the clocks. Monitor and help as needed. Note any problems and write these on the board.

c Put Sts in pairs, **A** and **B**. Tell them to go to **Communication *What time is it?*** **A** on *p.77* and **B** on *p.79*.

Sts each have ten clocks, five of which are complete and five of which have no clock hands. Sts share information and draw the missing clock hands.

Go through the instructions with the Sts. Monitor and help. When Sts have finished, get them to compare their clocks and check the times.

Tell Sts to go back to the main lesson on **PE5**.

5 PEOPLE ON THE STREET

Highlight that Sts are going to watch or listen to real people (not actors) in this exercise so Sts will find the recordings faster and more difficult than previous exercises. Focus on the photo of the man and the four questions in the box. Explain that Sts are going to hear the man being asked these questions.

a 2.61 Focus on the instructions. Have Sts listen and write the answers to the two questions. See the words in bold in audioscript 2.61.

2.61
(audioscript in Student Book on *p.88*)
I = Interviewer, A = Andrew
I What time do you get up during the week?
A During the week, I get up at **7:00 a.m.**
I What time do you go to bed during the week?
A I go to bed at **11:00 p.m.**

b 2.62 Focus on the instructions. Now tell the Sts to write the answers to the next two questions. See the words in bold in audioscript 2.62.

2.62
(audioscript in Student Book on *p.88*)
I = Interviewer, A = Andrew
I What time do you get up on the weekend?
A On the weekend I get up at **10:30.**
I What time do you go to bed on the weekend?
A On the weekend I go to bed at **2:00 a.m.**

c 2.63 Focus on the instructions and explain that Sts are going to listen to the four people in the photos answering the same questions. Teach that *about* = more or less, approximately. Tell them that *noon* is 12:00 p.m.

Play the audio for Sts to complete the information for the first person. Replay as necessary and use the

pause button if Sts are finding it hard. Check answers. See the words in bold in audioscript 2.63.

Repeat this process for the other three speakers.

2.63))

(audioscript in Student Book on *p.88*)

I = Interviewer, J =Joe
I What time do you get up during the week?
J It's usually **about seven, seven o'clock in the morning**.
I What time do you go to bed during the week?
J **About 12:30 in the morning**.
I What time do you get up on the weekend?
J **Nine o'clock**.
I What time do you go to bed on the weekend?
J Probably closer to **2:00 a.m.**

I = Interviewer, S = Samantha
I What time do you get up during the week?
S During the week I get up at **eight or nine o'clock in the morning**.
I What time do you go to bed during the week?
S During the week I go to bed at **11:00 or 12:00 at night**.
I What time do you get up on the weekend?
S On the weekends I get up at **eleven o'clock in the morning**.
I What time do you go to bed on the weekend?
S I go to bed on the weekends at **one o'clock in the morning or two o'clock in the morning**.

I = Interviewer, R = Ryder
I What time do you get up during the week?
R During the week I get up at **quarter to seven**.
I What time do you go to bed during the week?
R During the week I go to bed at **quarter to eleven**.
I What time do you get up on the weekend?
R On the weekend I get up at **around noon**.
I What time do you go to bed on the weekend?
R On the weekend I normally go to bed **around 3:00 a.m.**

I = Interviewer, A = Amber
I What time do you get up during the week?
A During the week I usually get up around **8:00 a.m.**
I What time do you go to bed during the week?
A And I usually go to bed during the week at **around 11:00 p.m.**
I What time do you get up on the weekend?
A On the weekends... it usually depends, but I try to get up **around 10:00 a.m.**
I What time do you go to bed on the weekend?
A Depending on the night, probably **around 1:00 or 2:00 a.m.**

d Focus on the activity and model and drill the four questions the people were asked, one by one. Then put Sts in pairs to interview each other.

Finally, you could get some quick feedback from a few Sts about their schedules. Ask if their schedules are the same or different. Model a sentence with *both*, e.g., *We **both** get up a 7 o'clock during the week.*

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G simple present: *he, she, it*
V jobs and places of work
P third person *-s*; word and sentence stress

6A He speaks English at work

Lesson plan

This lesson introduces the third person singular (*he, she, it*) of the simple present. This is the only verb form in the present tense that is different, as there is a change to the verb ending (+ *-s* or *-es*, e.g., *works*, *teaches*) and where a different auxiliary is used (*does* / *doesn't*). For this reason, a whole lesson has been devoted to this point and beginners will need time to assimilate it.

The lesson context is people who use languages that are not their first language for work. The new grammar point is presented through a dialogue in which an American woman talks about how she and her family use English and Japanese at work and at home.

This leads into Vocabulary where Sts learn the words for some common jobs and places of work (e.g., *in an office*) and Pronunciation where Sts practice word and sentence stress. Then Sts talk about their jobs and those of other family members and whether they use English. Finally, Sts read about the use of English as a *lingua franca* in companies around the world.

STUDY LINK
- **Workbook** 6A

Extra photocopiable activities
- **Grammar** simple present: *he, she, it* p.139
- **Vocabulary** Jobs and places of work p.209 (instructions p.196)
- **Communicative** Mixed up conversation p.176 (instructions p.157)

Optional lead-in (books closed)
- Write seven blanks on the board and play *Hangman* with the word TEACHER (See p.21 for how to play Hangman.) Tell Sts that the word is a job, making sure Sts know what *job* means.
- When the word has been guessed ask Sts if they know any other English words for jobs, e.g., *doctor*, and write them on the board.

1 GRAMMAR simple present: *he, she, it*

a 2.64 Focus on the two women in the picture. Ask where they are. (At a Japanese restaurant.) Tell Sts their names are Shelly and Maria. Focus on the task and give Sts time to read questions 1–3. Make sure Sts know what a *tour guide* is and drill the pronunciation. Also drill the pronunciation of the word *job* /dʒɑb/and make sure Sts know what it means (if you didn't do the lead-in).

Elicit / explain any words or phrases that Sts might not know, e.g., *salesperson, museum, art,* and *prefer.* Explain / elicit that the question *What do you do?*= What's your job? Focus too on the use of *very much* (= *a lot*) in the sentence *I like it very much.*

Ask Sts to cover the dialogue. Play the audio for Sts to circle the correct answers. Pause and replay as necessary.

Find out with a show of hands how many Sts have put *a* or *b* for each question but don't give the right answers at this point as Sts will check their own answers in **b**.

2.64
W = Waiter, S = Shelly, M = Maria
W Are you ready to order?
S *Konnichiwa. Tempura, kudasai.*
M Wow! Your Japanese is fantastic.
S Thanks. I get a lot of practice. My husband's Japanese and I work for a Japanese company here in New York.
M Oh, cool. What do you do?
S I'm a salesperson.
M Do you like your job?
S Yes, I like it very much.
M What does your husband do?
S He's a tour guide. He takes Japanese tourists to museums here in New York .
M Does he like his job?
S Yes, very much. He likes art. And he doesn't work in the mornings, only in the afternoons.
M Do your children speak Japanese?
S A little, but they prefer English.

b Now focus on the dialogue. Play the audio for Sts to listen again and tell them to read the dialogue as they listen. Tell them to check their answers to **a** as they listen and read.

Check answers.

1 b 2 b 3 a

c 2.65 Focus on the highlighted phrases. Play the audio for Sts to listen and repeat, encouraging them to copy the rhythm on the audio. Pause and replay as necessary.

Focus on the question *How do the verbs change when they are about Shelly's husband?* Elicit the answer that *do* changes to *does* in questions, and you add an *-s* or *-es* to the + verbs. Sts may also notice that *don't* changes to *doesn't*, e.g., *He doesn't work in the mornings.*

2.65
What do you do?
I'm a salesperson.
Do you like your job?
Yes, I like it very much.
What does your husband do?
He's a tour guide.
He takes Japanese tourists to museums.
Does he like his job?
He likes art.
And he doesn't work in the mornings, only in the afternoons.

Extra support

If Sts find it difficult to answer the question, get them to complete the chart first.

Focus on the chart and give Sts time to fill in the blanks.

I / you	*he / she*
What do you do?	What *does* your husband do?
Do you like your job?	*Does* he like his job?
Yes, I like it very much	Yes, he *likes* art.

d Tell Sts to go to **Grammar Bank 6A** on *p.102*.

2.66 Play the audio and ask Sts to listen and repeat the example sentences. After repeating the affirmative and negative forms write *does* and *doesn't* on the board and elicit the pronunciation /dʌz/ and /'dʌznt/ .

2.66

He works.	He doesn't work.	
Does he work	Yes, he does.	No, he doesn't.
What does he do?		
She works.	She doesn't work.	
Does she work?	Yes, she does.	No, she doesn't.
What does she do?		
It works.	It doesn't work.	
Does it work?	Yes, it does.	No, it doesn't.
What does it do?		

Go through the rules with the class using the expanded information in the **Grammar notes** below to help you. You may want to use L1 here.

Grammar notes

- The *he, she,* and *it* forms of the simple present are different from the other forms. The affirmative form of the verb always finishes with an *-s* (or *-es*)
- We form negatives by putting *doesn't* /'dʌznt/ (not *don't*) before the infinitive form. Emphasize that there is no *s* on the main verb in these sentences. *Doesn't* is the contracted form of *does not*. Remind Sts that native speakers usually use contractions in spoken English.
- We use *does* (not *don't*) with *he, she,* or *it* and an infinitive to make questions.

! If Sts ask about the meaning of *does*, tell them that, like *do*, it is a word we need in the simple present to help make negatives and questions and it cannot be translated.

Spelling rules third person –s

- Most verbs make the *he / she / it* form by adding *-s*, e.g., *eats, drinks*.
- Verbs ending in *-ch, -sh, -s, -z, -ss, -zz,* and *-x* make the *he / she / it* form by adding *-es*, e.g., *watches, finishes, kisses*.
- Verbs ending in a consonant + *y* make the *he / she / it* form by changing the y to *i* and adding *-es*, e.g., *studies*. This change does not occur when the verb ends in a vowel + *y*, e.g., *plays*.
- The spelling rules for verbs in the 3rd person singular are the same as those for plural nouns (see Student Book *p.96*, **3A** and **Pronunciation notes** below).
- *have, do* and *go* are irregular in the *he / she / it* form and change to *has, does,* and *goes*. Highlight that *goes* /gəʊz/and *does* /dʌz/ are pronounced differently.

Focus on the exercises for **6A** on *p.103* and get Sts to do them individually or in pairs. If they do them in pairs get them to compare answers with a partner.

Check answers.

a
1 He reads magazines.
2 My sister teaches children English.
3 Does he speak English?
4 My brother doesn't eat fish.
5 Where does your wife work?
6 Tom doesn't speak Italian.
7 Does she like cats?
8 Andrew has two brothers.
9 What does he eat for lunch?
10 My mother doesn't watch TV.
11 What time does your son go to bed?
12 Maria doesn't like her job.

b
1 listens
2 do, go
3 doesn't work
4 does, live
5 doesn't like
6 does, have
7 watches
8 Does, want
9 does, study
10 don't drink
11 does, go
12 doesn't have

Tell Sts to go back to the main lesson **6A**.

2 PRONUNCIATION third person –s

Pronunciation notes

- The rules for pronouncing the third person *–s* are the same as those for pronouncing the *s* of plural nouns. (See **Pronunciation notes**, *p.34*.)
- The difference between the /s/ and /z/ endings is small and you may not wish to focus too much on this at this level.
- We suggest you highlight the /ɪz/ pronunciation of the *-es* ending in verbs that end in *-sh* and *-ch*, e.g., *watches, teaches*. Stress that this adds an extra syllable to the word: *watch* = one syllable; *watches* = two syllables. Write examples on the board showing the stressed syllables, e.g., *watches, teaches*.

a 2.67 Focus on the sound pictures for *zebra* and *snake*, and the /ɪz/ symbol. Elicit the words and the sounds.

Now focus on the example words after each sound picture. Remind Sts that the pink letters are the same sound as the picture word.

Play the audio for Sts to listen to all three groups, to hear the difference. Then play it again, pausing after each group for Sts to repeat.

2.67

zebra	/z/	does, has, lives, listens, reads
snake	/s/	likes, speaks, works, eats, drinks
	/ɪz/	finishes, watches, teaches

b 2.68 Focus on the instructions. Tell Sts they will hear a sentence with *I*, and then they will hear either *he, she,* or *it*, or a name. They have to say the sentence again beginning with *he, she,* or *it*, or a name.

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Then play the audio and pause after the first sentence (*I like art. He...*). Elicit *He likes art.* Make sure Sts are clear what they have to do before continuing.

Play the rest of the audio and give Sts time to say the third person sentences form in chorus.

Repeat the activity, this time getting individual Sts to respond.

2.68
1 I like art. He *(pause)* He likes art.
2 I speak Japanese. She *(pause)* She speaks Japanese.
3 I work in Mexico. My brother *(pause)* My brother works in Mexico.
4 I watch CNN. She *(pause)* She watches CNN.
5 I want a sandwich. He *(pause)* He wants a sandwich.
6 I have a son. John *(pause)* John has a son.
7 I don't eat meat. My sister *(pause)* My sister doesn't eat meat.
8 I don't read newspapers. My son *(pause)* My son doesn't read newspapers.
9 Do you work? He *(pause)* Does he work?
10 Do you drink coffee? She *(pause)* Does she drink coffee?

3 VOCABULARY jobs and places of work

a Focus on the questions and elicit the answers from the class. (Shelly is a salesperson. Her husband is a tour guide.)

b Tell Sts to go to **Vocabulary Bank *Jobs and places of work*** on *p.124*.

Focus on **part 1 *What do they do?***

2.69 Play the audio in **a** and get Sts to repeat the words in chorus or individually. Use the pause button as necessary.

2.69
1 a teacher
2 a doctor
3 a nurse
4 a salesperson
5 a waiter
a waitress
6 an assistant
7 a lawyer
8 a policeman
a policewoman
9 a factory worker
10 a student

Highlight:

—that in English we always use *a* or *an* before jobs, e.g., *a teacher, an administrator.*

—*waiter* is used for a man and *waitress* for a woman. The word *server* is becoming more popular and is used for men and women.

—an *assistant* is someone who helps others do their job. For example, an office assistant may make appointments, keep records, answer phone calls, etc.

Now go to **b**. Ask Sts to cover the words and look at the questions *What does he do? / What does she do?* Model and drill the examples chorus and individually.

Give Sts time to ask and answer questions about the pictures in pairs. Monitor and help, correcting pronunciation where necessary.

2.70 Now go to **c**. Play the audio for Sts to listen and repeat.

2.70
He works for Google.
He's in school.
She's in college.
She's at university.
She studies economics.
He doesn't have a job.
She's retired.

Highlight that we say *work **for*** a company, ***in*** school and ***in*** college, but ***at*** university. Elicit / explain the meaning of *She's retired.*

Now go to **d**. If Sts are working, check that they know how to say their own job and get them to write it in the blank. Write any new jobs on the board. Get Sts to underline the stress in these words.

If Sts are not working, get them to write what is true for them, e.g., *I'm in school / I'm a student / I don't have a job / I'm retired.*

Focus on **Part 2 *Where do they work?***

2.71 Play the audio in **a** and get Sts to repeat the words in chorus.

2.71
1 in a hospital
2 in a store
3 in a restaurant
4 in an office
5 in a school
6 in a factory
7 at home
8 on the street

Highlight that we use usually say *work **in*** a place, but with *home* we use the preposition ***at***, i.e. ***at** home.*

Now go to **b**. Ask Sts to cover the pictures and say the phrases in pairs.

Now go to **c.** Model and drill the example question and answer in chorus and individually.

Then get Sts to ask and answer questions about the jobs in pairs. Monitor and help, correcting pronunciation where necessary.

Now go to **d** and help Sts to complete the sentence with their place of work. Write any new places on the board. If your Sts are students you could get them to write *I study at...school / university.*

Tell Sts to go back to the main lesson **6A**.

c Focus on the instructions. Tell Sts to stand up and mingle and ask at least five other Sts *What do you do?*

! If your Sts are mainly students, you may want to skip this stage, or ask them to choose an imaginary job from the **Vocabulary Bank**.

6A

4 PRONUNCIATION word and sentence stress

a This exercise focuses on word stress. Focus on the words and get Sts to underline the stress in pairs. Don't check answers at this time. Sts will listen and check in **b**.

b 2.72 Play the audio once for Sts to listen and check. Pause after each word and ask individual Sts to say which syllable is stressed (syllable one / syllable two, etc.). Highlight that the final *-er / or* is never stressed and is pronounced as /ər/.

a teacher	a doctor	a waiter	a factory worker
a lawyer	an assistant	a policeman	a salesperson

Ask Sts to practice saying the words in pairs, encouraging them to copy the /ər/ pronunciation on the audio. Monitor and help.

2.72
1 a teacher
2 a doctor
3 a waiter
4 a factory worker
5 a lawyer
6 an assistant
7 a policeman
8 a salesperson

c 2.73 This exercise focuses on sentence stress. Focus on the sentences and remind Sts that:

—we stress the information words in sentence (e.g., *works...hospital*) and we don't usually stress pronouns, articles, and prepositions.

—we link words together when one ends in a consonant sound and the next starts with a vowel, e.g., *in a hospital*

Play the audio just for Sts to listen. Then play the audio for Sts to listen and repeat.

2.73
She's a nurse. She works in a hospital.
Does he work in a store? Yes, he does.
Is he a salesperson? Yes, he is.

5 SPEAKING & WRITING

a Focus on the instructions and the example. Elicit the other questions Sts would ask about someone's mother using the prompts in the box.

Where does she work?
Does she speak English at work?
Does she like her job?

Put Sts in pairs **A** and **B**. Get **A** to tell **B** who his / her first person is. **B** then asks the four questions. Then **B** tells **A** who his / her first person is. They then repeat for their second person. Monitor and help with vocabulary.

Get feedback and find out about some of the Sts' friends or relatives' jobs. If some Sts discuss jobs not on the vocabulary list, write these on the board and encourage Sts to add these to their notebooks.

b Focus on the instructions. Ask Sts to read the model. Point out that the sentences are the answers to the questions in **a**.

Give Sts time to write about their two people. Monitor and help. Correct any mistakes on the board.

Extra idea

- If most of your class have jobs, finish this part by getting them to ask each other the questions.

6 READING

a Focus on the instructions and ask individual Sts to say or guess where the companies are from and the languages they use. Write all suggestions on board, but don't confirm or deny answers at this time.

b Focus on the text and ask Sts to read it once. Ask them to underline the names of the companies the article mentions. Remind Sts that when they read they should try to focus on the words they know, and try to guess the meaning of new words.

Refer to the notes you wrote on the board about Sts' answers to the questions in **a**. Circle the correct information and get Sts to provide any answers they could not guess.

Uniqlo – Japan
LG – Korea
Nissan – Japan
Nokia – Finland
All of the companies use English as the official language.

c Focus on the true / false items and ask Sts to read them. Tell Sts to read the text again and write **T** or **F** in the blank after each item. Get Sts to compare their answers in pairs.

Check answers.

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

d Focus on the highlighted words and get Sts to guess their meaning with a partner.

Get feedback. Get Sts to check words they couldn't guess in a dictionary or if dictionaries are not available elicit / explain the meanings. Do this in English if possible, perhaps by giving an example, e.g., Say *Toyota is a **multinational** company. It has offices in many different countries.*

e Focus on the question. Use it as an open question for a discussion with the whole class. If Sts don't have a job, have them think about a job they want. Is English important for this job?

To help Sts express their ideas in English, write some key phrases on the board with things they might need to do in English on the job, e.g., *read and write emails, go to meetings, make phone calls.*

f Focus on the list of jobs. Give Sts time to add their own ideas to the list.

Get Sts to work individually to rate the jobs as to how important English is to the job.

g Get Sts to compare answers with a partner. Point out the examples of language they can use in the speech bubbles.

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G adverbs of frequency
V a typical day
P sentence stress

6B Do you like mornings?

Lesson plan

This lesson begins with the context of a questionnaire about typical morning activities. This leads into learning the vocabulary to talk about daily routines. The grammar focus is on using adverbs of frequency. We have deliberately limited the choice of adverbs to the four most common ones – *always, never, usually,* and *sometimes.* The focus is on their position with the simple present. (Other adverbs of frequency, and their position after *be,* are taught in *American English File 1.*) Sts consolidate the grammar and vocabulary by reading an adapted magazine article about a day in the life of TV personality Simon Cowell. The lesson builds up to a speaking and writing activity where Sts write and talk about their own daily routines.

STUDY LINK
- **Workbook** 6B
- **Online Practice**
- **iChecker**

Extra photocopiable activities
- **Grammar** adverbs of frequency *p.140*
- **Vocabulary** What is *floppit? p.210* (instructions *p.196*)
- **Communicative** What do you usually do? *p.177* (instructions *p.157*)
- **Song** *Wonderful Tonight p.221* (instructions *p.217*)

Optional lead-in (books closed)

- Write the following questions on the board:
  Are you a "morning person?"
  Are you a "late night person?"
- Ask each student the questions and write the names under the questions, to see what the majority of the class consider themselves to be.

1 LISTENING & SPEAKING

a Books open. Focus on the two pictures. Ask the Sts *Does the man like mornings?* (No, he doesn't.) *Does the woman like mornings?* (Yes, she does.)

Now focus on the questionnaire *Do you like mornings?* Give Sts time to read the questions. Then go through the questions making sure Sts understand them.

Now get Sts to write their answers on a piece of paper. Tell them that they only have to write the numbers for the times, or *yes / no,* not full sentences. Monitor and help.

b 3.2 Focus on the instructions. Tell Sts that they are going to hear Andrew Collins, a college student, answering the eight questions in the questionnaire.

Play the audio and have Sts write the answers to the questions. They can write the question number and a short answer on a piece of paper. Pause and replay as necessary.

Check answers by playing the audio again and pausing after Andrew answers each question.

1 At 9 or 9:30.
2 Check email.
3 Yes.
4 A banana.
5 Sitting down.
6 At 11:00 on Wednesdays, other days in the afternoon.
7 No.
8 No, I don't.

Extra support

- You could ask Sts to turn to the listening script on *p.88* and listen and read while you play the audio again. Elicit / explain any new vocabulary.

3.2
(audioscript in Student Book on *p.88*)
I = Interviewer, A = Andrew Collins
I What time do you get up?
A I usually get up around 9:00 or 9:30.
I What do you do next?
A I check my email.
I Do you take a shower?
A Yes, every morning.
I What do you have for breakfast?
A A banana.
I Do you have breakfast sitting down or standing up?
A Sitting down.
I What time do you go to school?
A It depends. I have class at eleven on Wednesdays. The other days I have class in the afternoon.
I Are you in a hurry in the morning?
A No, I usually have a lot of time.
I Do you like mornings?
A No. No, I don't.

c 3.3 Focus on the questions. Play the audio for Sts to listen and repeat, encouraging them to copy the rhythm on the audio. Replay as necessary.

3.3
1 What time do you get up?
2 What do you do next?
3 Do you take a shower?
4 What do you have for breakfast?
5 Do you have breakfast sitting down or standing up?
6 What time do you go to school / work?
7 Are you in a hurry in the morning?
8 Do you like mornings?

d Demonstrate the activity by getting Sts to ask you the questions in the questionnaire. Give simple answers that Sts can understand.

Put Sts into pairs, **A** and **B**. Ask the **B** Sts to close their books. Tell **A** to ask **B** the questions and to write down his / her answers on a piece of paper. Then switch roles. Monitor and help.

When Sts finish, get some feedback. Ask a few Sts to tell you any things about their partner, e.g., *Lina gets up at 7:30. She doesn't have breakfast.*

Extra challenge

- You could get Sts to change pairs and tell another student what they know about their first partner, e.g., *Amy gets up at 7:30, she takes a shower,* etc.

6B

2 VOCABULARY a typical day

a Tell Sts to go to **Vocabulary Bank** ***A typical day*** on *p.125*.

3.4 Play the audio in **a** and get Sts to repeat the phrases. Remind Sts that the underlined syllables are stressed more strongly. Pause and replay as necessary.

3.4

In the morning
1 get up
2 have breakfast
3 take a shower
4 go to school
5 go to work (by bus, train, car)
6 have a coffee
7 have a sandwich

In the afternoon
8 have lunch
9 finish work
10 go home
11 go shopping
12 go to the gym

In the evening
13 make dinner
14 have dinner
15 do housework
16 watch TV
17 take a bath
18 go to bed

Focus on the box and go through the information. Highlight that the verb *make* is used when we make a meal or a drink, e.g., *make dinner, make coffee,* whereas we use *do* with *housework*, e.g., *do the housework.*

! Stress that *housework* means doing things to take care of a house like cooking and cleaning. Sts may confuse this with *homework* (= work a teacher gives you work to do at home).

Focus on the different constructions with *go*. Highlight that *go* usually uses the preposition *to*, e.g., *go to the gym, go to the movies.* Point out that *go home* is an exception. Highlight that we **don't** use *the* with *work, school,* or *bed.*

3.5 Focus on the instructions for **b**. Demonstrate the activity by playing the first two sentences and asking Sts to point to the pictures. Ask them *What number is the picture?* each time.

Now play the audio from the beginning pausing after each sentence for Sts to listen and point to the picture.

3.5

They have lunch at one o'clock.
He finishes work at 4:30.
He goes to the gym.
They watch TV.
She goes shopping.
She goes to school at 8:00.
They do housework.
They go to bed at eleven thirty.
They make dinner.
He has a coffee.

Focus on the instructions for **c**. Elicit the first four sentences, i.e., **In the morning** *They get up at half past seven. They have breakfast. He takes a shower. She goes to work.*

Then get Sts to continue in pairs. Remind them to add an *s* to the verb (or use *has*) if a picture shows just the man or just the woman doing something. Monitor and help. Make a note of any mistakes and correct them on the board later.

Finally, elicit the man's and woman's days from the whole class, picture by picture.

Tell Sts to go back to the main lesson **6B**.

b Focus on the instructions and demonstrate the activity.

! If you are happy to act in front of your class, you can mime a few verbs for Sts to guess. However, if you are not comfortable acting, you might prefer to draw the verbs instead.

Get Sts to continue miming or drawing in pairs. Monitor and help. Correct any mistakes on the board.

Extra support

- You could let Sts refer to **Vocabulary Bank** *A Typical Day* on *p.125* if they can't remember all the verbs.

3 PRONUNCIATION sentence stress

a 3.6 Focus on the questions and answers. Remind Sts that the words that are underlined are important information words and are stressed.

Play the audio once for Sts just to listen. Then play the recording again for Sts to listen and repeat. Encouraging them to try to copy the rhythm on the audio by stressing the underlined words more strongly and the other words less strongly. Pause and replay as necessary.

3.6

What time do you have lunch?
At one thirty.
What time do you finish work?
At six o'clock.
What do you do in the evening?
I read or watch TV.

b Focus on the question *What time do you...?* and the verbs, and elicit the questions from the class.

Demonstrate the activity by getting Sts to ask you the questions and answering them. Try to use *about* in your answers, e.g., *I get up at about 7:30.* Remind Sts that *about* = more or less, approximately. You can also use *usually*, which Sts learned in **5B**.

Now tell Sts they are going to ask and answer the questions about a typical week day. Put Sts in pairs and get them to ask and answer the questions, paying special attention to sentence stress. Monitor and help. Make a note of any general problems Sts are having and deal with these on the board at the end.

4 GRAMMAR adverbs of frequency

a Focus on the chart and elicit the days of the week from the letters at the top of the chart.

Elicit the meaning of the highlighted words by looking at the checks and ✗ marks and asking *How many days?* (*always* = five days, *never* = no days, *usually* = four days, *sometimes* = two days).

If you speak your Sts's L1 you may want to elicit a translation of these words.

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Tell Sts that 1–4 are the first parts of a sentence and a–d are the second parts. Tell Sts they have to read the sentences and match the two parts. Demonstrate the activity by doing the first example with the class. (*I always get up at 8:00... because I start work at 9:00*).

Ask Sts to continue individually. Get them to compare their answers in pairs and then check answers by asking individual Sts to read out the complete sentence.

1c 2d 3a 4b

b Tell Sts to go to **Grammar Bank 6B** on *p.102*.

3.7 Play the audio and ask Sts to listen and repeat the sentences. Use the pause button as necessary. Elicit the stressed syllable by asking *Where's the stress?* for each adverb and get Sts to underline it. (*always, usually, sometimes, never*). Pause and replay as necessary.

3.7
1 I always have breakfast.
They usually finish work at 5:00.
He sometimes watches TV in the evening.
2 I am never at home on Saturday evening.
3 She never works on the weekend.

Go through the rules for adverbs of frequency with the class using the expanded information in the **Grammar notes** below to help you. You may want to use L1 here.

Grammar notes

- With all verbs except *be*, adverbs of frequency go before the main verb. Adverbs of frequency go after the verb *be*.
- In + sentences they usually go between the pronoun and the verb, e.g., *I always have coffee for breakfast.*

! *Sometimes* and *usually* can also be used at the beginning of a sentence, but it is probably best to just give Sts a simple rule at this level.

- You may want to tell Sts that in a negative sentence they go between *don't / doesn't* and the main verb, e.g., *I don't usually have breakfast.* However this is not practiced in the exercises.
- Highlight that we always use an affirmative verb with *never*. e.g., *I never eat meat.*

Focus on the exercises for **6B** on *p.103* and get Sts to do them in pairs or individually. If they do them individually, get them to compare answers with a partner.

Check answers.

a
1 I never go to bed before 12:00.
2 My husband sometimes makes dinner.
3 They are always happy.
4 He usually has breakfast at home.
5 She is usually in a hurry in the morning.
6 They always go to work by bus.
7 I always take a shower in the morning.
8 I am sometimes tired on Monday morning.
9 We sometimes have sandwiches for lunch.
10 The restaurant usually closes late.
11 She never goes shopping after work.
12 We are never at work on Friday evening.

b
1 sometimes goes 2 am always
3 never has 4 always do
5 are usually 6 usually have
7 never drink 8 always gets
9 never speak 10 sometimes watch
11 usually finishes 12 is sometimes

Tell Sts to go back to the main lesson **6B**.

c Focus on the instructions. Demonstrate the activity by saying three sentences about yourself, two true and one false. e.g., *I usually drink tea for breakfast. I always listen to the radio in the car. I never read a newspaper in the morning.* Write the sentences on the board.

Tell Sts that one sentence is false and ask them to guess which one it is. Point to each sentence and ask *Is this sentence false?* Ask for a show of hands. Write the number of Sts next to each sentence. Then tell them which sentence was false.

Get Sts to write three sentences about themselves. Remind them that two sentences must be true and one must be false.

Monitor and help.

d Get Sts to read their sentences to partner. The partner guesses which sentence is false.

Get feedback from the class. How many Sts were able to guess the false sentence correctly?

5 READING

a Focus on the photo of Simon Cowell. Ask Sts *What do you know about him?* Make notes of Sts' responses on the board. Teach the word *judge* as most Sts may know him as a judge at one time on *American Idol* and more recently on *The X Factor.*

b Tell Sts that this article will have some words they don't know. Remind them that when they read they should try to focus on the words they know, and try to guess the meaning of new words. Point out that they also have a glossary at the end of the article to help them.

Set a time limit and tell Sts to read the article and answer the question. The answer is no, but some Sts may think that famous people have eccentric lifestyles. Accept this explanation and encourage discussion.

Before the Sts move to the next task, check that they understand the meaning of the words and expressions in the glossary. Elicit / Explain the meaning of *weird* (= not usual, very strange).

c Focus on the questions and get Sts to answer them orally with a partner or to write short answers. Monitor and help.

Check answers.

1 He lives in London and Los Angeles.
2 He has breakfast in bed.
3 He has hot water, juice, oatmeal, and tea.
4 He takes a bath and watches cartoons.
5 Yes, he does. He does 500 push ups.
6 He starts work at 1:00 in the afternoon.
7 He goes to bed at 4:00 o'clock in the morning.
8 He sends text messages to his assistants.

Extra challenge

- You could ask the class more comprehension questions on the text, e.g., *Does he read the newspaper in the afternoon?* (No, he reads it in the morning.) *What's his favorite cartoon show?* (The Flintstones.) *How many baths does he take every day?* (Three.) *How many push ups does he do?* (500.) *What time does he finish work?* (4:00 a.m.)

d Focus on the highlighted words in the article and point out that they all refer to time. Put Sts in pairs to guess their meaning.

Get feedback. Get Sts to check words they couldn't guess in a dictionary or, if dictionaries are not available, elicit / explain the meanings. To show *before / after* write a time on the board, e.g., 5:30. Then ask *Is 4:00 o'clock before or after this time?* (Before.) *What about 6:00 o'clock?* (After.)

e Focus on the instructions and ask Sts to complete the sentences with one of the highlighted words. Sts could do this activity in pairs or individually.

Check answers.

1 Then
2 when
3 about
4 After
5 before

6 SPEAKING & WRITING

a Tell Sts to go to **Vocabulary Bank** ***A typical day*** on *p.125*. Give Sts a minute to review the expressions on this page.

b Write on the board: *My typical morning*, and write a sentence with the first expression (*get up*) on the board, e.g., *I usually get up at 7:00 o'clock.*

Ask Sts to copy the title and write a sentence saying what time they get up in the morning. Check to make sure Sts understand the task.

Then tell them to look at the other verb prompts to write about their typical **morning** (during the week). Monitor and help while they do so.

Get Sts to exchange papers with a partner and read each other's text.

Get feedback by asking *What's the same? What's different about your mornings?*

c Tell Sts they are going to use the verbs to tell a partner about their typical afternoon and evening. Go over the example and point out that the person adds extra information about what he has for lunch. Elicit more example sentences from two or three Sts, e.g., *I usually have lunch at about half past one. I have a salad and then a coffee.*

Get Sts to continue describing their typical weekday afternoon and evening in pairs, and to use adverbs of frequency whenever appropriate. **A** could talk about his / her afternoon, then **B**. Repeat for the evening, or you could give **A** a long turn speaking about both afternoon and evening, and then switch roles.

Monitor and help. Make a note of any mistakes and correct them on the board.

Extra challenge

- Get fast finishers to talk about their typical Saturday or Sunday.

7 3.8 SONG Wonderful Tonight

Eric Clapton, a singer and guitarist, wrote *Wonderful Tonight* in 1976. It first appeared on Clapton's 1977 album *Slowhand*. For copyright reasons, this is a cover version. If you want to use this song in class, you will find a photocopiable activity on *p.221*.

3.8

Wonderful Tonight

It's late in the evening
She's wondering what clothes to wear.
She puts on her make-up and brushes her long blond hair.
And then she asks me, "Do I look all right?"
I say, "Yes, you look wonderful tonight."

We go to a party
And everyone turns to see
This beautiful lady that's walking around with me.
And then she asks me, "Do you feel all right?"
And I say, "Yes, I feel wonderful tonight."

I feel wonderful because I see
The love light in your eyes.

And the wonder of it all
Is that you just don't realize how much I love you.
It's time to go home now and I've got an aching head,
So I give her the car keys, she helps me to bed.

And then I tell her, as I turn out the light,
I say, "My darling, you were wonderful tonight.
Oh my darling, you were wonderful tonight."

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5&6 Review and Check

For instructions on how to use these pages, see *page 32*.

Testing Program CD-ROM

- **Quick Test 6**
- **File 6 Test**

GRAMMAR

1	b	6	b	11	a
2	a	7	a	12	a
3	b	8	b	13	b
4	a	9	b	14	a
5	a	10	b	15	b

VOCABULARY

a
1 take
2 read
3 listen
4 go
5 live
6 get

b
1 bread
2 waiter
3 cheese
4 factory
5 fish
6 coffee

c
1 quarter to eight
2 ten after nine
3 twenty-five after five
4 three thirty
5 five to seven

PRONUNCIATION

c
1 breakfast
2 potatoes
3 assistant
4 policeman
5 usually

CAN YOU UNDERSTAND THIS TEXT?

1 fruit
2 meat
3 butter
4 tea
5 fish
6 hamburgers

CAN YOU UNDERSTAND THESE PEOPLE?

1 a 2 a 3 b 4 b 5 b 6 b 7 a 8 a

3.9

1 **A** Do you live near here?
B Yes, I do. I live downtown.

2 **A** Do you have a big family?
B Yes, I do. It's me, my husband, our son, two daughters, and a cat.

3 **A** Do you want a soda?
B No, thanks. I don't drink soda.
A OK. I have tea and orange juice, too.
B Oh, I like orange juice!
A Great. Here you are.

4 **A** Do you always have sausage and eggs for breakfast?
B No, only on Saturdays. I usually have coffee and toast.

5 **A** What does your wife do?
B She works in a school.
A Oh, is she a teacher?
B No, she's an assistant.

6 **A** What time do you usually get up?
B During the week I get up at quarter after seven.

7 **A** What time do you finish work?
B Monday to Thursday, I finish at 6:00. But on Friday, I finish early, at 5:00.

8 **A** When do you usually go shopping?
B Sometimes after work, but usually on Saturday. Never on Sunday.

G word order in questions
V common verbs 2
P /ɛr/, /ɑ/, /aʊ/, and /y/

7A Life at the end of the world

Lesson plan

In this lesson, Sts focus on word order in questions. The context for presenting the grammar is an interview with a woman who works for the Department of Tourist Information in the town of Ushuaia in the south of Argentina. Ushuaia is very close to Antarctica. She talks about what it is like to live in a town that has 19 hours daylight in the summer but is dark most of the day in winter. In Vocabulary, Sts learn some more common verbs, and the pronunciation focus is on three more vowel sounds, /ɛr/, /ɑ/, and /aʊ/, and the /y/ sound. The lesson builds up to a speaking activity where Sts use the grammar and vocabulary to talk about what they do in their free time.

STUDY LINK
- **Workbook** 7A

Extra photocopiable activities
- **Grammar** word order in questions *p.141*
- **Communicative** Find the people *p.178.* (instructions *p.158*)

Optional lead-in (books closed)
- Write the following information about yourself on the board:
  1 the town where you live
  2 your occupation (teacher)
  3 the time you get up in the morning (e.g., *at 7:00 a.m.*)
- Tell Sts they have to ask the right questions for the answers on the board. Demonstrate the activity by pointing to the name of the town and eliciting the question *Where do you live?*
- Put Sts in pairs and give them a few minutes to decide on the questions.
- Elicit the questions from individual Sts by pointing to the answers on the board.

1 Where do you live?
2 What do you do?
3 What time do you get up in the morning?

1 READING

a Books open. Focus on the instructions and the photos of Ushuaia. Elicit the meaning of *winter* and *summer.* Then write the words on the board and underline the stress (*winter, summer*).

Ask Sts *Who prefers the winter?* and get a show of hands. Do the same for the summer to find out which is more popular.

b Focus on the introduction to the article, and the two questions. Give Sts time to read it and answer the questions with a partner.

Check answers, and explain / elicit / demonstrate the meaning of *city, south, Argentina, Antarctica, light* (opposite = *dark*), *hours* /'aʊərz/. Model and drill the pronunciation.

! There are two high numbers in the text: 65,000 and 200,000. Sts will hear the numbers, but they don't need to say them. If Sts ask, you could explain quickly that the word used for these numbers is *thousand.* In this book, Sts only learn how to say numbers 1–100. Saying high numbers is taught in *American English File 1.*

1 It's in the south of Argentina.
2 In the winter it is light for only six hours. In the summer it is light for 19 hours.

c First focus on the photo of Griselda Rodriguez and read the information about her aloud to the class. Show Sts that the questions are missing from the interview.

Focus on the instructions for exercise **c** and go through the questions, dealing with any new vocabulary, e.g., mime the meaning of *cold.*

Focus on the interview again and the first question, which has been done. Now tell Sts to read the interview and write 2–7 in the boxes next to the questions. Give Sts time to read the interview and match the questions to the answers. Get them to compare answers with a partner.

d 3.10 Play the audio once for Sts to check their answers. Pause after Griselda answers the second question, and elicit the question. Then get Sts to write the question in the blank in the interview. Check the meaning of any new vocabulary in Griselda's answer. Repeat with the other questions and answers.

! Check that Sts notice that the months for summer and winter in Argentina, which is south of the Equator, are different from those for countries in the northern hemisphere. Ask if the summer and winter in their country is the same or different.

7 6 3 1 5 4 2

3.10
N = Narrator, I = Interviewer, G = Griselda
N Ushuaia is a city of 65,000 people in the south of Argentina. It is very close to Antarctica, and a lot of tourists go there from Ushuaia by boat. In the winter, it is light for only six hours. In the summer, it is light for 19 hours, and people go to bed very late.
Griselda Rodriguez is from Ushuaia. She works for the Department of Tourist Information.
I Do a lot of tourists come to Ushuaia?
G Yes, they do. About 200,000 tourists a year visit our city.
I When do they usually come?
G We have tourists all year, but our high season is in the summer, from October to March. People also come in the winter, in July and August.
I Is the winter very cold?
G Yes, it's cold. The temperature is usually about 1°C.
I What do people do in the winter?
G People do different activities. They ski and snowboard in the mountains, and they go ice skating. They take boat trips and see birds, sea lions, and other animals. But some people just stay inside and watch TV or play computer games.
I What do people do in the summer?

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G We often go to some beautiful lakes close to town. Some people play golf, go to museums, or walk in Tierra del Fuego National Park. Tourists go to Antarctica and see penguins.
I Do you prefer the summer or the winter?
G I prefer the summer. It's light for 19 hours and we enjoy the long days.
I Do you like life in Ushuaia?
G Yes, I do. Ushuaia is my hometown, and I love my life here.

e Tell Sts to read the interview again, with the questions now in it. Tell them to stop when they come to a highlighted word, and match it to its opposite on the list. Get Sts to compare with a partner and check answers. Make sure they know what all the words mean. Model and drill pronunciation and elicit the stressed syllables from Sts and get them to underline them.

1 light 2 close to 3 cold 4 high 5 inside 6 long
7 winter 8 different

Get Sts to cover half of the list and try to remember the eight opposite adjectives. Then they cover the other half of the list and remember the other eight. Then check comprehension by asking, e.g., *What's the opposite of outside?* Then get Sts **A** to test Sts **B** (book closed) on either of the adjectives in the pairs asking *What's the opposite of...?* Then they switch roles.

f Tell Sts to cover the text. Ask the class the questions from the interview and see how much they can answer from memory.

Ask them *Do you think Ushuaia is a nice place to live?* and elicit responses.

Put Sts in pairs and tell them they are going to ask the same questions about their town or city. Elicit the first question, e.g., *Do a lot of tourists come to...?*

Get Sts to ask and answer in pairs, asking the questions in the right order.

Get feedback by finding out who prefers the summer and who the winter in their country.

2 GRAMMAR word order in questions

a Focus on the task. Elicit the first question and write it on the board. (*Where is Griselda from?*)

Give Sts a few minutes to write the other three questions in pairs.

Check answers.

Is Ushuaia in Argentina?
Where do tourists see penguins?
Does Ushuaia have museums?

Elicit answers from individual Sts.

b Tell Sts to go to **Grammar Bank 7A** on *p.104*.

3.11 Play the audio and ask Sts to listen and repeat the sentences.

3.11
Are they American? No, they're Canadian.
Is this your coat? Yes, it is. Thank you!
How old are you? I'm 28.
What time is it? It's about 2:30.
Do you speak English? Yes, I do.
Does she speak Spanish? No, she doesn't.
Where do you live? In a city in Argentina.
What does your sister do? She's a nurse.
What music do you like? I like Brazilian music.
When does Jane go to the gym? At 6:00 in the morning.
How do you spell your last name? S-I-L-V-A.

Go through the rules for word order in questions with the class, using the expanded information in the **Additional grammar notes** below to help you. You may want to use L1 here.

Additional grammar notes

- To make a question with the verb *be*, you simply invert the subject and the verb. *They are American* becomes *Are they American?* and *This is your coat* becomes *Is this your coat?* It's important to stress that questions with *be* do not use the auxiliaries *do* or *does*.
- With other main verbs in the simple present, you need to first use the auxiliary verb *do* or *does*, then the subject and then the main verb in the base form. *She likes chocolate* becomes *Does she like chocolate?*
- If a question has a question word, e.g., *What* or *Where*, the question word always comes first.
- To help Sts remember the word order for questions, tell them to memorize this formula: AV + S + BF (Auxiliary Verb + Subject + Base Form). For questions that begin with a question word, the formula is Q + AV + S +BF (Question word + Auxiliary verb + Subject + Base form).

Focus on the exercises for **7A** on *p.105* and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner.

Check answers.

a 1 What
2 How
3 What
4 Who
5 When
6 How
7 Where
8 Where
b 1 Where do your brothers live?
2 Is this your cell phone?
3 When is the movie?
4 Does your wife speak Spanish?
5 How is your family?
6 Are we late for class?
7 Does your daughter like sushi?
8 What time does the TV show start?
c 2 What do they do in the summer?
3 What do they do in the evening?
4 When does it close?
5 Do tourists come in the winter?
6 Is it cold in the winter?

Tell Sts to go back to the main lesson **7A**.

3 VOCABULARY common verbs 2

a This exercise reviews verb noun collocations Sts already know. Focus on the instructions. Give Sts a few minutes to complete the sentences in pairs.

Check answers.

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

b Tell Sts to go to **Vocabulary Bank** ***Common verbs 2*** on *p.126*.

3.12 Focus on part **1** and the instructions for **a**. Play the audio and get Sts to repeat the words in chorus.

3.12
1 go ice skating
2 play golf
3 play sports
4 play the piano
5 ski
6 snowboard
7 stay inside
8 swim
9 visit a city
10 walk

Vocabulary notes

- we use *play* with sports and musical instruments, e.g., *play the piano, play soccer*. With musical instruments we use *the (play **the** piano), but not with sports (play soccer)*.
- we say *do yoga*, but *play* + names of sports, e.g., *golf, football* and *tennis*.
- *go* is often used with activities that end in -ing, e.g., *go ice skating*.

Now go to **b**. Ask Sts to cover the words and look at the pictures. Give them time to remember the words. Then have them take turns saying the words with a partner. Monitor and help. Correct any mistakes on the board.

Now go to **c**. Write *sometimes* and *never* on the board. Demonstrate the activity by making sentences about yourself, e.g., *I sometimes go ice skating*. Elicit the first sentence from two or three Sts and then ask Sts to continue in pairs.

Monitor and help. Make a note of any mistakes and correct them on the board.

Tell Sts to go back to the main lesson **7A**.

4 PRONUNCIATION /ɛr/, /ɑ/, /aʊ/, and /y/

Pronunciation notes

You might like to highlight the following sound–spelling patterns:

- /ɛr/ *air* and *eir* are always pronounced /ɛr/, e.g., *hair, their*. The letters *ere* is sometimes /ɛr/, e.g., *where* but can also be /ɪr/ as in *here*.
- /ɑ/ Remind Sts that the typical spelling of this sound is *o* between two consonants, e.g., *hot, long, not*. *Watch* and *want* are exceptions.
- /aʊ/ *ou* and *ow* are often pronounced /aʊ/, e.g., *house, brown*.
- /y/ the letter *y* at the beginning of a word is pronounced /y/, e.g., *yes*. The letter *u* is sometimes pronounced /yu/, e.g., *music, university*.

a 3.13 Focus on the sound picture *chair*. Play the audio to model and drill the word and sound (pause after the sound).

Now focus on the example words after *chair*. Remind Sts that the pink letters are the /ɛr/ sound. Play the audio pausing after each word for Sts to repeat. Replay the audio as necessary.

Repeat for the other three sounds.

Highlight any of the information you think would be useful to Sts in the **Pronunciation notes**.

3.13

chair	/ɛr/	where, there, their, hair
clock	/ɑ/	want, watch, hot
owl	/aʊ/	how, town, mountains, outside
yacht	/y/	you, yes, usually, museum, computer

b 3.14 Focus on the sentences and play the audio just for Sts to listen. Remind Sts that the underlined words are the ones that are stressed more strongly. Then play the audio for Sts to listen and repeat.

Give Sts time to practice saying the sentences themselves.

3.14
Where do you live? Over there.
Do you want to play golf?
What museums do you usually go to?
How do you relax? I walk in the mountains.

5 SPEAKING

a Focus on the prompts and the examples in the speech bubbles. Highlight that the words added for the first prompt are *Do you*. The second prompt uses the verb *be*.

Demonstrate the activity by getting Sts to ask you some or all of the questions.

Put Sts in pairs, **A** and **B**, to ask and answer questions based on the prompts.

b Get Sts to change partners. Focus on the examples in the speech bubbles. Highlight that the words added for the first prompt are now *Does she* or *Does he*. In the second prompt, the possessive changes to *her* or *his*.

In pairs, **A** and **B**, Sts ask and answer questions about their previous partners. Monitor and help. Make a note of any problems they are having and deal with these at the end.

Get feedback from a few pairs.

c Tell Sts to go **Communication** ***Weekdays and Weekends*** *p.80*.

Focus on **a**. Give Sts some time to look at the questions. Explain that they will have to complete the questions when they are talking to a partner.

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Demonstrate the activity by asking a few Sts the first question *Do you go to the gym during the week?* Get them to write short answers, *Yes, I do* or *No, I don't* in the "YOU" column.

Get Sts to continue working individually to write answers that are true for them.

Now go to **b**. Demonstrate by getting a few Sts to ask some questions. Highlight that some questions use the verb *be*, e.g., the first question in the ***On the weekend*** section. Elicit that the question is *Are you busy on the weekend?*

Put Sts in pairs **A** and **B** to ask and answer the questions and write their partner's answers. Encourage Sts to add extra information as in the examples.

Now go to **c**. Get Sts to find new partners. With their new partners, they ask and answer questions about their old partner's week and weekend. Remind them to use *does* in non-*be* questions and to use the correct pronouns and possessive forms (*he, she, his, her*).

Monitor and help as Sts are doing parts **b** and **c** in this activity. Make notes of any problems and review these at the end.

G *can / can't*
V common verbs 2
P /æ/ and /ə/; sentence rhythm

7B You can't park here

Lesson plan

Can is a very versatile verb in English and is used to express ability, possibility, permission, and to make requests. This lesson focuses on the two of the most common uses: permission and possibility. *Can* for ability is taught in *American English File 1*.

Can is presented through two dialogues which illustrate permission and possibility. Special attention is given to the pronunciation of *can / can't*, as this sometimes causes communication problems. The vocabulary focus is on common verbs, especially those used in the context of permission / possibility, e.g., *pay, park, come*. Finally, Sts talk about what people can / can't do in their town, and what they personally can / can't do at work or school.

STUDY LINK
- **Workbook** 7B
- **Online Practice**
- **iChecker**

Extra photocopiable activities
- **Grammar** *can / can't p.142*
- **Vocabulary** Verbs and verb phrases *p.211* (instructions *p.197*)
- **Communicative** What's missing? *p.179* (instructions *p.158*)

Optional lead-in (books closed)

- Walk around the classroom and make several requests of Sts using *can*. Stop by a student's desk and say, pointing to a pencil, *Excuse me. Can I use your pencil?* Accept a simple *yes* or *no* as a response. If the student says yes, pick up the pencil and write something. Then return it saying *Thank you*.
- Other requests you might make are:
  Can I sit here?
  Can I borrow your book?
  Can I close / open the window?
- Finally ask the whole class about a possibility, e.g., *Can we have an English class on Sunday?* or *Can we have a party in class on Friday?*
- From this transition into the Grammar explaining that in this lesson Sts will learn to use the words *can / can't*.

1 GRAMMAR *can / can't*

a 3.15 Books open. Focus on the instructions. Ask Sts to cover the dialogues. Elicit answers to the question, and accept any possible ideas, e.g., *Don't park here!*

Play the dialogues once or twice for Sts to get the gist of what's happening and check if their predictions were correct.

Get feedback and ask Sts for any words or phrases they understood.

3.15

P = Policeman, W = Woman, E = Ellie, M = Matt

1 **P** Excuse me. You can't park there.
W No? Why not?
P The sign says "No Parking."
W Oh – I'm sorry, officer. Where can I park near here?
P You can park over there, ma'am, in the parking lot.
W Thank you, officer.

2 **E** Hi, Matt.
M Hi. Who's this?
E It's me, Ellie. How are you?
M Oh, fine thanks.
E Matt, can you come to dinner on Friday?
M On Friday? Oh I'm really sorry. I can't come. It's my girlfriend's birthday.
E Your girlfriend?
M Yes, Lucy, from work.
E Oh. Lucy.
M Sorry about dinner.
E That's OK. Bye.

b Focus on the questions. Give Sts time to read them.

Play the audio again for Sts to read and listen to dialogue **1** and answer the questions.

Check answers with the whole class. Then repeat the process for dialogue **2**.

1 Because she's parking in a "No Parking" area.
2 In the parking lot.
3 Yes, he is.
4 To have dinner with Matt.
5 He says no, because it's his girlfriend's birthday.
6 She's sad.

Finally go through the two dialogues line by line and focus on any new phrases, e.g. , (dialogue **1**) *no parking sign, officer, over there, parking lot, ma'am* (you may also want to teach *sir* for a man).

! Highlight the difference between *there* and *over there*.

Focus on the phrases in dialogue **2**, *Who's this? It's me, I'm really sorry, birthday, from work, Sorry about..., That's OK*.

! Highlight *That's OK* as a common response to *Sorry*!

c Tell Sts to look at the highlighted phrases in the dialogues.

Focus on the question and elicit that the first dialogue is about **permission** (parking in a "No Parking" area is not permitted), and the second is about a **possibility** (it's not possible for Matt to have dinner with Ellie).

d Tell Sts to go to **Grammar Bank 7B** on *p.104*.

3.16 Play the audio and ask Sts to listen and repeat the example sentences.

3.16

You can park here.
You can't park here.
He can come to dinner tonight.
He can't come to dinner tonight.
We can have lunch outside.
We can't have lunch outside.

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Can I park here?
Yes, you can. / No, you can't.
Where can I park?
Can they come to dinner?
Yes, they can. / No, they can't.
When can you come to dinner?

Go through the rules for *can* with the class, using the expanded information in **Additional grammar notes** below to help you. You may want to use L1 here.

Additional grammar notes

- *can / can't* are used to talk about permission (*you can park there* = it is permitted) and possibility (*I can come tomorrow* = It is possible for me to come tomorrow). *Can* for ability is taught in *American English File 1*.
- There are only two possible forms, *can* or *can't* (there is no change for the third person).
- The negative *can't* is a contraction of *cannot*. *Can't* is almost always used in both conversation and informal writing.
- Questions with *can* are formed by inverting the subject and the auxiliary *can*, **not** with *do*.
- The verb after *can* is the base form of the verb, e.g. *You can park here* NOT ~~*You can to park here*~~.

Focus on the **Impersonal *you*** box and go through the information. Highlight that *you* can be singular or plural in English. Explain the use of *you* to mean people in general.

Focus on the exercises **7B** on *p.105* and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner.

Check answers.

a 1 Can we sit here?
2 You can't ski in the summer.
3 Molly can play soccer with us tomorrow.
4 Can you have lunch with me tomorrow?
5 You can use my cell phone.
6 We can't park here.
7 Can we watch TV tonight after dinner?
8 He can't go to the movies tonight.

b 1 can't drive 2 can't hear 3 Can, swim 4 can walk
5 Can, take 6 can't see 7 Can, come 8 can't take

Tell Sts to go back to the main lesson **7B**.

2 PRONUNCIATION /æ/ and /ə/; sentence rhythm

Pronunciation notes

- There are two main pronunciation problems related to *can / can't*.
- *Can* is usually unstressed = /kən/ in ➕ sentences like *You can take photos*. Your Sts may find this difficult to hear and to say. If they stress *can*, the listener may think they are saying a ➖ sentence.
- The negative *can't* is always stressed. Not stressing it can cause a communication problem (the listener may understand *can* not *can't*). The pronunciation of *can't* varies among different groups of native English speakers. E.g., in standard British English it is usually pronounced /kɑnt/. In American English, it is usually pronounced /kænt/, but there are regional variations in the U.S. The important thing is for Sts to make sure that they stress *can't* strongly.
- *Can* is stressed in *yes / no* questions, e.g., *Can I sit here?* but not in questions beginning with a question word, e.g., *Where can I sit?*

a 3.17 Focus on the sound picture *cat*. Play the audio to model and drill the word and sound (pause after the sound).

Now focus on the sentences after *cat*. Remind Sts that the pink letters are the /æ/ sound, and that the underlined words are stressed. Play the audio pausing after each sentence for Sts to repeat, encouraging them to copy the rhythm on the audio.

Repeat for the other two sounds and sentences.

Highlight any of the information you think would be useful to Sts in the **Pronunciation notes**. You may also want to point out that *can* is not stressed in questions that begin with a question word.

3.17

cat	/æ/	Can I park here?
		Yes, you can.
		No, you can't.
		You can't park here.
computer	/ə/	Where can I park?
		You can park here.

b 3.18 This section gives Sts practice in distinguishing between *can* and *can't*. Focus on the sentences. Play the audio for Sts to hear the difference between the sentences.

3.18

1 a We can park here.		b We can't park here.
2 a I can help you.		b I can't help you.
3 a You can sit here.		b You can't sit here.
4 a Mark can go with me.		b Mark can't go with me.

c 3.19 Now tell Sts that they are going to hear only <u>one</u> of the sentences (**a** or **b**) and they have to circle the letter of the one they hear.

Play the audio, pausing for Sts to circle **a** or **b**.

1 a 2 a 3 b 4 a

3.19

1 We can park here.
2 I can help you.
3 You can't sit here.
4 Mark can go with me.

Play the audio again for Sts to check their answers.

Extra challenge

- In pairs, get Sts **A** to say either sentence **a** or **b** for sentences 1–4 to **B**, who listens and says *a* or *b* depending on which sentence he / she understands. **A** says *yes* or *no*. Then they switch roles.

d Focus on the dialogues in exercise **1a**. Put Sts in pairs and assign roles. Ask Sts to practice the dialogues and then switch roles. Monitor and make a note of any pronunciation problems. Correct any mistakes on the board.

Extra support

- Model and drill the dialogues line by line or play the audio for Sts to repeat.

e Focus on the prompts and the speech bubbles. Have Sts work together to make questions and give short answers using the words in the prompts.

3 VOCABULARY common verbs 2

a Focus on the two signs. Write *You can* _____ and *You can't* _____ on the board. Elicit the meaning of the signs and complete the sentences (*You can't park here. You can have a coffee here.*).

Ask Sts where they might see the first sign and elicit on a street.

b Tell Sts to go to **Vocabulary Bank** ***Common verbs 2*** on *p.126*.

3.20 Focus on part **2** and the instructions for **a**. Play the audio and get Sts to repeat the words in chorus and individually as necessary.

3.20

1 take a break
2 change money
3 use the Internet
4 take photos
5 drive
6 pay by credit card
7 park
8 come
9 see
10 hear

Now do **b**. Ask Sts to cover the words and look at the picture. Give them time to remember the words. Then they take turns saying the words with a partner. Monitor and help.

c Focus on the signs. Elicit the verb to complete the first sentence (*swim*). Give Sts time to complete the rest of the sentences in pairs.

Check answers by asking Sts individually to read out the complete sentence. Correct any errors of pronunciation with *can* and *can't*.

1 You can't *swim* here.
2 You can *pay* by credit card here.
3 You can't *use* your cell phone here.
4 You can *change money* here.
5 You can't *drive* fast here.
6 You can *use* the Internet here.
7 You can't *take* photos here.
8 You can't *play soccer* here.

d Ask Sts to cover sentences 1–4 with a piece of paper and look at the signs. Give them time to remember the sentences and then say them to a partner. Then get them to do the same for 5–8. Monitor and make a note of any pronunciation problems and drill any sentences that Sts are mispronouncing.

Extra challenge

- Ask Sts *Where do you see these signs?* and elicit places.

Possible answers
1 at a beach or swimming pool
2 on the door of a store or restaurant
3 in a classroom, a hospital
4 in a bank
5 on a city street
6 in an airport, a station
7 in a museum
8 in a park

4 SPEAKING & WRITING

a Focus on the questions. Give Sts time to read through them. Deal with any problems.

Tell Sts they are going to interview each other using these questions. Put Sts into pairs, **A** and **B**. Give Sts time to ask the questions and then switch roles.

! Sts should ask their partner either the questions in **At work** or **At school** according to whether their partner has a job or is at school.

Get some general feedback from the class

b Focus on the instructions and the examples.

- Elicit a couple more examples from Sts and write them on the board *(At work / school I can...)*.
- Give Sts time to write their sentences. Monitor and help.

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Months
Ordinal numbers
/θ/ and /ð/; saying the date

PRACTICAL ENGLISH

What's the date today?

Lesson plan

In this lesson, Sts learn how to say the date in English. This involves teaching Sts ordinal numbers, which are presented through a general knowledge quiz. Sts then learn the months and, finally, how to say the date.

For simplicity's sake, the lesson focuses on one way of saying the date, i.e., *May first* (as opposed to *the first of May*). It does not focus on how to say the year. This is taught in *American English File 1*. In the People on the street section, Sts listen to six people saying when their birthday is and what they did on their last birthday. Sts then answer the same questions themselves.

STUDY LINK

- **Workbook** What's the date today?

Extra photocopiable activities

- **Vocabulary** Months of the year; Numbers *p.212* (instructions *p.197*)
- **Communicative** Famous birthdays *p.180* (instructions *p.158*)

Testing Program CD-ROM

- **Quick Test 7**
- **File 7 Test**

Optional lead-in (books closed)

- Review numbers by playing bingo. Draw a bingo card on the board like this:

- Tell Sts to write six numbers from 1–31 in the chart.
- Read numbers aloud in random order, crossing them out as you say them.

  1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17
  18 19 20 21 22 23 24 25 26 27 28 29 30 31

- If Sts have one of the numbers you call out on their card, they should cross it off. Keep calling until one student has crossed off all the numbers on the card and shouted "Bingo!"
- Get the winning student to read the numbers on the card aloud to check that they have all been called. If the student has made a mistake, the game continues.

1 MONTHS

a Focus on the exercise. Remind Sts or elicit that a holiday is a special day.

Focus on the pictures and the names of the holidays. Ask Sts which of these holidays are celebrated in their country. If Sts are not familiar with a holiday, explain it without saying which month it is in.

- **New Year's Eve:** The last day before the New Year, in most countries December 31st.
- **Halloween:** A fall holiday celebrated on October 31 in which children dress up and go around the neighborhood calling out "Trick or treat." People then give them candy or other "treats."
- **Valentine's Day:** A holiday associated with love and friendship. People send cards and give gifts to "special" people in their lives. It is celebrated on February 14th.

Focus on the months *February, October, December* and practice the pronunciation. Sts may have difficulty with *February*. Point out that most Americans now say (/'fɛbyuɛri/ (omitting the /r/ sound after the /b/), but some still say /'fɛbruɛri/.

Get Sts to match the months and the holidays. Tell them to guess if they are not sure.

Check answers with the whole class.

1 December
2 October
3 February

b Tell Sts to go to **Vocabulary Bank *Months and ordinal numbers*** **on** *p.127*.

Focus on part **1, *Months***. Give Sts some time to read the list of months.

3.21 Focus on **a**. Play the audio and get Sts to repeat the months in chorus and individually as necessary.

3.21
January
February
March
April
May
June
July
August
September
October
November
December

Focus on the box and explain that in English, months begin with a capital letter. If appropriate, compare this with Sts' L1.

Now do part **b**. Get Sts to cover the months and focus on the abbreviations. Get them to remember and say the months with a partner.

Extra ideas

- Test Sts by telling them to close their books. Write the abbreviations for the months on board in random order, e.g., SEPT and elicit the month from the class.
- Get Sts to test each other in **A / B** pairs. **A** says a number, e.g., *three*, and **B** then says the month (*March*).

Tell Sts to go back to the main lesson **PE7**.

c Have Sts work in pairs and answer the questions. Check answers.

1 February 2 May 3 January, June, July
4 September, October, November, December

2 ORDINAL NUMBERS

a Focus on the quiz and give Sts a minute or two to read the quiz, but tell them not to answer the questions at this point.

Tell Sts to look at the words in **bold**. Focus on *first* (question **1**) and elicit / explain that it is the ordinal number for the number *one*. Do the same for *second* and *third*. Then show Sts that from then onward, the ordinal number is the normal number + *th*. Highlight that these numbers are called *ordinal* numbers because they tell us the *order* of something.

Now put Sts in pairs and give them time to circle the answers. Tell them to guess if they are not sure of an answer. Monitor and help with any vocabulary problems.

Check answers.

1a 2b 3a 4c 5b 6a 7b 8c 9b

Tell Sts to cover the quiz. Write the number *1* on the board and elicit the corresponding ordinal number (*first*). Do the same for 2–9.

b Tell Sts to go to **Vocabulary Bank *Months and ordinal numbers*** on *p.127*.

3.22 Focus on part **2, *Ordinal numbers*** and the instructions for **a**. Play the audio and get Sts to repeat the words in chorus. Replay the audio as necessary. You may want to model and drill some of the trickier ones yourself, e.g., *fifth* /fɪfθ/, *eighth* /eɪθ/, and *twelfth* /twɛlfθ/.

3.22
first
second
third
fourth
fifth
sixth
seventh
eighth
ninth
tenth
eleventh
twelfth
thirteenth
fourteenth
fifteenth
sixteenth
seventeenth
eighteenth
nineteenth
twentieth

Highlight that:

—we put the two small letters after the number to distinguish it from a normal (cardinal) number, e.g., *first* > *1st*. Remind Sts again that two letters are the last two letters of the ordinal number.

—*first*, *second*, and *third* are irregular in that they are completely different in form from the cardinal numbers *one*, *two* and *three*.

—all the other ordinals are formed by adding *th* to the cardinal number, pronounced /θ/.

—the following ordinals are slightly irregular in their full written form:

fifth /fifθ/ (compare with ordinal, *five*)

eighth /eɪθ/ (compare with ordinal, *eighth*)

ninth /nainθ/ (compare with ordinal, *nine*)

*twel**fth*** /twɛlfθ/ (compare with ordinal, *twel**ve***)

3.23 Now go to **b**. Point out that we say *twenty-first, twenty-second, twenty-third* NOT ~~*twenty-oneth, twenty-twoth, twenty-threeth*~~. Give Sts time to practice saying the ordinal numbers. Monitor and help. Make a note of any general problems they are having and focus on these when Sts finish. Play the audio and get Sts to repeat the words in chorus. Replay the audio as necessary.

3.23
twenty-first
twenty-second
twenty-third
twenty-fourth
twenty-fifth
twenty-sixth
twenty-seventh
twenty-eighth
twenty-ninth
thirtieth
thirty-first

Tell Sts to go back to the main lesson **PE7**.

Pronunciation notes

- *th* can only be pronounced in two ways – as in ***th**umb* /θʌm/ / or /ð/ as in *m**o**ther* /'mʌðər/– and there are no easy rules to give Sts. It is hard for many Sts to produce either sound correctly, and depending on their nationality they tend to pronounce *th* as /d/, /z/, or /s/.
- It might help if you show your Sts that both sounds are made by touching the tip of your tongue very lightly against the tips of your top teeth, with the tongue protruding slightly between the teeth. However, the /θ/ sound in *thumb* is **unvoiced**, while the /ð/ sound in *mother* is **voiced** (For the difference between **voiced** and **unvoiced** sounds see **Pronunciation notes** in **3A**, *p.34*.). If Sts voice the *th* sound, they should feel a vibration in their throat.
- Mispronouncing *th* as /θ/ when it should be /ð/ does not usually cause communication problems. The priority is to help Sts to make an approximation of the *th* sound. However, it is worth making Sts aware of the two pronunciations of *th* and encouraging them to try to hear the difference, even if they find it very difficult at first to make these sounds.

c 3.24 Play the audio for Sts just to listen to the two sounds.

Now focus on the sound picture *thumb* and play the audio for Sts to listen and repeat the word and the sound /θ/. Then pause the audio.

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Now focus on the example words after *thumb*. Remind Sts that the pink letters are the same sound as the picture word.

Play the audio for Sts to listen and repeat the words, pausing after each word to give them time to respond chorally. Then ask a few individual Sts to pronounce each word before moving on to the next one.

Then repeat this process for the *mother* sound /ð/ .

Replay the audio for both sounds and the give Sts time to practice the sounds themselves for a few moments.

3.24

thumb	/θ/	think, Thursday, three, third, seventh, ninth
mother	/ð/	the, they, then, their

d 3.25 Focus on the instructions and the example. Play the audio and pause after the next number (*two*). Ask Sts what the ordinal number is and elicit *second*. Play the audio so Sts can hear the correct answer.

Make sure Sts are clear what they have to do before continuing.

Play the rest of the audio and give Sts time to say the ordinal numbers in chorus. You may need to pause the audio if the repeat time is not long enough.

Repeat the activity, this time getting individual Sts to respond.

3.25

one *(pause)* first
two *(pause)* second
five *(pause)* fifth
eighteen *(pause)* eighteenth
eleven *(pause)* eleventh
three *(pause)* third
twenty *(pause)* twentieth
nine *(pause)* ninth
twenty-one *(pause)* twenty first
twenty-four *(pause)* twenty fourth
thirty *(pause)* thirtieth

3 SAYING THE DATE

a 3.26 Focus on the instructions and the dialogues. Highlight that the words in the spaces are ordinal numbers.

Play the audio once for Sts to listen. Play the audio again for Sts to complete the spaces. Replay the audio as necessary

fourth, fifth, twentieth

3.26

(audioscript in Student Book on *p.88*)

1 **A** What's the date today?
B It's May fourth.
A Really? I think it's May fifth.

2 **A** When's your birthday?
B July twentieth.

Focus on the box **Saying the date** and go through the information with Sts.

Highlight that the American convention for saying dates is *May fourth*. It is also acceptable to say *the fourth of May*; however, this is not as common.

Explain that it is more common NOT to use an ordinal when writing a date, but we always use the ordinal when saying the date: *May fourth*, NOT ~~*May four*~~.

! Explain that the American English convention for writing dates is to give the month first and then the day, e.g., *8/12 = August 12th*. Many countries give the day first and then the month so that *8/12 = December 8th*. Sts should be aware of this, as it can obviously cause misunderstandings.

b 3.27 Focus on the instructions and the dates. Play the audio for Sts to listen and repeat.

Focus on the first date again. Elicit how to say it *(January first)* and write it on the board.

Give Sts time to practice saying the dates in pairs. Note any problems and focus on them at the end.

Finally, ask individual Sts to say each of the dates.

Extra challenge

Get Sts to close their books. Play the audio and get Sts to write the dates. Replay each date twice. Sts check answers in their books.

3.27

January first
February second
March eighth
April ninth
May eleventh
June fourteenth
July eighteenth
August twentieth
September twenty-second
October twenty-third
November thirtieth
December thirty-first

c Focus on the instructions. Model and drill the two questions. Then put Sts in pairs and get **A** to ask **B** the first question, and **B** to ask **A** the second. They can then switch.

Extra challenge

Write on the board *tomorrow, the day after tomorrow, the day before yesterday* and elicit the questions. Get Sts to ask and answer.

d Focus on the instructions. Ask *When's New Year's Eve?* and elicit the example answer *New Year's Eve is December 31st*.

Get a couple of different Sts to ask the class about the other two holidays. (*When's Halloween? It's October 31st. When's Valentine's Day? It's February 14th.*)

e Focus on the instructions. Model and drill *When's your birthday?* Elicit an answer (month and day, not year) from a student.

Get Sts to stand up and ask other Sts *When's your birthday?* Tell them to make a list of names and dates.

! If your class is very large, tell them just to choose ten Sts.

Put Sts in pairs or small groups to compare lists. Have them make a list with the months of the year and the number of birthdays in each month. Which month has the most birthdays?

If Sts see they are missing a birthday on their lists, they should ask *When is* (name)'s *birthday?*

f Focus on the instructions and the speech bubbles. Demonstrate the activity yourself by writing down three birthdays on the board as in the example and telling Sts whose birthdays they are, e.g., *October fourth, my mother's birthday.*

Give Sts a few minutes to write down their important birthdays. Monitor and help as needed.

Sts in pairs tell each other about their important birthdays.

4 PEOPLE ON THE STREET

Remind that Sts are going to listen to real people (not actors) in this listening exercise so Sts will find the recordings faster and more difficult than other listening exercises.

a 3.28 Focus on the photo of the woman and the two questions in the box. Explain that Sts are going to hear the woman being asked these questions. Ask *When's her birthday?* Play the audio for Sts to answer the question. See the words in bold in audioscript 3.28. Replay the audio as necessary.

3.28
(audioscript in Student Book on *p.88*)
I = Interviewer, R = Ria
I When's your birthday?
R My birthday is **February 8th**.

b 3.29 Ask *What does she usually do on her birthday?* Play the audio again for Sts to answer the question. See the words in bold in audioscript 3.29. Replay the recording as necessary.

3.29
(audioscript in Student Book on *p.88*)
I = Interviewer, R = Ria
I What do you usually do on your birthday?
R I usually **have dinner with my friends and eat cake**.

c 3.30 Focus on the instructions. Tell Sts they are going to watch or listen to four more interviews.

Play the audio once for Sts to listen. Then replay, pausing after each conversation for Sts to write people's birthdays and complete the sentences. Replay the audio as necessary. Get Sts to compare their answers with a partner. See the words in bold in audioscript 3.30.

3.30
(audioscript in Student Book on *p.89*)
I = Interviewer, M = Max
I When's your birthday?
M It is **November 13th**.
I What do you usually do on your birthday?
M Normally I **have a small party, I have some cake, open some presents**.

I = Interviewer, C = Cristina
I When's your birthday?
C **August 9th**.
I What do you usually do on your birthday?
C I usually **spend time with my friends, or have dinner, see my family**.

I = Interviewer, Iv = Ivan
I When's your birthday?
Iv My birthday is on **21st of March, 1990**.
I What do you usually do on your birthday?
Iv I usually **celebrate my birthday with my friends and family**.

I = Interviewer, J = James
I When's your birthday?
J My birthday is **September the 29th**.
I What do you usually do on your birthday?
J I usually **go for a meal with my family - with my children and my wife**.

d Focus on the instructions. Get Sts to ask and answer the questions in pairs. Monitor and help.

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G present continuous
V verb phrases
P /ʊ/, /u/, and /ŋ/

8A What are they doing?

Lesson plan

In this lesson, Sts learn a new verb tense, the present continuous. It is presented in the context of two friends talking on the phone. One friend describes what is happening around her, as the other tries to guess where she is. After the presentation of the grammar, Sts practice two vowel sounds, contrasting the short vowel /ʊ/ with the long vowel /u/. They also practice the pronunciation of the /ŋ/ sound, the *–ing* ending used to form the present continuous.

The Vocabulary Bank presents common verb phrases. Sts then use these verb phrases and the present continuous to read and write about travel experiences and to talk about what members of their family are doing at the moment.

STUDY LINK
- **Workbook** 8A

Extra photocopiable activities
- **Grammar** present continuous *p.143*
- **Communicative** Guess what I'm doing *p.181* (instructions *p.159*)
- **Song** *Singing in the Rain p.222* (instructions *p.218*)

Optional lead-in (books closed)
- Go around the classroom and do a few different things. As you do them say what you are doing, e.g., *I'm writing on the board, I'm opening the door, I'm sitting down,* etc.
- Continue by performing activities and asking Sts *Am I opening the door? Am I sitting down?,* etc. Elicit just *yes* or *no* answers. Then explain / elicit that you have been using the present continuous to talk about things you are doing now, at the moment of speaking. You could write one or two example sentences on the board, but save the complete presentation for later in the lesson.

1 GRAMMAR present continuous

a 3.31 Focus on the pictures, the dialogue, and the instructions. Give Sts an opportunity to comment on what they see in the pictures. Draw Sts' attention to the line in the instructions that says *Mia goes all over the world for her job.* Point out that the woman on the right is Mia. Ask if they recognize any of the places or know where the things are. (The places in the photos are the Coliseum in Rome, the Eiffel tower in Paris, the Corcovado mountain in Brazil.)

Play the audio for Sts to listen to the dialogue. Then replay for Sts to fill in the blanks. Pause after each blank to give Sts time write.

Check answers by playing the audio again and pausing to elicit the answer after each blank.

1 espresso
2 croissant
3 French
4 the radio

3.31
A = Amy, M = Mia
A Hello?
M Hey, Amy. It's Mia!
A Hi, Mia! Where are you this week?
M Take a guess! I'm drinking Italian espresso. It's very good.
A Oh, are you in Italy?
M No, I'm not. I'm eating a croissant and the waiter is speaking French to me.
A French food, a French waiter.... You're in France.
M No. Oh, the waiters are listening to the radio now. Listen.
A That's Brazilian music. Are you in Brazil?
M No, I'm not.
A OK. I give up. Where are you?

b Get each student individually to write down where they think Mia is. Then ask a few individuals to say their guesses and write them on the board. Don't reveal the answer at this point.

c 3.32 Play the audio for Sts to listen and check their answers. Ask *Where is Mia?* (In New York.) Then ask Sts who guessed the correct answer to raise their hands. If necessary, you could explain that New York is a city with people from all over the world, Mia would find many different languages, types of music, and foods there.

3.32
(audioscript in Student Book on *p.89*)
A = Amy, M = Mia
A OK. I give up. Where are you?
M I'm in your city!
A What, you're here in New York?
M That's right. I'm in New York! I'm sitting in a French cafe, I'm drinking Italian coffee, and I'm listening to Brazilian music.
A Wow, that's cool. Only in New York!
M I know. Anyway, I'm in your neighborhood! Come have a coffee with me!

d Tell Sts to go **Grammar Bank 8A** on *p.106.*

3.33 Play the audio and get Sts to repeat the example sentences. Use the pause button as necessary.

I'm working today.	I'm not working today.
You're sitting in my chair.	You aren't sitting in my chair.
He's playing soccer.	He isn't playing soccer.
It's raining.	It isn't raining.
We're having dinner.	We aren't having dinner.
They're listening to the radio.	They aren't listening to the radio.
Are you working today?	Yes, I am. / No I'm not.
Is she sitting in my chair?	Yes, she is. / No, she isn't.
Are they listening to the radio?	Yes, they are. / No, they aren't.
Where are you sitting?	At a table near the window.
What is he doing?	He's watching TV at home.

Go over the rules for the present continuous, using the information in the **Additional grammar notes** on the next page to help you. You may want to use L1 here.

Additional grammar notes

present continuous: (be + verb + -ing)

- When we talk about activities we are doing right now, we use the present continuous, not the simple present, e.g., *I'm watching TV now.* NOT ~~*I watch TV now.*~~
- ! Explain to Sts that some verbs such as *like* and *love* are not usually used in the present continuous. They are used in the simple present, e.g., *I love this music,* NOT ~~*I'm loving this music.*~~

Spelling rules

- Most verbs add *–ing* to the base form to make the *–ing* form, e.g., *reading, watching.*
- Verbs in ending in *y* don't change the *y* to *i* as they do in 3rd person singular (e.g., *fly* > *flying* NOT ~~*fliing*~~).
- Verbs ending in *e* drop the *e* before adding *–ing*, e.g., *drive* > *driving.*
- Verbs ending in consonant + one vowel + one consonant double the final consonant and add *–ing*, e.g., *running, swimming.*

Focus on the exercises for **8A** on *p.107.* Get Sts to do them individually or in pairs. If they do the exercises individually, get them to compare answers with a partner. Tell Sts to refer to the spelling rules if they are not sure how to spell the *–ing* forms.

Check answers. For both exercises **a** and **b** check the spelling of the *–ing* forms by getting Sts to spell them aloud.

a
1 I'm reading.
2 You're driving to work.
3 He's not working.
4 We're using the Internet.
5 They're not studying.
6 She's making dinner.
7 They're playing tennis.
8 You're not watching TV.
9 I'm not reading the newspaper.
10 He's swimming.

b
1 're sitting
2 isn't watching, 's sleeping
3 are, doing
'm staying
4 aren't working
5 Is, doing
's playing
6 'm not reading
'm watching
7 's wearing
8 Are, having
9 am, talking
'm calling
10 is, staying

Tell Sts to go back to the main lesson **8A**.

e Get Sts to underline the present continuous verbs in the dialogue. Elicit the first example from the class. (*I'm drinking Italian espresso.*) Then have Sts work independently to find the other examples.

Check answers.

I'm drinking Italian espresso.
I'm eating a croissant and the waiter is speaking French to me.
The waiters are listening to the radio now.

f 3.34 Explain to Sts that they are going to hear some sounds that represent things that Mia is doing. They have to use the present continuous to describe the actions.

Play the audio for number 1. Pause before the narrator says what Mia is doing. Elicit guesses from the class and write them on the board. Then play the answer.

Continue in this way with the rest of the sounds.

3.34
1 [sound of a car door closing, engine starting, and car pulling away, plus horn toot]
She's driving.
2 [sound of TV being turned on and flipped through various channels with bursts of static between channels]
She's watching TV.
3 [sound of person playing the piano a bit amateurishly]
She's playing the piano.
4 **Mia** 1...2...3, say cheese!
[sound of a camera shutter clicking]
Mia OK, one more...cheese!
[sound of a camera shutter clicking]
She's taking photos.
5 [sounds of person playing golf – sound of club swinging / striking ball, ball landing and rolling into cup, gallery politely applauding]
She's playing golf.
6 [sound of big splash as a person dives into the pool, then sound of person swimming laps]
She's swimming.

2 PRONUNCIATION /ʊ/, /u/, and /ŋ/

Pronunciation notes

You may want to highlight the following sound–spelling rules:

- The letters *oo* are sometimes pronounced with the short vowel /ʊ/, e.g., *good, book.* However, the letters *oo* are more commonly pronounced with the long vowel /u/, e.g., *food, school.*
- The letters *ou* and *u* are also often pronounced /u/, e.g., *you, student.*
- The letter *o* is not normally pronounced using the short /ʊ/ or the /u/. The words *woman* and *do* are exceptions.

a 3.35 Focus on the sound picture for *bull*, and elicit the word from the class. Play the audio to model and drill the word and the sound. Then focus on the words after *bull*. Remind Sts that the pink letters are the /ʊ/ sound. Play the audio pausing after each word for Sts to repeat.

Repeat for the other two sound words (*boot* and *singer*).

Play the audio for Sts to listen to all three groups, to hear the difference. Then play it again, pausing after each group for Sts to repeat.

3.35

bull	/ʊ/	good, neighborhood, sugar, woman
boot	/u/	you, food, do, student
singer	/ŋ/	drinking, eating, speaking, listening

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b Tell Sts to read the dialogue in **1a** again. (You might want to replay the audio for Sts to listen and repeat.)

Put Sts in pairs to practice the dialogue. After they have read it once, get them to switch roles. As Sts read the dialogue, encourage them to be expressive.

Extra challenge

- If some Sts finish early, get them to try to act out the dialogue from memory.

c Have Sts look at the pictures on the right and ask and answer questions. Encourage them to use present continuous and point out the example in the speech bubbles. See possible answers.

1 She's drinking coffee.
2 They're shopping.
3 They're watching TV.
4 They're eating.
5 He's reading.
6 He's getting up.

3 VOCABULARY verb phrases

a 3.36 Focus on the instructions and on the pictures. Play the audio, pausing after each verb phrase for Sts to repeat.

Make sure Sts are clear about the meaning of each phrase. E.g., ask Sts what kind of bills people often have to pay or what they do to have fun.

3.36

1 stay in a hotel
2 carry bags
3 wear a suit
4 take a train
5 meet new people
6 enjoy a meal
7 pay the bill
8 have fun

b Focus on the incomplete verb phrases. Elicit the verb to complete the first item (*enjoy*). Give Sts time to complete the rest of the verb phrases working individually. Then get them to compare answers with a partner.

Check answers with the whole class.

2 wear
3 have
4 pay
5 meet
6 stay
7 carry
8 take

4 READING

a Focus on the instructions and the photos. Get Sts to cover most of the text and just look at the photos. Ask *Where do you think they are?* Elicit possible answers and write them on the board. To help, you might ask a couple of questions, e.g., for photo 1 ask *Are they in the mountains or at the beach?* For photo 2 ask *Is he in a hot place or cold place?*

b Remind Sts that when they read they should try to focus on the words they know, and try to guess the meaning of new words.

Focus on the instructions and get Sts to read the sentences. Elicit the answer for item 1 (Lucy) and get Sts to check that box. Put Sts in pairs to finish the exercise. Tell them to look at the letters again if they an't remember something.

Check answers.

1 Lucy
2 Peter
3 Both
4 Lucy
5 Peter
6 Both

c Focus on the highlighted words and get Sts to guess their meaning with a partner.

Get feedback. Get Sts to check words they couldn't guess in a dictionary or if dictionaries are not available, elicit / explain the meanings. Do this in English, e.g., say that a *view* is something that you can see from a particular place. It's usually someplace beautiful like a beach, a mountain, or the skyline of a city.

5 WRITING

Tell Sts to go to **Writing** ***An email*** on *p.85*.

a Focus on the email from Jessica. Give Sts a minute or two to read the email and answer the questions.

She's in Turkey. She's having fun.

Ask Sts a few additional questions about the email, e.g:
Where is she staying?
What kind of room is it? Does she like it?
What's she doing now?
What's in the picture?

b Highlight the information in the box about the format of an email. Compare this with Jessica's email. Ask *What greeting did Jessica use? What closing?*

! Highlight that *Hi* is a greeting that is good to use with friends or family. *Dear* is a more formal word. Sts should use this greeting with people they don't know very well.

Have Sts make a list of great vacation destinations and write them on the board. Then have Sts choose a place, close their eyes, and imagine they're on vacation Ask: *Where are you? What are you doing? Where are you staying? What are you looking at? What is your hotel room like?*, etc.

c Focus on the instructions. Elicit a few ideas from Sts about places they might like to visit.

Give Sts a few minutes to write their emails. Tell them to use Jessica's email as a model. Remind them of the kind of information Jessica included about her vacation.

As Sts are writing, monitor and help as needed. However, encourage Sts not to worry too much about making mistakes at this point.

d Get Sts to check their emails for mistakes. Tell them to ask you or a classmate if they aren't sure about something. If Sts have a lot of mistakes, they might want to write the email again.

Extra challenge

- Put Sts in pairs and have them write their email to their partner. Then when they have finished, get them to "send" the email to their partner. They can do this by exchanging papers, or in some cases they might send a real email.
- Get Sts to read each other's emails and think of three questions to ask. They could first practice this by thinking of questions to ask Jessica, e.g.: *Are you travelling by yourself? Are the people nice? Are you learning the language?*, etc.

8A

6 SPEAKING

a Get Sts to write the names of six people (family or friends) that they know pretty well on a card or small piece of paper. As they write the names, tell them to think about what the people are doing now. If they aren't sure, tell them to guess.

b Put Sts in pairs and have them exchange papers. Go over the examples with the class. Then get Sts to tell their partners about the people on their lists.

! Sts can do this by asking and answering questions with their partner. Model a conversation like this one and write it on the board for Sts to refer to.

A *Who's Maria Salcedo?*
B *She's my mother.*
A *What's she doing now?*
B *I think she's working. She usually works from 9:00 to 2:00 on Tuesdays.*

7 3.37 SONG Singing in the Rain

This song was originally published in 1929 with lyrics by Arthur Freed and music by Nacio Herb Brown. For copyright reasons this a cover version. If you want to use this song in class, you will find a photocopiable activity on *p.222*.

3.37

Singing in the Rain

I'm singing in the rain, just singing in the rain
What a glorious feeling, I'm happy again
I'm laughing at clouds so dark up above
The sun's in my heart and I'm ready for love
Let the stormy clouds chase everyone from the place
Come on with the rain, I've a smile on my face
I'll walk down the lane with a happy refrain
Just singing, just singing in the rain

Why am I smiling and why do I sing?
Why does December seem sunny as spring?
Why do I get up each morning and start
Happy and head up with joy in my heart?
Why is each new task a trifle to do?
Because I am living a life full of you.

I'm singing in the rain, just singing in the rain
What a glorious feeling, I'm happy again
I'm laughing at clouds so dark up above
The sun's in my heart and I'm ready for love
Let the stormy clouds chase everyone from the place
Come on with the rain, I've a smile on my face
I'll walk down the lane with a happy refrain
And singing, just singing in the rain

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G present continuous or simple present?
V the weather
P /ɔ/, /oʊ/, and /eɪ/

8B Today is different

Lesson plan

In this lesson, Sts first learn weather vocabulary. Then the lesson uses the weather to help Sts understand the difference between the present continuous and the simple present. The context of the presentation is a snowy day in May, which is very unusual in the U.S. People talk about what they are doing on this snowy day and compare it with what they usually do in May. In Pronunciation, Sts practice three more vowel sounds /ɔ/, /oʊ/, and /eɪ/.

The lesson goes on to practice using the simple present and present continuous in a reading about a woman who is on a "working" vacation. It compares what she usually does in her everyday life with what she is doing on her vacation. Finally, Sts talk about things they are doing at the moment as compared their usual habits.

STUDY LINK
- **Workbook** 8B
- **Online Practice**
- **iChecker**

Extra photocopiable material
- **Grammar** present continuous or simple present? *p.144*
- **Communicative** A board game *p.182* (instructions *p.159*)

Optional lead-in (books closed)
- Invent stories about a couple of friends of yours (real or imaginary) who are doing something different today, something that is out of the normal routine.

  For example:
  My friend Mario is playing golf right now. He doesn't usually play golf on (day). *He usually goes to the office. But today he's on vacation.*
- Ask Sts a few *yes / no* questions about the stories. *Is Mario working today?* (No, he isn't.) *Does he usually work on* (day)? Yes, he does.
- Highlight that in this lesson you are going to be comparing the present continuous with the simple present.

1 VOCABULARY the weather

a 3.38 Books open. Focus on the weather pictures. Play the audio for Sts to listen as they look at the pictures. Then play it again for Sts to listen and repeat.

3.38
1 It's sunny.
2 It's hot.
3 It's cold.
4 It's windy.
5 It's cloudy.
6 It's raining.
7 It's snowing.

b Get Sts to cover the words and look at the pictures. Ask *How's the weather?* Then say the number of a picture, e.g., *Picture 3*. Say the numbers in random order. Sts respond in chorus or individually. (It's cold.)

c Put Sts in pairs to describe the weather to each other.

2 GRAMMAR present continous or simple present?

a Get Sts to cover the text. Focus on the pictures. Ask Sts *How's the weather?* (It's snowing and it's cold.) *What are they doing?* Elicit answers from the whole class.

(Possible answers)
Susan is walking in the snow.
Ben is waiting for a train.
Jack and Kayla are playing in the snow.
Emma is inside. She's drinking tea or coffee and using a computer.

b 3.39 Focus on the instructions. Highlight that there are blanks for the names of the people. Play the audio and have the Sts match the pictures with the texts and write the names in the gaps.

Check answers.

1 Ben
2 Emma
3 Jack and Kayla
4 Susan

3.39
1 I usually walk to work, but today I'm taking the train.
2 I'm working at home today. It's cold outside!
3 We always go to school on Tuesdays, but we aren't at school today. We're playing outside!
4 I'm wearing snow boots to my office today. I don't usually do that.

c Tell Sts to go to the **Grammar Bank** on *p.106*.

3.40 Play the audio for Sts to listen and repeat the examples.

3.40
1 I work in an office. Today I'm working at home.
2 I usually drink soda at lunch, but today I'm drinking water.
3 What are you doing right now?
  She's wearing a nice coat today.

Go over the rules for using the present continuous and the simple present, using the information in the **Additional grammar notes** below to help you. You may want to use L1 here.

Additional grammar notes
- English uses the present continuous more consistently than some other languages to talk about things that are happening now, at the moment of speaking. If you know your Sts' L1, you might want to make some comparisons.
- There are other uses for both the present continuous and simple present, but these will be presented in other levels of *American English File*. The uses presented here are the most important and common ones.

8B

Focus on the exercises for **8B** on *p.107*. Get Sts to do them individually or in pairs. If they do the exercises individually, get them to compare answers with a partner. Tell Sts to refer to the spelling rules if they are not sure how to spell the *–ing* forms.

Check answers.

a
1 I'm working
2 I love
3 are you doing, I'm working
4 She works
5 We're staying
6 Are you doing, I'm talking
7 rains
8 have, I'm having

b
1 's snowing, doesn't usually snow
2 have, Does / pay
3 's wearing, don't see, is / doing, 's talking
4 Are / watching, watch
5 do / eat
6 are, 're skiing

Tell Sts to go back the main lesson **8B**.

3 PRONUNCIATION /ɔ/, /oʊ/, and /eɪ/

Pronunciation notes

You might like to highlight the following sound–spelling patterns.

- The /ɔ/ sound has several different spellings. It can be *a* as in *call*; *au* as in *daughter*; *aw* as in *saw*; *o* as in *office*; and *ou* as in *bought*.
- The /eɪ/ sound also has different spellings. It is usually the letter *a* as in *make*, but it is also *ai* as in *rain*, *ay* as in *say*, and sometimes *ei* as in *eight*.

a 3.41 Focus on the sound picture for *saw*, and elicit the word from the class. Play the audio to model and drill the word and the sound. Then focus on the words after *saw*. Remind Sts that the pink letters are the /ɔ/ sound. Play the audio pausing after each word for Sts to repeat.

Repeat for the other two sound words (*phone* and *train*).

3.41

saw	/ɔ/	walk, always, office, daughter
phone	/oʊ/	snow, cold, home, go
train	/eɪ/	today, play, take, email

b 3.42 Give Sts a minute to read the sentence. Play the audio for Sts to listen. Then play it again for Sts to repeat the sentences.

Put Sts in pairs to practice reading the sentences with a partner. Monitor and note any problems with pronunciation to review later.

3.42
My daughter always walks to the office.
It's cold and snowing at home.
I'm taking the train today.

4 READING

a Get Sts to look at the pictures and ask: *What do you see? What's the woman's job? What is in the picture on the left?* Accept Sts's ideas, but don't confirm or deny anything.

Now focus on the instructions. Tell them that they are going to read an article about Darlene Proctor and they have to choose the correct title for the article. Have them read the text and elicit the answers.

1 Working on vacation

b Have Sts read the article again and answer the questions. In pairs, Sts compare their answers to the questions.

Check answers with the whole class.

1 Because she is curious about other jobs. / Because she wants to own a bed and breakfast hotel someday.
2 Vocations Vacations is a business. It helps people try different careers as part of a vacation.
3 She is the owner of Big Mill Bed and Breakfast.
4 No. It is a big business now.

c Focus on the instructions. Read the first item with the class and elicit the answer. (She gets up early in both places, at home and at the hotel.) Sts check the box in the "Both" column.

Sts continue working individually to check the boxes for the other three items. Then have them compare answers with a partner.

Check answers with the class. For each item, get a student to read aloud the sentence(s) in the article where they found the information.

1 Both
2 Both
3 At home
4 At the hotel

d Focus on the highlighted words and get Sts to guess their meaning with a partner.

Get feedback. Get Sts to check words they couldn't guess in a dictionary or if dictionaries are not available elicit / explain the meanings. Do this in English if possible, e.g., say that a *curious* person is someone who wants to know about things and who asks a lot of questions.

e Write these questions on the board *Do you want to take a Vocation Vacation? If yes, what career do you want to try?*

Put Sts in pairs or small groups to discuss the questions. Get feedback from a few pairs or groups.

5 SPEAKING

a Highlight the Lesson title "Today is different." Tell Sts something that is different for you today from other days, e.g., *Today I'm wearing a suit. I don't usually wear a suit to class.*

Focus on instructions and the examples. Remind Sts that when they ask *Are you wearing a hat?*, they are asking about today or "now."

Put Sts in pairs to ask and answer the questions and check their partner's answers in the chart.

b Get each pair of Sts to work with another pair and compare charts. They should look for places where there is a check only one column. This means that for this item today is different from other days.

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7&8 Review and Check

For instructions on how to use these pages, see *page 32*.

Testing Program CD-ROM

- **Quick Test 8**
- **File 8 Test**

GRAMMAR

1 a	6 b	11 b
2 b	7 a	12 b
3 a	8 a	13 b
4 b	9 b	14 a
5 a	10 a	15 b

VOCABULARY

a

1 stay	4 visit	7 wear	10 walk
2 play	5 pay	8 enjoy	
3 take	6 take	9 have	

b 1 cold 2 windy 3 snowing 4 cloudy

PRONUNCIATION

c
1 computer
2 enjoy
3 piano
4 August
5 seventeenth

CAN YOU UNDERSTAND THIS TEXT?

a Jessie Lee and Sergio Santos are happy. Richard Jones and Marisol Diaz are not happy.

b
1 Richard is walking to work. Jessie is going by bike.
2 No, they aren't.
3 Jessie is happy because he's having a good time.

Richard isn't happy because it's a long walk and it's very hot.

Marisol isn't happy because her job is far away and a taxi is too expensive.

Sergio is happy because he's meeting new people, getting exercise, and having fun.

CAN YOU UNDERSTAND THESE PEOPLE?

1 b 2 b 3 a 4 a 5 b 6 a 7 b 8 a

3.43

1 **A** What do people do here?
B It depends. From March to October they swim, play golf, and walk in the park. From October to February they ski, snowboard, and go to museums.

2 **A** When do you usually go to the gym?
B During the week, I go to work early and finish work late. So I usually go to the gym on Sunday.

3 **A** Can I park here?
B No, you can't park on this street. There's no parking here.
A Where's the parking lot?
B Over there.
A OK. We can park there.

4 **A** What languages do you speak?
B I speak Korean.
A What about Chinese?
B No. And you?

5 **A** Hi, Lisa. Happy birthday!
B It's not my birthday today. It's tomorrow, February 17th.

6 **A** Hi, Joe. What are you doing?
B Oh, hi, Beth. I'm reading an article on this website. Look...

7 **A** What's that noise, Cara?
B Oh, it's the TV. My husband is watching sports.

8 **A** Jenny, you look great. You're wearing a nice suit!
B Thanks. I don't usually wear a suit to work, but the company president is in our office today.

G *there is / there are*
V hotels; *in, on, under*
P /ɛr/, /ɪr/, and /ɔɪ/

9A In the jungle in Guatemala

Lesson plan

The topic of this lesson is travel and hotels. First, Sts learn vocabulary related to hotels and hotel rooms. The presentation of *there is* and *there are* is a dialogue between two people who are planning a trip and looking for a hotel online. They discuss the things that there are or aren't in the hotel. In Pronunciation, Sts practice the sounds /ɛr/, /ɪr/, and /ɔɪ/. In the second half of the lesson, Sts read some authentic website information about three amazing hotels. This also provides a context for Sts to learn the prepositions *in, on* and *under*. The lesson finishes with a speaking activity in which Sts use prepositions to describe the location of common objects.

STUDY LINK
- **Workbook** 9A

Extra photocopiable activities
- **Grammar** *there is / there are* p.145
- **Vocabulary** Draw it! *p.213* (instructions *p.197*)
- **Communicative** My hotel *p.183* (instructions *p.159*)

Optional lead-in (books closed)
- Write on the board A HOTEL ROOM and give Sts three minutes in pairs to brainstorm words for things you might find in a hotel room, e.g., *table, chair, bed, bathroom, shower, bath, phone, mini bar, door, window,* etc. Write the words they say on the board.
- You can transition from this directly into **1a** in the Student Book. Get Sts to look at the pictures in the book and compare with the list on the board. How many of these things did they mention?

1 VOCABULARY hotels

a Books open. Focus on the instructions and the pictures, and tell Sts they are all things you can usually find in a hotel room. Elicit the first word (*chair*). Then give Sts, in pairs, a few minutes to write the other words.

Check answers by asking individual Sts and writing the words on the board. Get them to spell some of the words to review spelling.

1 chair 2 alarm clock 3 window 4 door 5 shower 6 TV 7 phone

b Tell Sts to go to **Vocabulary Bank** ***Hotels*** on *p.128*.

Focus on part **1**, ***In a hotel room.***

3.44 Focus on the instructions for **a**. Play the audio and get Sts to repeat the words in chorus and individually. Replay the audio as necessary.

Focus especially on any words that Sts are having difficulty with. Highlight that *ow* is /aʊ/ in *towel* but /oʊ/ in *pillow*.

3.44

1	a bed	7	the floor
2	a pillow	8	the bathroom
3	a table	9	a bathtub
4	a lamp	10	a shower
5	a remote control	11	a towel
6	a suitcase	12	a toilet

Now go to **b**. Tell Sts to cover the words and look at the pictures. Give them a few minutes to say the words in pairs. Monitor and correct any pronunciation mistakes.

Focus on part **2**, ***In a hotel.***

3.45 Focus on the instructions for **a**. Play the audio and get Sts to repeat the words in chorus. Highlight the pronunciation of the /ɑr/ in *parking lot* and *yard* and the /ɑ/ in *spa*.

3.45

1	a swimming pool	7	an elevator
2	a spa	8	a gift shop
3	a hot tub	9	reception
4	a restaurant	10	a yard
5	a kitchen	11	a parking lot
6	a gym		

Now go to **b**. Tell Sts to cover the words and look at the pictures. Give them a few minutes to say the words in pairs. Monitor and correct any pronunciation mistakes.

Now go to **c** and the examples. Focus on the picture of the hotel and highlight that we use ordinal numbers to talk about the floors of a hotel.

Model and drill *the first floor, the second floor,* etc. in chorus and individually. Highlight that we use the preposition *on* to talk about the floors of a building.

! In some countries, people refer to the first floor of a building as the *ground floor*. Then the floor that Americans call the second floor is referred to as the first floor.

Demonstrate the activity by asking a student *Where's the swimming pool?* (It's on the fifth floor.) Elicit a question from the same student and answer the question yourself.

Give Sts a few minutes to ask and answer questions about the hotel in pairs. Monitor and help. Make a note of any problems they are having and correct any mistakes on the board.

Tell Sts to go back to the main lesson **9A**.

2 GRAMMAR *there is / there are*

a Focus on the pictures and the question. Give Sts time to locate Guatemala on the map. Ask Sts what country is near Guatemala. (Mexico.) Then ask if they want to visit Tikal National Park.

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b 3.46 Tell Sts to close their books. Write the questions on the board. *Does Kim like the hotel? Does Matt like it?* Play the audio once or twice for Sts to answer the questions.

Elicit some possible answers from the class. Accept any answers at this point.

Possible answers
Kim likes the hotel. She says the rooms are nice. Matt isn't sure. He says "I don't know." There isn't any electricity after 10:00 p.m.

3.46
K = Kim, M = Matt
K This is a good hotel. There are only three hotels in the park, and people say this is the best.
M Oh, really?
K Yes. It's very basic. There's electricity, but only from 6:00 to 10:00 p.m.
M What? Only from 6:00 to 10:00?
K Yes. There isn't electricity after 10:00.
Hmm. I don't know....
K Look. This is one of the rooms. It's nice! There are two beds, and there's a lamp.
M Is there a bathroom?
K Yes, there is. There's a shower, too.
M But there isn't a TV in the room.
K That's OK. We can read books.
M Not after 10!
K Oh, look. There's a swimming pool.
M That's good. Are there any restaurants?
K Yes. There's one. So, do you like it?
M Uh...

c Focus on the dialogue and the instructions. Play the audio again for Sts to fill in the missing words. Pause after each blank to give Sts time to write.

Get Sts to compare answers with a partner.

Check answers by playing the audio again, pausing after each space to elicit the correct word.

1 hotel	2 lamp	3 bathroom	4 shower
5 TV	6 books	7 swimming pool	8 restaurants

Go through the dialogue line by line with Sts and elicit / explain any other words or phrases that Sts don't understand. Focus especially on *electricity* and *It's very basic* (meaning that the hotel is very simple, it only offers what people need most, e.g., a room, beds, and bathroom).

d Focus on the first example of *there is / there are* in the dialogue in **b** (*There are only three hotels in the park.* Elicit the meaning (by writing on the board *There are three hotels in the park.* = *The park has three hotels.*).

Give Sts a few minutes to underline the examples of *there is / there are* in the dialogue.

Check answers by asking individual Sts to read complete sentences aloud. Examples are underlined in the audioscript 3.46 above.

e Tell Sts to go to **Grammar Bank 9A** on *p.108*.

3.47 Play the audio and get Sts to listen and repeat the sentences. Use the pause button as necessary.

3.47

There's a TV.	There are two beds.
There's a lamp.	There are some books.
There isn't a phone.	There aren't any towels.
There isn't a bathroom.	There aren't any windows.
Is there a swimming pool?	Are there any chairs?
Yes, there is. / No, there isn't.	Yes, there are. / No, there aren't.

Go through the rules for *there is / there are* with the class using the expanded information in the **Additional grammar notes** below to help you. You may want to use L1 here.

Additional grammar notes

there is / there are

- *There is* contracts to *there's* but we say *there are* NOT ~~*there're*~~.
- ⊟ sentences are formed with the negative of *be*, i.e., *isn't* and *aren't*.
- Questions are formed by inverting *there* and *is / are*: e.g. *There is* > *Is there...?* / *There are* > *Are there...?*

- ***a / an, some,* and *any***
- We use *a / an* after *there is* with singular nouns e.g. *There's a TV, There isn't a phone, Is there a parking lot?* A typical student error here is to omit the article, e.g., ~~*There isn't phone*~~.
- We use *some* in ⊞ plural sentences, e.g., *There are some pictures.* We use *any* in ⊟ plural sentences and questions, e.g., *There aren't any towels, Are there any pillows?*
- NOTE The use of *some* and *any* with uncountable nouns, e.g., *There's some bread* is not actively taught here, but Sts should have no problem recognizing it if they encounter this use of *there is / are* elsewhere. This grammar point is taught in *American English File 1*.

Focus on the exercises for **9A** on *p.109* and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner. Monitor and help. Check answers, getting Sts to read the full sentences and questions.

a

1 any	4 any	7 some	10 any
2 any	5 a	8 a	11 some
3 some	6 any	9 a	12 a

b

1 Are there	4 There is	7 There aren't	10 There are
2 There aren't	5 Are there	8 Are there	11 There isn't
3 There is	6 There isn't	9 Is there	12 Are there

Tell Sts to go back to the main lesson **9A**.

f Get Sts to practice the dialogues in pairs.

If there is time, Sts can switch roles. You could get one group to act out the conversation in front of the class.

g 3.48 Now tell Sts they are going to hear whether Kim and Matt decided to stay in this hotel or not. Play the audio once for Sts to answer the question *Do Kim and Matt decide to stay at the hotel? Why (not)?*

Get Sts to compare their answers in pairs and then play the audio again for them to check the answer.

Kim and Matt decide to stay at the hotel. When Matt hears that the hotel is very cheap, in addition to having a restaurant and a swimming pool, he says yes.

Ask Sts for a show of hands in answer to the question *Do you like the hotel?* Then ask a few Sts with each opinion to say *Why (not).*

3.48
(audioscript in Student Book on *p.89*)
K = Kim, M = Matt
K So, do you like it?
M Uh... I don't know. There isn't electricity at night, and there isn't a TV.
K Yes, but there's a pool, there's a restaurant, and it's in the park.
M Well, how much is it?
K Oh, it's not very expensive. Actually, it's cheap!
M Really? Then I like it. Let's stay there!

3 READING

a Focus on the photos and the title. Establish that the photos show three amazing hotels. Now focus on paragraphs **A**, **B**, and **C**. Set a short time limit and tell Sts to read them and match them to the photos. Remind them to focus on the words they know, and try to guess the meaning of new words.

Check answers.

A–3 B–1 C–2

b Focus on the instructions and the sentences. Give Sts time to read them. Deal with any unfamiliar words in the texts and sentences, e.g., *hot tub, take off, land, fly, mattress, ground, traditional, views.*

Focus on the first sentence *(There's a kitchen in the room.)* and elicit the correct hotels (A and C). Give Sts time to read the information about the three hotels again and check the boxes.

Get Sts to compare their answers in pairs and then check answers.

1 A and C 2 B 3 B and C 4 A, B, and C 5 B 6 A and C

Extra challenge

- Have Sts work in pairs to write trivia questions about the hotels using *Is there* and *Are there* questions. (e.g., *Are there four TVs in the airplane hotel? Is there a spa at the Hobbit Hotel?*) Then Sts close books and quiz another pair. The pair who answers the most questions correctly wins.

c Do this as an open class question and elicit opinions about the three hotels. You could find out which hotel the class prefers by saying *Who prefers hotel A?* and getting a show of hands.

Finally tell Sts which hotel you prefer and why.

4 PRONUNCIATION /ɛr/, /ɪr/, and /ɔɪ/

Pronunciation notes

- For notes on the pronunciation and spelling of /ɛr/ words, see **File 7A**, *p.72.*
- The sound /ɔɪ/ is a diphthong, i.e., it is a combination of two vowel sounds /ɔ/ + /ɪ/. You can highlight this for Sts by saying the word *boy* slowly so they can hear the sound move from one vowel to the next.

  You may want to highlight these sound–spelling combinations.
- *eer* is always pronounced /ɪr/, e.g., *cheer.* The letters *ear* and *ere* are sometimes pronounced /ɪr/, e.g., *here, near.* However, they are also pronounced /ɛr/, e.g., *there, wear.* Sts should be aware that in English sound and spelling do not always go together in predictable ways.
- The sound of /ɔɪ/ can be spelled either as *oi* or *oy,* e.g., *point, boy.*

a 3.49 Focus on the sound picture *chair.* Play the audio to model and drill the word and sound (pause after the sound).

Now focus on the example words after *chair.* Remind Sts that the pink letters are the /ɛr/ sound. Play the audio pausing after each word for Sts to repeat.

Repeat the same process for the other two sounds.

3.49

chair	/ɛr/	there, where, very, airport
ear	/ɪr/	here, we're, year, near
boy	/ɔɪ/	enjoy, toy, toilet

b Focus on the instructions and the words. Demonstrate the activity by eliciting a true sentence with the first word. *(There's a board in our classroom / There isn't a board in our classroom.)*

Call on individual Sts to make a ⊞ or ⊟ sentences with *there is / there are* for each word. Correct pronunciation.

Extra idea

- Get Sts to write two sentences about their classroom (one ⊞ and one ⊟) and two about their school.

5 SPEAKING

a Focus on the pictures of the boxes and balls. Give Sts time to write the correct preposition under each picture. Check answers.

1 in 2 under 3 on

Extra idea

- You could practice these prepositions further by placing an object, e.g., your cell phone, in different places in the classroom and asking *Where's my phone? (It's on the table, it's under the chair, it's in your bag,* etc.)

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b Focus on the pictures. In each one the remote control is in a different place.

Focus on the speech bubbles and picture 1. Model and drill the question and answer in chorus and individually.

Get a pair of Sts to demonstrate the activity. Then give Sts time to ask and answer the question with a partner. Monitor and help.

1 It's on the TV.
2 It's under the pillow.
3 It's in the suitcase.
4 It's under the bed.
5 It's on the table.
6 It's on the floor.

c Put Sts in pairs, **A** and **B**. Tell them to go to **Communication *Is there a TV? Where is it?*** **A** on *p.81* and **B** on *p.82*.

Focus on the instructions and make sure Sts are clear about what they have to do. Establish that **A** is going to first ask **B** questions about picture 1. For each object(s), if **B** answers *Yes there is / are*, **A** then has to ask *Where is it?* and draw the object in the right place or write the word there.

Demonstrate by taking the role of **A** and asking one of the **B** Sts *Is there a laptop?* and eliciting *Yes, there is.* Then ask *Where is it?* and elicit *It's on the bed.* Then tell all the **A**s to draw a laptop on the bed.

Get the **A**s to continue with the questions and then to switch roles.

As soon as a pair has finished, tell them to compare their pictures.

Extra idea

- You could get fast finishers to write sentences about their picture. e.g., *There's a laptop on the bed. There's a lamp on the big table,* etc.

G simple past: *be*
V *in, at, on*: places
P /ər/ and *was / were*

9B Before they were stars...

Lesson plan

What some well-known celebrities did before they were famous, provides the context to introduce and practice the simple past of the verb *be (was / were)*. First, Sts try to guess the previous jobs of eight celebrities and then they listen to see if they were right. In Pronunciation, Sts practice the sound /ər/, which is used in *were* /wər/ and then practice the strong and weak forms of *was* and *were*. The vocabulary focus in the lesson is on prepositions with places, *in, at,* and *on* (e.g., *at the airport, in bed, on a bus*) and in the final speaking activity grammar, pronunciation, and vocabulary are brought together when Sts ask and answer questions about where they were at various times the previous day.

STUDY LINK
- **Workbook** 9B
- **Online Practice**
- **iChecker**

Extra photocopiable activities
- **Grammar** simple past: *be* p.146
- **Vocabulary** Places p.214 (instructions p.197)
- **Communicative** Find someone who was *at / in / on . . .* p.184 (instructions p.160)

Optional lead-in (books closed)
- Tell Sts that you are going to say a sentence about a person, and they have to say what the person's job is.
- Say the sentences below to elicit the jobs from the class. Jobs 2, 4, 5, and 6 are new, so you may need to mime a bit and then teach the words. Write the new jobs on the board.

1 This man works in a restaurant and says *A table for two?* (He's a waiter.)

2 This person works for a radio station. He introduces songs and plays them on the radio. (DJ.)

3 This person works for a newspaper. She writes about things that are happening every day. (She's a reporter.)

4 This person moves around to music. People love to watch him. (He's a dancer.)

5 This man makes people laugh and wears funny clothes. (He's a clown.)

6 This person makes houses and other buildings. (He's a construction worker.)

7 These women work at restaurant. They bring you your food. (They're waitresses.)

8 These people work in a store. They say *Can I help you?* to the customers. (They're salespeople.)

1 GRAMMAR simple past: *be*

a Books open. Focus on the photo of Simon Cowell and ask *Who is he?* (Simon Cowell.) Ask *What does he do?* (Possible answers: He's a TV star or He has a TV show.) Then focus on the photo of Lady Gaga and ask *What does she do?* (She's a singer.)

Now put Sts in pairs to ask and answer about the rest of the people in the pictures. They should say if each person is a singer, an actor, or someone who makes movies or has a TV show. Some people may do more than one thing.

Check answers by calling on individual Sts to say who the people are.

1 Simon Cowell - has a TV show
2 Kanye West - singer
3 Megan Fox - actress
4 Jennifer Lopez - singer and actress
5 Hugh Jackman - actor
6 Lady Gaga - singer
7 Peter Jackson - makes movies
8 Halle Berry - actress
9 Jackie Chan - actor

b Focus on the title of the lesson and see if Sts can work out what it means. If necessary, use L1 to check.

Focus on the sentences with blanks and the jobs. If you didn't do the lead-in, make sure Sts know what all the words mean. Remind Sts of the male and female form of *waiter / waitress*.

Now focus on the instructions and make sure Sts understand that "old jobs" means the stars' jobs before they became famous. Tell Sts that they are going to guess who had these jobs before they were stars.

Put Sts in pairs and give them time to guess the stars. You might tell them to write the names lightly in pencil in the blanks or to write notes on another sheet of paper.

Invite a few Sts to report some of their guesses. Don't confirm or deny them at this time.

c 3.50 Focus on the instructions and on sentences 1–8. Play the audio, pausing the audio after each one to give Sts time to complete the sentences.

Check answers by playing the audio again and pausing after each item. Find out if any pairs guessed all the people correctly.

1 Simon Cowell 2 Russell Crowe 3 Peter Jackson
4 Jennifer Lopez 5 Hugh Jackman 6 Jackie Chan
7 Megan Fox and Lady Gaga 8 Halle Berry and Kanye West

3.50
1 Simon Cowell was an office worker.
2 Russell Crowe was a waiter and a DJ.
3 Peter Jackson's first job was at a newspaper.
4 Jennifer Lopez was a dancer on a TV show.
5 Hugh Jackman was a clown.
6 Jackie Chan was a construction worker in Australia.
7 Megan Fox and Lady Gaga were waitresses.
8 Halle Berry and Kanye West were salespeople.

d Copy sentences 1,2, 7 and 8 from the audio on the board and underline *was* and *were*. Elicit explain that

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was and were are past forms of *be*. Establish a gesture to indicate the past tense, e.g., pointing backwards over your shoulder with your thumb.

Now focus on the chart (**Present**) and establish that the sentences *Hugh Jackman is an actor* and *They are famous* are in the simple present, i.e., these things are true now.

Focus on **Past** in the chart and give Sts a moment to think which two words are missing and fill in the blanks.

Check answers.

Hugh Jackman is an actor.	He *was* a clown.
They are famous.	They *were* waitresses.

e Tell Sts to go to **Grammar Bank 9B** on *p.108*.

3.51 Play the audio and ask Sts to listen and repeat the sentences.

3.51

I was a teacher.	I wasn't a teacher.
You were at work last night.	You weren't at work last night.
She was at school yesterday.	He wasn't at home yesterday.
It was cold last week.	It wasn't cold last week.
We were at the gym.	We weren't at the gym.
You were late.	You weren't late
They were in London.	They weren't in London.
Were you late?	Yes, I was. No, I wasn't.
Was she a waitress?	Yes, she was. No, she wasn't.
Where were you yesterday?	I was at the beach.
When was he at the gym?	About 3:30 yesterday.

Go through the rules for the simple past of *be* with the class using the expanded information in the **Additional grammar notes** below to help you. You may want to use L1 here.

Additional grammar notes

- *was* is the past of *am* and *is* and *were* is the past of *are*.
- The simple past is used to talk about completed or finished actions in the past, especially with past time expressions, e.g., *last night, last week*.
- *was* and *were* are used exactly like *is* and *are*, i.e. they are inverted to make questions (e.g. *he was* > *was he?*) and *not (n't)* is added to make negatives *(wasn't, weren't)*.

! Highlight that past time expressions do **not** have an article, i.e. *last week* NOT ~~*the last week*~~.

! Some Sts have a tendency to remember *was* and forget *were*.

Focus on the exercises for **9B** on *p.109* and get Sts to do them in pairs or individually. If they do them individually get them to compare answers with a partner.

Check answers by asking individual Sts to read complete sentences aloud.

a	b
1 Were they in school last week?	1 Were you at work last week?
2 I wasn't a student last year.	2 Diego wasn't at school.
3 Where were you last week?	3 We were at school at 4:00.
4 We were in Australia last month.	4 Were they in the meeting yesterday?
5 Was our teacher late this morning?	5 Maria wasn't busy yesterday.
6 What time was Alice here yesterday?	6 It was a very good book.
	7 Was your brother in Spain last month?
	8 I was at the gym this morning.

c

2 was	3 weren't	4 were	5 wasn't	6 Were
7 weren't	8 were	9 Was	10 wasn't	11 was
12 were	13 were	14 was	15 Was	16 wasn't
17 was	18 Were	19 weren't	20 were	

Tell Sts to go back to the main lesson **9B**.

2 PRONUNCIATION /ɜr/ and *was / were*

Pronunciation notes

/ɜr/ *er, ir,* and *ur* are usually pronounced /ɜr/, e.g. *verb, first, nurse.*

a 3.52 Here Sts are introduced to a new sound, /ɜr/, which also occurs in the stressed pronunciation of *were* and will be used in exercise **b.**

Focus on the sound picture *bird*. Play the audio to model and drill the word and sound (pause after the sound).

Now focus on the words after *bird*. Remind Sts that the pink letters are the /ɜr/ sound. Play the audio pausing after each word for Sts to repeat. Model and drill the words yourself if you see Sts are having problems. Give more practice as necessary.

3.52

bird	/ɜr/	first, were, her, work, nurse

b 3.53 Focus on the two sound pictures and try to elicit the words (*bird* and *up*).

Focus on the sound picture *bird*. Play the audio to model and drill the word and sound (pause after the sound.)

Now focus on the sentences. Remind Sts that the pink letters are the /ɜr/ sound. Play the audio, pausing after each sentence for Sts to repeat. Give more practice as necessary.

Repeat the process for the vowel sound /ʌ/ in *up* and get Sts to repeat the sentences. Remind them that the pink letters represent the /ʌ/ sound.

3.53

bird	/ɜr/ /	Were they famous?
		Yes, they were.
		No, they weren't.
		They weren't famous.
up	/ʌ/	Was he a waiter?
		Yes, he was.
		No, he wasn't.
		He wasn't a waiter.

Now focus on the box headed ***weren't* and *wasn't***. Model the words *weren't* and *wasn't*, stressing that *wasn't* has two syllables, but *weren't* only one. For more practice, go back to the negative sentences in the pronunciation charts above. Model and drill the negative sentences again, focusing on the pronunciation of *weren't* and *wasn't*.

c 3.54 Focus on the instructions and the example. Play the first sentence to demonstrate the activity. Pause the audio after the prompt (*She's a waitress.*) and elicit the past form from the class (*She was a waitress.*). Then take off the pause button so that Sts will hear the correct answer.

Repeat with the other prompts, getting the class to respond together. Make sure they stress the sentences correctly.

Repeat the activity asking individual Sts to respond.

3.54
1 She's a waitress. *(pause)* She was a waitress.
2 Is he at work? *(pause)* Was he at work?
3 We aren't famous. *(pause)* We weren't famous.
4 It isn't hot. *(pause)* It wasn't hot.
5 They're at home. *(pause)* They were at home.
6 Are you sad? *(pause)* Were you sad?
7 You aren't at the gym. *(pause)* You weren't at the gym.
8 I'm late. *(pause)* I was late.

3 VOCABULARY *in, at, on*: places

a Focus on the instructions and get Sts to complete the sentences in pairs.

Check answers.

1 school 2 store 3 office 4 restaurant

b Tell Sts to go to **Vocabulary Bank** ***Places*** *p.129*.

3.55 Focus on the instructions for **a**. Play the audio and get Sts to repeat the words in chorus and individually. Replay the audio as necessary.

Highlight the difference between *a city*, *a town*, and *a village*. A city is usually larger than a town. However, people sometimes use the word *town* in a general way, e.g., *New York is a great town!* A *village* is a very small town.

Highlight the different prepositions used with *hospital*. When someone is a patient, the person is *in* the hospital. A visitor or a doctor is *at* the hospital.

3.55

1	a city	11	a museum
2	a town	12	a post office
3	a village	13	a park
4	a bank	14	a beach
5	a pharmacy	15	the ocean
6	a school	16	a river
7	a movie theater	17	a road
8	a hospital	18	a gas station
9	a store	19	a train station
10	a supermarket	20	an airport

Focus on the instructions for **b**. Tell Sts to cover the words and look at the pictures. Give them a few minutes to say the words in pairs. Monitor and correct any pronunciation mistakes.

Focus on the instructions for **c.** Go over the examples and then elicit one or two sentences from Sts about their city or town.

Put Sts in pairs to continue talking about the places there are / aren't in their town.

Get feedback from several pairs. Ask the class if they agree.

Tell Sts to go back to the main lesson **9B**.

c Focus on the instructions. Get Sts to complete the sentences with the correct preposition. Then tell Sts to check their answers by looking back at the sentences on *p.54*.

d 3.56 Write *in, on, at* on the board. Highlight that we often use these prepositions with places.

Focus on the chart. Explain that all of the words in each column use the same preposition. Get Sts to complete the sentences at the top of the chart with *in, at,* or *on*.

1 at 2 in 3 on

Play the audio once for Sts to check their answers. Then play it again for Sts to listen and repeat.

Explain that the best way to learn prepositions is by remembering them in phrases, e.g., *at home, in the office*. However, the following are some simple guidelines Sts can use:

— Use *at* for buildings, e.g., *at school, at the airport.*

— Use *in* for towns, countries, rooms, bed, or a meeting.

— Use *on* for transportation with *bus, train, plane, ship,* but use *in* with cars.

3.56

1	2	3
Where were you yesterday?	Where were you yesterday?	Where were you yesterday?
I was at home.	I was in bed.	I was on a bus.
I was at work.	I was in the kitchen.	I was on a train.
I was at school.	I was in a car.	I was on a plane.
I was at the beach.	I was in Chicago.	I was on a boat.
I was at the gym.	I was in Australia.	I was on the street.
I was at the airport.	I was in a meeting.	
I was at the bank.	I was in the park.	
I was at the movie theater.		
I was at a restaurant.		

e Focus on the instructions and the examples. Demonstrate the activity by saying a word from the chart. Elicit the correct prepositional phrase. Repeat with two or three more words.

Put Sts in pairs, **A** and **B**. Tell **A**s to look at the chart. Tell **B**s to close their books. **A** tests **B** on the phrases. After a few minutes, get them to change roles.

f 3.57 Focus on the instructions. Explain that Sts are going to hear sounds on the audio that will tell them where Jason was yesterday at the times in the exercise. They have to complete the sentences with the place.

Play the audio and stop after the first sound and have Sts look at the example in the book. Then play the next sound and pause the audio. *Where was Jason at 8:00?* Elicit the answer *He was in the car* and have Sts write it in their books.

Continue playing the audio, pausing after each sound for Sts to write their answers.

Get Sts to compare answers with a partner. Then play the audio again for Sts to check their answers. Pause after each sound and elicit answers from individual Sts.

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1 At six o'clock, he was in bed.
2 At eight o'clock, he was in the / his car.
3 At nine o'clock, he was at the airport.
4 At eleven o'clock, he was on a plane.
5 At three o'clock, he was at the beach.
6 At four o'clock, he was at the bank.
7 At seven o'clock, he was at a restaurant.
8 At ten o'clock, he was in bed again!

3.57))
Sound effects
1 Man snoring
2 car door closing and car starting
3 airport announcements and other ambient airport noises
4 Plane taking off, "fasten seatbelts" sound
5 the beach; waves rolling in, seagulls, people laughing and playing, etc.
6 at a bank
7 a restaurant, cutlery and glasses clinking
8 snoring in bed

4 SPEAKING

a Focus on the pictures and the instructions. Give Sts two minutes to look at the pictures and memorize who the people are and where they were yesterday at 3:00 o'clock, as shown in the picture. (The picture represents the same group of stars presented on *p.54*)

If Sts have difficulty deciding who someone is or what the place is, you can tell them. (From top, left to right, they are Simon Cowell – at the beach, Halle Berry – at school, Megan Fox – in the park, Russell Crowe – at a restaurant (center), Hugh Jackman – in a car, Jennifer Lopez – in bed, Lady Gaga – on a bus, Jackie Chan – on a plane, Kanye West – at a movie theater, Peter Jackson – in the kitchen.

b Tell Sts to go to **Communication** ***Where were they?*** **A** on *p.81*, **B** on *p.82*.

Focus on the instructions and make sure that Sts understand that they give the answers to the questions in parentheses. Demonstrate the activity taking the role of **A** and ask a **B** the first question. Stress that **B** has to answer without looking back at the picture.

When Sts have tested each other's memories, find out who remembered the most answers in each pair.

Tell Sts to go back to the main lesson **9B**.

c Focus on the questions. Demonstrate the activity by getting Sts to ask you one or two of the questions. Sts should ask separate questions when two times are given, e.g., *Where were you yesterday at 7:00 in the morning?* and *Where were you at 10:00 in the morning?*

Give Sts a few minutes to ask and answer the questions in pairs. Monitor and help, making note of any problems they are having.

Get feedback by asking individual Sts to tell the whole class a sentence about their partner, e.g., *Maria was in the kitchen at 7:00 in the morning.*

Asking for and giving directions
Prepositions of place
Polite intonation

PRACTICAL ENGLISH

Is there a bank near here?

Lesson plan

In this Practical English lesson, Sts learn how to understand and give simple directions in the street. They begin by learning four new prepositions of place and then some very basic language for directions, which is practiced through a role play. The focus is more on asking for and understanding directions than giving directions, as the latter is quite challenging for Sts at this level. Finally, in People on the Street, Sts watch or listen to five people giving directions.

STUDY LINK

- **Workbook** Is there a bank near here?

Extra photocopiable activities

- **Communicative** Where are you? *p.185* (instructions *p.160*)

Testing Program CD-ROM

- **Quick Test 9**
- **File 9 Test**

Optional lead-in (books closed)

- Write the prompt phrase *Places in a town* on the board. Give Sts two minutes in pairs to brainstorm words for places in a town, e.g., *school, bank, theater,* etc.
- Elicit words from the pair with the shortest list and write them on the board. Tell the other Sts to listen and check the words on their list.
- Continue eliciting from different pairs. Try to elicit all the words from **Vocabulary Bank *Places***.

1 ASKING WHERE PLACES ARE

a 3.58 Books open. Focus on the four prepositions of place and the pictures.

Play the audio once for Sts to listen to the prepositions. Play it again, pausing after each preposition for Sts to repeat it.

3.58
1 next to
2 across from
3 between
4 on the corner

Highlight that

— *across from* means face-to-face, and is used mainly for people or buildings.

— some prepositions of place have one word, e.g., *between*, whereas others have more words, e.g., *next to, across from,* and *on the corner.*

— *on the corner* can be followed by *of* + street name, e.g., *on the corner of Main and South Streets.*

Extra idea

- You could give more practice with *next to, across from,* and *between* by asking questions about things or people in the classroom, e.g., *Who's sitting next to Silvio? What's between my desk and the window?*

b 3.59 Focus on the picture of a street.

Demonstrate the activity by choosing a place and describing its position, e.g., *It's on the corner, across from the supermarket.* Then Sts say the place. (the park)

Play the audio, pausing after the first sentence to elicit the answer, *the school.* Make sure Sts are clear they have to write number 1 on the school.

Play the rest of the audio, pausing after each one to give Sts time to write the number.

Check answers by playing the audio, pausing after each sentence for Sts to say the answer individually or in chorus.

3.59
1 It's across from the train station. *(pause)* The school.
2 It's next to the pharmacy. *(pause)* The gym.
3 It's between the train station and the park. *(pause)* The museum.
4 It's next to the gym, across from the bookstore. *(pause)* The bank.
5 It's between the school and the supermarket. *(pause)* The post office.
6 It's on the corner, next to the parking lot, across from the bank. *(pause)* The bookstore.
7 It's next to the museum, across from the school. *(pause)* The train station.
8 It's on the corner, across from the park, and next to the post office. *(pause)* The supermarket.

c Focus on the example in the speech bubble. Model and drill the question and answer. *Where's the park? It's on the corner, next to the museum.* Then say other places from the map for Sts to substitute, e.g.,

T: *Bookstore* **Sts:** *Where's the bookstore?*

Demonstrate the activity by asking individual Sts a few questions, e.g., *Where's the supermarket?* (It's across from the park.)

Get Sts to ask and answer questions in pairs about the map. Monitor and help, correcting pronunciation and prepositions as necessary.

d 3.60 Focus on the map. Give Sts time to read the names of the buildings and the street names. Model and drill the street names.

Now focus on the dialogue. Tell Sts that they are going to listen and fill in the blanks.

Play the audio once or twice as necessary for Sts to complete the gaps. Check answers.

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Highlight the use of *Excuse me* in the dialogue as a polite way of attracting a stranger's attention. (We don't use *Please*! or *Sorry*! here.)

1 post office 2 First 3 bank

3.60
W = Woman, M = Man
W Excuse me. Is there a post office near here?
M Yes, there's one on Main Street, between First Avenue and Second Avenue. It's next to the bank.
W Thanks.

e 3.61 Play the audio again for Sts to listen to the rhythm and intonation. Highlight that polite intonation in English tends to be higher than normal intonation.

Play the audio again for Sts to listen and repeat, encouraging them to copy the rhythm and intonation on the audio.

f Go through the instructions and focus on the example in the speech bubbles. Remind Sts we use *Is there a* for singular places and *Are there any* for plural places.

Model and drill the question *Is there a bank near here?* Then say other places from the map for Sts to substitute, e.g.:

T: *gas station* **Sts:** *Is there a gas station near here?*

Demonstrate the activity by asking one student about a place, e.g., *Excuse me. Is there a pharmacy near here? (Yes, there's one on Main Street, next to the movie theater.)*

Get Sts to ask and answer questions about the places on the map in **d** in pairs. Monitor and help.

2 UNDERSTANDING & GIVING DIRECTIONS

a 3.62 Focus on the pictures and directions and have Sts match the words and the pictures. Play the audio for Sts to check their answers and listen and repeat.

1C 2A 3B

3.62
1 Go straight ahead.
2 Turn right.
3 Turn left.

Use gestures to elicit the phrases, e.g., for *go straight ahead*, put both hands together and point forwards with them; for *turn right* point right with your right hand; for *turn left* point left with your left hand.

Extra idea

- If you have room in the classroom, get Sts to stand up and follow directions. You could include *Stop*! too.

b 3.63 Focus on the map and the dialogue. Highlight the starting position, **You are here**. Elicit the meaning of *traffic lights*.

Tell Sts to cover the dialogue. Play the audio twice for Sts to follow the directions to the bus station . Get them to compare answers with a partner.

Check the answer by playing the audio again and letting Sts read. They can follow the route in their book with their finger.

The bus station is building 2.

3.63
T = Tourist, W = Woman
T Excuse me. Can you help me?
W Sure.
T Where's the bus station, please?
W Go straight ahead and turn right. Turn right again and it's on the left.
T Thanks very much.
W That's OK.

Go through the dialogue line by line. Highlight
— *sure* = an informal way of saying *yes* / *of course*.
— the difference between *Turn left* and *It's on the left*.
— responding to *Thanks very much* / *Thanks* with *That's OK*. (Remind Sts of the alternative response *You're welcome*.)

c 3.64 Focus on the instructions. Play the first dialogue on the audio twice for Sts to follow the directions. Get them to compare answers with a partner, and check the answer.

Repeat for the second dialogue.

The pharmacy is building 6.
The museum is building 10.

3.64
(audioscript in Student Book on *p.89*)
T = Tourist, W = Woman, M = Man
1
T Excuse me! Is there a pharmacy near here?
M A pharmacy? Let me think. Yes, I know. Go straight ahead and turn right.
T Go straight, and make a right?
M Yes. Then go straight ahead about 100 yards and make a left.
T Turn left?
M Yes, and then go straight and turn right.
T Turn right. OK.
M The pharmacy is on the right. You can't miss it.
T Thank you.
M No problem.
2
T Excuse me. Where's the museum?
M I'm sorry. I don't know. I don't live here. (pause)
T Excuse me. Where's the museum?
W The museum?
T Yes. Is it near here?
W Sure. Go straight down this street, and turn left. Then make a right, and go straight ahead. Then turn left, and the museum is on the left. It's on the corner.
T Thank you very much.
W Oh, excuse me!
T Yeah?
W You can't go to the museum today. It's closed on Mondays.
T Oh. OK.

Extra support

- If you have time, let Sts listen again with the listening script on *p.89*. Go through the dialogues line by line with Sts and elicit / explain any words or phrases that they don't understand.

d Focus on the dialogue in **b** and get Sts to practice in pairs.

Extra support

- Replay the dialogue in **b** pausing after each sentence for Sts to repeat.

e Put Sts in pairs, **A** and **B**. Focus on the instructions and give Sts time to read their roles. Explain that they each have to choose a building from 1 – 10 on the map in **2b**. **A** chooses a building for the hospital. **B** chooses a building for the hotel. They should *not* say which buildings they have chosen.

Focus on the example in the speech bubbles with the class. Tell **A** to ask **B** for directions to the hotel. Monitor and make a note of any problems Sts are having.

Tell Sts to switch roles. Now **B** asks **A** for directions to the hospital. Monitor and help, making a note of any general problems Sts are having and deal with these on the board at the end.

Extra support

- You could get Sts to write the directions down before they give them orally to their partner.

3 PEOPLE ON THE STREET

a 3.65 Focus on the instructions and the photo of James. Tell Sts that someone is going to ask James for the directions to a place, and he is going to give them.

Play the audio. Tell Sts to complete 1 with the place that people are asked directions to. Check answers. See words in bold in audioscript 3.65.

3.65
(audioscript in Student Book on *p.89*)
I = Interviewer, J = James
I Is there a **bank** near here?
J Yes, there's one on **13th** Street, next to the **parking lot**.

b 3.66 Now tell Sts that they are going to listen to four more people asking for directions and complete the dialogues with the places and the directions.

Play the audio, pausing after each dialogue to give Sts time to write. Replay the dialogues as necessary.

Check answers by replaying the individual dialogues and pausing after each one. Ask individual Sts to read their answers aloud.

3.66
(audioscript in Student Book on *p.89*)
I = Interviewer, K = Kurt
I Is there a **hospital** near here?
K There is a **hospital** on **23rd** Street **between** 6th and 7th.
I = Interviewer, N = Natasha
I Is there a **restaurant** near here?
N Yes, straight ahead, and it's **next to** the **bank**.
I = Interviewer, A = Andrew
I Is there a **pharmacy** near here?
A There's a **pharmacy** across from the **bank**.
I = Interviewer, C = Christopher
I Is there a **school** near here?
C Yes, it's NYU. It's right **across** the park here.

Extra support

If you have time, let Sts listen again with the listening script on *p.89*. Go through the dialogues line by line with Sts and elicit / explain any words or phrases that they don't understand.

c Have Sts work together and ask the the question *Is there a / an ... near here?* to find out directions for places on the map in **1d** or other places.

Extra support

Bring a real map of your city / town to class and have Sts give directions using that map. Alternatively, you could have Sts draw their own maps.

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G simple past: regular verbs
V common verbs 3
P regular simple past endings

10A It changed my life

Lesson plan

A student's experience of School Year Abroad, a student exchange program for high school students, provides the context to introduce the simple past of regular verbs. These are presented through a short picture story about a McKenzie Nagle, who went to Vietnam to study there for a semester. Sts then focus closely on the different pronunciations of the *-ed* ending and go on to practice this in a speaking activity. In Vocabulary, Sts learn some more common verbs and the lesson finishes with Sts reading about McKenzies's time in Vietnam.

STUDY LINK
- **Workbook** 10A

Extra photocopiable activities
- **Grammar** simple past: regular verbs *p.147*
- **Vocabulary** Verbs and verb phrases *p.215* (instructions *p.198*)
- **Communicative** Guess how many? *p.186* (instructions *p.160*)

Optional lead-in (books closed)
- Write *It changed my life* on the board and tell Sts it's the title of the next lesson. Write *McKenzie, Vietnam,* and *School Year Abroad* on the board and tell them these are the names and places in the story.
- Elicit ideas from the class as to what the lesson might be about.

1 GRAMMAR simple past: regular verbs

a Books open. Focus on the instructions and read the information with Sts. Deal with any vocabulary problems, e.g., *exchange, abroad.*

Ask Sts these questions about the information:
Where is McKenzie from? (the U.S.)
Where did he go? (Vietnam)
When did he go? (last August)

Focus on picture **1** and ask *Where's McKenzie?* (at the airport) Repeat the question for picture **2**. (on the plane) Continue for the rest of the pictures.

Focus on the sentences below and establish that they are all in the past.

b 4.2 Review the sentences to deal with vocabulary, e.g., *cried, nervous, excited, arrived, crazy.* You might point out that the base form of *cried* is *cry.* Check comprehension by asking a few questions, e.g., *How does McKenzie feel about the trip?* (nervous and excited) *How was the weather in Vietnam?* (hot), etc.

Put Sts in pairs and give them some time to try to match the pictures 1–6 with the sentences. Sts should be able to do this from words they know or recognize and using a little imagination. Monitor and help. Then check answers.

5 1 3 6 2 4

Play the audio once for Sts to listen and check their answers. Repeat as necessary.

4.2
1 My mother cried at the airport in New York.
2 I talked to the other students on the plane. I was nervous but excited!
3 We arrived in Vietnam. It was very hot. I didn't like that!
4 Our language teachers greeted us at the hotel. We started our first class in the evening.
5 I learned how to say *chào* (hello) and *cám on* (thank you).
6 We walked to a restaurant for dinner. The traffic was crazy.

c Focus on the instructions and elicit the simple past of the first example, *cries* (cried). Give Sts time to write the other simple past forms.

Check the answers, copying the present and past forms on the board like this:

present help **past** helped

Ask Sts to look at the verbs again and elicit the basic rule for regular verbs in the simple past. (We add *-ed.*)

My mother **cried**.
I talked to the students.
We arrived in Vietnam.
I didn't like that.
Our teacher **greeted** us.
We started our first class.
I learned how to say hello.
We walked to a restaurant.

d Tell Sts to go to **Grammar Bank 10A** on *p.110.*

4.3 Play the audio and ask Sts to listen and repeat the example sentences. You may want to drill the sentences with individual Sts as well.

4.3

I arrived early.	I didn't arrive early.	
You learned Spanish.	You didn't learn Spanish.	
She liked the movie.	She didn't like the movie.	
It rained yesterday.	It didn't rain yesterday.	
We talked to the teacher.	We didn't talk to the teacher.	
You worked late.	You didn't work late.	
They walked to a cafe.	They didn't walk to a cafe.	
Did you visit the museum?	Yes, I did.	No, I didn't.
Did he cook dinner?	Yes, he did.	No, he didn't.
Did they study French?	Yes, they did.	No, they didn't.
Where did you live?	Near the university	
What did she study?	History and economics.	
How did you travel to school?	By bicycle.	

Go through the rules with the class using the expanded information in the **Additional grammar notes** below to help you. You may want to use L1.

Additional grammar notes

- The simple past of regular verbs is very easy. There is no third person change. The basic rule is to add ***-ed*** to the base form.
- Negative sentences use the auxiliary *did + not* (*didn't*) + the base form. Questions use the formula (Wh-) + *did* + subject + base form. In other words, they follow the same pattern as questions in the simple present: (Q) + AV + S + BF [(Question word) + Auxiliary verb + Subject + Base form (of verb)].
- Most verbs in English are regular, although some of the most common verbs happen to be irregular, e.g., *go, have, see.*

Spelling rules

- Verbs ending in ***e*** add *d*, e.g., *change* > *changed*, *live* > *lived*, *like* > *liked*
- Verbs ending in **consonant + *y*** change *y* to *i* and add *-ed*, e.g., *cry* > *cried*, *study* > *studied*
- Verbs ending in **vowel + *y*** do NOT change the *y* to *i*, e.g., *play* > *played* NOT ~~*plaied*~~)
- Verbs ending in **consonant + one vowel + consonant** double the final consonant and add *-ed*, e.g., *stop* > *stopped* NOT ~~*stoped*~~.

Focus on the exercises for **10A** on *p.111* and get Sts to do them individually or in pairs. If they do them individually, get them to compare with a partner.

Monitor while Sts are doing the exercises. If you see they are having problems with word order in **b**, remind them of the formula presented in File **7A**, *p.71*.

Check answers to **a** by getting individual Sts to read the sentences and questions aloud. You could check answers to **b** by asking different pairs to read the mini dialogues aloud.

a
1 They worked in a hospital.
2 I finished work late.
3 He liked the movie.
4 You lived in Vietnam.
5 I studied Spanish.
6 She walked to work.
7 He preferred the red car.
8 They played tennis.
9 You talked a lot!
10 The train stopped in Shanghai.
11 We exercised in the morning.
12 She changed money at a bank near here.

b

1	A did, park	B parked
2	A Did, finish	B didn't
3	A did, study	B studied
4	A did, arrive	B arrived
5	A Did, cry	B didn't, cried
6	A Did, like	B didn't like
7	A did, watch	B didn't watch
8	A Did, rain	B didn't rain

Tell Sts to go back to the main lesson **10A**.

2 PRONUNCIATION regular simple past endings

Pronunciation notes

The regular simple past ending *-ed* can be pronounced in three different ways:

1. *-ed* is pronounced /d/ with verbs which end in a **voiced*** sound , e.g., ***arrive*** > *arrived*, ***learn*** > *learned*.
2. *-ed* is pronounced /t/ with verbs which end in **unvoiced*** sounds: /k/, /p/, /f/, /s/, /ʃ/, /tʃ/, e.g., ***talk*** > *talked*, ***finish*** > *finished*, ***watch*** > *watched*.
3. *-ed* is pronounced /ɪd/ after verbs ending in the sound /d/ or /t/, e.g., ***want*** > *wanted*, ***need*** > *needed*.

- *For the difference between **voiced** and **unvoiced** sounds **see Pronunciation notes 3A**, *p.34*.
- In practice, the difference between /t/ and /d/ is very small and at this level we recommend you do not spend too much time on this. However the difference between /ɪd/ and the other two is significant (it is an extra syllable) and Sts tend to use this ending for all regular verbs. Highlight this difference emphasising that the *-e* in *-ed* is only pronounced when there is a *t* or a *d* before it, e.g., *waited, ended* and make sure you always correct this mistake.

a 4.4 Explain that there are three different ways of pronouncing *-ed*: /d/, /t/ and /ɪd/. Focus on the first sound picture *dog* and play the audio pausing after the word and sound and getting Sts to repeat it.

Now focus on the two example sentences. Play the audio for Sts to listen. Then play it again pausing for Sts to repeat the sentences.

Repeat this process for the /t/ and /ɪd/ sounds.

4.4

dog	/d/	My mother cried.	We arrived in Vietnam.
tie	/t/	I talked to the students.	We walked to a restaurant.
	/ɪd/	Our teachers greeted us.	We started our first class.

Point out that /d/ and /t/ are very similar but /ɪd/ is very different (see **Pronunciation notes**). Remind Sts that we pronounce *-ed* as /ɪd/ when the preceding letter is a *d* or a *t*. Stress that this is the only time that *-ed* is a separate syllable.

Give Sts more practice listening and repeating as necessary. You could model the sounds yourself if you think this will help.

b 4.5 Play the audio for Sts to listen and repeat the sentences. Tell them to focus on pronouncing the past forms correctly.

Then put Sts in pairs. Tell them to cover the sentences and look at the pictures and take turns saying the sentences to tell McKenzie's story.

Extra support

- Ask for volunteers to tell McKenzie's story by looking at the pictures. Get Sts to cover the sentences and then ask a volunteer *What happened in this picture?* If the student makes a mistake, encourage the class to help. Continue with the other pictures until Sts have retold the whole story.

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3 SPEAKING

a Focus on the instructions. Give Sts time to read the phrases and deal with any vocabulary, e.g., *check my email, clean the house.*

Demonstrate the activity by saying a few true affirmative and negative sentences about yourself using the phrases in the chart, e.g., *I didn't play a sport last weekend. I walked to school this morning.*

Put Sts in pairs to say true sentences about themselves with the phrases in the box. Monitor and check that Sts are saying both affirmative and negative sentences. Make sure also that Sts are saying the sentences and not writing them.

b Focus on the instructions. Get Sts to change partners. Explain that they are now going to ask questions using the phrases in the chart and give short answers. Demonstrate by asking a student, e.g., *Did you clean the house last weekend?* and eliciting the response *Yes, I did* or *No, I didn't.*

Get Sts to continue asking and answering questions with their new partner. Monitor and check that Sts are using the base form of the main verb in the question.

c Focus on the instructions and the example. Put Sts in pairs to ask and answer the questions.

2 Did his mother cry? Yes, she did.
3 Did he like the hot weather? No, he didn't.
4 Did he walk to a restaurant for lunch? Yes, he did.
5 Did he talk to the other students on the plane? Yes, he did.
6 Did the teachers greet them at the airport? No, they didn't.

4 VOCABULARY common verbs 3

a Focus on the task. Point out to Sts before they do the task that all of the verbs in the left hand column are in McKenzie's story in **1a** on *p.*58. Sts may want to refer to the story for a bit of support as the work out the answers to each item. Give Sts a few minutes to match the verbs and the phrases. Check answers.

2f 3a 4e 5g 6b 7d

Quickly test Sts' memory by saying the nouns at random for them to say the whole phrase, e.g.

T: *greet* **Sts**: *a guest*

b Tell Sts to go to **Vocabulary Bank** ***Common verbs 3*** on *p.130*. Focus on part **1**.

4.6 Focus on the instructions for **a**. Play the audio and get Sts to repeat the words in chorus or individually. Use the pause button as necessary.

4.6
1 cook a meal
2 help people
3 laugh
4 look in the mirror
5 miss your family
6 move to a new house
7 travel (by taxi, motorcycle, train)
8 try new food

Now do **b**. Ask Sts to cover the verb phrases and look at the pictures. Give them a few minutes to remember and say the verb phrases in pairs. Monitor and help.

Tell Sts to go back to the main lesson **10A**.

5 READING & SPEAKING

a Sts are now going to read what happened when McKenzie, the boy from **1a**, arrived in Vietnam for his School Year Abroad.

Before Sts read about McKenzie's stay in Vietnam, review the first part of his story by looking at the pictures again and eliciting the story from the class.

b Focus on the question and make sure Sts understand it. You could get Sts to cover the text so that they are not tempted to read it before you want them to.

Give Sts time to read the sentences. Check that Sts understand the phrase *host family* (the family McKenzie stayed with in Vietnam). A *host* is someone who receives a guest.

Put Sts in pairs to check the things they think happened while McKenzie was in Vietnam.

Get feedback from the class, but don't tell them at this point whether their guesses are right or not.

c Focus on the instructions. Tell Sts they are going to read what McKenzie wrote after his time in Vietnam. Tell Sts to check whether their guesses were right. Remind Sts that when they read they should try to focus on the words they know, and try to guess the meaning of new words.

Focus on the glossary at the end of the article. Explain that this explains the meaning of some of the new words. Sts can use this if they need it.

Focus on the sentences in **1b**. If Sts find that some guesses were not correct, they could circle them.

Check answers and as you check each one ask *Were you right?* Find out which pair got the most answers right.

What happened while McKenzie was in Vietnam
✓ He learned a new language.
✓ He loved the crazy traffic.
✓ He loved his host family.
✓ He visited a lot of beautiful places.

d Focus on the instructions. Ask a student to start reading the text aloud and stop when they come to the first simple past verb (*moved*). Elicit that the base form of the verb is *move*.

Give Sts a few minutes to read the text again and circle the other past tense forms. Get them to compare their answers with a partner.

With the whole class, get Sts to call out the simple past verbs. As they mention each one, write it on the board and ask *What's the base form?* and write that on the board.

Simple past verbs in text, not including form of *be*
moved laughed cooked studied traveled loved
helped talked visited missed (x2) changed learned (x2)

e Focus on the highlighted words and get Sts to guess their meaning with a partner.

Get feedback. Get Sts to check words they couldn't guess in a dictionary or, if dictionaries are not available, elicit / explain the meanings. Do this in English if possible. Point out that Sts already know the word *friend*, the root word in *friendly*.

f Focus on the instructions and the examples.

Do this as an open class activity and get any Sts who do know people to tell the rest of the class about their experiences.

Encourage Sts to ask their classmates the questions *What did they do there? Was it fun?* rather than asking the questions yourself.

G simple past: *do, get, go, have*
V daily routine verbs; irregular verbs
P sentence stress

10B What did you do?

Lesson plan

This lesson introduces the simple past of the four most common irregular verbs in English: *do, get, go,* and *have.* The lesson begins by reviewing the vocabulary for daily routines. The new grammar is presented through the context of a phone conversation between a father and his teenage daughter. The father asks his daughter what she did earlier in the day and begins to suspect that his daughter is not alone in the house. Sts learn the past form of the verbs *do, get, go, have.* In the second half of the lesson, Sts read an article about a man who used people's personal videos to make a movie about daily life around the world. Finally, Sts interview a partner about their "life in a day" and then write a blog post about a typical day in their own lives.

STUDY LINK
- **Workbook** 10B
- **Online Practice**
- **iChecker**

Extra photocopiable activities
- **Grammar** simple past: *do, get, go, have p.148*
- **Communicative** *Did you do the same things I did yesterday? p.187* (instructions *p.161*)
- **Song** *Where Did Our Love Go? p.223* (instructions *p.218*)

Optional lead-in (books closed)
- Test Sts on the verb phrases they know using *have* and *go* from **Vocabulary Bank *A typical day*** on *p.125* like this:

T: *breakfast*
Sts: *have breakfast*
T: *work*
Sts: *go to work*, etc.

1 VOCABULARY daily routine verbs

a Books open. Get Sts to complete the verb phrases and then compare answers with a partner.

b 4.7 Play the audio for Sts to check their answers. Then play it again for them to listen and repeat.

1 get up
2 have breakfast
3 go to school
4 go shopping
5 have dinner
6 do homework

2 LISTENING

a 4.8 Focus on the instructions and the photos. Highlight that the man's name is Ben and tell Sts that he is a businessman. The girl is his daughter Linda. Ask *Where's Ben?* (In Paris.) *Where's Linda?* (At home in Toronto.)

Focus on the list of places and check that Sts understand them. Elicit / explain that a *shopping mall* is an indoor shopping center with many different stores. A *hair salon* is place where people go to have their hair done, i.e., washed, cut, styled, etc.

Focus on the instructions and get Sts to cover the dialogue with a piece of paper. Play the audio once for Sts to check the places where Linda was during the day. Replay the audio as necessary. Get Sts to compare answers with a partner before checking answers as a whole class. Ask Sts *Was Linda at school?* (Yes, she was.) *Was she at the gym?* (No, she wasn't.)

☑ at school	☑ at a cafe
☐ at the gym	☐ at a restaurant
☑ at a museum	☑ at a shopping mall
☐ at the hair salon	☐ at the movies

4.8
(audioscript in Student Book on *p.89*)
B = Ben, L = Linda
B Hi, honey.
L Oh, hi, Dad. How's Paris?
B Fine. A lot of work. Did you have a good day?
L It was OK.
B What did you do?
L I got up early. I went to school.
B How was it?
L Great. We didn't have classes. We went to an art museum.
B Oh, nice. Did you have lunch there?
L Yes, we had lunch at the cafe. And then I went shopping with Katy.
B Did you do your homework?
L Yes, Dad. I did my homework after dinner, like always.
B Who's that, Linda?

b Now focus on the dialogue and the instructions. Play the audio again for Sts to complete the spaces. Replay the audio as necessary.

Get Sts to compare their answers. Check answers by playing the audio again, pausing after each answer. Write the words on the board.

1 day 2 up 3 Great 4 art 5 lunch 6 shopping 7 dinner

Go through the dialogue with Sts line by line and elicit / explain that *honey* is a term of affection that people may use with family or close friends. Explain / elicit that *got up* is the past of *get up, went* the past of *go,* and *had* the past of *have.* Remind Sts that they saw the past of *do* (*did*) in the previous lesson. Explain that *do* is used both as a main verb and as an auxiliary.

c 4.9 Focus on the instructions and the questions. Play the audio for Sts to answer the questions. Replay the audio as necessary. Sts should be able to get the gist, although they won't understand everything. Get them to compare their answers before checking answers with the whole class.

1 She went to the movies.
2 She's with her friends, Annie, Shophie, and Tony.

4.9
(audioscript in Student Book on *p.89*)
B = Ben, L = Linda
B Who's that, Linda?
L What?
B I can hear people in the house.
L Oh, it's just the TV.
B Can I speak to your mother?
L Mom? She's out. She went to the movies with her friends.
B Are you alone?
L Yes, I am.
B Linda, is somebody with you?
L Uh...Yes, Dad. Annie, Sophie, and Tony are here.
B Oh, Who are they? And who's Tony?
L He's a friend, Dad. He's very nice, and Sophie and Annie are, too.

Extra support

- You could get Sts to listen to the conversation again with the listening script on *p.89*. Explain any words or phrases that Sts don't understand.

3 GRAMMAR simple past: *do, get, go, have*

a Focus on the chart. Highlight that the sentences in the first column are in the present and those in the second column are in the past.

Focus on the dialogue in **2b** and elicit the word that is missing from the first sentence in the chart (*got*).

Give Sts time to complete all the sentences in the chart and get them to check their answers with a partner.

I got up early.
I went to school.
We had lunch in the cafe.
I did my homework after dinner.

b 4.10 Focus on the chart again. Play the audio for Sts to check their answers.

Play the audio again, pausing for Sts to repeat the present and past sentences.

4.10

I get up early.	I got up early.
I go to school.	I went to school.
We have lunch in the cafe.	We had lunch in the cafe.
I do my homework after dinner.	I did my homework after dinner.

c Tell Sts to go to **Grammar Bank 10B** on *p.110*.

4.11 Play the audio and ask Sts to listen and repeat the example sentences.

4.11

I did housework on Sunday.	I didn't do housework on Sunday.
You got up late yesterday.	You didn't get up late yesterday.
He went to school by bus.	He didn't go to school by bus.
We had breakfast at home.	We didn't have breakfast at home.
Did you do homework last night?	Yes, I did. / No, I didn't.
Did you get my email?	Yes, I did. / No, I didn't.
Did she go to school yesterday?	Yes, she did. / No, she didn't.
Did they have dinner?	Yes, they did. / No, they didn't.
When did you do housework?	On the weekend.
Where did you get your shirt?	At a store near school.
Who did you go to the movie with?	My sister and her friend.
What did you havefor breakfast?	Coffee and toast.

Go through the rules with the class using the expanded information in the **Additional grammar notes** that follow to help you. You may want to use L1 here if you know it.

Additional grammar notes

- A small number of verbs (several of which are very common) are irregular in the simple past. The change of form can be just one or two letters, e.g., *get* > *got*, or can be a completely new word, e.g., *go* > *went*.
- Irregular verbs are only irregular in ⊞ sentences. In ⊟ sentences *didn't* is used with the base form (not the past) and questions are formed using *did* + base form.

Focus on the exercises for **10B** on *p.111* and get Sts to do them in pairs or individually. If they do them individually, get them to compare with a partner.

Check answers by getting individual Sts to read the sentences and questions aloud.

a
1 You had salad for lunch yesterday.
2 Did she go to the beach yesterday?
3 I didn't have breakfast yesterday.
4 Mika didn't do housework yesterday.
5 We went to school at 7:30 yesterday.
6 What time did they finish work yesterday?
7 Did you do housework after dinner yesterday?
8 You didn't go to work by car yesterday.
9 I got up late yesterday.
10 What did Pedro have for breakfast yesterday?
11 Did she get up early yesterday?
12 What time did you do homework yesterday?

b
1 **A** Did **B** didn't
2 did
3 **A** did **B** didn't, Did
A did, didn't

c
1 **A** A did, have **B** had
2 didn't do, didn't do
3 **A** did, go **B** went
4 **A** did, get up **B** got up
5 didn't have
6 didn't go

Tell Sts to go back to the main lesson **10B**.

Extra idea

- Get Sts to go to the listening script on *p.89* and practice the dialogue in **b**, including the end of the conversation, with one student taking the part of Ben and the other student the part of Linda and then changing roles. You could rehearse the dialogue before you start with Sts repeating the dialogue after you or the audio recording.

4 READING

a Focus on the instructions and the introduction to the article. Give Sts time to read the introduction and answer the question.

Get Sts to compare answers with a partner.
Check answers.

They made videos of their day.

b Focus on the instructions and the photos. Remind Sts that when they read, they should try to focus on the words they know, and try to guess the meaning of new words.

Give Sts time to read the article and write the letters of the photos in the blanks. Get Sts to compare their answers with a partner and then check answers with the whole class.

drank tea – C
got married – A
went skydiving – F
shaved his face – B
finished a bike trip – D
shining shoes – E

c Focus on the questions. Elicit / explain that *normal* refers to things people usually or often do and that ***un**usual* means "not usual."

Give Sts time to read the article again and then answer the questions. You might ask Sts to make two lists, headed *Normal* and *Unusual*.

Get Sts to compare their answers with a partner.

Check answers with the whole class. Note that shaving is a normal activity for most men, but shaving for the first time is special. If Sts have different answers, get them to explain.

Normal things: They got up in the morning and had breakfast; they read the newspaper and drank tea; they watched TV and went to bed; they had money, phones, and iPods in their pockets.
Interesting or unusual: They got married; they had babies; they went skydiving; they shaved for the first time; they finished a bike trip from Korea to Kathmandu; a boy worked all day shining shoes; a man had the keys to an expensive car; a man had nothing in his pockets.

d Get Sts to work individually to find the verbs, write the past form and R (regular) or I (Irregular).

Check answers with the whole class.

2 used – R
3 read – I
4 drank – I
5 watched – R
6 shaved – R
7 finished – R
8 took – I
9 worked – R
10 answered – R

5 PRONUNCIATION & SPEAKING

sentence stress

a 4.12 Focus on the instructions and the questions. Play the audio for Sts to say what the missing words are. Write the questions on the board.

Then play the audio again for Sts to listen for the stress. Ask if the missing words are stressed. (The missing words *did you* are not stressed.)

! You might want to add that these two words are often pronounced together as /'dɪdʒu/ or even /'dɪdʒə/ when people are speaking quickly.

4.12
What time did you get up?
Did you have breakfast? What did you have?
Where did you have lunch? Did you like it?

b Play the audio again for Sts to listen and repeat the questions in chorus and individually. Encourage them to imitate the stress pattern in the audio.

c Tell Sts to go to **Communication *Life in a day*** on *p.83*. Focus on the instructions for **a**. Explain that Sts have to use the cues to make questions in the past.

Elicit three or four example questions from the class. Choose both *Wh-* and *yes / no* questions, e.g., *Did you take a break? What did you do?*

Give Sts some time to write their own answers in the **You** column. Monitor and help as needed. Check that Sts understand what information the questions are asking for.

Put Sts in pairs and get them to takes turns interviewing each other. They write their partner's answers in the **Your Partner** column. Monitor and check that Sts are using correct question format. Make notes of any problems to review later.

Now go to **b**. Put Sts in small groups of four or five Sts. Try to arrange this so that Sts are not in the same group as their partner for **a**. In groups, Sts tell the others about their "old" partners' day yesterday.

Now go to **c**. Focus on the words on the list. Elicit / explain the meaning of each one and go over the examples.

everyone = all the people

a lot of people = many or most people, but not everyone

some people = a certain number of people, not most people

a few people = a small number of people

no one = zero people

Get Sts to make ten sentences using the words on the list and the information about their classmates. There are several ways to do this. e.g.:

—Put Sts in pairs and get them to make the sentences and then give feedback to the class.

—Return Sts to their original small groups and get the groups to make sentences.

—Elicit sentences from the whole class.

Tell Sts to go back to the main lesson **10B**.

d Tell Sts to go to **Writing *A Blog Post*** on *p.85*. Focus on the instructions for **a** and the question. Give Sts time to read the blog post "A Big Day." Elicit the answer to the question from the class. (It was his first day on his new job.)

Now go to **b**. Get Sts to read the list of words and the sentences from the blog. Ask *Why did Tyler use these words in his blog?* Elicit the answer that he used them to show the order in which events happened during the day. Explain that writers often use these words to make time order clear.

Now go to **c**. Explain that Sts are going to write a blog post about their day yesterday. Write this sentence on the board: *Yesterday was a _____ day for me.* Ask a few Sts what word they would put in the blank. Suggest words like *normal, unusual, interesting, big.*

Tell Sts to use this sentence to begin their blog and make it true for their day. Then they should explain what they did using time-order words to put the events in order. Make sure Sts understand that they don't have to say everything they did, just the most interesting or important events in their day.

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Get Sts to work individually to write their blog posts. Set a time limit that will allow most Sts to finish, but will not be too long. Monitor and help as needed. Check that Sts are using time order and telling events in the order they happened.

Now go to **d**. Get Sts to read their blogs and check for mistakes. Did they use the time-order words to put events in order? You might want to suggest that Sts write their corrected blogs on a clean sheet of paper before handing them in.

Extra idea

- After Sts have corrected their blogs, get them to "post" their blogs by putting them up on the wall in the classroom. Then have Sts walk around the room and read each other's blogs.

6 4.13 SONG Where Did Our Love Go? ♫

Where Did Our Love Go? was a hit song in 1964. It was recorded by The Supremes, a group of three female singers. For copyright reasons, this is a cover version. If you want to use this song in class, you will find a photocopiable activity on *p.223*.

4.13

Where Did Our Love Go?

Baby, baby
Baby, don't leave me
Ooh, please don't leave me
All by myself

Chorus
I've got this yearning, burning
Yearning feeling inside me
Ooh, deep inside me
And it hurts so bad

You came into my heart
So tenderly
With a burning love
That stings like a bee

Now that I surrender
So helplessly
You now wanna leave
Ooh, you wanna leave me

Ooh, baby, baby
Where did our love go?
Ooh, don't you want me
Don't you want me no more

Ooh, baby
Baby, baby
Where did our love go?
And all your promises
Of a love forever more

Chorus
I've got this yearning, burning
Yearning feeling inside me
Ooh, deep inside me
And it hurts so bad

Before you won my heart
You were a perfect guy
But now that you got me
You wanna leave me behind
Baby, baby, ooh baby.

Verse 1 repeated

9&10 Review and Check

For instructions on how to use these pages, see *page 32*.

Testing Program CD-ROM

- **Quick Test 10**
- **File 10 Test**

GRAMMAR

1 b	6 b	11 b
2 b	7 a	12 b
3 a	8 b	13 a
4 b	9 b	14 b
5 a	10 a	15 b

VOCABULARY

a 1 remote control
2 bank
3 elevator
4 towels
5 hospital
6 parking lot
7 airport

b 1 at 2 at 3 in 4 on 5 in

c 1 miss
2 start
3 arrive
4 wait
5 try
6 travel

d 1 between
2 beach
3 across
4 turn

PRONUNCIATION

c 1 travel
2 restaurant
3 airport
4 family
5 across

CAN YOU UNDERSTAND THIS TEXT?

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

CAN YOU UNDERSTAND THESE PEOPLE?

1 b 2 a 3 b 4 b 5 b 6 a 7 a 8 b

4.14

1 **A** Where were you last night? I called at eight o'clock and at nine o'clock but your phone was off.
B I was at the movie theater with a friend.

2 **A** Was the hotel good?
B It was OK. The rooms were very nice, but the breakfast wasn't very good.

3 **A** What time did you finish work yesterday?
B I didn't go to the office yesterday. I worked at home in the morning, and in the afternoon I was with the children.

4 **A** Did you go out last night?
B Yes. We had dinner at a Chinese restaurant, and then we went to see a French movie.
A Was it good?
B Yes, it was fantastic.

5 **A** Where did you go for your last vacation?
B We went to Rio de Janeiro with my sister and her husband.
A Did you stay at a hotel?
B No, we stayed with my sister's friend, in a nice house.

6 **A** Did you have a good weekend?
B No, I didn't. It was terrible.
A Why? What did you do?
B I stayed at home on Saturday and did housework. And on Sunday my wife's parents visited us. We had a very long lunch.

7 **A** Excuse me. Where's the post office?
B Uh, it's on Main Street, on the right, across from the gas station.
A Excuse me, did you say the bus station?
B No, the gas station.
A Thanks.

8 **A** Excuse me. Is there a bank near here?
B Yes, there's one on North Street.
A Oh, where's North Street?
B Go straight ahead and turn right. The bank's on the left, across from the parking lot.

G object pronouns: *me, him,* etc.
V opinion words
P strong stress

11A What do you think of it?

Lesson plan

In this lesson, conversations about popular musicians provide the context for practicing object pronouns. In Vocabulary, Sts learn words they can use to express their opinions. These include strong adjectives, e.g., *terrible, fantastic* and verbs that express strong likes and dislikes, e.g., *can't stand* and *love*. In Pronunciation, Sts practice strong stress to develop a more natural sounding English pronunciation. Finally, Sts bring these skills together in a discussion about musicians and songs that they really like or dislike.

STUDY LINK
- **Workbook** 11A

Extra photocopiable activities
- **Grammar** Object pronouns: *me, him,* etc. *p.149*
- **Communicative** Do you like...? *p.188* (instructions *p.161*)

Optional lead-in (books closed)
- Think of some well-known people or things in your area that Sts will know about. Write a few names on the board. Include at least one man, one woman, one place, and a plural item, such as a singing group.
- Elicit Sts' opinions and ask *Do you like* (name)? and they can answer *yes / no*. Then you can ask *What do you think of* (name)? and tell them to answer *He / She's OK / good / great*.

1 GRAMMAR object pronouns: *me, him,* etc.

a 4.15 Focus on the instructions and get Sts to cover the text of the dialogues. Play the audio for Sts to listen.

4.15
B = Brian, R = Rachel
1
R Listen to this. What do you think of it?
B I hate it. It's awful. Who is it?
R Enrique Iglesias. I love him. He's great.
B You love him because he's cute.

2
R What about this song?
B It's pretty good. Who is it?
R Lady Gaga.
B Oh, I can't stand her. She always wears those terrible clothes.

3
R OK, who do you like? Tell me.
B I really like Radiohead. They're fantastic. Do you like them?
R Um, they're not bad.
B My brother and I have tickets to their concert next week. Come with us!
R No, thanks. They're OK, but I don't really want to go.

Elicit the names of the singers and of the band from the class and write them on the board.

Enrique Iglesias, Lady Gaga, Radiohead.

Notes
- Enrique Iglesias is a singer. He sings pop music. He's from Spain.
- Lady Gaga is a singer. She from the U.S. Her real name is Stefani Joanne Angelina Germanaotta. She's famous for her crazy clothes.
- Radiohead is an English rock band.

Go over the dialogues line by line and focus on new vocabulary. Elicit / explain the meanings in English if possible. e.g., *hate* = not like (very strong); *awful* = very bad; *pretty good* = good, but not very good; *can't stand* = not like something (very strong); *terrible* = very bad; *fantastic* = very good.

b Get Sts to look at the highlighted words in the dialogues. Explain / elicit that these are object pronouns.

Get Sts to work individually to complete the chart. Then have them compare answers with a partner.

Check answers.

I	me
you	you
he	him
she	her
it	it
we	us
they	them

c Tell Sts to go **Grammar Bank 11A** on *p.112*.

4.16 Play the audio and get Sts to listen and repeat the sentences. Use the pause button as necessary.

4.16

I'm your teacher.	Everyone, please listen to me.
You're my mother.	I love you.
He was at the gym.	I talked to him.
She never listens.	Don't talk to her.
It's a great movie.	I watched it last night.
We are movie stars.	Everyone loves us.
They're good books.	Why don't you read them?

Go through the rules for subject and object pronouns with the class using the expanded information in the **Additional grammar notes** on the next page to help you. You may want to use L1 here.

Additional grammar notes

- *It* is used for things, *him* for a man or boy, and *her* for a woman or girl. The plural form *them* is used for both people and things.
- Highlight that the object pronouns for *it* and *you* are the same as the subject pronouns.
- Like subject pronouns, object pronouns are used to refer to people and things when we don't want to repeat a noun.

  *Rachel likes **Enrique Iglesias.** She listens to **him** on her MP3 player.*

Focus on the box about the use of *really*. Explain that *really* makes the meaning of the verb stronger. It can also be used with adjectives, e.g., *I'm **really** happy today.*

Focus on the exercises for **11A** on *p.113* and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner. Monitor and help.

Check answers, getting Sts to read the full sentences, not just the pronouns.

a
1 them
2 us
3 him
4 them
5 it
6 him
7 him
8 her
9 us
10 it
11 him
12 it
13 them
14 her

b
1 it
2 him
3 them
4 her
5 them
6 me
7 us
8 you

c
1 My friends really love Beyoncé.
2 Tom really hates pop music.
3 People in England really like Radiohead.
4 My sister and I really hate classical music.

Tell Sts to go back to the main lesson **11A**.

d 4.17 Tell Sts that they will hear someone say a subject pronoun and they should say the object pronoun. Play the first item on audio and pause after the speaker says *we*. Elicit the response *us* from the class.

Continue playing the audio and pausing after each item for Sts to respond in chorus. Then replay the audio and call on individuals to respond.

4.17
1 he (*pause*) him
2 we (*pause*) us
3 I (*pause*) me
4 you (*pause*) you
5 it (*pause*) it
6 she (*pause*) her
7 they (*pause*) them

2 PRONUNCIATION strong stress

Pronunciation notes

- Stress is a very important topic in English pronunciation. All languages use stress, but in English stress varies more from one syllable or word to another than it does in many other languages. Some syllables are longer and louder (i.e., stressed); others are shorter and softer. English speakers use strong stress when they want to emphasize a particular word, especially a word that has a strong feeling or emotion, e.g., *I feel **terrible**! The movie was **fantastic**!*

a 4.18 Books closed. Play the audio for Sts to listen. Ask which words have "extra" stress.

awful, really, great

4.18
A Listen to this. What do you think of it?
B I don't like it. It's awful. Who is it?
A Beyoncé. I really like her. She's great.

b Replay the audio for Sts to listen and repeat. Make sure that Sts are putting extra stress on the words *awful, really,* and *great*.

c Gets Sts to read the dialogues in **1a** again. Highlight that the new vocabulary includes some words that show strong opinions. Elicit a few examples from the class, e.g., *awful, terrible, fantastic.*

Put Sts in pairs, **A** and **B** to practice the dialogues. Tell Sts to focus on giving strong stress to important words. Monitor and check that Sts are using stress appropriately. (Note that Sts' readings can be different but still appropriate.)

When Sts have finished, play the audio again for them to listen for words with strong stress. Did they stress the same words?

3 VOCABULARY opinion words

a Focus on the instructions. Get Sts to complete the chart with words on the list. They can look back at the dialogues in **1a** if they need to. (By this time, Sts have practiced these words in a few different ways, so they should have a sense of their meaning.)

b 4.19 Play the audio for Sts to listen and check their answers. Then play it again for them to repeat the expressions. See words in bold in audioscript 4.19.

4.19
What do you think of this music?
I **love** it.
I really like it.
It's great.
It's **fantastic**.
I like it.
It's **pretty** good.
It's OK.
It's **not bad**.
I don't like it.
I hate it.
I **can't stand** it.
It's **awful**.
It's terrible.

c 4.20 Tell Sts that they are going to hear some very short pieces of different kinds of music. After they hear each one they should say what they think of it using the expressions in the chart.

Play the audio and pause after the first extract. Ask the class what they think of it. Elicit opinions from a few different Sts.

You might want to teach the Sts the expressions *I agree* and *I disagree*. When one student's opinion is different from a classmate's, they can say, e.g., *I agree. That music is great.* or *I disagree. That music is awful.*

Continue playing the extracts and pause after each for Sts to give their opinions. Try to get different Sts

to participate each time. Alternatively, put Sts in pairs before you continue playing the audio and have them give their opinions in pairs.

4.20

1 heavy metal	2 hip hop
3 country music	4 bossa nova
5 classical music	6 Peruvian pan flute
7 opera	8 techno music

4 LISTENING & SPEAKING

a Do this as a whole-class activity. Get Sts to say what they know about the people in the pictures, e.g., *Shakira is a singer.* Make notes on the board about each person or group. At this point, the Sts should have some information about Enriques Iglesias, Lady Gaga, and Radiohead, as they talked about them in **1a**. Use the notes below as needed to give information about the rest of the musicians.

Notes

- Shakira is a singer. She's from Colombia.
- Yo Yo Ma is a famous classical musician, a cellist. He's from the U.S. His parents were Chinese. He is also famous for playing many different kinds of music including Brazilian and country music.
- Katy Perry is a singer. She sings pop and rock music.
- The Black Eyed Peas are an American hip hop group.
- Placido Domingo is an opera singer, a tenor. He's from Spain.

b 4.21 Tell Sts they are going to hear Rachel and Brian from **1a** talking about other musicians. Remind them that Rachel and Brian won't refer to Radiohead, Enrique Iglesias and Lady Gaga, which is why there are no boxes for them to write in. Play the audio for Sts to listen and write *R* next to the musicians that Rachel likes. Do not check answers at this point.

c Play the audio again for Sts to write *B* next to the musicians Brian likes. Get Sts to compare answers.

Check answers. **Note:** In some cases, both Brian and Rachel like a musician, so Sts can write both *B* and *R* in the box.

Black Eyed Peas: R / B
Yo Yo Ma: B
Placido Domingo: R / B
Shakira: R
Katy Perry: B

4.21

(audioscript in Student Book on *p.90*)
B = Brian, R = Rachel

B Here. Look at my phone. There's a lot of great music on it.
R Let me see. Oh, you have The Black Eyed Peas. I like them.
B Yeah, they're fantastic.
R And who's Yo Yo Ma? I don't know him.
B He plays classical music. He's great.
R Oh. I like Placido Domingo. What do you think of him?
B I really like him.
R Good. And you have Shakira.
B Yeah. But I think she's awful.
R Really? I love her. Oh wow! You have Katy Perry!
B Yeah. What do you think of her?
R Um, I can't stand her.
B Well, I really like her.
R Ha! You like her because she's cute.

d Focus on the instructions and the examples. Put Sts in pairs to ask each other about the musicians in the photos and give their own opinions.

Monitor and help as needed. Try to note any problems with pronoun usage to review later.

e Focus on the instructions. Elicit two or three names from the class as examples. Suggest that Sts think of some songs and people who are famous and popular in their area.

Give Sts a couple of minutes to write names in the spaces.

f Put Sts in pairs to ask and answer about the songs and people on their lists. Reminds Sts to use the question *What do you think of* (name)? and to use object pronouns in their answers.

g Focus on the instructions, the list of questions, and the example in the speech bubble. Point out the "Kinds of music" box and make sure everyone understands the different styles of music. Elicit names for other styles of music that are popular among the Sts. Give Sts a minute or two to decide on a singer or group and think about the answers to the questions.

Put Sts in pairs, this time with a different partner. Sts tell each other about the singer or group that they have chosen.

As a follow up, invite one or two volunteers to report on their partner's singer or group for the class. (Name) *told me about* (name). *He sings pop music.*, etc.

G simple past: more irregular verbs
V common verbs 3; irregular verbs
P silent consonants

11B Strangers on a train

Lesson plan

In this lesson, Sts review the simple past and learn more irregular verbs in the context of a "chapter" story about two strangers who meet on a train. Sts first review verbs they have already learned and then learn new verb phrases. Then Sts practice a complete list of all the irregular verbs presented in *American English File Starter*. Finally, in Pronunciation, Sts learn about silent consonants, an important aspect of English pronunciation.

STUDY LINK
- **Workbook** 11B
- **Online Practice**
- **iChecker**

Extra photocopiable activities
- **Grammar** More irregular verbs *p.150*
- **Vocabulary** Verb phrases *p.216* (instructions *p.198*)
- **Communicative** What did you think of it? *p.189* (instructions *p.161*)

Optional lead-in (books closed)
- Write the following on the board:

  THE LAST TIME I TRAVELED BY TRAIN
  Where did you go?
  When did you go?
  Who did you go with?
  What did you do on the train?
  (**Note:** If you know that very few or none of your Sts have traveled by train, change to another form of transportation, e.g., bus or plane.)
- Give Sts a few minutes to answer the questions in pairs.
- Get feedback by getting a couple of Sts to tell the class about their partner. E.g., *Sabina traveled from London to Paris by train last month. She went with her family. They ate lunch on the train.*

1 VOCABULARY common verbs 3

a Focus on the instructions and give Sts a few minutes to complete the questions in pairs.

Check answers by getting Sts to read the questions aloud. Correct any pronunciation mistakes.

1 say 2 buy 3 meet 4 think
5 learn 6 arrive 7 stay

b Put Sts in pairs to take turns asking and answering the questions.

c Tell Sts to go to **Vocabulary Bank** ***Common verbs 3*** on *p.130*. Focus on part **2**.

4.22 Focus on the instructions for **a**. Play the audio and get Sts to repeat in chorus or individually. Use the pause button as necessary.

4.22
1 call a friend
2 find a job
3 get a letter
4 give a present
5 leave the house
6 lose your keys
7 send an email
8 take an umbrella
9 tell somebody a story
10 turn on the light
11 turn off the light
12 wait for the train

Elicit / explain the meaning of the phrases in English if possible or in Sts' L1 if necessary.

Now go to **b**. Ask Sts to cover the verb phrases and look at the pictures. Give them a few minutes to remember them and say the verb phrases in pairs. Monitor and help.

Tell Sts to go back to the main lesson **11B**.

d Focus on the instructions. Demonstrate by eliciting the answer for the first pair of sentences. (Did he *find* his watch?)

Give Sts a few minutes to complete the sentences. Check answers by getting Sts to read both sentences aloud. Then quickly check Sts' memory of these five pairs of verbs by asking *What's the opposite of* (verb)?

1 find
2 get
3 give
4 leaves
5 turn off

2 READING & LISTENING

a 4.23 Elicit / teach words connected with traveling by train e.g. *platform, seat, station*. Write them on the board and drill pronunciation.

Focus on the title of the story and elicit / explain that *a stranger* is a person you don't know, NOT a person from another country (which is *foreigner*). The word *stranger* in English is similar to the word for *foreigner* in some languages.

Now focus on **Part 1**. Tell Sts that they are going to read and listen at the same time. Tell Sts that they should try to guess the meaning of the verbs which are highlighted in yellow. They are all simple past forms of verbs which Sts know in the present.

Play the audio for Sts to listen to **Part 1**.

Focus on questions 1–4. Get Sts to answer them in pairs. Tell them to use the pictures as a guide. Check answers.

1 At the train station / On the platform.
2 Chanel Number 5.
3 They talked about music.
4 They had coffee.

11B

Elicit / teach the meaning of any words in the story you think Sts may not have understood, e.g., *full* (elicit the opposite *empty*), *next to*.

4.23

N = Narrator, W = Woman
Strangers on a train
Part 1
N When the train stopped, I opened my eyes and looked out of the window. I saw her on the platform. A tall, blond woman with dark blue eyes. The train left the station. As usual, the 6:20 was full.
W "Excuse me. Can I sit here?"
N I opened my eyes again. It was the tall, blond woman. "Sure," I said. She sat down next to me. There was a nice smell. Chanel Number 5, I thought.
I started to listen to music on my phone.
W "I love Yo Yo Ma."
N "Excuse me?" I said.
W "You're listening to Yo Yo Ma.
I love classical music."
N We talked about music until the train arrived at South Station.
W "Coffee?"
N she said.
I looked at my watch. "OK," I said.

Play the audio for Sts to read and listen to **Part 2**.

Focus on questions 5–8. Get Sts to answer them in pairs and then check answers. Elicit / teach the meaning of any words or phrases you think Sts may not have understood, e.g., *real estate, time to go, she smiled*.

5 She works in real estate – apartments and houses.
6 He works for Citibank.
7 He lives in Boston, near the river.
8 She lives near him.

Part 2
N I bought two coffees at a station cafe. We sat and talked. Her name was Olivia. She told me that she worked in Boston.
"What do you do?" I asked.
W "I work in real estate–apartments and houses. What do you do?"
N "I work for Citibank."
W "That's interesting!"
N said Olivia.
W "Do you live in Boston?"
N "Yes. I have an apartment near the river." I told her the street.
W "Wow! That's an expensive part of Boston!"
N I looked at my watch. "It's late. Time to go."
W "I can drive you home,"
N she said.
W "I live near you."
N She smiled.
Her eyes were very blue.

Now play the audio for Sts to read and listen to **Part 3**.

Focus on questions 9–12. Get Sts to answer them in pairs and then check answers. Elicit / explain that the text message in 10 means *I really want to see you again*; in text messages people often use *c* instead of *see* and *u* instead of *you*.

Elicit / teach the meaning of any words you think Sts may not have understood, e.g., *box office*.

9 An Audi TT.
10 I really want to c u again! Friday?
11 The Yo Yo Ma concert.
12 At the theater cafe at 7:30.

Part 3
N Her car was in the parking lot. It was an Audi TT.
"Nice car," I said. She drove fast. Very fast. She stopped outside my apartment. We said good-bye and I gave her my phone number.
The next morning there was a text message from Olivia.
W *I really want to c u again! Friday?*
N On Friday morning, she called me.
W "I have two tickets for the Yo Yo Ma concert tonight! Can you get them from the box office at 7:15? We can meet at the theater cafe at 7:30. The concert starts at 8:00."

Now play the audio for Sts to read and listen to **Part 4**.

- Focus on questions 13–16. Get Sts to answer them in pairs and then check answers. Elicit / explain that the man's text says *Where are you?*, and that the letter **r** is often used in text messages instead of *are*.
- Elicit / teach the meaning of any words you think Sts may not have understood, e.g., the use of *get* in *got the tickets, intermission, angry*.

13 He arrived at 7:00.
14 He got a text message from Olivia. It said she was in a meeting. He left her ticket at the box office and found his seat in the theater.
15 He called Olivia and sent her a text message.
16 He left the theater and went home.

Part 4
N I arrived at the theater at 7:00. I got the tickets, and I waited in the cafe. I read a newspaper. Olivia didn't come. I looked at my watch. It was 7:45. I looked at my phone. There was a text message.
W *Sorry! In a meeting. See you in the theater. Leave my ticket at the box office.*
N I left her ticket at the box office and found my seat. The concert started, but Olivia didn't arrive.
At 9:00, I called her, but her phone was off. I sent her a text: *Where r u?*
I was angry. I left the theater and went home. I opened the door of my apartment and turned on the light...

Extra support

- You could let Sts listen and read (or just read) the whole story again from the beginning.

b 4.24 Focus on the question and elicit possible answers, but don't give away the end of the story. Then play the audio for Sts to find out what happened. Get them to compare with a partner and then play the audio again. Check answers.

His TV, radio, pictures, and laptop weren't there. Olivia went to his apartment when the man was at the theater and took / stole them.

4.24
(audioscript in Student Book on *p.90*)
N I opened the door of my apartment and turned on the light. Oh no!
My apartment looked very different. There was no TV, no radio. There weren't any pictures on the walls. I went into my bedroom. My laptop wasn't there! But there was a nice smell. Chanel Number 5.

Extra support

- If you have time, you could get Sts to have a final listen with the listening script on *p.90* and deal with any words or phrases they didn't understand.

Extra idea

- You could give Sts extra listening practice by getting them to close their books and *listen to* (not read) the whole story on audio.

3 GRAMMAR simple past: more irregular verbs

a Focus on the verbs and elicit that they are all irregular. Check that Sts understand their meaning.

Give Sts a few minutes to find the past tenses in the story.

b 4.25 Play the audio for Sts to listen to the pronunciation of the past tenses. Then play the audio again for Sts to listen and repeat. Replay the recording as necessary. Check answers to **a** and get Sts to spell some of words to you as you write them on the board. See the underlined words in the audioscript 4.25.

4.25

1 see	saw
2 leave	left
3 say	said
4 sit	sat
5 think	thought
6 buy	bought
7 tell	told
8 drive	drove
9 give	gave
10 find	found
11 send	sent

c Tell Sts to go to **Grammar Bank 11B** on *p.112*.

4.26 Play the audio and get Sts to listen and repeat the irregular verbs. Use the pause button as necessary.

4.26

buy	bought	didn't buy
drive	drove	didn't drive
find	found	didn't find
give	gave	didn't give
leave	left	didn't leave
say	said	didn't say
see	saw	didn't see
send	sent	didn't send
sit	sat	didn't sit
tell	told	didn't tell
think	thought	didn't think

Review the rules for using irregular verbs and forming the negative sentences and questions with the class using the expanded information in the **Additional grammar notes** below to help you. You may want to use L1 here.

Additional grammar notes

- Point out to Sts that there are some patterns or similarities among irregular verbs. Looking for these patterns will help them remember the past forms. For example:
  - past forms that end in *–ght: buy-bought, think-thought*
  - verbs where an *i* in the present changes to *a* in the past: *give-gave, sit, sat*
  - verbs where an *i* in the present changes to *o* in the past: *drive-drove, ride rode*
  - verbs that have similar sounding present and past forms: *tell-told, sell-sold*

Focus on the exercises for **11B** on *p.113* and get Sts to do them individually or in pairs. If they do them individually, get them to compare answers with a partner. Monitor and help.

Check answers, getting Sts to read the full sentences.

a
1 Jane left the house at 7:00 yesterday.
2 I gave you money for lunch this morning.
3 We saw our friends last Saturday.
4 He drove to work last week.
5 I said "hello" to her yesterday.
6 He told his children a story last night.
7 Mark sat next to Lisa yesterday.
8 They bought a new car last year.
9 I thought about you last night.

b
2 saw
3 thought
4 sat
5 gave
6 said
7 buy
8 didn't buy
9 found
10 did, find
11 told
12 left
13 sent
14 said

Tell Sts to go back to the main lesson **11B**.

d Tell Sts to go to **Vocabulary Bank** ***Irregular verbs*** on *p.131*.

Quickly go through the verbs in the **PRESENT** list and check if Sts remember their meanings.

4.27 Focus on **a**. Make sure Sts understand that the missing words in the blanks in the sentences are the words in the **PAST** list.

Demonstrate the activity by playing the first two pairs of verbs so that Sts understand what they are going to do.

! Highlight that Sts need only repeat the verbs in the present and the past, not the sentences, i.e. just *is – was*.

Play the audio from the beginning and get Sts to repeat the words in chorus and individually, pausing and replaying as necessary. Focus especially on any words Sts are having difficulty with. Model and drill these words yourself.

4.27

is	was	lose	lost
are	were	make	made
begin	began	meet	met
break	broke	pay	paid
buy	bought	read	read
can	could	ride	rode
come	came	say	said
do	did	see	saw
drink	drank	send	sent
drive	drove	sit	sat
eat	ate	sleep	slept
find	found	speak	spoke
get	got	swim	swam
give	gave	take	took
go	went	tell	told
have	had	think	thought
hear	heard	wear	wore
know	knew	write	wrote
leave	left		

Focus on **b**. Focus on the sentences. Make sure Sts understand that the missing word in the blanks in the sentences are the words in the **PAST** list.

Ask Sts to cover the past tenses with a piece of paper and look at the present verbs and the sentences. Elicit the first two sentences, e.g., *He was at work yesterday. They were waitresses last year.*

Give Sts time to try to say the other sentences in the past with a partner. Monitor and help, correcting any pronunciation mistakes. If Sts can't remember a past form, they can quickly uncover the **PAST** column and check.

Finally, with the **PAST** column still covered, go through the list asking individual Sts to say the complete sentence with the verb in the past.

e 4.28 Focus on the instructions and the example. Play the audio for the first item *He drives to work.* and pause. Elicit the response *He drove to work.*

Continue playing the audio pausing after each item for Sts to say the sentence in the past.

4.28
1 He drives to work. *(pause)* He drove to work.
2 You live in Canada. *(pause)* You lived in Canada.
3 I send an email to her. *(pause)* I sent an email to her.
4 I leave my laptop on the plane. *(pause)* I left my laptop on the plane.
5 They walk to school. *(pause)* They walked to school.
6 We have breakfast at nine. *(pause)* We had breakfast at nine.
7 The plane arrives early. *(pause)* The plane arrived early.
8 He tells me a story. *(pause)* He told me a story.
9 I sit near the TV. *(pause)* I sat near the TV.
10 Class starts at eight. *(pause)* Class started at eight.
11 I get up at seven. *(pause)* I got up at seven.
12 She gives him a gift. *(pause)* She gave him a gift.
13 I see you at the gym. *(pause)* I saw you at the gym.
14 He says hello to his friends. *(pause)* He said hello to his friends.
15 She finds her keys in her bag. *(pause)* She found her keys in her bag.

4 PRONUNCIATION silent consonants

Pronunciation notes

- **English words frequently have consonants that are not pronounced, i.e., that are "silent." It is important for Sts to realize that in English, spelling and pronunciation do not always go together.**
- **Encourage Sts to cross out silent letters when they learn new words, e.g., *lis~~t~~en*.**
- **It is also common for English words to be pronounced with fewer syllables than appear in the written word, e.g., *Wednesday* /'wɛnzdeɪ/ and *interesting* /'ɪntrəstɪŋ/.**

a 4.29 Write the word *bought* on the board. Say the word /bɔt/. Ask Sts *What do you notice about the spelling and pronunciation of this word?* Elicit that the letters *gh* are not pronounced. They are silent.

Focus on the instructions. Play the audio for Sts to listen to the words. Highlight that the letters in pink with a strikeout mark are silent. Play the audio again for Sts to listen and repeat the words.

! Highlight that *Wednesday* looks like it has three syllables, but in fact it is pronounced as a two-syllable word /'wɛnzdeɪ/. The *d* and the second *e* are both silent.

4.29

bought	knew	listened	school
talked	walked	Wednesday	wrote

b 4.30 Give Sts a minute to look at the sentences and note the words with silent letters. Then play the audio for Sts to listen and repeat.

4.30
He talked and we listened.
They weren't at school on Wednesday.
She walked to town and bought a sandwich.
I knew Tom wrote the text.

Extra challenge

- **You could ask Sts to say the sentences before they listen to the audio. Then play the audio for them to listen and check.**

c Give Sts a minute to look at the questions. Answer any questions about vocabulary. Elicit / explain that a *thief* is a person who takes other people's things, who steals things. Highlight the cues that give them a starting phrase for their answers. These contain words with silent letters.

Put Sts in pairs to ask and answer the questions. Monitor and help as needed. Check that Sts are pronouncing the words with silent letters correctly.

With the whole class, find out how many Sts were able to guess the end of the story. How many were surprised?

offers and invitations; accepting and declining
kinds of parties
linking: *would you*

PRACTICAL ENGLISH

Would you like a coffee?

Lesson plan

In this Practical English lesson, Sts learn to make invitations and offers using *Would you . . .?* and to accept and decline these politely. These skills are presented in the context of informal social conversations in which friends extend invitations to a party and offer food. In Pronunciation, Sts practice saying *Would you*, linking the two words. Continuing the party theme, Vocabulary presents words for different kinds of parties and things that Americans commonly bring to parties. In the Speaking activity, Sts role-play conversations in which they invite someone to a party and accept or decline an invitation. Finally, Sts watch or listen to people on the street as they talk about the last party they went to.

STUDY LINK

- **Workbook** *Would you like a coffee?*

Extra photocopiable activities

- **Communicative** Would you like to...? *p.190* (instructions *p.162*)

Testing Program CD-ROM

- **Quick Test 11**
- **File 11 Test**

Optional lead-in (books closed)

- Have a brief conversation with the class about parties. Ask a few questions, e.g.,

  Do you like parties? Why (not)?

  Do you often go to parties? What kind of parties?

  How do you invite someone to a party? Do you call them? Send an email? Write an invitation?

  How do you say no, if you can't go to a party?

1 LISTENING

a 4.31 Get Sts to cover the dialogues and focus on the pictures. Play the audio for the two conversations and have Sts write the number of the conversation on each picture.

Picture 1: 2 Picture 2: 1

4.31
(audioscript in Student Book on *p.90*)
J = John, C = Chris

1 J Hey, Chris. Would you like to watch the game with me on Sunday?
C Sorry, I can't. Sunday is my sister's party. Would you like to come?
J Yes, I'd love to. Thanks!
C Great. It starts at 2:30. I can email you the directions.
J OK. Can I bring something?
C Yes. Bring something to drink.
J No problem.

2 C Hi, John! I'm glad you came.
J Me too. Here, I brought some soda.
C Great, thanks. Would you like a burger?
J Uh, no thanks.
C OK. Would you like a hot dog?
J No, thanks.
C Oh. Is there a problem?
J Well, I don't eat meat.
C Oh, no problem. There's salad too. Would you like some salad?
J Yes, please!

b Books open. Get Sts to read the dialogues. As they read, tell them to think about the words that go in the blanks. Play the audio again for Sts to listen and complete the dialogues. Pause after each dialogue to give Sts time to write.

1 game
2 sister
3 2:30
4 drink
5 glad
6 soda
7 hamburger
8 meat
9 problem

Go through the dialogues line by line and focus on any new or unfamiliar expressions, e.g., *Can I bring something? No problem.*

c Focus on box headed *Would you like . . ?* This shows that *Would you like . . ?* can be followed by a noun or an infinitive (*to* + verb).

Focus on the responses. Highlight that for English speakers it is important to say *Yes, please.* or *No, thank you* when responding to an offer.

Put Sts in pairs to practice the dialogues. Get them to switch roles for the dialogue 2.

2 PRONUNCIATION linking: *would you*

Pronunciation note

- English speakers often link or connect words. This is especially true of words that are commonly used together like *would you* or *did you*.
- Awareness of linking will help Sts speak more fluently. It will also make it easier for them to understand these phrases when they hear them.

a 4.32 Focus on the box titled **Linking: *Would you***. Explain that when saying *Would you*, the *d* of *would* is linked or connected to the *y* of *you* and that this creates a /dʒ/ sound.

Play the audio for Sts to listen and repeat the sentences in chorus and individually. Check that Sts are linking *would* + *you*. If Sts are having problems, model the words yourself for them to repeat.

4.32
Would you like to have lunch with me?
Would you like a coffee?
Would you like to see a movie tonight?
Would you like something to drink?

b 4.33 Focus on the instructions and the examples. Explain that Sts will hear a word or verb phrase, e.g., *burger* or *see a movie*, and that they have to respond by asking a question *Would you like a burger? Would you like to see a movie?*

Play the audio, pausing after the first word *burger* for Sts to ask the question in chorus. Then do the same with the second example.

When you are sure Sts understand the instructions, continue playing the audio, pausing after each item for Sts to say the question in chorus.

Play the audio again, this time asking individual Sts to respond.

4.33
1 a burger *(pause)* Would you like a burger?
2 see a movie *(pause)* Would you like to see a movie?
3 a soda *(pause)* Would you like a soda?
4 a coffee *(pause)* Would you like a coffee?
5 have dinner tonight *(pause)* Would you like to have dinner tonight?
6 a sandwich *(pause)* Would you like a sandwich?
7 drink something *(pause)* Would you like to drink something?
8 a new hat *(pause)* Would you like a new hat?
9 some water *(pause)* Would you like some water?
10 try some fish *(pause)* Would you like to try some fish?

3 KINDS OF PARTIES

a Focus on the instructions and the magazine article. Ask Sts *Do you usually bring something when you go to a party? If yes, what do you bring?*

Explain that the article illustrates some things people in the U.S. might bring to a party. Get Sts to work in pairs to complete the article with the words in the box.

Check answers.

a birthday *card*
chocolate
potato chips
flowers

b 4.34 Focus on the instructions. Play the audio once for Sts to listen and write the kind of party. Pause after each dialogue for Sts to write their answers.

Play the audio again. This time ask Sts to listen for what the people can bring to the party. Pause after each dialogue for Sts to write the answer.

Check answers.

1 dinner party / something to drink
2 birthday party / birthday card
3 barbecue / some soda

4.34
(audioscript in Student Book on *p.90*)
1 **A** Erica, are you busy next Saturday?
B No, I'm not. Why?
A Would you like to come to a dinner party at my place?
B Sure, I'd love to. What can I bring?
A Oh, just bring something to drink. Come over around 7:30.
B Great. See you Saturday!
2 **A** Tomorrow is my wife's birthday. Would you like to come to a party for her?
B Yes, I'd love to. When is it?
A It's at 6:30 at our house.
B OK. Thanks! Oh, can I bring something?
A No, no. She doesn't want gifts.
B Really? Maybe I can bring a birthday card.
A Well, yes. That's OK.
3 **A** Do you have plans for July fourth?
B No, not yet.
A Good. Would you like to come to a barbecue at my house?
B Yeah, I'd love to. Thanks!
A Great! Oh, and can you bring some soda?
B Of course! No problem.

4 SPEAKING

a Give Sts a minute to read the dialogue. Then put them in pairs to practice. After they have read it once, have them switch roles.

b Get Sts to circle the answers to the questions in the dialogue in **1a**. Check answers.

1 A barbecue.
2 Friday at 8:00.
3 At "A's" house.
4 Some potato chips.

c Focus on the instructions. Highlight that Sts should use the dialogue in **1a** as a model to role-play a conversation using their own ideas. Their conversations should include information that answers the questions in **1b**.

In pairs, Sts role-play their own dialogues. They take turns playing roles **A** and **B**. Monitor and help as needed. Make sure that Sts are using their own ideas.

d Ask Sts to go to **Writing *An invitation*** on *p.85*. Focus on the instructions for **a**. Get Sts to read the email and answer the questions.

1 A dinner party.
2 Friday, March 4, at 7:30.
3 At Amanda's house.
4 Take the B73 bus and get off at Fourth Street. Go straight and turn right on West Street. Amanda's house is at 173 West Street.
5 Bring something to drink.

Now go to **b**. Brainstorm a few ideas for parties with the class and write them on the board. Highlight that the invitations have to include information to answer the questions in **b**.

Get Sts to write their emails inviting a friend to a party. Monitor and help as needed. Make sure Sts are including all of the information.

Now go to **c**. Get Sts to review their emails and correct any mistakes. They should also check that that they have included all the necessary information. If necessary, get them to write the email again on a clean sheet of paper.

Extra idea

- Get Sts to address their email to someone in the class. (To make sure each student receives one email, you could put the names in a hat and have each student draw a name.)
- When Sts have finished writing their emails, get them to "send" the email to their classmate. The classmate then writes an answer accepting or declining the invitation.

5 PEOPLE ON THE STREET

a 4.35 Focus on the instructions and the questions. Tell Sts they are going to listen to Skylar saying when she last went to party.

Play the audio pausing after Skylar answers the question. Elicit the response from the class. See words in bold in audioscript 4.35.

4.35
(audioscript in Student Book on *p.90*)
I = Interviewer, S = Skylar
I When did you last go to a party?
S I last went to a party **in August**, before I left for school.

b 4.36 Continue playing the audio, pausing after Skylar says what she did at the party. Elicit the response from the class. See words in bold in audioscript 4.36.

4.36
(audioscript in Student Book on *p.90*)
I = Interviewer, S = Skylar
I What did you do there?
S At the party... it was a going away party, I **said goodbye to all of my friends**.

c 4.37 Play the audio and have Sts write what Skylar brought to the party. See words in bold in audioscript 4.37.

4.37
(audioscript in Student Book on *p.90*)
I = Interviewer, S = Skylar
I Did you bring anything?
S I brought **food, and snacks, and games** for the party.

d 4.38 Play the audio for three more people, pausing as necessary for Sts to write their answers. See words in bold in audioscript 4.38.

4.38
(audioscript in Student Book on *p.90*)
I = Interviewer, B = Barbara
I When did you last go to a party?
B I went to a soirée, which was really a party for a friend's birthday **in July**.
I What did you do there?
B I **ate** – I don't drink – and I **talked to a lot of people**.
I Did you bring anything?
B Yes, I brought **a beautiful plant**.

I = Interviewer, M = Max
I When did you last go to a party?
M **About two weeks ago**.
I What did you do there?
M I just **listened and talked with people** a little bit. That's all.
I Did you bring anything?
M I brought **some flowers**.

I = Interviewer, A = Amber
I When did you last go to a party?
A I last went to a party **last week**.
I What did you do there?
A I **made new friends** at the party.
I Did you bring anything?
A I brought **a gift and a birthday card** because it was someone's birthday.

Extra support

If you have time let Sts listen again with the listening script on *p.90*. Go through the dialogues line by line with Sts and elicit / explain any words or phrases that they don't understand.

e Put Sts in pairs to ask and answer the questions in the box about the last time they went to a party.

Get feedback. Ask a few Sts to talk about the last time their partner went to a party.

G future: *be going to*
V future time expressions
P sentence stress

12A Trip of a lifetime

Lesson plan

This lesson is based on a journey made by Dan Grec, a travel writer from Australia. He decided to drive from Alaska to Argentina on the Pan American highway. The lesson begins with the presentation of *be going to* for future plans. A blog Dan wrote before he left for his trip provides the context for the presentation. Sts then practice sentence stress in *be going to* sentences and go on to talk about their own plans for a trip in the future. Vocabulary focuses on future time expressions. Sts then listen to Dan's description of what happened on the trip, after his return. Finally, in the speaking activity, Sts plan their own dream trip.

STUDY LINK
- **Workbook** 12A

Extra photocopiable activities
- **Grammar** future: *be going to* p.151
- **Communicative** Adventure vacations p.191 (instructions p.162)
- **Song** *I Can See Clearly Now* p.224 (instructions p.218)

Optional lead-in (books closed)
- Write these questions on the board.
  Can you drive a car?
  Do you like to drive?
  Did you ever make a long trip in a car?
  Where did you go?
  How many miles or kilometers was it?
- Put Sts in small groups to ask and answer the questions. If possible, try to make sure there is at least one "driver" in each group.
- Get feedback about the longest trips.

1 GRAMMAR future: *be going to*

a 4.39 Focus on the lesson title and elicit / explain the meaning.

Get Sts to cover the article and read the instructions. Ask:

Who is Dan Grec? (a traveler)
Where is he from? (Australia)
What is the name of Website for his blog? (TheRoadChoseMe.com)
What do you think the blog is about? (Sts should be able to guess that it's about his trip.)

Read the first paragraph of the blog with the class. Ask *How many kilometers is Dan's trip?* (50,000) Sts may see that there is a map showing the extent of Dan's trip in the background on the page.

Play the audio for Sts to read and listen and get Sts to complete the sentences with the words in the blanks. Play the audio again, pausing as necessary for Sts to check their answers.

2 travel
3 make
4 learn
5 camp
6 have
7 be
8 come back
9 take
10 write

4.39
Next week, I'm going to drive my car 50,000 kilometers on the Pan American Highway. The road goes from the Arctic Ocean in Alaska to Ushuaia in the south of Argentina. I'm very excited!
I'm going to travel alone, but I'm going to make friends on the road. I can't speak any Spanish, but I'm going to learn. I'm going to camp, and maybe sometimes stay in small hotels.
I think I'm ready for my trip. I'm not going to have any problems. I have my car, a tent, a camera, a laptop, and a lot of maps. I also went to the doctor and got some shots, so I'm going to be healthy.
When am I going to come back? I don't know! The trip is going to take about a year. I'm going to write about it on this blog. So check here for all the news!

b Discuss the question with the whole class. Elicit a show of hands to see how many think he's ready and how many think he isn't.

c Get Sts to read the blog again and focus on the highlighted text. Elicit that these sentences are about the future.

d Get Sts to complete the sentences. Highlight that they can find these sentences in the blog and that the sentences demonstrate affirmative, negative, and question forms with *be going to*.

1 going to
2 not going to
3 am I going to

e Tell Sts to go to **Grammar Bank 12A** on p.114.

4.40 Play the audio and ask Sts to listen and repeat the sentences. You may want to drill the sentences with individual Sts as well.

4.40
I'm going to come to class on Friday.
I'm not going to come to class on Friday.
You're going to go to Miami this weekend.
You aren't going to go to Miami this weekend.
He's going to buy a new car.
He isn't going to buy a new car.
We're going to camp.
We aren't going to camp.
They're going to stay with us.
They aren't going to stay with us.

Are you going to travel?	Yes, I am. / No, I'm not.
Is she going to see them?	Yes, she is. / No, she isn't.
What are you going to do?	I'm going to drive from Alaska to Argentina.
Where are they going to stay?	They're going to camp.

Go through the rules with the class using the expanded information in the **Additional grammar notes** below to help you. You may want to use L1.

Additional grammar notes

- *be going to* + the base form of the verb is the most common way to express future plans. It is often used with time expressions like *tonight* or *next week*.
- Highlight that *go* can be used twice in these sentences, first as the auxiliary and then as the main verb, e.g., *I'm **going** to **go** to school.*
- A common error for Sts is to omit the auxiliary verb *be*, saying, e.g., ~~*I going to have dinner*~~ instead of ***I'm** going to have dinner.*
- Highlight that short answers for questions that use *be* either as the main verb or as an auxiliary are always the same: *Yes, I am., Yes, he is.*, etc.

Focus on the exercises for **12A** on *p.115* and get Sts to do them individually or in pairs. If they do them individually, get them to compare with a partner.

Check answers by getting individual Sts to read the sentences aloud.

a
1 They're going to take the bus to Boston.
2 She isn't going to go to college.
3 Where are we going to go on vacation?
4 Are you going to go out for dinner?
5 She's going to make eggs for breakfast.
6 Is he going to pay you the money?
7 When is she going to visit her mother?
8 I'm not going to study this evening.
9 Are you going to meet us at the airport?
10 How are you going to pay for the meal?
11 Your brother isn't going to be on vacation next week.
12 We're going to get married next year.

b
1 're going to buy
2 Are, going to send
3 'm not going to wear
4 A are, going to do
A are, going to see
5 're not going to have
6 aren't going to stay
7 'm going to go
8 Is, going to buy
9 Are, going to wear
10 is, going to go
11 's going to meet

Tell Sts to go back to the main lesson **12A**.

2 PRONUNCIATION sentence stress

Pronunciation note

- In informal conversation and songs, *going to* is often pronounced as one word *gonna*. (In songs, it may even be written as *gonna*.) You might want to model this so Sts will understand it if they hear it. Highlight that for now they should say *going to* clearly as two words and that they should never write *gonna*.

a 4.41 Focus on the instructions. Play the audio once for Sts to listen. Write the sentences on the board. Then play the audio again, pausing after each sentence for Sts to underline the stressed words. Get Sts to compare with a partner.

Check answers by eliciting the underlined words from Sts and underlining them in the sentences on the board.

4.41
1 I'm going to drive from Alaska to Argentina.
2 I'm going to go alone.
3 I' m not going to have any problems.

b 4.42 Play the audio for Sts to listen and underline the stressed words in the questions. Get Sts to compare with a partner. Repeat as necessary.

Check answers by calling on individual Sts to say which words they underlined. See underlined words in audioscript 4.42.

4.42
1 When are you going to go?
2 Where are you going to drive?
3 Are you going to go alone?
4 When are you going to come back?
5 Are you going to write about your trip?

Extra support

- Play the audio for **a** and **b** again for Sts to listen and repeat the sentences.

c Focus on the instructions and the examples. Demonstrate with a student. Begin as in a real interview. Say, e.g., *Good evening, Dan. You're going to go on a long trip. When are you going to go?* Elicit the example answer *I'm going to go next week*. Highlight that Sts can find the information to answer the questions in Dan's blog.

Put Sts in pairs to role-play an interview with Dan. Monitor and help as needed. Encourage Sts to imagine that the activity is a real interview on TV or radio.

d 4.43 Focus on the instructions and the example. Explain that Sts will hear *go to work* and then say *I'm going to go to work tomorrow.*

Play the first verb phrase on the audio (*go to work*) and elicit the sentence from the class. (*I'm going to go to work tomorrow.*)

Continue getting the whole class to make the sentences, pausing the audio after each verb phrase. Repeat the activity, calling on individuals to respond.

4.43
1 go to work *(pause)* I'm going to go to work tomorrow.
2 watch TV *(pause)* I'm going to watch TV tomorrow.
3 get up early *(pause)* I'm going to get up early tomorrow.
4 go shopping *(pause)* I'm going to go shopping tomorrow.
5 make lunch *(pause)* I'm going to make lunch tomorrow.
6 come to class *(pause)* I'm going to come to class tomorrow.
7 go to the gym *(pause)* I'm going to go to the gym tomorrow.
8 see my friends *(pause)* I'm going to see my friends tomorrow.

e Tell Sts that they have to write five sentences about things they are *going to* do tomorrow, four true and one false. Monitor and help as needed. Check that Sts are using *be going to* correctly. Make sure they are writing one false sentence.

Put Sts in pairs. They take turns reading their sentences to each other and guessing which of their partner's sentences is false.

12A

3 VOCABULARY & SPEAKING

future time expressions

a Focus on the time expressions in the box and the timeline. Elicit / remind Sts of the meaning of *now, tonight,* and *the future.*

Tell Sts they have to write the time expressions in order on the timeline. Elicit that the next word after *tonight* is *tomorrow.*

Give Sts a few minutes to complete the rest of the timeline. Check answers and model and drill the pronunciation. Highlight that we do not usually use *the* with these expressions. *I'm going to leave next week.* NOT *I'm going to leave ~~the~~ next week.*

tonight, tomorrow, tomorrow night, next week, next month, next year

b Explain that Sts are going to use these words to make questions to ask a partner. Focus on the **Today** section of the chart. Ask Sts what words are missing from the questions. (*are you going to*) Highlight that the same words are missing in all of the questions in the chart.

c Give Sts a few minutes to read through the questionnaire and think about their answers to the questions. They could make notes to help them remember. Monitor and help as needed.

d Demonstrate the activity by getting Sts to ask you the questions for **Today**. Give clear, simple answers.

Put Sts in pairs, **A** and **B**. Tell **A** to ask **B** the questions in the questionnaire and make notes of **B**'s answers. Then they switch roles. Monitor and help.

Put Sts in new pairs and get Sts to tell their new partner about their previous partner's plans. Elicit that they need to change from ***I'm*** *going to...to* ***He's / She's*** *going to....*

4 LISTENING

a Get Sts to cover the blog in exercise **1a**. Then put Sts in pairs and ask them to try to remember Dan's plans for his trip. Demonstrate by asking the class what they remember when they see the words *Alaska—Argentina.* (*Dan says he's going to drive from Alaska to Argentina on the Pan American highway.*)

Sts continue in pairs saying what they remember about Dan's trip.

Get feedback by getting Sts to report what they remember using full sentences, e.g., *He's going to travel alone. Sometimes he's going to camp. He's going to travel for about a year. He's going to write a blog about the trip.* (**Note:** Sts don't need to remember the exact wording of the blog. In fact, it's better if they can express the ideas in their own words.)

b 4.44 Focus on the instructions and the pictures of Dan's trip. Ask Sts what they can see in the pictures. Elicit / explain the meaning of new or unfamiliar words, e.g., *iceberg, llamas, penguins, volcano.* Remind Sts that they read about Ushuaia in File **7A**.

Extra idea

- If time allows, invite Sts to go back to *p. 40* and review the information about Ushuaia.

Tell Sts they are going to listen to an interview with Dan after his trip. They have to number the photos in the order Dan mentions them.

Check answers.

A-3 B-2 C-5 D-1 E-4

4.44

(audioscript in Student Book on *p.90*)
I = Interviewer, D = Dan

I I'm here with Dan Grec. He just drove from the Arctic Ocean in Alaska to the southern end of Argentina. Dan, how was your trip?
D It was amazing and fantastic. I had a great time.
I How long did it take?
D About two years. I drove over 65,000 kilometers and finally arrived in Ushuaia, Argentina. I visited Canada, the US, Mexico, and a lot of countries in Central and South America.
I Did you drive all the way?
D Almost. There isn't a road from Panama to Colombia, so I took a boat.
I Did you learn Spanish?
D Yes, I did. My Spanish isn't fantastic, but it's pretty good now. I practiced every day.
I Did you camp?
D Yes, I camped on the side of the road to save money. I sometimes stayed in small hotels and took a shower. Also, local people invited me to stay in their homes. That was amazing.
I Did you have any problems?
D No, not really. The car didn't have any big problems. My maps were terrible, so I sometimes got lost. But it was OK.
I Did you meet new friends?
D Yes, I met a lot of interesting people! I met two brothers, Seth and Parker. They rode their *bicycles* from Alaska to Argentina. I also met very friendly people in the mountains in Ecuador. I stayed in Ecuador for five months and worked in a hotel.
I What was your favorite place?
D I have so many favorite places! Alaska was beautiful. I saw icebergs there. I climbed volcanos in Guatemala and Ecuador. In Chile, I saw llamas and penguins together. That was great.
I How was the food on your trip?
D Great. I loved the spicy tacos in Mexico and the steak in Argentina. I tried llama in Bolivia and thought it was OK.
I Do you have plans for your next trip?
D Yes, I'm going to travel across Africa. I'm planning that trip now.
I Are you going to write about it on your blog?
D Yes, of course!

c Focus on the instructions and give Sts time to read the sentences. Tell them to think about whether the sentences are true or false. If they aren't sure about an item, they can listen specifically for that information.

Play the audio for Sts to listen again and write their answers. Get them to compare answers with a partner.

Now tell Sts to listen again and correct the false information. Play the audio again, pausing as necessary to give Sts time to write.

Check answers.

1 F The trip took about two years.
2 T
3 T
4 F The maps were terrible, so he got lost.
5 F He saw penguins in Chile
6 F He thought llama was OK. He loved the tacos in Mexico and the steak in Argentina.
7 F For his next trip, he's going to go to Africa.

Extra support

- Play the audio again while Sts look at the audioscript on *p.90*. Ask Sts what words or phrases they don't understand. Write them on the board. (They might mention *climbed, spicy, steak, side of the road.*) Ask if anyone in the class knows or can guess the meanings. If so, get them to explain or show the meanings to the class. (Sts might mime or even draw a picture on the board.)
- If there are words no one knows, explain them yourself or get Sts to look them up in a dictionary.

5 SPEAKING

a Write **Dream Trip** on the board and elicit possible destinations from Sts.

Tell Sts they are going to plan their own dream trip. Focus on the questions, and give Sts time to think of their own answers and fill in the blanks.

b Go through the instructions with the Sts and focus on the example in the speech bubble. Highlight the use of *be going to* in the question. Elicit the other questions from Sts. (*When are you going to go? How are you going to travel? Who are you going to go with? Where are you going to stay?*)

Put Sts in pairs **A** and **B**. Get them to take turns asking and answering questions about their dream trips. Sts could do this one question at time, or **A** could ask all of the questions for **B** to answer and then switch roles.

Get feedback by asking a few Sts where they are going to go. Write their destinations on the board and then ask if any other Sts are going to the same places.

Extra idea

- Have a class discussion about the dream trips. Once there is a list of destinations on the board, get other Sts in the class to ask questions to the people who are going to go to those places. Monitor the discussion and help as needed, but try to keep the interaction student to student and not student to teacher.

6 (4.45) SONG I Can See Clearly Now ♫

I Can See Clearly Now was a number 1 hit in 1972, recorded by Johnny Nash. For copyright reasons, this is a cover version. If you want to use this song in class, you will find a photocopiable activity on *p.224*.

G review of present, past, and future
V review of verb collocations
P review of sounds

12B From start to finish

Lesson plan

This lesson reviews several of the most important topics covered in *American English File Starter*. The lesson begins with a game that reviews the present, past, and future verb forms. It then goes on to review the vowel sounds presented in this book. Vocabulary goes over some important verb collocations. Being aware of collocations helps Sts know not only the meaning of words, but also how to use them in sentences.

STUDY LINK
- **Workbook** 12B
- **Online Practice**
- **iChecker**

Extra photocopiable activities
- **Grammar** review of present, past, and future *p.152*
- **Communicative** Question cards *p.192* (instructions *p.162*)

Optional lead-in (books closed)
- Do a quick review of verb tenses. First, tell Sts what you are doing now, something you usually do on (day), something you did yesterday, and something you're going to do tomorrow.
- Go around the class asking questions with *now, usually, yesterday,* and *tomorrow.* Call on Sts randomly and move quickly from one to another.

What are you doing now?
What did you do yesterday?
What do you usually do on (day)*?*
What are you going to do tomorrow?

1 GRAMMAR & SPEAKING review of present, past, and future

a Tell Sts to go to the **Grammar Bank 12B** on *p.114.*

4.46 Play the audio and ask Sts to listen and repeat the sentences. You may want to drill the sentences with individual Sts as well.

4.46
You're in room 4.
You aren't in room 4.
Are you in room 4?
Where are you?
She works in an office.
She doesn't work in an office.
Does she work in an office?
Where does she work?
You can park here.
You can't park here.
Can I park here?
Where can I park?
He's watching a movie now.
He isn't watching a movie.
Is he watching a movie?
Where is he watching a movie?
I was at school yesterday.
I wasn't at school yesterday.
Were you at school yesterday?
When were you at school yesterday?
We arrived in Vietnam on Friday.
We didn't arrive in Vietnam on Friday.
Did you arrive in Vietnam on Friday?
When did you arrive in Vietnam?
She went to the movies.
She didn't go to the movies.
Did she go to the movies?
When did she go to the movies?
They're going to visit Argentina next year.
They aren't going to visit Argentina next year.
Are they going to visit Argentina next year?
When are they going to visit Argentina?

Go through the rules with the class. Since there are a lot of rules, you might want to do this as a sort of quiz game. Write the names of the forms on the board like this:

Simple present: be *and other verbs*
Can *and* can't
Present continuous
Simple past: be *and other verbs*
Future: be going to

Then say a rule and get Sts to respond with the form, e.g., say *We use this form to talk about finished actions.* (simple past) *We use this form to ask for permission.* (can) *Use this form with words like* tomorrow *and* next week. (future)

Focus on the exercises for **12B** on *p.115* and get Sts to do them individually or in pairs. If they do them individually, get them to compare with a partner.

Check answers by getting individual Sts to read the sentences aloud.

a
1 He isn't American.
2 Where are we going to have dinner?
3 When did you visit Mexico?
4 I bought a new suit for work.
5 **A** I can't find Tom. What is he wearing?
6 Am I late?
7 You aren't going to do your homework tonight.
8 Do we have any eggs?
9 He didn't drive to work.
10 It's raining right now.
11 Is your friend going to work in Paris?
12 **A** Did you like the movie?

b
1 **A** Can / **B** can't
2 **A** did
3 **A** were
4 **A** Does
5 **A** Are, going / **B** am
6 **A** Did / **B** did
7 **A** Is / **B** isn't
8 **A** can / **B** can
9 **A** is, going
10 **A** was
11 **A** do
12 **A** are
13 **A** Is / **B** is
14 **A** Was / **B** was

Tell Sts to go back to the main lesson **12B**.

b Give Sts instructions for playing the game. They will each need a marker: any small item will do – a small coin, a paper clip, a button, etc.

To determine the number of spaces they move on each turn, they could flip a coin: heads = one space; tails = two spaces. When they land on a space, they have to answer the question or follow the instruction on the space.

Put Sts in small groups to play the game. Monitor as Sts are playing, but help only as needed. Note any problems and review these later with the whole class.

2 PRONUNCIATION review of sounds

a Focus on the sound words in the chart. Ask Sts if they remember these vowel sounds. Ask individual Sts to say the sound words, *train, egg*, etc. Correct any errors in pronunciation of the vowels and get Sts to repeat the word.

Focus on the first verb on the list, *camp*. Say the word and elicit that it has the same sound as the *a* in *cat*. Get Sts to write the word in the correct column, under *cat*.

When you are sure Sts understand the task, put them in pairs to complete the chart. Tell them to say each word aloud and then decide which column it belongs to. Highlight that there are three words in each column. If Sts have more or fewer words in a column, they will know that there's a mistake.

b 4.47 Play the audio for Sts to listen and check their answers. See audioscript 4.47 below.

4.47

train /eɪ/	make, play, rain
egg /ɛ/	get, help, send
boot /u/	do, lose, use
phone /oʊ/	go, know, snow
cat /æ/	camp, have, relax
tree /i/	meet, see, speak

Extra challenges

- Get Sts to write sentences with two verbs from the list in each sentence, e.g.,
  I know how to speak Spanish.
  Is it going to rain or snow today?
  Ask several Sts to read their sentences aloud.
- As another challenge, have Sts try to add at least one more word to each column, using words from the Student Book. They can work in pairs and look through the book to find words.

3 VOCABULARY & SPEAKING review of verb collocations

a Books closed. Introduce this activity by writing some sentences on the board with very obvious errors in the collocations. Write, for example, *I'm going to wear my umbrella today. Please make your homework tonight. My brother does the piano very well.*

Ask Sts *What's wrong with these sentences?* Elicit that the verbs are incorrect. Get Sts to correct the sentences on the board. *I'm going to ~~wear~~ **take** my umbrella today. Please ~~make~~ **do** your homework tonight. My brother ~~does~~ **plays** the piano very well.*

Books open. Focus on the instructions. Do the first item with the class as an example. Elicit that with *umbrella*, we use the verb *take*. *Take* is also used with the words *photos* and *shower*. Get Sts to write *take* in the blank.

Get Sts to work individually to complete the exercise and then compare answers with a partner. If their answers are different, they should try to decide which is correct.

Check answers.

1 take
2 go
3 do
4 play
5 get
6 have
7 make
8 leave

b Focus on the instructions. Get Sts to work individually to complete the sentences and then compare answers with a partner.

Check answers. (Note that each item has the same word in both blanks.)

1 play, play
2 have, have
3 do, do
4 make, make
5 go, go
6 get, get
7 leave, leave
8 take, take

c Put Sts in pairs to ask and answer the questions. Get feedback by asking a few Sts to report their partner's answers to the class.

Extra idea

- Play a tic tac toe game with collocations. Use the collocations in this exercise and other collocations from this Student Book.
- Draw a tic tac toe grid on the board. Write a word or phrase in each square. It might look like this:

to bed	a bath	someone a gift
the guitar	by credit card	at a hotel
to the radio	coffee	someone a story

- Divide the class into two teams, X and O. Team X begins and chooses a square. In order to win the square they have to say a verb that makes a correct collocation with the word or phrase in the square. If they do this, erase the word(s) and write an X in the square. The first team to get three squares in a row, across, down, or diagonally wins the game.

go to bed, take a bath, give someone a gift, play the guitar, pay by credit card, stay at a hotel, listen to the radio, drink/have coffee, tell someone a story

11&12 Review and Check

For instructions on how to use these pages, see *page* 32.

Testing Program CD-ROM

- **Quick Test 12**
- **File 12 Test**

GRAMMAR

1 a	6 a	11 a
2 b	7 b	12 b
3 b	8 b	13 b
4 b	9 a	14 b
5 b	10 b	15 a

VOCABULARY

a 2 card 3 barbecue 4 chips 5 dinner 6 drink

b 1 get 2 go 3 meet 4 do 5 take 6 take 7 get 8 do 9 meet 10 go

c 1 stand 2 pretty 3 hate 4 Would 5 can't

PRONUNCIATION

c 1 tomorrow
2 afternoon
3 barbecue
4 something
5 excited

CAN YOU UNDERSTAND THIS TEXT?

a X-South America (Brazil, Peru, Bolivia, etc.)
X-Oceania (Australia, New Zealand, etc.)
X-Antarctica

b 1 On April 1st.
2 In a tent or with local families.
3 In the mountains in Spain.
4 In Africa.
5 Four years.
6 The Great Wall of China.

CAN YOU UNDERSTAND THESE PEOPLE?

1 a 2 b 3 a 4 b 5 b 6 b

4.48

1 **A** So where are you going to go in the summer?
B Spain.
A To the beach?
B No, we're going to go to a small village in the mountains. There are too many people at the beach.

2 **A** Hi, Clare, it's Zach.
B Hi.
A Listen, we're going to go to the movies tonight. Do you want to come?
B What are you going to see?
A The new James Bond movie.
B Oh, I saw it last week.
A Was it good?
B I didn't like it. It wasn't very exciting and it was very long.

3 **A** What do you think of classical music?
B I can't stand it.
A Really? I think it's fantastic.

4 **A** Look. I love those shoes.
B Yes, I really like them too. Actually, I bought them last week.
A Oh, really? Then I'm not going to buy them.
B Really? Why not?
A Because you already have them!

5 **A** Hi, Mark. Would you like to have dinner with me tonight?
B Sorry, I can't. I'm going to watch the game with my brother.
A Oh. OK.
B What about tomorrow? Would you like to have dinner tomorrow?
A Yes, I'd love to!

6 **A** Hi, Jim. Come in! Would you like something to drink?
B Yes, please. Do you have any orange juice?
A Uh, sorry, I don't. Would you like a cup of tea?
B No, thanks.
A Um... I have soda, too. Would you like some soda?
B No, thanks. Just water is fine.
A OK. Here you are.
B Thanks.

Photocopiable activities

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199 **Vocabulary activities**

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219 **Songs activities**

Photocopiable material

- There is a **Grammar activity** for each main (A and B) lesson of the Student Book.
- There is a **Communicative activity** for each main (A and B) lesson of the Student Book as well as for each Practical English section.
- There is a **Vocabulary activity** for each Vocabulary Bank lesson of the Student Book.
- There are six **Songs activities.** The recording of the song can be found in the main lesson on the Class CD.

Using extra activities in mixed ability classes

Some teachers have classes with a very wide range of levels, and where some students finish Student Book activities much more quickly than others. You could give these fast finishers a photocopiable activity (Grammar, Vocabulary, or Communicative) while you help the slower students. Alternatively, some teachers might want to give faster students extra oral practice with a communicative activity while slower students consolidate their knowledge with an extra grammar activity.

Tips for using Grammar activities

The grammar activities are designed to give students extra practice in the main grammar points from each lesson. How you use these activities depends on the needs of your students and the time available. They can be used in the lesson if you think your entire class would benefit from the extra practice, or you could assign them as homework for some or all of your students.

- All of the activities start with a writing stage. If you use the activities in class, get students to work individually or in pairs. Allow students to compare before checking the answers.
- All of the activities have an Activation section. Some of them have a section that gets students to cover the sentences and to test their memory. If you are using the activities in class, students can work in pairs and test their partner. If you assign them as homework, encourage students to use this stage to test themselves.
- If students are having trouble with any of the activities, make sure they refer to the relevant **Grammar Bank** in the Student Book.
- Make sure that students keep their copies of the activities and that they review any difficult areas regularly. Encourage them to go back to activities and cover and test themselves. This will help with their review.

Grammar activity answers

1A verb *be: I* and *you*

a 2 you 3 I 4 you 5 you

b 2 Are 3 am 4 're 5 'm not 6 'm

c 2 Are you 3 I am 4 Am I 5 aren't 6 You're

1B verb be: he, she, it

a 2 Is 3 isn't 4 he 5 is 6 he 7 isn't 8 's

b 1 's 2 Is 3 it 4 Is 5 isn't 6 's 7 Is 8 is

c 1 's 2 from 3 she 4 isn't 5 Is 6 is 7 Is 8 isn't 9 's

2A verb *be: we, you, they*

a 2 Is, 's 3 Are, 're 4 'm not, 'm 5 aren't, 're 6 Are, aren't 7 're 8 Are, aren't, 're

b 3 No, they aren't. They're in Portuguese. 4 Yes, she is. 5 No, they aren't. They're American. 6 Yes, they are. 7 Yes, they are. 8 No, they aren't. They're from Scotland.

2B *Wh-* and *How* questions with *be*

2 Where are you? 3 What's the address? 4 What's your first name? 5 What's your last name? 6 How do you spell it? 7 How old are you? 8 What's your address? 9 What's your zip code? 10 What's your home phone number? 11 What's your cell number?

3A *a / an*; singular and plural nouns

a 3 glasses 4 a photo 5 an umbrella 6 windows

b 3 What are they? They're watches. 4 What are they? They're dictionaries. 5 What is it? It's a credit card. 6 What is it? It's a camera. 7 What are they? They're gloves. 8 What is it? It's a wallet.

3B *this / that / these / those*

2 That 3 these 4 these 5 those 6 this 7 that 8 this 9 This 10 That 11 these

4A possessive adjectives; possessive s

a 2 your 3 his 4 our 5 my 6 their 7 its 8 her

b 2 Sarah's cat 3 Pablo's sister 4 Mr. White's class

4B adjectives

a 2 is old 3 are big 4 is long 5 are cheap 6 is slow.

b 2 're expensive coats 3 's a new laptop 4 're tall women / girls 5 're small chairs 6 's a fast car

5A simple present: *I* and *you*

a 2 don't 3 do 4 do 5 Do 6 don't 7 Do 8 don't

b 3 have 4 Do, live 5 don't 6 don't like 7 Do, like 8 do 9 like

5B simple present: *we, you, they; Wh-* questions

a 2 live 3 have 4 Do, have 5 like 6 Do, read 7 read 8 don't read 9 watch

b 2 What do they usually have for breakfast? 3 Do they drink / like orange juice? 4 What do they drink? 5 Where do you work? 6 Do you have a cell phone?

6A simple present: *he, she, it*

3 He works 4 He doesn't eat / have 5 He studies 6 He doesn't read 7 He watches 8 He doesn't drive / have

6B adverbs of frequency

a 2 usually 3 never 4 sometimes 5 usually 6 Sometimes

b 1 always 2 never 3 sometimes 4 usually

7A word order in questions

a 2 What's your last name? 3 How do you spell it? 4 Do you always take the number 10 bus? 5 Where do you work? 6 Are you a tour guide? 7 Do you like your job? 8 What time do you finish work?

b 1 Do you prefer the summer 2 do you do in the summer 3 's your favorite sport

7B *can / can't*

a 2 can't 3 Can 4 can't

b 2 Can, help 3 can study 4 can't wear 5 Can, swim 6 can come

8A present continuous

a 2 She's wearing boots. She isn't wearing shoes. 3 He isn't speaking English. He's speaking French. 4 They're playing tennis. They aren't playing soccer. 5 We aren't staying with friends. We're staying at a hotel. 6 I'm visiting Rome. I'm not visiting Paris.

8B present continuous or simple present?

a 3 drinks 4 isn't drinking 5 's drinking 6 doesn't, take 7 's taking 8 're eating 9 don't, eat 10 don't, watch 11 'm watching 12 aren't having 13 have

9A *there is / there are*

a 3 There are some pillows. 4 There's a shower. 5 There aren't any lamps. 6 There isn't a bathtub.

b 3 Is there a gym? No, there isn't. 4 Is there a gift shop? Yes, there is. 5 Is there a swimming pool? Yes, there is. 6 Are there any elevators? No, there aren't.

9B simple past: *be*

2 wasn't **3** were **4** was **5** weren't **6** were
7 was **8** Was **9** was **10** was **11** Was
12 wasn't **13** was **14** Were **15** were **16** were
17 was **18** were **19** was **20** weren't
21 were **22** wasn't **23** was

10A simple past: regular verbs

2 They traveled to Costa Rica. **3** They stayed in a hotel in the jungle. **4** They arrived at the hotel in a small boat. **5** They didn't check their email. **6** They tried some new foods. **7** They walked in the jungle with a guide. **8** They didn't watch TV. **9** They relaxed on the beach. **10** They liked their vacation very much.

10B simple past: *do, get, go, have*

2 had **3** did, do **4** went **5** had **6** did, have
7 had **8** did, go **9** got **10** Did, do **11** Did, have
12 didn't have **13** Did, get up **14** didn't do
15 Did, go **16** got

11A object pronouns: *me, him,* etc.

2 you **3** us **4** them **5** me, them **6** it **7** him
8 her **9** it **10** them **11** him **12** you

11B more irregular verbs

2 left **3** didn't have **4** Did, find **5** found **6** got
7 saw **8** did, do **9** told **10** bought **11** went
12 met **13** gave **14** thought **15** Did, see
16 sent **17** said **18** drove

12A future: *be going to*

a **3** 'm going to start **4** are, going to work **5** 'm going to work **6** 're going to help **7** Is, going to go **8** isn't **9** Are, going to come **10** 'm not **11** 'm going to be **12** are, going to do **13** 'm going to swim **14** are, going to stay **15** 'm not going to stay **16** 'm going to camp **17** are, going to come **18** 'm not going to come

12B review of past, present, and future

4 Did she read the new book by John Grisham last month? **5** I'm taking pictures of my friends at a party now. **6** He usually watches a movie on TV on Saturday evening. **7** It isn't raining now. **8** James usually plays the guitar in his band. **9** Kate and Marco are going to study Japanese next year. **10** I bought a new camera last week. **11** Maria didn't wear a suit to work last Friday. **12** Did they stay at the Savoy Hotel last year? **13** He writes a blog about his trips every year. **14** Christopher is going to celebrate his birthday in Guayaquil next year.

1A GRAMMAR verb *be: I* and *you*

a Complete the conversation with *I* or *you*.



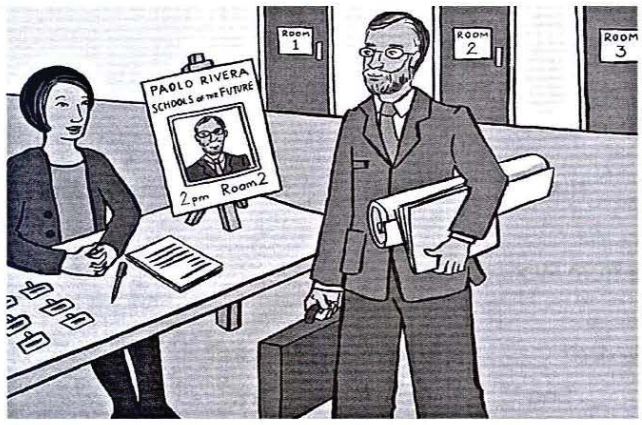
Miranda Hi, [1]*I*'m Miranda. Are [2]_____ Mei Ling?
Mei Ling Yes, [3]_____ am.
Miranda Nice to meet [4]_____.
Mei Ling Nice to meet [5]_____!

b Complete the conversation with *am, 'm, 'm not, are,* or *'re.*



Mike Oh, hi! You [1]*'re* in my English class.
Rosa English class? Oh yes!
Mike [2]_____ you Rosa?
Rosa Yes, I [3]_____. And you [4]_____ Matt. Right?
Mike No, I [5]_____. I [6]_____ Mike.
Rosa Oh. Sorry, Mike.

c Complete the conversation with a form of the verb *be*. Use contractions where possible.



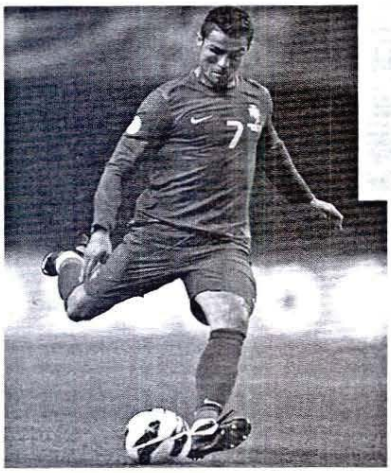
Paolo Hello. [1]*I'm* Paolo.
Woman [2]_____ Paolo Rivera?
Paolo Yes, [3]_____. [4]_____ in Room 3?
Woman No, you [5]_____. [6]_____ in Room 2.
Paolo Oh, thanks.

activation

d Practice the conversations with a partner.

1B GRAMMAR verb *be: he, she, it*

a Complete the conversation. Use contractions where possible.





A [1]*Where's* Cristiano Ronaldo from?[2]_____ he from Spain?
B No, he [3]_____.
A Is [4]_____ from Portugal?
B Yes, he [5]_____.
A Where in Portugal? Is [6]_____ from Lisbon?
A No, he [7]_____. He [8]_____ from Madeira.

b Complete the conversation. Use contractions where possible.





A Where [1]_____ dim sum from? [2]_____ it from Korea?
B No, [3]_____ isn't.
A [4]_____ it from Japan?
B No, it [5]_____. It [6]_____ from China.
A Oh, yes. [7]_____ Kimchi from Korea?
B Yes, it [8]_____.

c Complete the conversation. Use contractions where possible.





A Where [1]_____ Thalía [2]_____ ? Is [3]_____ from the United States?
B No, she [4]_____.
A [5]_____ she from Mexico?
B Yes, she [6]_____.
A Where in Mexico? [7]_____ she from Guadalajara?
A No, she [8]_____. She [9]_____ from Mexico City.

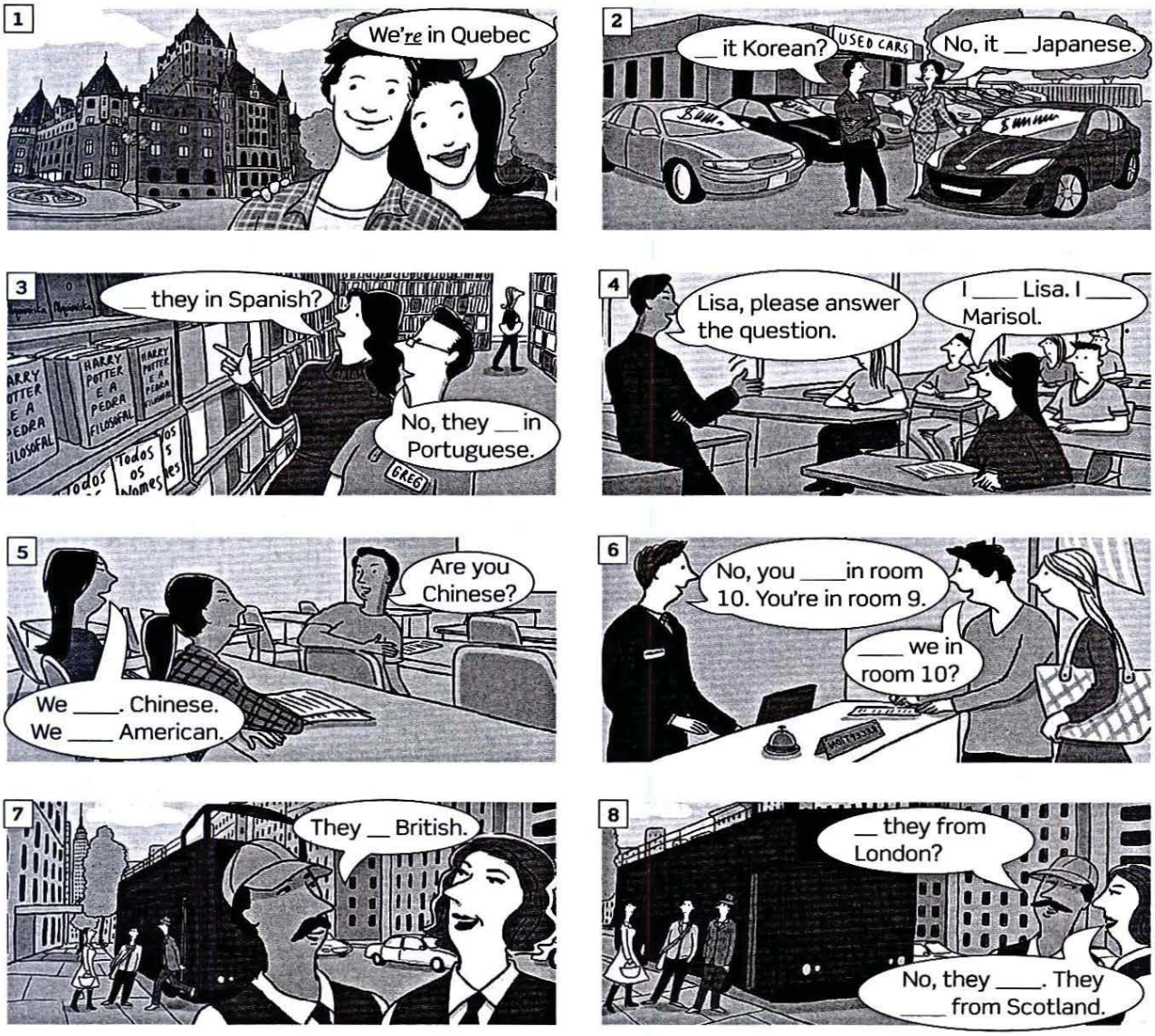
activation

d Practice the conversations with a partner.

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2A GRAMMAR verb *be: we, you, they*

a Look at the pictures. Complete the sentences with the correct form of *be*. Use contractions when possible.



b Look at the pictures. Write + or − short answers. Correct the wrong answers.

1 Are they in the United States? *No, they aren't. They're in Canada.*
2 Is the car Japanese? *Yes, it is.*
3 Are the books in Spanish? _____
4 Is she Marisol? _____
5 Are the women Chinese? _____
6 Are they in room 9? _____
7 Are they on vacation? _____
8 Are they from England? _____

activation

c Work with a partner. Ask and answer the questions about the pictures.

2B GRAMMAR *Wh-* and *How* questions with *be*

a Put the words in order to make questions.

1

Woman Hey Jeff. [1]*Where are you*?
(you / where / are)

Man I'm at Bob's Restaurant. [2]_____?
(are / you / where)

Woman I'm at *Tom's* Restaurant.

Man Oh, sorry. [3]_____?
(address / the / what's)

Woman It's 52 Main Street.

Man OK. See you soon.



2

Woman [4]_____?
(your / first / what's / name)

Boy Henry.

Woman OK. [5]_____?
(last / what's / name / your)

Boy Schultz.

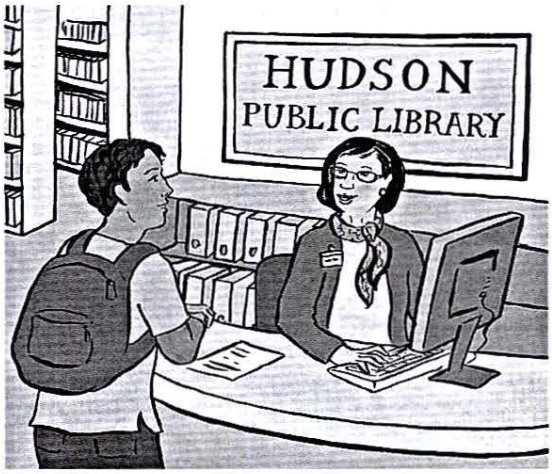
Woman [6]_____?
(spell / do / how / it / you)

Boy S-C-H-U-L-T-Z.

Woman Oh, yes. [7]_____?
(you / old / are / how)

Boy I'm 18.

Woman OK. That's fine.



3

Woman 1 [8]_____?
(your / address / what's)

Woman 2 It's 72 Center Street, Newton, New York.

Woman 1 [9]_____?
(zip / what's / code / your)

Woman 2 It's 12356.

Woman 1 Thank you.[10]_____?
(home / what's / phone / your / number)

Woman 2 It's 517-555-4368.

Woman 1 Good. [11]_____?
(cell / your / number / what's)

Woman 2 I don't have a cell phone.



activation

b Practice the conversations with a partner.

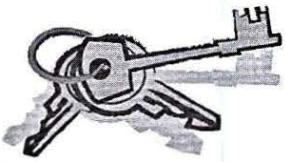
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3A GRAMMAR *a / an*; singular and plural nouns

a Look at the pictures. Complete the answers.

1 

1 What is it? It's *a coat*.

2 

2 What are they? They're *keys*.

3 

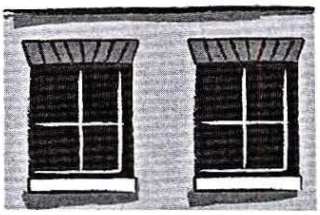
3 What are they? They're _____.

4 

4 What is it? It's _____.

5 

5 What is it? It's _____.

5 

6 What are they? They're _____.

b Look at the pictures. Write questions and answers.

1 

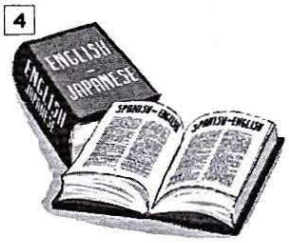
1 *What are they? They're pens.*

2 

2 *What is it? It's a piece of paper.*

3 

3 _____

4 

4 _____

5 

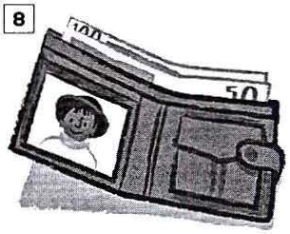
5 _____

6 

6 _____

7 

7 _____

8 

8 _____

activation

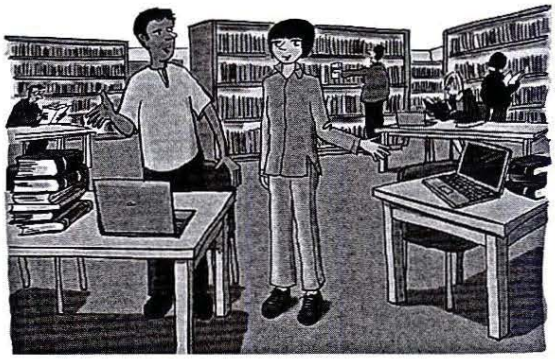
c Work with a partner. Practice the questions and answers in **a** and **b**.

3B GRAMMAR *this / that / these / those*

a Complete the conversations. Use *this, that, these,* or *those.*

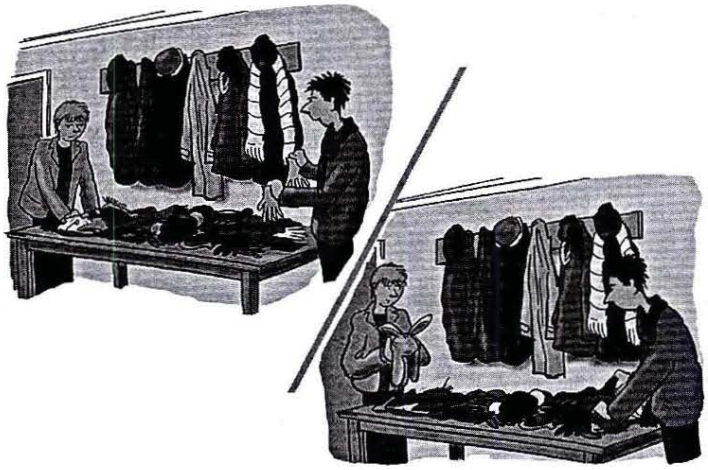
1

Man Hey, Sally, is [1]*this* your laptop?
Woman No, it isn't.
Man Where's your laptop?
Woman [2]_____ is my laptop – over there on the table.
Man And the books? Are [3]_____ your books?
Woman Yes, they are.



2

Boy 1 Where are my gloves?
Boy 2 Are [4]_____ your gloves?
Boy 1 No,[5]_____ aren't my gloves.
Boy 2 And where's my hat?
Boy 1 Is [6]_____ your hat?
Boy 2 No, [7]_____ isn't my hat!



3

Woman Excuse me. Is [8]_____ the bus to Toronto?
Driver No, ma'am. [9]_____ is the bus to Boston.
Woman Oh, no! Where's the bus to Toronto?
Driver [10]_____ is the bus to Toronto over there – number 41. Are [11]_____ your bags?
Woman Yes, they are.
Driver Here, let me help you.



activation

b Practice the conversations with a partner.

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4A GRAMMAR possessive adjectives; possessive s

a Look at the pictures. Complete the sentences with *my, your, his, her, its, our* or *their.*



b Complete the sentences with the name and possessive *s.*

1 This is *Amelia's husband*, Nick. (husband / Amelia)
2 Look! It's _____ ! Over there! (cat / Sarah)
3 Rosa is _____ . She's in my class. (sister / Pablo)
4 This is _____ . He's our teacher. (class / Mr. White)

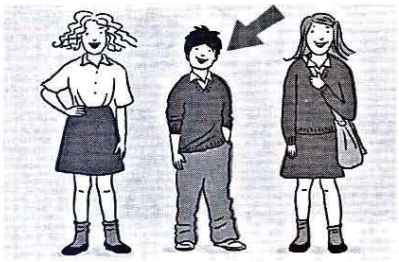
activation

c Work with a partner. Act out the dialogues.

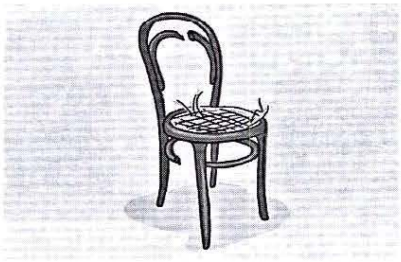
4B GRAMMAR adjectives

a Write sentences for the pictures. Use an adjective from the list.

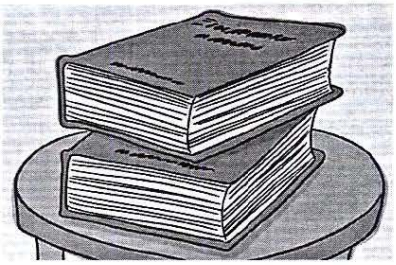
big cheap long old slow ~~short~~



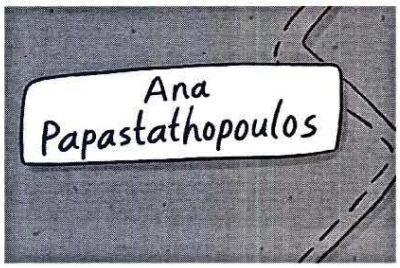
1 The boy *is short.*



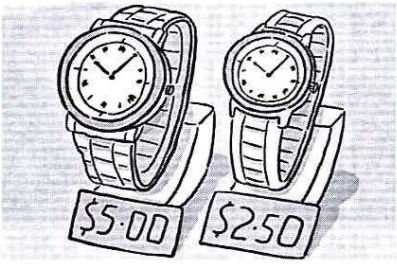
2 The chair _____.



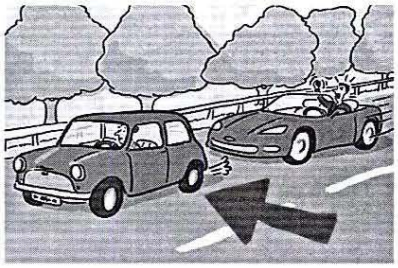
3 The books _____.



4 Ana's last name _____.



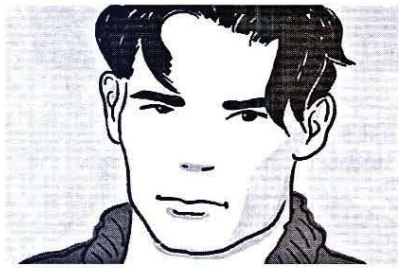
5 The watches _____.



6 The car _____.

b Complete the sentences for the pictures. Use an adjective from the list and a noun.

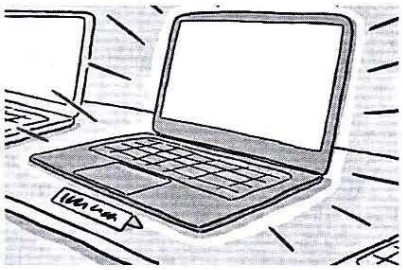
small expensive tall new fast ~~good-looking~~



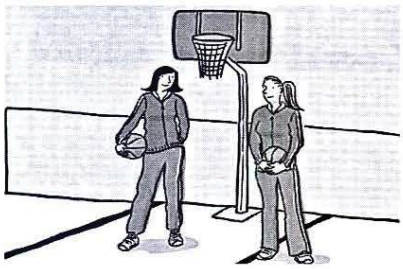
1 He*'s a good-looking man.*



2 They _____.



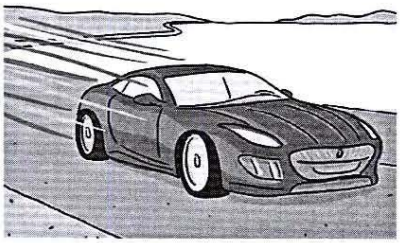
3 It _____.



4 They _____.



5 They _____.



6 It _____.

activation

c **Test your memory.** Cover the sentences. Look at the pictures and say the sentences.

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5A GRAMMAR simple present: *I* and *you*

a Complete the conversations with *do* or *don't*.

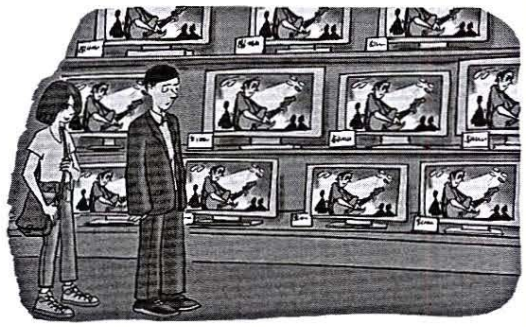
1

A [1]*Do* you speak Arabic?
B No, I [2]_____, but I speak Spanish.
A Oh, [3]_____ you read in Spanish, too?
B Yes, I [4]_____. I read magazines in Spanish.



2

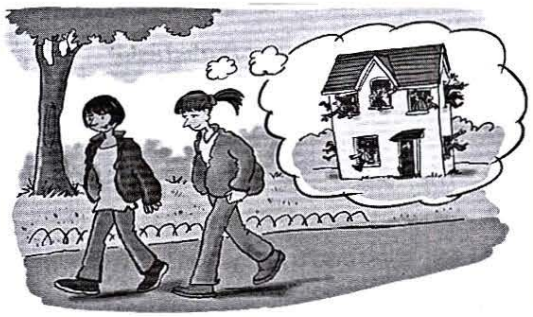
A [5]_____ you watch MTV?
B No, I [6]_____. I watch CNN.
A [7]_____ you listen to pop music?
B No. I [8]_____ like pop music. I listen to classical music.



b Complete the conversations with the right form of the verb in parentheses.

1

A [1]*Do* you *have* a big family? (have)
B Yes, I [2]*do*. I [3]_____ six brothers and sisters. (have)
A [4]_____ you _____ in a big house? (live)
B No, I [5]_____. Our house is very small.



2

A I [6]_____ Italian food. (like)
B Why not? It's great. [7]_____ you _____ pizza? (like)
A Well, yes, I [8]_____. Pizza's very good.
B Well, so you [9]_____ one Italian food. (like)
A Yes, that's right!



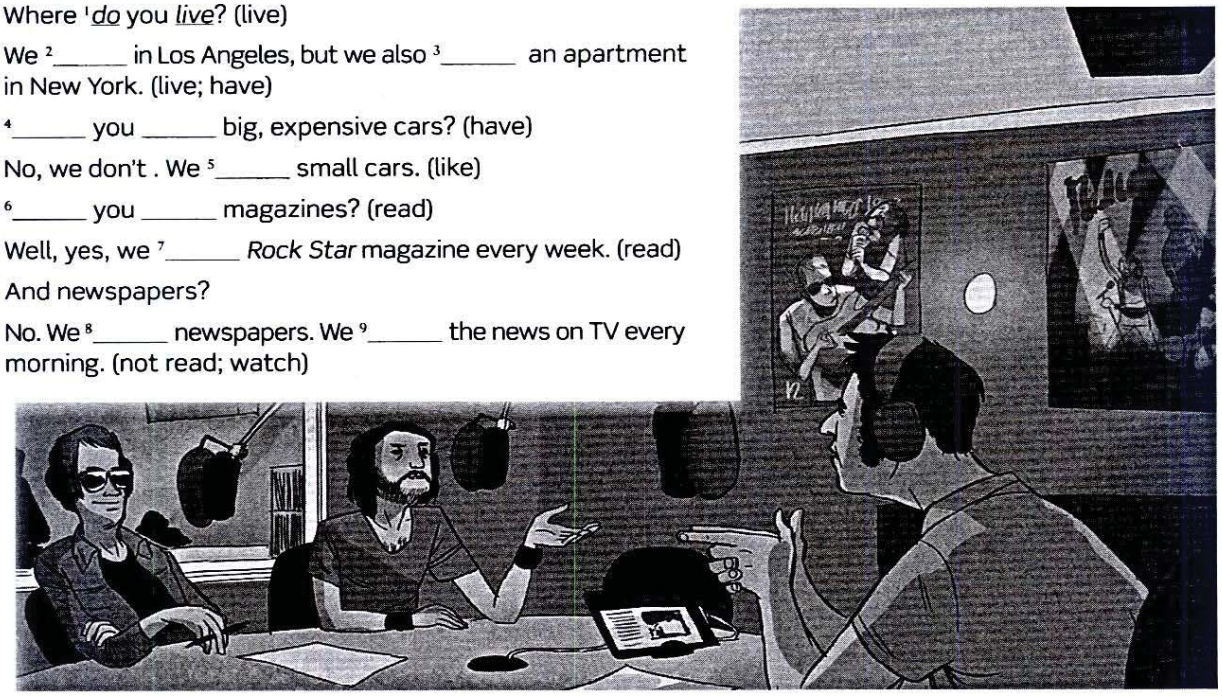
activation

c Work with a partner. Act out the conversations in **a** and **b**.

5B GRAMMAR simple present: *we, you, they; Wh-* questions

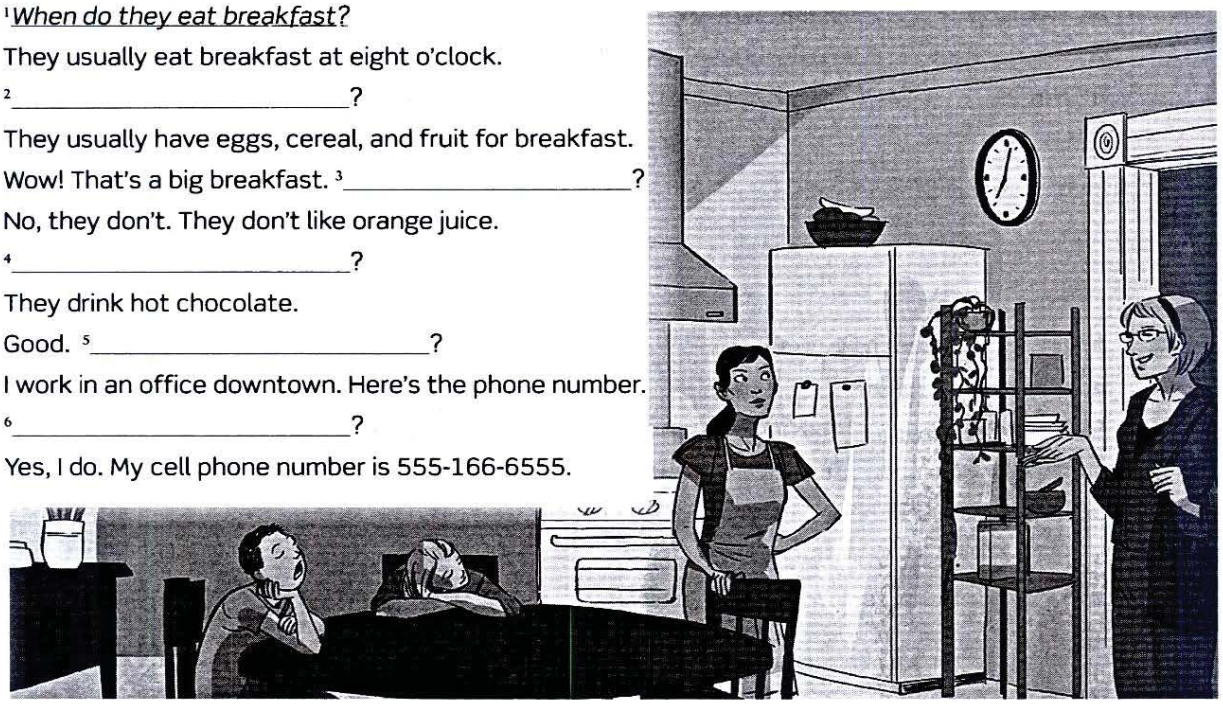
a Complete the conversation. Use the words in parentheses.

A Where [1]*do* you *live*? (live)
B We [2]_____ in Los Angeles, but we also [3]_____ an apartment in New York. (live; have)
A [4]_____ you _____ big, expensive cars? (have)
B No, we don't . We [5]_____ small cars. (like)
A [6]_____ you _____ magazines? (read)
B Well, yes, we [7]_____ *Rock Star* magazine every week. (read)
A And newspapers?
B No. We [8]_____ newspapers. We [9]_____ the news on TV every morning. (not read; watch)



b Complete the conversation. Write the questions.

A [1]*When do they eat breakfast?*
B They usually eat breakfast at eight o'clock.
A [2]_____?
B They usually have eggs, cereal, and fruit for breakfast.
A Wow! That's a big breakfast. [3]_____?
B No, they don't. They don't like orange juice.
A [4]_____?
B They drink hot chocolate.
A Good. [5]_____?
B I work in an office downtown. Here's the phone number.
A [6]_____?
B Yes, I do. My cell phone number is 555-166-6555.



activation

b Practice the conversations with a partner.

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6A GRAMMAR simple present: *he, she, it*



a Look at the pictures. Write about Tyler.

1 *He lives* in an apartment.
2 *He doesn't drink* coffee in the morning.
3 _____ in a computer store.
4 _____ salad for lunch.
5 _____ Portuguese after work.
6 _____ the newspaper in the morning.
7 _____ TV in the evening.
8 _____ an expensive car.

activation

b **Test your memory.** Work with a partner. Tell your partner to close his or her book. Ask questions to test your partner's memory.

Does Tyler work in an office? No, he doesn't. He works in a computer store.

6B GRAMMAR adverbs of frequency

a Look at Kate's schedule. Complete the sentences with an adverb of frequency (*always, usually, sometimes, never*).

Monday	Tuesday	Wednesday	Thursday	Friday
8:00 a.m. go to school	8:00 a.m. go to school	8:00 a.m. go to school	8:00 a.m. go to school	8:00 a.m. go to school
3:00 p.m. go to the gym	3:00 p.m. go to the gym	gym closed	3:00 p.m. go to the gym	3:00 p.m. go to the gym
6:00 p.m. make dinner at home	6:00 p.m. go out for dinner	6:00 p.m. make dinner at home	6:00 p.m. work late have sandwich at the office	6:00 p.m. go out with friends
7:00 p.m. go to Japanese class	7:00 p.m. go to Japanese class	7:00 p.m. go to Japanese class	8:00 p.m. watch TV	8:00 p.m. watch TV

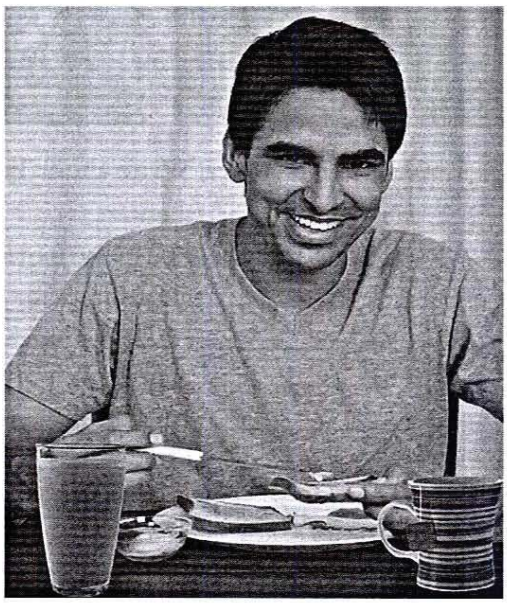


1 She *always* goes to school at eight o'clock in the morning.
2 Kate _____ goes to the gym in the afternoon.
3 She _____ goes to the gym on Wednesday.
4 She _____ makes dinner at home.
5 She _____ goes to a Japanese class in the evening.
6 _____ she watches TV in the evening.

b Read about Christopher. Then complete the sentences with an adverb of frequency (*always, usually, sometimes, never*).

Every day Christopher has the same breakfast: one egg, toast, orange juice, and a cup of tea. He doesn't like cereal or other breakfast foods. For lunch, he eats different things. From Monday to Friday he eats lunch at work. On those days, he has a sandwich for lunch. But on Saturdays and Sundays, he eats lunch with friends. They have pizza or hamburgers. Dinners are also different. He likes to cook and try new foods.

1 Christopher _____ has an egg for breakfast.
2 He _____ eats cereal for breakfast.
3 He _____ has pizza for lunch.
4 He _____ has a sandwich for lunch.



activation

c **Test your memory.** Cover the sentences in **a**. Look at the chart and say the sentences.

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7A GRAMMAR word order in questions

a Put the words in order to make questions.

1

Waiter Good evening. [1]*Do you have a reservation?*
(have / you / do / a reservation)

Woman Yes, we do.

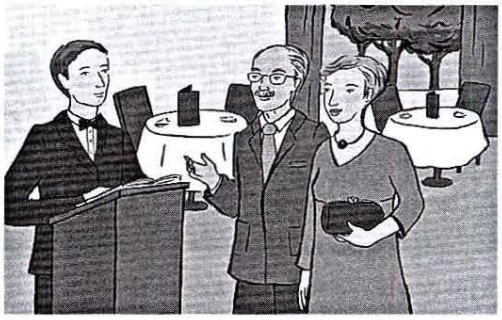
Waiter [2]_____?
(your / what's / name / last)

Woman It's Leigh.

Waiter [3]_____?
(spell / how / it / you / do)

Man L - E - I - G - H

Waiter Thank you. Your table is by the window. Come with me.



2

Woman [4]_____?
(always take / do / the number 10 bus / you)

Man Yes, I do.

Woman [5]_____?
(you / where / work / do)

Man I work at the art museum.

Woman [6]_____?
(tour guide / you / are / a)

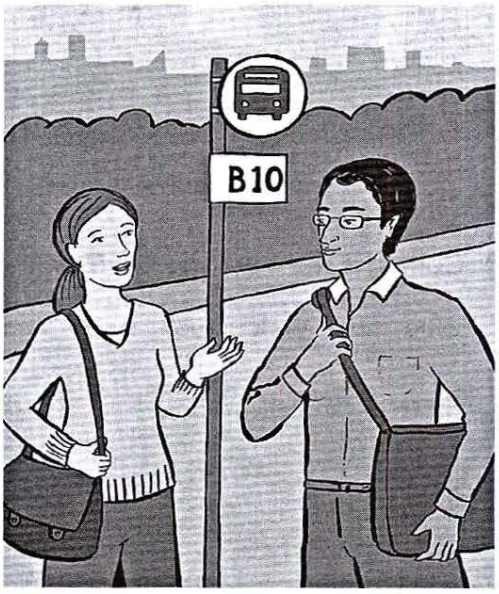
Man Yes, I am.

Woman [7]_____?
(like / your / do / job / you)

Man Yes, I do. It's great.

Woman [8]_____?
(work / you / what time / do / finish)

Man I usually finish at five o'clock.



b Complete the questions.

3

Woman [1]_____ or the winter?

Man I prefer the summer. Winter is very cold.

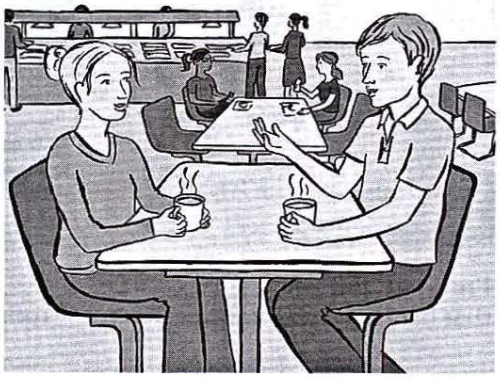
Woman What [2]_____?

Man In the summer, I walk in the mountains and play sports.

Woman What [3]_____?

Man My favorite sport is golf.

Woman Really? Interesting.



activation

c Practice the dialogues with a partner.

7B GRAMMAR *can / can't*

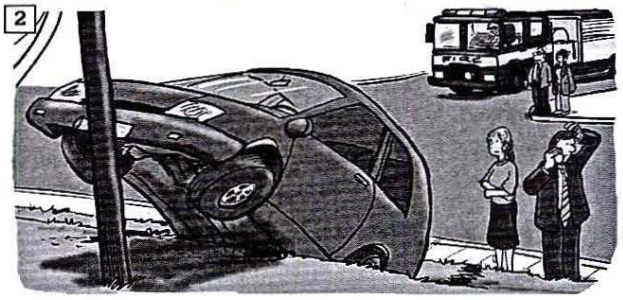
a Complete the sentences with *can* or *can't*.

1



1 You *can* leave your bags over there.

2



2 I'm sorry. We _____ come to dinner tonight.

3



3 _____ you open the window, please?

4



4 You _____ use your cell phone here.

b Complete the sentences with *can* or *can't* and verb from the list.

come help ~~park~~ study swim wear

1



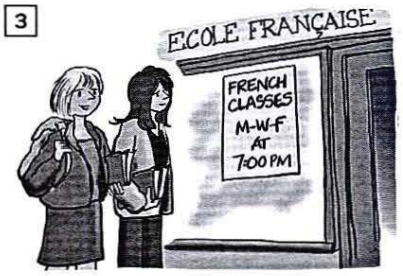
1 You *can't park* here!

2



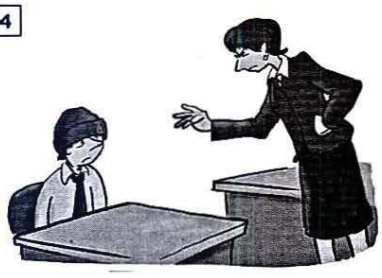
2 _____ you _____ me with my homework?

3



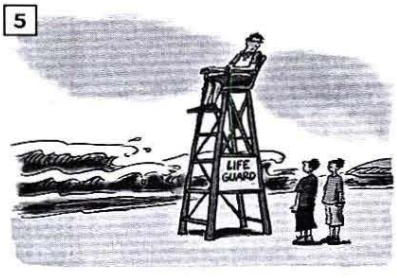
3 Look! We _____ French here in the evening.

4



4 I'm sorry, but you _____ that hat in the classroom.

5



5 _____ we _____ here today?

6



6 Yes, I _____ for dinner on Friday. Thank you.

activation

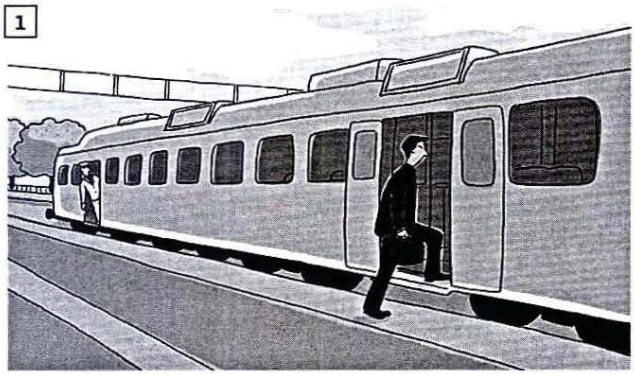
c **Test your memory.** Cover the sentences. Look at the pictures and say the sentences.

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8A GRAMMAR present continuous

a Look at the pictures. Write one affirmative [+] sentence and one negative [-] sentence for each picture. Use the present continuous and the words in parentheses.

1

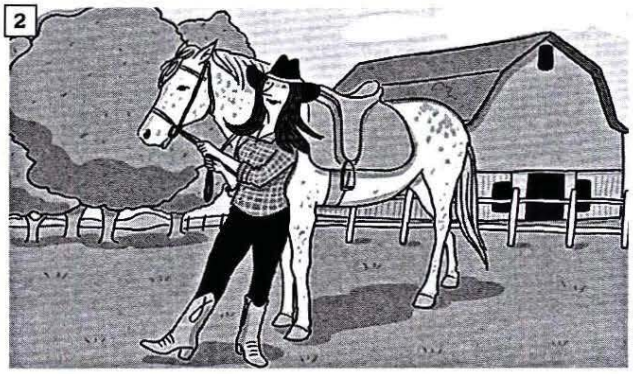


1 (he / take / bus / train)

He isn't taking the bus.

He's taking the train.

2



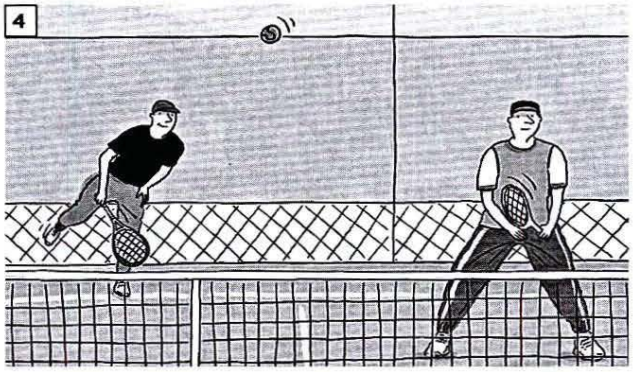
2 (she / wear / boots / shoes)

3



3 (he / speak / English / French)

4



4 (they / play / tennis / soccer)

5



5 (we / stay / with friends / at a hotel)

6



6 (I / visit / Rome / Paris)

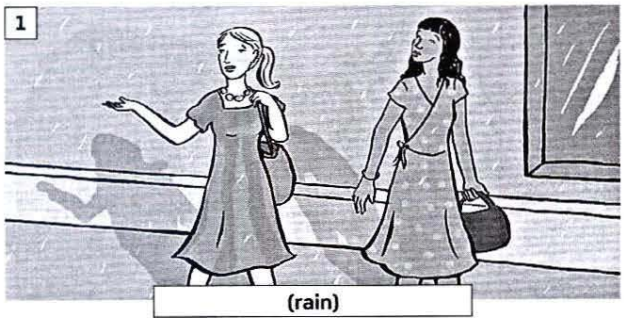
activation

b **Test your memory.** Cover the sentences. Look at the pictures and say the sentences.

8B GRAMMAR present continuous or simple present?

a Complete the dialogues. Use the present continuous or the simple present of the verb in parentheses. Make negative sentences when necessary.

1



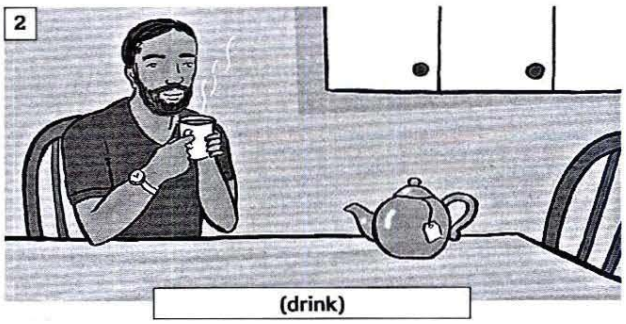
(rain)

1 A Hey. It's [1]*raining*.

B Yeah, and we don't have an umbrella.

A Hmm, it [2]*doesn't* usually *rain* at this time of year.

2



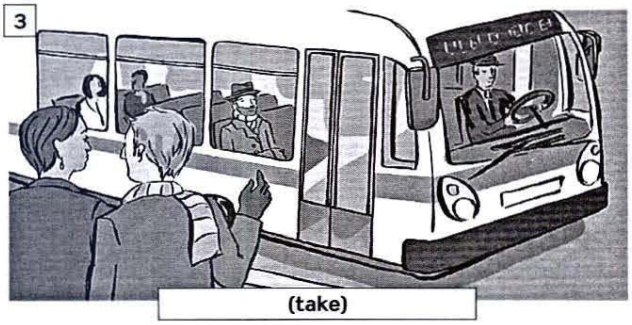
(drink)

2 A My dad usually [3]_____ coffee in the morning. Today he [4]_____ coffee. He [5]_____ tea.

B Why?

A We don't have any coffee.

3

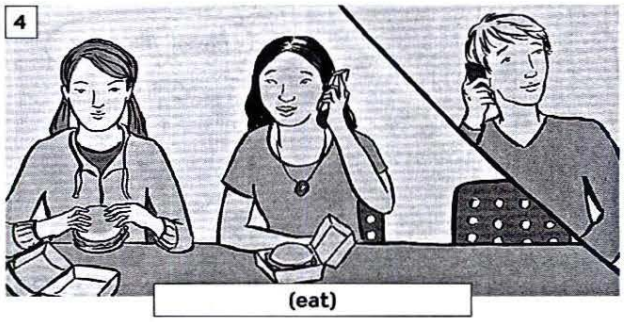


(take)

3 A Look! Mr. Russo is on the bus. He [6]_____ usually _____ the bus to work.

B Well, he [7]_____ the bus today. His car is broken, so he can't drive.

4



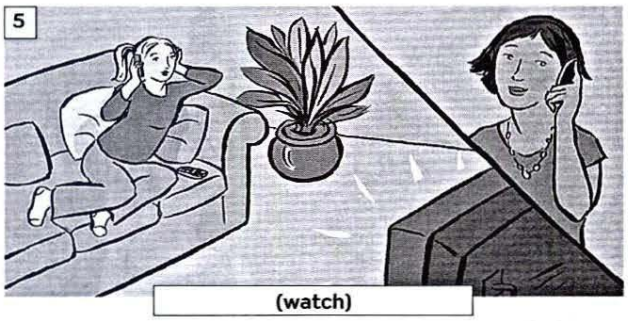
(eat)

4 A We [8]_____ hamburgers for lunch right now.

B You [9]_____ usually _____ hamburgers for lunch.

A Yeah, but we're at a fast food restaurant and their hamburgers are great!

5



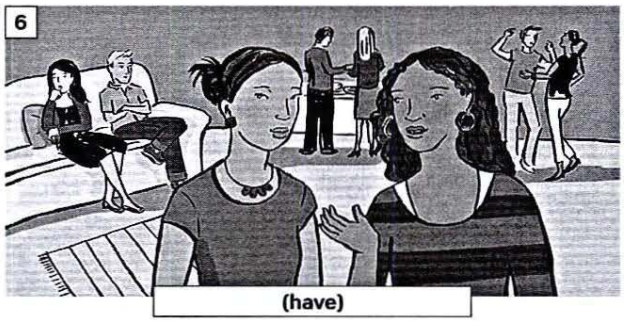
(watch)

5 A I [10]_____ usually _____ long movies, but right now I [11]_____ *Gone with the Wind*.

B That movie is almost four hours long!

A I know, but it's a great movie.

6



(have)

6 A Sam and Ann [12]_____ fun at this party. They aren't very happy.

B What's the problem? They usually [13]_____ fun at parties.

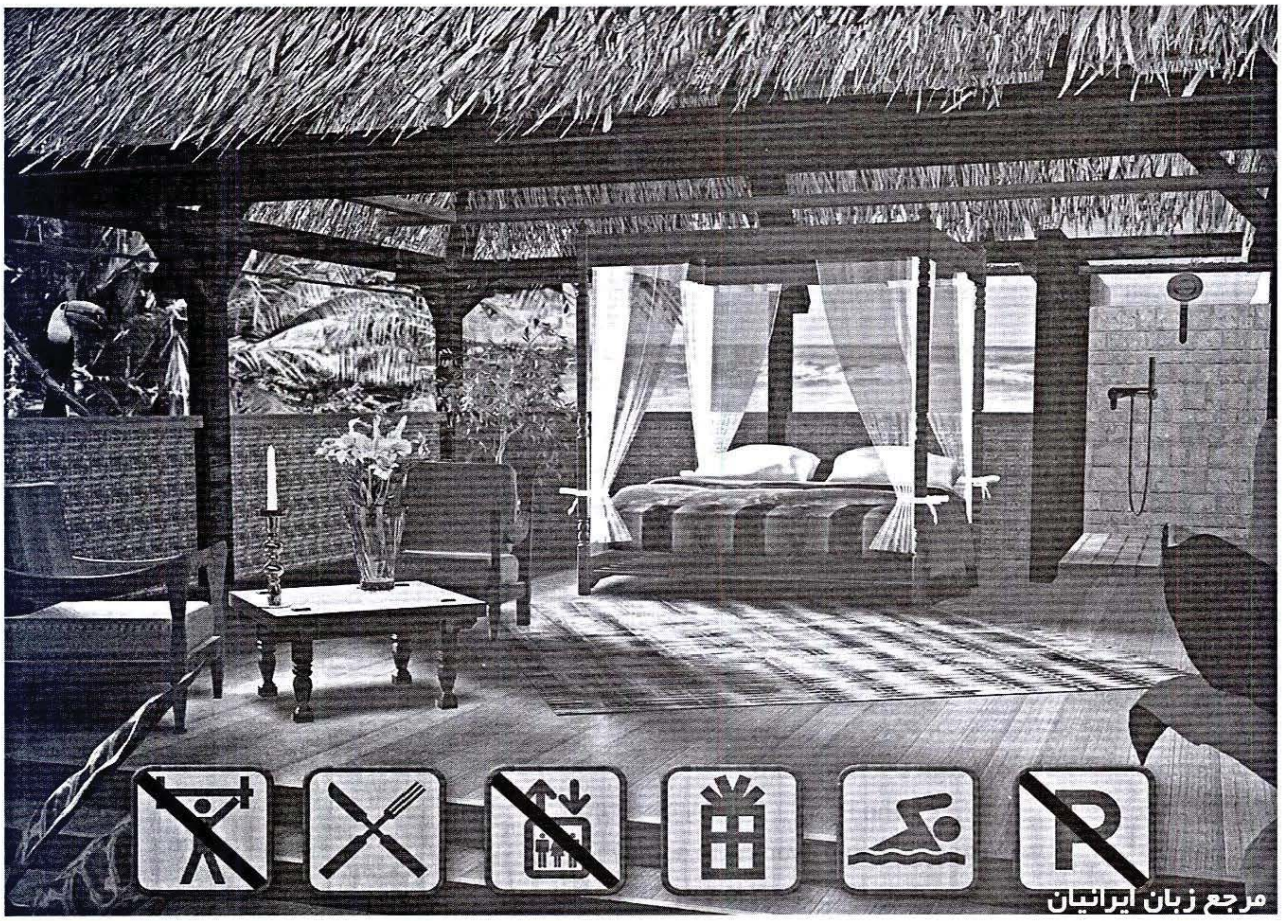
A Well, Their friends aren't here and the music is terrible.

activation

b Practice the dialogues on this page in pairs.

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9A GRAMMAR *there is / there are*



a Write affirmative [+] and negative [−] sentences about the hotel room. Use *There is / There are + a / an, some,* or *any.*

1 TV *There isn't a TV.*
2 chairs *There are some chairs.*
3 pillows _____.
4 shower _____.
5 lamps _____.
6 a bathtub _____.

b Write questions with *Is there . . .? / Are there . . .? + a / an, some,* or *any.* Then write short answers.

1 restaurant? *Is there a restaurant?* *Yes, there is.*
2 parking lot? *Is there a parking lot?* *No, there isn't.*
3 gym? _____? _____.
4 a gift shop? _____? _____.
5 swimming pool? _____? _____.
6 elevators? _____? _____.

activation

c **Test your memory.** Cover the sentences. Look at the picture and say what there is and isn't in the room and the hotel.

9B GRAMMAR simple past: *be*

a Complete the conversations with *was, wasn't, were,* or *weren't.*

1

A [1]*Were* you out with your friends last night?

B No, I [2]_____.

A Where [3]_____ you?

B I [4]_____ at work.

A You [5]_____ at work. You [6]_____ with Jane.

B Well, it [7]_____ her birthday.



2

A So tell me about the actress Jamie Lee Curtis. [8]_____ her mother an actress, too?

B Yes, she [9]_____. Her mother [10]_____ Janet Leigh, the star of the movie *Psycho.*

A [11]_____ Janet Leigh a tall woman?

B No, she [12]_____, but she [13]_____ very beautiful.

A [14]_____ Jamie and her mom ever in the same movie?

B Yes, they [15]_____. They [16]_____ in a movie called *The Fog.* Jamie Lee's father [17]_____ the actor Tony Curtis.

A How interesting!



3

A Why [18]_____ you late for work today?

B I [19]_____ on the bus. It was very slow today.

A No, you [20]_____. You [21]_____ at the coffee shop at nine o'clock. I saw you!

B That [22]_____ me! I [23]_____ on the bus, I promise!



activation

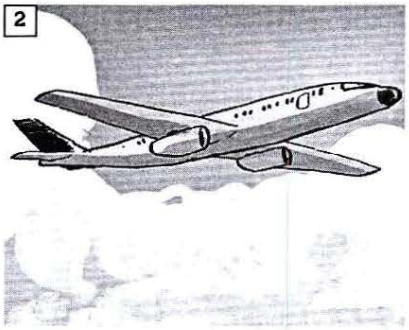
b Practice the conversations with a partner.

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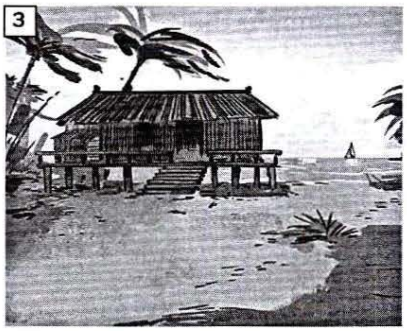
10A GRAMMAR simple past: regular verbs



1 want a vacation



2 travel to Costa Rica



3 stay in a hotel in the jungle



4 arrive at the hotel in a small boat



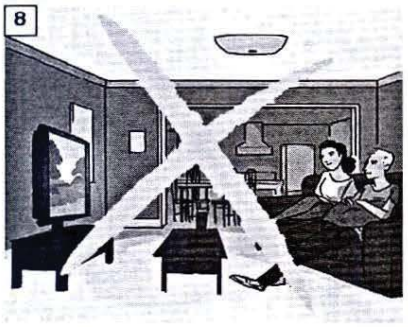
5 not check their email



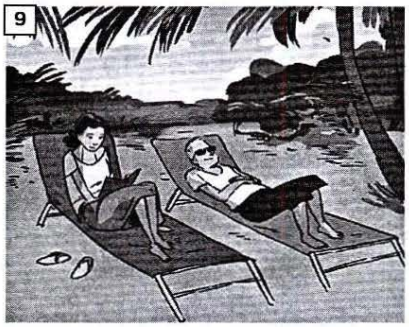
6 try some new foods



7 walk in the jungle with a guide



8 not watch TV



9 relax on the beach



10 like their vacation very much

a Look at the pictures about Adele and Brad's vacation. Write sentences in the simple past.

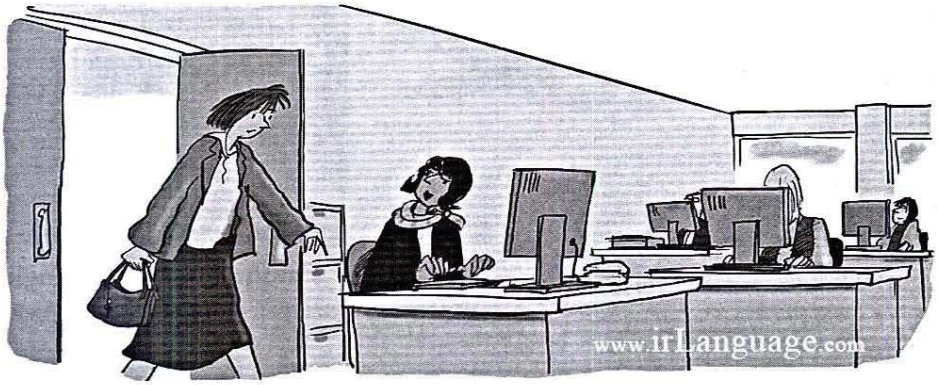
1 *Adele and Brad wanted a vacation.*
2 *They* _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

activation

b **Test your memory.** Cover the sentences and look at the pictures. Tell the story to a partner.

10B GRAMMAR simple past: *do, get, go, have*

a Complete the conversations. Use the verbs in parentheses in the simple past.



1 **A** Good morning, Jenny. [1]*Did* you *go* out last night? (go)

B Yes, I did. I [2]_____ a great time. (have)

A What [3]_____ you _____? (do)

B Yesterday afternoon, I [4]_____ to a baseball game with Beth and Dan. (go) Then we [5]_____ dinner at their house. (have)

A What [6]_____ you _____ for dinner? (have)

B We [7]_____ Mexican food. (have) It was great!

A [8]_____ you _____ to bed late? (go)

B Yes, I did, and then I [9]_____ up at six this morning. (get)

A [10]_____ you _____ any work this weekend? (do)

B No, I didn't.



2 **A** Hi, honey. [11]_____ you _____ a good day? (have)

B No, I [12]_____ a good day. (not have) It was terrible!

A Why? [13]_____ the boys _____ late again? (get up)

B Yes, very late. And they [14]_____ their homework last night. (not do)

A [15]_____ you _____ to the office this morning? (go)

B Yes, but I was late, too. I [16]_____ an email from my boss about it. (get) He was angry.

A Don't worry. Tomorrow is Saturday and you can relax.

activation

b Practice the dialogues on this page in pairs.

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11A GRAMMAR object pronouns: *me, him,* etc.

a Complete the sentences with a pronoun. Write it in the PRONOUN column.



مرجع زبان ایرانیان

There was a big rock concert at the City Arena this weekend. PRONOUN

1 My favorite group, The Sound Stars, was there.
I wanted to hear [redacted]. *them*

2 On Saturday my dad said, "Your friend Steve is calling.
He wants to talk to [redacted]." _____

3 Steve said, "Gloria and I want to go to the concert, too.
Do you want to go with [redacted]?" _____

4 Before the concert, Gloria said, " Where are the tickets?
I can't find [redacted]." _____

5 Steve said, "Gloria, you gave the tickets to [redacted]. _____
I have [redacted] in my bag." _____

6 Then we went to the concert, and we enjoyed [redacted]. _____

7 Nick Cantor is my favorite singer in the group. I really like [redacted]. _____

8 Melissa Arioso plays the guitar in The Sounds Stars. Gloria likes [redacted]. _____

9 Steve liked the song "Love Me Do." Gloria and I liked [redacted], too. _____

10 Ron Arnold and Pete Chang are also in the group.
I don't know much about [redacted]. _____
After the concert, we went to a restaurant.

11 I saw Nick Cantor there. I asked [redacted], "Can you please write _____
your name on my program?"

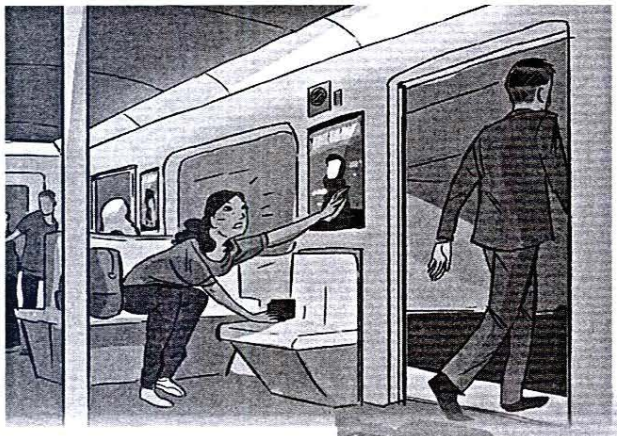
12 He said, "Sure. I can do that for [redacted]." _____

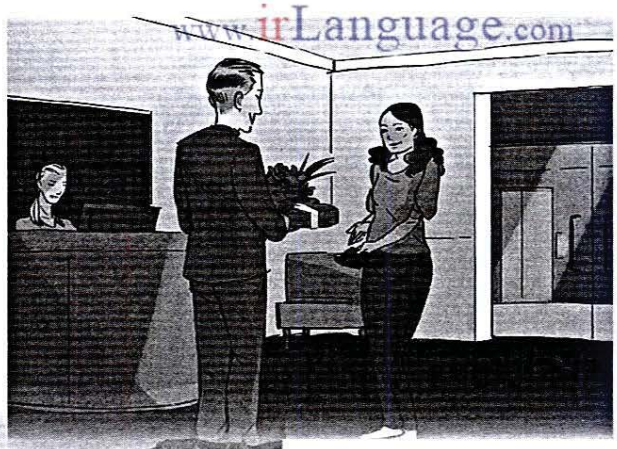
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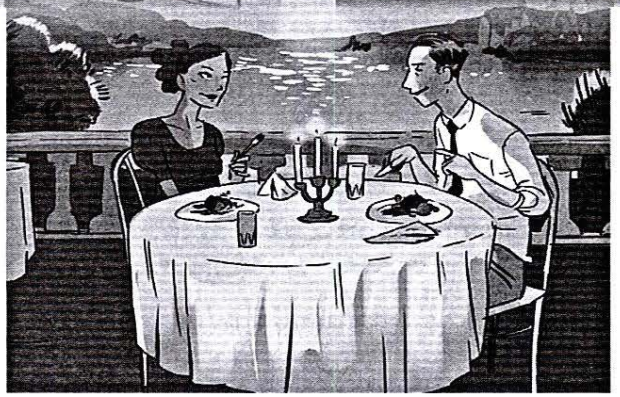
b Test your memory. Cover the PRONOUN column. Say the sentences with the pronoun.

11B GRAMMAR more irregular verbs

a Complete the conversation. Use the simple past of the verb in parentheses.







A [1]*Did* you ever *lose* something important? (lose)

B Yes, once I [2]_____ my wallet on the train. (leave) It [3]_____ any money, but my credit card was in it. (not have)

A Wow. That's terrible! [4]_____ you _____ it again? (find)

B Yes, I was very lucky. The woman next to me on the train [5]_____ it. (find)

A Then what happened?

B Well, that night I [6]_____ a phone call. (get) It was from my bank.

A Your bank?

B Yes. The woman [7]_____ my name and the name of the bank on the card, and she called them. (see)

A What [8]_____ you _____ then? (do)

B I talked to the woman. She [9]_____ me she worked in an office downtown. (tell)

A So how did you get the wallet from her?

B The next day, I [10]_____ a big box of chocolates and some flowers. (buy) I [11]_____ to her office, and she [12]_____ me there. (go; meet). I [13]_____ her the chocolates and said, "Thank you! I [14]_____ my wallet was lost!" (give; think)

A That's a great story. [15]_____ you _____ the woman again? (see)

B Yes, I did. The next day, I [16]_____ her an email and invited her to go out for dinner. (send) She [17]_____ yes. (say) We [18]_____ out to a beautiful little restaurant on the lake. (drive) And then, well, that woman's name is Laura, and she is now my wife.

activation

b Practice the conversation with a partner.

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12A GRAMMAR future: *be going to*

a Complete the conversations. Use the correct form of *be going to* and the words in parentheses or a short answer.

1

A I finished high school. I had my last exam on Friday.

B Great! So, what are your plans for the future?

A Well, [1]*I'm going to go* to college next September. (go)

B Are you going to work this summer?

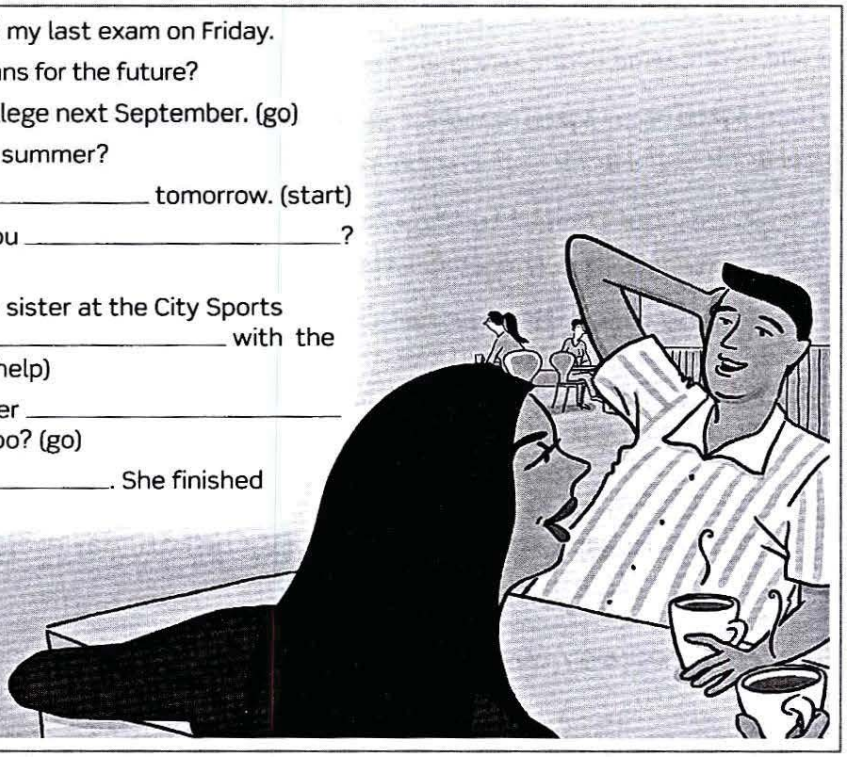
A Yes, I [2]*am*. I [3]_____ tomorrow. (start)

B Where [4]_____ you _____? (work)

A I [5]_____ with my sister at the City Sports Center. (work) We [6]_____ with the children's summer camp. (help)

B [7]_____ your sister _____ to college in September, too? (go)

A No, she [8]_____. She finished college in June.



2

A [9]_____ you _____ to the meeting next Monday? (come)

B No, I [10]_____. I [11]_____ on vacation in Thailand. (be)

A What [12]_____ you _____ there? (do)

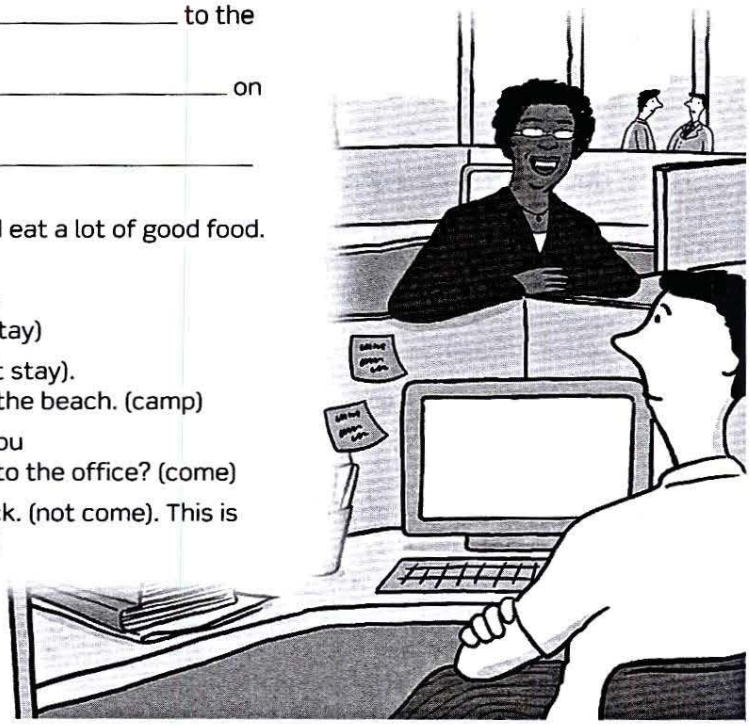
B I [13]_____ and eat a lot of good food. (swim)

A What hotel [14]_____ you _____ at? (stay)

B I [15]_____ at a hotel. (not stay). I [16]_____ on the beach. (camp)

A Really? When [17]_____ you _____ back to the office? (come)

B I [18]_____ back. (not come). This is my last day in the office. See you!



activation

b Practice the conversations with a partner.

12B GRAMMAR review of present, past, and future

a Write new statements or questions. Use the words below and the correct tense or form of the verb.

1 Diane and Bernie / eat / Chinese food / tomorrow.
Diane and Bernie are going to eat Chinese food tomorrow.

2 You / be / late for work / every morning?
Are you late for work every morning?

3 We / not travel / to Argentina / last year.
We didn't travel to Argentina last year.

4 She / read / the new book by John Grisham / last month?
_____?

5 I / take pictures of my friends / at a party / now.
_____.

6 He / usually / watch a movie on TV / on Saturday evening.
_____.

7 It / not rain / now.
_____.

8 James / usually / play the guitar in his band.
_____.

9 Kate and Marco / study Japanese / next year.
_____.

10 I / buy / a new camera / last week.
_____.

11 Maria / not wear / a suit to work / last Friday.
_____.

12 They / stay / at the Savoy Hotel / last year?
_____?

13 He / write / a blog about his trips / every year.
_____.

14 Christopher / celebrate / his birthday / in Guayaquil / next year.
_____.

activation

b Work with a partner. Take turns reading the sentences aloud.

Diane and Bernie ate Indian food last night. *They're going to eat Chinese food tomorrow.*

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Communicative activity instructions

Tips for using Communicative activities

- We have suggested the ideal number of copies for each activity. However, you can often manage with fewer, e.g. one worksheet per pair instead of per student.
- When Sts are working in pairs, if possible, get them to sit face-to-face. This will encourage them to really talk to each other and also means that they can't see each other's worksheet.
- If your class doesn't divide into pairs or groups, get two Sts to share one role, or get one student to monitor, help, and correct.
- If some Sts finish early, they can change roles and do the activity again, or you could get them to write some of the sentences from the activity.
- With some activities, we have left space for you to add more information and to make them more relevant for your Sts.

1A Are you...?

A mingle activity

Each student has to find two famous partners. Copy and cut up one sheet per 20 Sts.

Language	
Excuse me, are you...?	*Yes, I am. / No, I'm not. Sorry!*
Hi / Hello. I'm...	*Nice to meet you.*

- Give each student one card. If you have more than 20 Sts, have some characters repeated. For smaller groups, tell them that they might only find ONE of the two famous people.
- Tell Sts they are the first famous person on their card. They must find the other two famous people and then introduce themselves.
- Write the phrases in **Language** on the board and practice the two possible responses. Demonstrate the activity and make sure Sts are clear about what they have to do.
- Tell Sts to stand up and begin the activity.
- As some Sts might find their two people very quickly, you could set a time limit. In a smaller class, you could give out unused cards to Sts who finish early.

Extra idea

- Put on some lively music in the background while Sts do the activity.

1B Where are they from?

A pairwork activity

Sts ask each other where famous people are from. Copy one sheet per pair.

Language		
Where's she from?	*She's from Mexico.*	
Where's he from?	*He's from Canada.*	*I don't know.*

- Quickly review countries in **Vocabulary Bank** ***Countries and nationalities****, p.117.*
- Put Sts in pairs and give each pair a copy of the worksheet.
- Write the phrases in **Language** on the board and review the questions and answers. Demonstrate the meaning of *I don't know* by shrugging your shoulders and raising your hands in the common gesture for this expression.
- Focus on photo 1 and ask the question *Where's she from?* Elicit answers from the class and and establish that the right answer is *She's from Mexico.*
- Sts continue in pairs, taking turns pointing at one of the photos and asking where the person is from. Tell Sts that they do not have to take the photos in order.
- Check answers with the class, telling them the people's nationalities if they don't know or couldn't guess them.

1 Salma Hayek (actress) is from Mexico.
2 Mark Zuckerberg (founder of Facebook) is from the United States.
3 Ken Watanabe (actor) is from Japan.
4 Eugene Trinh (astronaut) is from Vietnam.
5 Alice Braga (actress) is from Brazil.
6 Wang Hao (table tennis champion) is from China.
7 Sergio Garcia (pro golfer) is from Spain.
8 Avril Lavigne (singer) is from Canada.
9 Dalma Rushdi Malhas (equestrian) is from Saudi Arabia.
10 Kate Winslet (actress) is from England.
11 Chee-Yun (violinist) is from Korea.
12 Isabel Allende (writer) is from Chile.

Extra idea

- To help the Sts if you think they don't know the famous people, write the countries they are from on the board, but not in the order they are in the worksheet.

PE1 Who are you?

A mingle activity

Sts take on a new identity and practice asking for personal information and spelling names. Copy enough sheets for each student to have one card.

Language	
Good morning. What's your first name?	*Marisol.*
How do you spell it?	*M-A-R-I-S-O-L.*
Hello. I'm (name).	
Where are you from?	*I'm from* (place).

- Tell Sts that they are going to temporarily change their identity. Pass out cards, one to each student, and explain how to fill them out. You could give Sts some ideas for their new identity, such as famous people in their country / community, characters from movies / books, friends or family members, or any name and place that they happen to like.
- Write the sentences from **Language** on the board. Model and practice.

- Demonstrate the activity by using a card that you have created about yourself, with a different identity. Get Sts to ask you the questions and then answer them with the information on your card. Choose a name that Sts will have to ask how to spell in order to make spelling part of the task.
- Tell Sts that they are going to walk around the room and meet some "new" people. When they meet someone, they ask for their first and last names and where they are from. They should make notes about what they learn. Give them a target number of people they should meet, e.g., four or five. (Giving a target number sets limits on the activity.)
- When you are sure Sts understand, get Sts to stand up and mingle.
- To follow up, ask a few Sts about one of the the new people they met.

Non-cut alternative

- Instead of using the cards, have Sts write the information in their notebooks or on a piece of paper.

2A Are they British?

A pairwork activity

Sts play a card game about people, things, and nationalities. Copy one worksheet per pair and cut into a set of 20 cards.

Language

Are Apple and Dell British?	*No, they aren't. They're American.*
Are tacos Mexican?	*Yes, they are.*
Are you Vietnamese?	*Yes, I am. / No, I'm not.*

- Write the questions and answers from **Language** and practice them. Point out that when the answer is negative, Sts have to give the correct information.
- Put Sts in pairs, **A** and **B**, and give each pair a set of cards. Note that the set of cards has two cards labeled **Student A** and **Student B**. Give each student one of these cards and have them complete it with their own idea – a famous person or thing and a country. Sts then add their own cards to the set.
- To play the game, Student **A** draws a card and asks the question, e.g., *Are tacos Mexican?* Note that Sts must use the nationality word. They can't say, e.g., *Are tacos from Mexico?*
- Student **B** answers the question with a short answer, giving the correct information if the answer is negative. If the answer is correct (both in grammar and content), the student gets a point. Tell Sts to ask you if they are not sure of an answer.
- Sts take turns drawing cards and answering questions. The student with the most points at the end wins the game.

Non-cut alternative

- Give each pair one worksheet and have them take turns asking and answering about each item. Tell them to make notes of their answers. When Sts have finished, review the worksheet with the class to see how many had all of the answers correct.

Apple and Dell are American.
Tacos are Mexican.
Toyota is Japanese.
Ryan Gosling is Canadian.
Mario Vargas Llosa is Peruvian.
Gilberto Gil is Brazilian.
Muse is a British rock band.
Salma Hayek is Mexican.
The Prado Museum is Spanish.
Kimchi is Korean.
Richard Branson and Simon Cowell are British / English.
Isabel Allende is Chilean.
Hyundai is Korean.
Lenovo is Chinese.
Sonia Braga is Brazilian.

2B Questions and answers

A pairwork activity

Sts match questions and answers. Copy one sheet per pair cut into **A** and **B**.

Language

Questions for personal information

What's your first name?	*It's Michio.*
How old is Edgar?	*He's 17.*

- Write the questions and answers from **Language** on the board, but switch the order of the responses like this:

1 *What's your first name?*	a *He's 17.*
2 *How old is* Edgar?	b *It's Michio.*

- Elicit from the class which sentence goes with each answer and draw a line between them (1b,2a).
- Put Sts in pairs, **A** and **B**, and give each student either the **A** card or the **B** card. Get Sts to sit face-to-face if possible. Tell Sts not to look at their partner's card.
- Get one pair to demonstrate the activity. Student **A** reads the first question (*Excuse me. Are you Rafael Mora?*) and Student **B** reads the correct response (*No, I'm Rafael Mata.*).
- Sts continue to work in pairs. Sts **A** ask their questions first and then they swap roles.

Student A: 1b 2d 3c 4e 5a
Student B: 1c 2e 3b 4a 5d

3A The same or different?

A pairwork activity

Sts find similarities and differences in the contents of a bag. Copy one sheet per pair **A** and **B**.

Language

A *I have one watch in my bag. Is that the same or different?*
B *It's different. I have two. I have two photos in my bag.*
A *The same. I have two photos, too.*

- Quickly review the vocabulary on pages 16 and 17 of the Student Book.
- Put Sts in pairs, **A** and **B**, and give each student either the **A** or the **B** picture. Get Sts to sit face-to-face if possible. Tell Sts not to look at their partner's picture.
- Demonstrate the activity by taking the part of Student **A**. Say *I have one watch in my bag.* Ask a Student **B** *Is that the same or different?* Elicit the response *It's different. I have two watches.*

- Tell Sts to write *D* (different) in the box next to the watches.
- Now take the part of Student **B**. Say *I have two photos in my bag.* Elicit the response from a Student **A** *The same. I have two photos, too.*
- Write the sentences from **Language** for Sts to refer to as they do the activity.
- Sts continue to work in pairs. Tell them to take turns telling each other what they have in their bags. As each pair finishes, have them look at each other's pictures to check their answers.

3B *That's a hat*

A pairwork or small group activity

Sts play a game making sentences with *this, that, these, those.* One worksheet for each pair or small group. There are three game options, both cut and non-cut versions. Each game can be played in pairs or in small groups of three or four Sts.

Language

This is a hat.	*That's a hat.*
These are toys.	*Those are toys.*

- Write the phrases in **Language** on the board and review the use of the words *this, that, these,* and *those.*

Game 1: Win a card

- Cut up the worksheet and make one set of cards for each pair or group. Give each pair or group a set of picture cards. Tell Sts to spread out the picture cards face up on one desk.
- Demonstrate the activity by going to one group and picking up a card with one (*this*) or more than one (*these*) item. Say, e.g., *This is a map* or *These are hats.* Then point to a card on the desk without touching it and say, e.g., *That's a keychain* or *Those are toys.* In other words, Sts pick up a card and hold it to make a sentence with *this* or *these.* To make a sentence with *that* or *those* they point to the card without touching it.
- Sts continue playing in pairs or groups. They take turns choosing a picture and saying a sentence. If a student makes a correct sentence, he or she gets to keep the picture card. The student with the most cards at the end of the game wins.

Game 2: Win a square

- **Non-cut alternative:** Leave the picture cards as one sheet. Sts take turns choosing a picture For *this / these,* they touch the picture and say the sentence. For *that / those,* they point to the picture without touching it. When they "win" a picture, they write their initials on it. The student with most pictures initialled wins the game.

Game 3: Four in a row

- **Non-cut alternative:** Sts play the game in the same way as in Game 2, trying to win squares by saying correct sentences with *this, that, these* or *those.* However, in this game the object is for Sts to get four squares in a row, horizontally, vertically, or diagonally.
- This game is more challenging as it involves more strategy. Sts will try to block their opponents from completing a row. For example, if Student **A** has three squares in a row horizontally, Student **B** will try to win the last square in that row to prevent **A** from getting "four in a row."

PE3 How much is it?

A pairwork activity

Sts ask and answer about prices for things at a San Francisco street vendor's stall. Copy one sheet per pair **A** and **B**.

Language

How much is this hat?
It's fifteen dollars.

- Review prices by writing a few prices on the board, e.g., $5.65, $10.00, $11.25, $0.50 and calling on volunteers to say the prices (*five dollars and sixty-five cents, ten dollars, eleven twenty-five, fifty cents*).
- Put Sts in **A** and **B** pairs. Give each student either an **A** or a **B** picture. Tell them not to look at their partner's picture. Write the question and answer from **Language** on the board and practice it.
- Tell Sts that they need to find out the prices of the things in their picture that have no price. Demonstrate by pointing to the umbrella and asking an **A** student *How much is this umbrella?* Elicit the response *It's five dollars and fifty cents* or *It's five fifty.*
- Have Sts continue in pairs asking and answering about the prices. Monitor and help as needed.
- **Option:** For a more challenging activity, you could ask Sts to use the pictures to role play buying and selling. Write these model dialogues on the board for Sts to follow.

A *This hat is nice. How much is it?*
B *It's fifteen dollars.*
A *Is this a camera?*
B *Yes, it is. It's $14.95.*

4A Happy families

A group card game

Sts play a card game and try to collect all the members of the same family. Cut up a set of cards for each group of four Sts.

Language

Tom's sister, please.	*No, sorry. / Here you are.*

- Tell Sts they are going to play a family card game. (The game is similar to the game English speakers know as "Go Fish.") If Sts have a similar game in their language, you might want to refer to this.
- In the game, there are five sets of cards. Write on the board *Mario's family, Lana's family, Ray's family, Guido's family, Ryoko's family.* Model and drill pronunciation.
- Put Sts in groups of four or five and give each group a pack of cards. One student shuffles and deals the cards face down. In groups of four, each student should have five cards.

- Sts look at their cards. Explain that on each card they see the name of the family at the the top. The pictures at the bottom show them the four cards in the family. The large picture is the card they have. The three small pictures show them the cards they have to collect to complete the group. The winner is the first person to collect all four cards in a set.
- To collect cards, Sts ask each other for the cards they don't have. They can ask any student in the group for a card. If a student (S1) has a card from Mario's family with the word *SISTER* in capital letters, the student needs the other three Mario cards. So the student might ask another student (S2) *Mario's brother, please.* If S2 has the card he / she **must** give it to S1, saying *Here you are.* If S2 doesn't have the card, he / she says *No, sorry.*
- The turn then goes to the next student on the left. Sts play until one student has collected all four cards from one family.
- Note that a student must have at least one card from a family in his / her hand in order ask for the others. A common strategy in the game is for Sts to listen carefully and note which cards the other Sts are asking for. This lets them know what families other Sts have in their hands.

4B What is it?

A pairwork activity

Sts use adjectives to identify objects. Copy one sheet per pair and cut it in two.

Language

It's expensive. *It's a watch.*
It's number three. *It's an expensive watch.*

- Write the sentences from **Language** on the board and practice them.
- Review adjectives by saying an adjective and getting Sts to say the opposite, e.g., *slow – fast.* (See **Vocabulary Bank** ***Adjectives*** *p.121.*)
- Put Sts in pairs, **A** and **B**. Get Sts to sit face-to-face if possible. Give out the sheets.
- Demonstrate the activity by taking the part of Student **A**. Say to a Student **B** *It's expensive.* Elicit the response *It's number three.* Point out that Sts can also respond by naming the object if they wish, e.g., *It's a watch.*
- Sts take turns saying adjective sentences. Their partner says the number of the picture or names the object. Make it clear that Sts should choose random pictures. They should not do them in order.

Extra idea

- When Sts finish, they could take turns saying sentences with the adjective and noun together, e.g., **A** (points at a picture) *What's number 3?* or *What is it?* **B** *It's an expensive watch.*

1 It's fast. / It's a fast car.
2 He's tall. / He's a tall man.
3 It's expensive. / It's an expensive watch.
4 It's small. / It's a small key.
5 It's old. / It's an old umbrella.
6 It's big. / It's a big house.
7 It's long. / It's a long name.
8 It's slow. / It's a slow computer.
9 It's new. / It's a new coat.
10 It's cheap. / It's a cheap car.

5A Do you. . .?

A group activity

Sts ask and answer questions. Copy one sheet per group of three or four Sts and cut into cards.

Language

Do you . . . *Yes, I do. / No, I don't.*
Excuse me. Can you repeat that please?

- Review *Do you . . .?* questions by asking individual Sts and getting them to give you short answers, e.g., *Do you drink tea in the morning? Do you like music? Do you speak Spanish?* Say some questions very quietly to elicit *Excuse me. Can you repeat that?*
- Write the phrases in **Language** on the board. Model and practice.
- Put Sts in groups of three or four and give each group a set of cards.
- Demonstrate by getting a student to pick a card and ask you the question. Answer the question.
- Sts continue in their groups. You could have a student pick a card and then ask the student to his or her right the question. Then it would be that student's turn to pick a card. This would ensure that each student asks and answers the same number of questions.

Non-cut alternative:

- Instead of having Sts work in groups, put them in pairs. Copy one sheet per student and have the Sts fold the sheet in half. **A** and **B** take turns asking the questions. **A** is asking the questions in the first column, and **B** the questions in the second column.

5B Food and drink

A pairwork activity

Sts ask and answer questions about their tastes and habits in relation to food and drink. Copy one sheet per pair and cut into **A** and **B**.

Language

Do you like fish?
Do you eat meat every day?
Do you have coffee after lunch?
Sorry, can you repeat that please?

- Quickly review the vocabulary in **Vocabulary Bank** ***Food and and drink***, *p.123.*
- Write the questions in **Language** on the board. Elicit from Sts the meaning of *a lot of* and *every day.* Model and practice.

- Put Sts in pairs **A** and **B**. Get them to sit face-to-face, if possible. Give out a worksheet, **A** or **B**, to each student. Tell them not to look at their partner's paper.
- Demonstrate the activity by taking the part of student **A** and asking student **B** a question from the worksheet. Then get student **B** to ask you a question. Remind Sts that they can answer *Yes, I do. / No, I don't.*
- Sts now take turns asking and answering each other's questions. Get feedback by asking a few Sts to report one of their partner's answers: *Adrian likes fish. Maya doesn't have coffee after lunch.*

PE5 My daily activities

A pairwork activity

Sts fill in a page from an agenda with typical activities for one day of the week. Then they describe their day to a partner. Copy one sheet for each student.

Language

I eat breakfast at 7:15.
I finish work at five o'clock.

- Pick a day of the week and tell Sts three or four things that you usually do on that day and the times you do these things. Write the day and the times on the board as you are speaking.
- Give out the worksheets, one to each student, and give Sts a couple of minutes to read the items on the list. Answer any questions about vocabulary. Write the sentences from **Language** on the board and practice them.
- Focus on the agenda page and tell Sts to choose one day of the week to use to fill in the agenda. They can choose any day they like. Get them to write the day in the blank at the top of the page.
- Then get Sts to check the things on the list that they usually do on that day and write the time in the column on the left. Demonstrate the activity by drawing one or two lines of the agenda on the board. Then find a student who usually eats breakfast on the chosen day. Ask *What time do you eat breakfast?* Fill in the student's answer in the agenda on the board, e.g.,

  8:15 *I eat breakfast.*
- Get Sts to continue filling in the agenda with their own information. Remind them to add the time and the activity. Monitor and help as needed.
  Option: To make the activity shorter, have Sts write only five of the activities they have checked in the agenda.
- Put Sts in pairs and have them take turns describing their day to each other. Get feedback by asking a few Sts to say one or two things that their partner does and the time(s).

6A Mixed up conversation

A pairwork activity

Sts work together to put the sentences in a conversation in order. Make one copy of the worksheet for each pair, cut into **A** and **B**.

Language

Simple present
What does he do?
He works for an international company.

- Review questions and answers in the simple present, third person singular. Write the questions and answers from **Language** on the board. Model and practice.
- Put Sts in pairs, **A** and **B**. Give each pair a copy of the **A** and **B** worksheets. Tell them not to look at their partner's paper. Explain that each person has one half of a conversation, but the sentences are not in the correct order. Give Sts a couple of minutes to read their half of the conversation. As they are doing this, go around and answer any questions about vocabulary.
- Demonstrate by having all of the **A** Sts read the model sentence aloud in chorus. Then get the **B** Sts to answer with the sentences *Thanks. My dad is from Brazil. We speak Portuguese a lot at home.* Ask the **A** Sts *What do you say now?* Elicit that **A** now asks *What does your Dad do?* Get Sts to put a number 2 in the blank next to the question. If necessary continue with one more example, getting **B** Sts to find the answer to the question. (*He works for an international company here in Miami.*)
- When you are sure Sts understand the task, get them to continue working pairs to put the conversation in order. As Sts are working, walk around to monitor and help as needed.
- When they have finished, check by having one pair present the conversation to the class. Ask Sts if their conversations were the same or different.

A Your Portuguese is really good.
B Thanks. My dad is from Brazil. We speak Portuguese a lot at home.
A What does your dad do?
B He works for an international company here in Miami.
A Does he use Portuguese in his work?
B Yes, he does. He sometimes travels to Portugal. What about you? What languages do you speak?
A I speak some Japanese. I go to a class every Saturday.
B Japanese! That's cool. How do you use your Japanese?
A Well, I'm a tour guide at the science museum, and we have a lot of visitors from Japan.
B You have a very interesting job!

6B What do you usually do?

A pairwork activity

Sts tell a partner about things they *always, usually, sometimes,* or *never* do and then ask their partner *What about you?* Copy one worksheet for each pair and cut into **A** and **B**.

Language

Adverbs of frequency; simple present
I usually have cereal for breakfast. What about you?
I always have cereal for breakfast. I love cereal.

Write the sentences from **Language** on the board. Model and practice.

Demonstrate the activity by giving Sts a couple more examples. Say to a student, e.g., *I sometimes go out for breakfast on Sunday morning. What about you?* Elicit a true response from the student. Then say to another student *I usually read the newspaper in the morning. What about you?*

Put Sts in pairs, **A** and **B**. Give each pair a copy of the **A** and **B** worksheets. Tell them not to look at their partner's paper. Give Sts a couple of minutes to read the sentences on their half of the worksheet. As they are doing this, go around and answer any questions about vocabulary.

Get two Sts to model a conversation for the class. Student **A** completes sentence 2 on the worksheet and then asks **B** *What about you?* **B** responds with his or her own information. When you are sure Sts understand the task, have them continue working on their own.

Monitor as Sts are working and help as needed. Encourage Sts to add extra information to their answers as in the examples.

Get feedback by asking a few volunteers to report what they have learned about their partner.

7A Find the people

A mingle activity

Sts mingle and ask each other questions to find people who fit the descriptions on their sheet. Copy one sheet per student.

Language

Do you play the piano?	*Yes, I do. / No, I don't.*
Are you a teacher?	*Yes, I am. / No, I'm not.*

- Write on the board:

  Name:
  _____ plays soccer.
  _____ is a salesperson.

- Make it obvious that you are wondering whose name you can write in the first blank. Ask a student *Do you play soccer?* Elicit a short answer from the student, *Yes, I do* or *No, I don't*. If the student answers *yes*, write the student's name in the blank. If the student answers *no*, keep asking until someone answers *yes*. Repeat the process with the second question, *Are you a salesperson?* If no one answers *yes* to one of the questions, teach Sts the word *nobody* and write *nobody* in the blank.
- Give a sheet to each student and explain that they are going to ask their classmates questions and try to find someone who answers *yes* for as many questions as they can.
- Write the sentences from **Language** on the board and highlight the order of the words in questions with *do* and a form of *be*. Elicit a few more examples from the class using the sentences on the sheet.
- When you are sure that Sts understand the activity and how to form the questions, get Sts to stand up and mingle. When a classmate answers *yes* to a question, the student fills in the name and then moves on to another student and a different question.
- As Sts are doing the activity, walk around and monitor. Make sure they are using correct question format. End the activity when most Sts have completed their sheets, or when you see they are beginning to lose interest. (It is always best to end an activity on a high point.)
- Get feedback by asking a few Sts some follow-up questions, e.g.

  T *Who swims in the winter?*
  S *Clara swims in the winter.*
  T *Where do you swim, Clara?*

7B What's missing?

A pairwork activity

Sts guess the *can* phrase that's missing from their sentences. Copy and cut up one sheet per pair.

Language

can / can't
I can help you. Can I park here?
You can't use a credit card here.
Sorry, try again.
Yes, that's right.

- Write the sentence *I'm sorry, but you can't drink coffee on the bus* on a card. Don't show it to the class. Tell Sts that you wrote the answer to a question and they have to guess what you wrote. Write on the board *I'm sorry, but you _____ coffee on the bus.* Tell Sts that you want them guess what's missing in the sentence. It will be *can* or *can't* + a verb.
- Elicit ideas. If Sts make an incorrect guess, say *Sorry, try again.* When they guess the correct answer (*can't drink*), say *Yes, that's right* and write the missing words in the sentence on the board.
- Write the sentences from **Language** on the board and highlight the order of the words in sentences and question with *can*. Model and practice the responses.
- Put Sts in pairs, **A** and **B**. Distribute the sheets, giving an **A** and a **B** sheet to each pair. Tell Sts not to look at their partner's paper.
- Explain to Sts that the sentences with blanks are the ones they have to guess. The ones without blanks are the ones their partner has to guess. The answers for these sheets are the words in bold.
- Go over the first item with the class. Get a student **A** to read the sentence, guessing the words that go in the blank. **B** responds *Yes, that's right* or *No, try again.* When **A** guesses correctly, he / she writes the missing words on the sheet.
- Sts continue taking turns making guesses and completing the sentences. When they finish, Sts can compare sheets to confirm their answers and check spelling.

PE7 Famous birthdays

A pairwork information gap activity

Sts ask and answer about the birthdays of famous people and write the missing information on their sheets. Copy one sheet per pair and cut into **A** and **B**.

Language

When is Elijah Woods' birthday? *January 28th.*

- Write the **Language** question and answer on the board. Review dates by writing some dates on the board, e.g., 3/1, 5/28, 6/12, 9/3. Elicit how to say them: *March first, May twenty-eighth, June twelfth, September third.*
- Write *Beyoncé* on the board. Elicit the question *When is Beyoncé's birthday?* Write 9/4 and elicit the response *September fourth.*

- Put Sts into pairs and give out copies of **A** and **B** worksheets to each pair. Tell Sts not to look at their partner's worksheet.
- Explain to Sts that they have to find out the birthdays of the people on their worksheet if the birthday is not given.
- Demonstrate the activity with two Sts. Have a student **B** ask about the first picture *When is Will Smith's birthday?* **A** responds with the date on the worksheet, *September twenty-fifth.*
- Sts continue taking turns asking and answering about the birthdays. When they finish, they can compare worksheets to confirm their answers.
- Follow up by asking Sts if they found a celebrity birthday that is the same as theirs or if they know that their birthday is the same as that of another famous person.

8A Guess what I'm doing

A small group and whole class miming activity

Sts act out a variety of phrases in the present continuous. Copy one worksheet for the whole class and cut it up into cards.

Language

Present continuous

What are we doing?	*What am I doing?*
Are you...?	*Yes, I am. / No, I'm not.*
	Yes, we are. / No, we aren't.
You're sending a text message.	*That's right.*

- Tell Sts that they are going to act out some phrases in the present continuous for their classmates to guess. They have to do this without speaking.
- Write the sentences from **Language** on the board. Model and practice with the class.
- Demonstrate the activity with a student. Put the cards face down on your desk and ask one student to come to the front of the room. Tell the student to pick a card. Then tell him / her that you are going to act out the phrase for the class together. For example, if the student draws the card *meeting new people*, you could pretend to be meeting each other and other people for the first time. Smile at each other and shake hands. Pretend to be talking. Pretend there are more people with you.
- Encourage the class to guess, asking *What are we doing?* Sts ask questions and you and the student answer. Elicit the response *You're meeting new people.*
- Put Sts in pairs or groups of three depending on the size of the class. Give each pair or group a card and then give them a few minutes to plan how they are going to act out what's on the card. Monitor and give suggestions as needed. Tell them they will have one minute to act out the phrase. For some activities, Sts may choose one member of the group to act it out, or they may create a mini-drama. For example, for *going to bed*, they look at their watches, yawn, turn off an imaginary TV, and then pretend to go to bed.
- Have pairs or groups take turns coming to the front of the class and acting out their phrases for their classmates to guess. Set a time limit, for example two or three minutes. If Sts don't guess the activity in that time they "lose" and another pair takes a turn.
- **Note:** Sts often feel very nervous when asked to act something out alone in front of the class. Making this a pair or group activity and giving them time to practice will give Sts more confidence and encourage them to be more creative.

8B A board game

A pairwork activity

Sts play a game to practice using the simple present and present continuous. Copy one sheet for each pair.

Language

Are you using your cell phone now?	*No, I'm not. We can't use cell phones in class.*
What's the teacher doing now?	*He / She is reading a book.*

- Tell Sts that they are going to play a game to practice the simple present and present continuous. Write the sentences from **Language** on the board. Model and practice. Highlight that when Sts are answering a *yes / no* question, they should add some extra information. Tell them they need to answer all the questions with a full sentence, not just one word.
- Put Sts in pairs. Give each pair one copy of the game board. Tell Sts that they will need a coin to decide how many spaces to move. They toss the coin: heads = one space, tails = two spaces. Each student will also need a marker to move around the board. Sts can use any small object for this, e.g, a coin or a paper clip.
- To begin the game, Sts put their markers on the START space. Then one student tosses the coin and moves his / her marker one or two spaces. Sts have to answer the question on the space they land on or follow the directions to move back or ahead one space. In that case, they answer the question on the new space.
- Sts continue taking turns, answering questions, and moving along the board. The person to reach the END first wins.
- **Note:** To make the game more challenging, you could add a penalty for incorrect answers and a reward for correct answers. For incorrect answers , Sts move back one space. For correct answers, they move ahead one extra space. (They don't have to answer the question on the new space.)

9A My hotel

A pairwork information gap activity

Sts ask each other about the facilities in two hotels. Copy one sheet per pair and cut it into **A** and **B**.

Language

Is there a hair salon in the hotel?	*Yes, there is.*
Where is it?	*It's on the first floor.*
Are there any meeting rooms?	*No, there aren't.*

- Quickly review the ordinal numbers 1 to 6 by writing the numbers on the board or saying them and eliciting the ordinal, e.g., *one – first*. Remind Sts that we use ordinal numbers to talk about the floors in a building, *first floor, second floor*, etc.

- Write the sentences from **Language** on the board. Model and practice. Remind Sts that we usually use *any* in plural questions with *Are there* and *a / an* with singular statements and questions.
- Put Sts in pairs **A** and **B**. Give each pair copies of the **A** and **B** worksheets.
- Tell Sts they have to write one thing from the list of facilities on each floor. Highlight that they have to make choices. They can't use everything on the list, only six facilities. Give them a few minutes to do this. Tell them that first they have to find out the name of their partner's hotel. Encourage the Sts to spell out the names for their partners.
- Then explain that they will ask their partner questions like the ones on the board to find out what is in their partner's hotel. Get two Sts to demonstrate the first exchange.
- When Sts have finished, get them to compare their hotels and check their answers.

9B Find someone who was *at / in / on...*

A mingle activity

Sts mingle and ask each other about where they were at particular times in the past. Copy one worksheet per student.

Language

Prepositions of place: *at, in, on*
Were you at home at 8:30 yesterday morning?
Yes, I was. / No, I wasn't.

- Review prepositions of place, e.g., *at work, on the train / bus, in the car, at the restaurant* (see Student Book, *p.55*).
- Copy the question and answers from **Language** on the board. Model and practice.
- Give a worksheet to every student and explain that they are going ask questions to find out where their classmates were at certain times. The places in the activity are represented by the illustrations in the sentences. They need to replace the picture with the correct words and ask the question.
- Elicit the first question from the class. (*Were you at the gym on Saturday morning?*) Get answers from several Sts. (*Yes, I was / No, I wasn't.*) If someone says *yes*, have Sts write the person's name in the blank after number one.
- Elicit one or two more example questions from Sts. When you are sure Sts understand the task, ask them to get up and mingle, asking and answering questions. Give Sts a target number for the *yes* answers. E.g., tell them to try to find at least three or four people who answer *yes* to some of the questions and write their names in the blanks.
- When most Sts have found at least three people who can answer *yes* to a question, put Sts in pairs to compare answers.
- Get feedback by asking a few pairs to report some of their information.

PE9 Where are you?

A pairwork or small group activity

Sts follow directions and use a map to find their way to a destination. Make one copy of the map and cut up one copy of the direction cards for each pair or group.

Language

Go straight ahead.
Turn right. / Turn left.
It's on the corner of First Street and West Avenue.
It's the building on the right.

- Review the language for directions by drawing a simple map on the board. (See Student Book, *p.57*.)
- Put Sts in pairs or small groups and give them a map and a set of direction cards.
- Demonstrate the activity with the class. Read one of the cards and ask Sts to tell you where they are. Read slowly, pausing to give Sts time to follow on the map. If Sts don't understand something, encourage them to ask questions, e.g., *Do we turn left or turn right? Is it on West Avenue or East Avenue? Could you repeat that, please?*
- In their pairs or groups, Sts take turns drawing cards and reading the directions aloud for the others to follow. (The correct answer is in parentheses at the end of the directions.)
- Walk around and monitor as Sts are working. Remind them to ask questions if they don't understand the directions.
- If some pairs or groups finish early, get them to make up their own directions to any place on the map or to give real directions to a place in their community.

10A Guess how many?

A pairwork and mingle activity

Sts first work in pairs to guess how many Sts did the activity described on their card. Then they do a survey to find out if their guess was correct. Copy the sheet and cut it into cards. Make enough copies for each pair to have one question.

Language

Simple past of regular verbs

Did you watch TV last night?	*Yes, I did.*
Did you move to a new house last year?	*No, I didn't.*

- Quickly review the simple past of regular verbs. Write the base form of a few verbs from the activity on the board, including *try* and *move* (past forms *tried* and *moved*). Elicit the past forms and write them on the board. Write the questions from **Language** on the board and review questions and short answers.
- Put Sts in pairs and give each pair one card. It's OK if more than one pair has the same question. Tell Sts that they need to guess how many Sts in the class did the activity that is on their card and write the number on the card.
- Tell Sts that they now have to find out if their guess is correct. First they write the question they need to ask, e.g., *Did you wait for a bus yesterday?* Monitor and check that questions are correct.

- Pairs walk around asking their question and making notes of the answers. They should write the name of the person and *yes* or *no*. They need to ask everybody in the class. (As Sts are doing this, they will also be answering questions from other pairs.)
- When they have finished, get Sts to sit down and ask each pair to report the results of their survey, e.g., *Ten people watched TV last night. We guessed eight.*

10B Did you do the same things I did yesterday?

A mingle activity

Sts ask questions to find somebody who did the same things they did yesterday.

Language

Did you go to bed at 10:30 last night?	*Yes, I did.*
Did you have chicken for lunch?	*No, I didn't.*

- Write these phrases on the board.

  went to bed at 10:30
  had chicken for lunch
  got up at 7:30

- Tell Sts this is what you did yesterday and you want to find someone who did exactly the same things. Elicit the questions you need to ask, i.e., *Did you go to bed at 10:30? Did you have chicken for lunch? Did you get up at 7:30?*
- Give out the cards. Give cards 1–10 to one half of the class and 11–20 to the other. If you have fewer than 20 Sts, choose the required number of cards, making sure there are matching cards. (Card 1 matches card 11, card 2 matches card 12, etc.) For more than 20 Sts, give out duplicate cards. If you have an odd number in the class, you can include yourself in the activity.
- Tell Sts to read the four phrases on their card, but not to show their card to anyone. Tell Sts that by asking questions with *Did you . . .?* they have to find someone who did exactly the same four things they did yesterday.
- Sts walk around the class asking questions of different Sts until they find their match. When they find their match, they should sit down next to each other. Highlight that the match has to be exactly the same.
- When a pair of Sts sits down, check to make sure their activities are the same. Then tell them to ask each other questions to find out what is the same or different in their real lives. For example, do they get up at the same time or different times? What do they have for lunch?, etc.
- End the activity when most Sts have found their matches.

11A Do you like...?

A pairwork activity

Sts complete a survey about things they like or don't like. Then they interview their partner. Copy one sheet per pair and cut it into **A** and **B**.

Language

Do you like Daniel Craig?	*Yes, I do. I like him a lot.*
Do you like jazz?	*Yes, I do. It's great.*
Do you like Radiohead?	*No, I can't stand them.*

- Tell Sts that they are going answer questions on a survey about things they like or don't like. Go over the questions and answers in **Language**. Model and practice. You could also review the expressions in the Student Book on *p.65*.
- Give Sts the worksheets. Focus their attention on the chart. Give them a few minutes to complete the chart with their own ideas. Tell them that if they don't know some of the people in the chart, they should change the names to people they know. Have them write *Yes* or *No* in the column for each question depending on whether they like the person or thing or not. Monitor and help as needed.
- Now put Sts in pairs and do part **b**. Tell them they are going to interview their partner. They ask questions with *Do you like . . .?* and make notes of their partner's answers in the second column.
- Get feedback by asking a few pairs to report how their answers are the same or different, e.g., *Tony loves classical music. I can't stand it.*

11B What did you think of it?

A pairwork activity

Sts tell a partner something they did and then answer questions about it. Copy one worksheet for each student.

Language

I saw the movie Avatar.	
When did you see it?	*I saw it last weekend.*
Where did you see it?	*I saw it at home.*
What did you think of it?	*I thought it was very good.*

- Write the sentences from **Language** on the board. Model and practice the statements and questions.
- Put Sts in pairs and give each student a worksheet. Give them a minute to look over the two columns.
- Explain that Sts first have to fill in as much information as they can in the first column about things they did in the past. Write the cue *I / see* on the board. Ask a volunteer student to tell you a movie he or she saw recently. Write the student's sentence on the board. *I saw* (movie).
- Now get Sts to look at the question column and ask the student some questions about the movie he or she saw using the cues. (*When did you see it? Where did you see it? What did you think of it?*)
- Give Sts a couple of minutes to complete the first column with their own information. They can use things they did at any time in the past. When they have finished, get Sts to exchange papers.
- Now Sts look at their partner's paper and ask questions about the things their partner did. As Sts are working, walk around to monitor and help as needed.
- Get feedback asking a few volunteers to report what their partners did. *Mei went to a concert. She saw Alicia Keys. It was fantastic.*

PE11 Would you like to...?

A pair activity

Sts ask a partner about things they would like to do in the future. Copy one worksheet for each pair, and cut into **A** and **B**.

Language

Would you like to travel to Antarctica?
Yes, I would. / No, I wouldn't.
Why (not)? I love cold weather. / It's very cold there.

- Tell Sts they are going to find out what some of their classmates would like to do in the future.
- Copy the questions and answers from **Language** on the board. Model and practice.
- Put Sts in pairs and give each student a copy of the worksheet part **A** or part **B**. Give Sts a minute to read the items and answer any questions about vocabulary. Tell Sts that they can change the names or places in the questions if they want to. For example, they could change Rihanna to another entertainer or use a different place instead of Antarctica.
- Demonstrate the activity by getting a student to choose one item and ask you the question (*Would you like to . . .?*). Answer with a short answer, *Yes, I would* or *No, I wouldn't*, and then indicate that the student should ask *Why?* or *Why not?* Give a short, simple response that uses words and structures Sts have studied.
- Get Sts to continue working in pairs asking and answering the questions. Monitor and help as needed. Make sure Sts are asking follow up questions with *Why*.
- Get feedback by asking a few Sts to report their findings. *Mei Ling would like to write a book. She wants to write about her family.*

12A Adventure vacations

A pair information gap activity

Sts exchange information about different people's adventure vacations. Make one copy of the worksheet for each pair and cut into **A** and **B**.

Language

Plans: *be going to* + verb

- Review saying dates. Write some dates on the board, e.g., *July 11th, August 21st, September 3rd*. Get Sts to say the dates.
- Put Sts in pairs **A** and **B**, sitting face-to-face, if possible. Give out **A** and **B** worksheets to each pair. Tell them not to look at their partner's paper.
- Tell Sts that they have information on three people's vacation plans. Focus on the first prompt *Where / go?* and elicit the question *Where is Hector going to go?* Elicit the answer *He's going to go on camping trip in Korea.*
- Demonstrate the information gap by getting an **A** student to look at the *Who / with?* and ask *Who is he going to go with?* Then ask the **B** Sts *What's the answer?* Highlight that **B** has the answers to **A**'s questions and elicit the response *He's going to go with a friend.*
- Sts now take turns asking their partners questions to complete the charts. They have to ask each other to spell some words. When they finish, they can compare their sheets.
- Get feedback and ask Sts which vacation plans they like best.

12B Question cards

A small group activity

Sts ask and answer questions using all of the different verb forms they have studied. Copy one worksheet for each pair or group. Cut the worksheet into six cards.

Language

Questions and answers: present, past, and future

- Tell Sts that they are going to ask and answer questions to review verb forms. Write the following questions and answers on the board:

  Are you walking in the park now?
  Yes, I am. / No, I'm not.
  What time are you going to get up tomorrow?
  I'm going to get up at 8 o'clock.
  Did you go shopping last Saturday?
  Yes, I did. / No, I didn't.
  What do you usually have for breakfast?
  I usually have cereal.

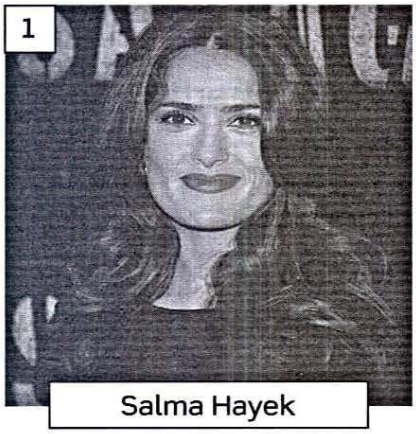
  Model and practice the questions and answers. Remind Sts of the formula for questons: (Q) + AV+S+BF (Question word +Auxiliary verb+Subject+Base form of verb).
- Put Sts in groups of three. Give each pair or group a set of six cards. Highlight that each set of question cues has a time expression. Sts need to ask questions using that time expression. Write a couple of the question cues and time words on the board, e.g., *yesterday what time / get up?* Elicit the question *What time did you get up yesterday?* Ask a student the question. Do the same with the other examples.
- In their groups, Sts take turns drawing a card and asking questions for the other Sts to answer. (If it isn't possible to have all Sts in a group of three, you could put some Sts in pairs.)
- Monitor and check that Sts are using correct question forms. Makes note of any problems to review later with the whole class. Get feedback by asking a few Sts to report some of the things they learned about other Sts in their group, e.g., *Ernesto is going to live in Europe next year. Michio left work early yesterday.*

1A COMMUNICATIVE Are you...?

You're	Jennifer Hudson	**You're**	Russel Brand
Find...	Russel Brand	**Find...**	Justin Timberlake
	Tom Hanks		Katy Perry
You're	Beyoncé	**You're**	Cameron Diaz
Find...	Johnny Depp	**Find...**	Meryl Streep
	Cameron Diaz		Andy Murray
You're	Justin Timberlake	**You're**	Johnny Depp
Find...	Marisa Monte	**Find...**	Tom Hanks
	Charlize Theron		Penelope Cruz
You're	Meryl Streep	**You're**	Sandra Bullock
Find...	Russell Crowe	**Find...**	Daniel Radcliffe
	Beyoncé		Nicole Kidman
You're	Penelope Cruz	**You're**	Jeremy Lin
Find...	Sandra Bullock	**Find...**	Lionel Messi
	Russell Crowe		Marisa Monte
You're	Daniel Radcliffe	**You're**	Marisa Monte
Find...	Charlize Theron	**Find...**	Sonia Braga
	Sonia Braga		Russell Brand
You're	Lionel Messi	**You're**	Russell Crowe
Find...	Nicole Kidman	**Find...**	Penelope Cruz
	Jennifer Hudson		Johnny Depp
You're	Tom Hanks	**You're**	Nicole Kidman
Find...	Cameron Diaz	**Find...**	Katy Perry
	Jeremy Lin		Justin Timberlake
You're	Sonia Braga	**You're**	Katy Perry
Find...	Jennifer Hudson	**Find...**	Andy Murray
	Daniel Radcliffe		Sandra Bullock
You're	Andy Murray	**You're**	Charlize Theron
Find...	Beyoncé	**Find...**	Jeremy Lin
	Meryl Streep		Lionel Messi

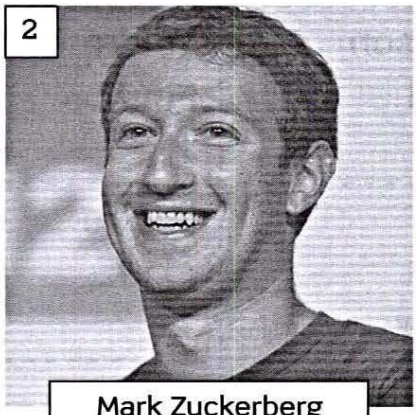
1B COMMUNICATIVE Where are they from?

1



Salma Hayek

2



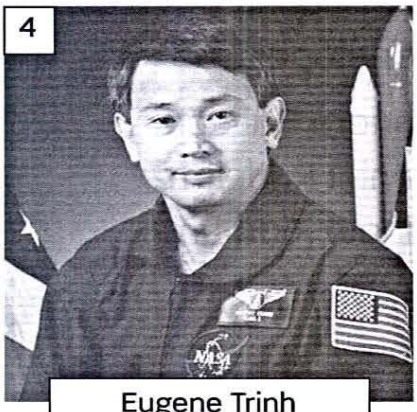
Mark Zuckerberg

3



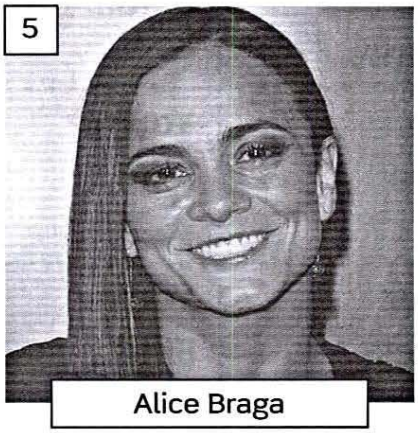
Ken Watanabe

4



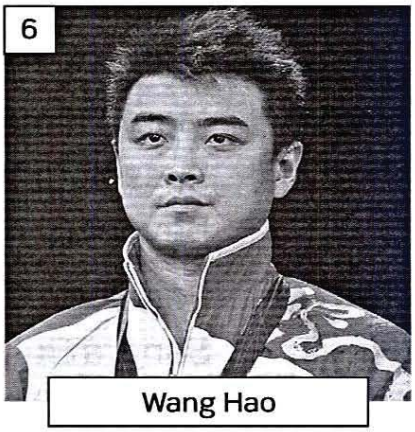
Eugene Trinh

5



Alice Braga

6



Wang Hao

7



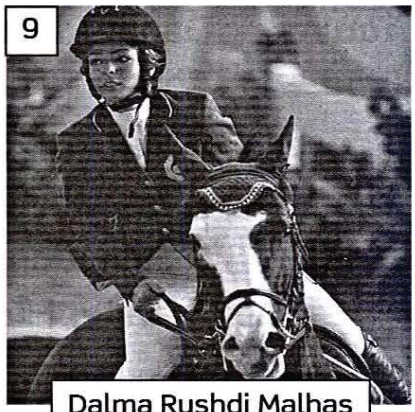
Sergio Garcia

8



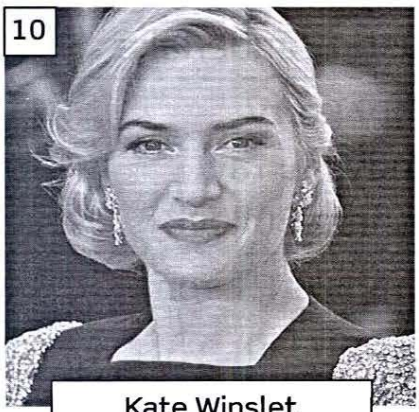
Avril Lavigne

9



Dalma Rushdi Malhas

10



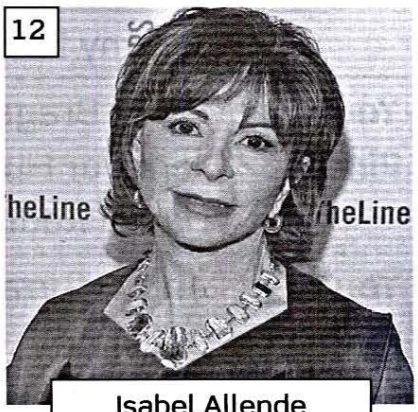
Kate Winslet

11



Chee-Yun

12



Isabel Allende

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PE1 COMMUNICATIVE Who are you?

First name: _____ Last name: _____ From (country or city): _____	First name: _____ Last name: _____ From (country or city): _____
First name: _____ Last name: _____ From (country or city): _____	First name: _____ Last name: _____ From (country or city): _____
First name: _____ Last name: _____ From (country or city): _____	First name: _____ Last name: _____ From (country or city): _____
First name: _____ Last name: _____ From (country or city): _____	First name: _____ Last name: _____ From (country or city): _____
First name: _____ Last name: _____ From (country or city): _____	First name: _____ Last name: _____ From (country or city): _____

2A COMMUNICATIVE Are they British?

Apple and Dell / the United Kingdom	tacos / Mexico	Toyota / China	you / Vietnam
Ryan Gosling / Canada	Mario Vargas Llosa / Peru	Gilberto Gil / Spain	Muse / the US
Salma Hayek / Brazil	The Prado / Portugal	Kimchi / Japan	Richard Branson and Simon Cowell / the US
Isabel Allende / Chile	Hyundai / Korea	Lenovo / China	Sonia Braga / Brazil
the teacher / Japan	you / Chile	(Student A card) _____ / _____	(Student B card) _____ / _____

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2B COMMUNICATIVE Questions and answers

Student A

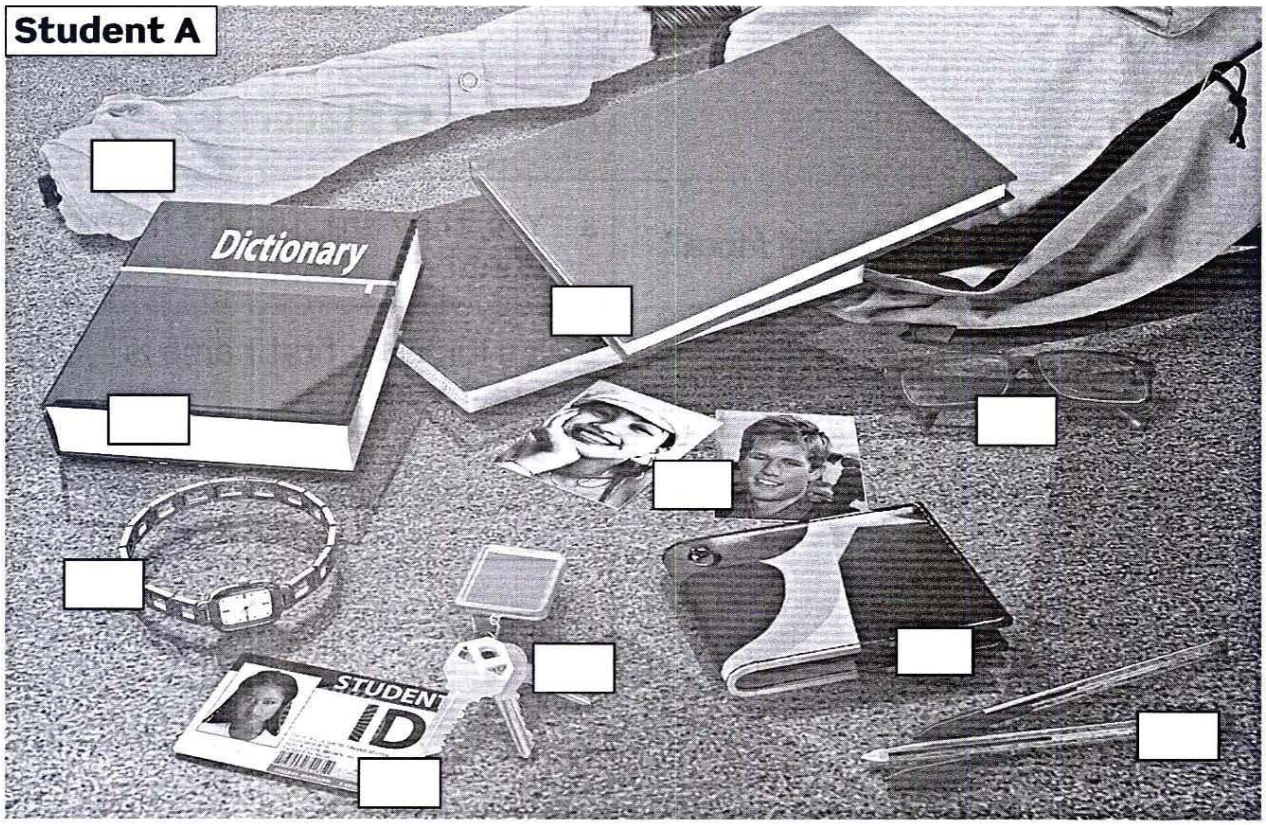
	Answers to Student B
1 Excuse me. Are you Rafael Mora?	**a** Yes, they are. They're from Curitiba.
2 Is your brother married?	**b** It's Kim. Her first name is Chee-yun.
3 Where are Nicole and Emma from?	**c** It's 636-555-2180.
4 What's Ali's address?	**d** It's 12134.
5 How old is Alex?	**e** It's rk34@mymail.com

Student B

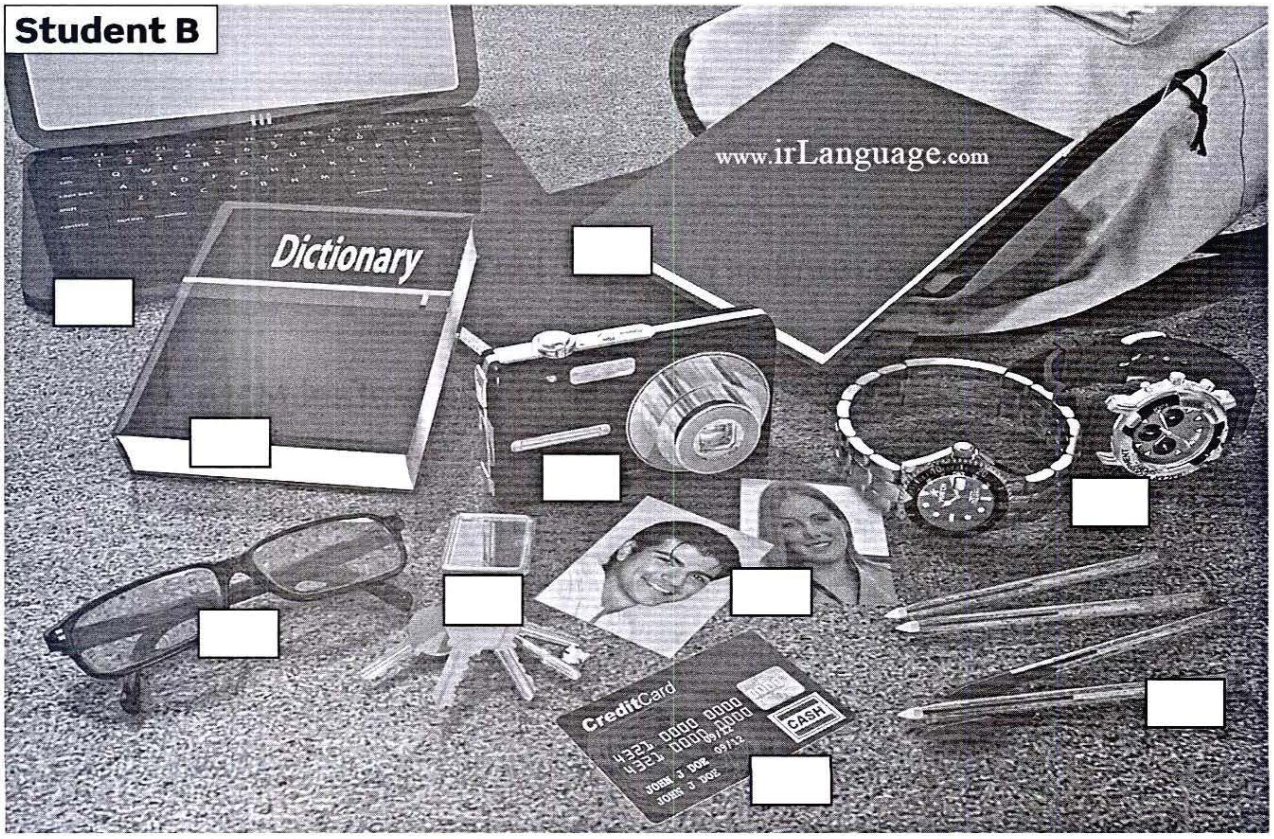
	Answers to Student A
1 What's Chang's cell number?	**a** He's 42.
2 What's Ryoko's email?	**b** No, I'm Rafael Mata.
3 What's her last name?	**c** They're from the UK.
4 Are Victor and Silvia Brazilian?	**d** No, he isn't. He's single.
5 What's your zip code?	**e** It's 43 State Street.

3A COMMUNICATIVE The same or different?

Student A

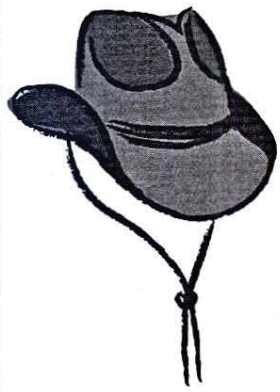


Student B



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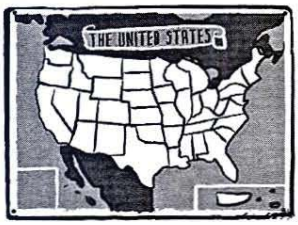
3B COMMUNICATIVE *That's a hat*







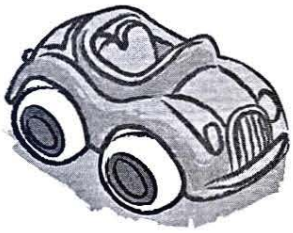


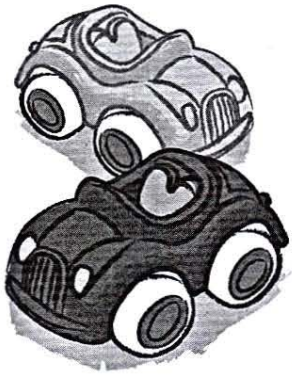


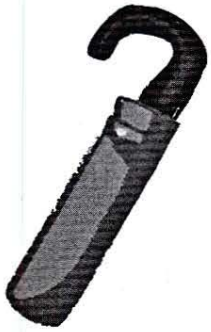










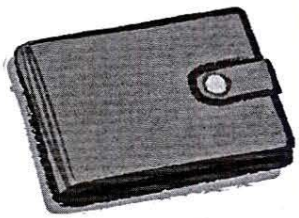












PE3 COMMUNICATIVE How much is it?





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4A COMMUNICATIVE Happy families

MARIO'S FAMILY



SISTER / brother / father / mother

MARIO'S FAMILY



sister / BROTHER / father / mother

MARIO'S FAMILY



sister / brother / FATHER / mother

MARIO'S FAMILY



sister / brother / father / MOTHER

LANA'S FAMILY



BROTHER / daughter / sister / husband

LANA'S FAMILY



brother / DAUGHTER / sister / husband

LANA'S FAMILY



brother / daughter / SISTER / husband

LANA'S FAMILY



brother / daughter / sister / HUSBAND

RAY'S FAMILY



WIFE / brother / sister / son

RAY'S FAMILY



wife / BROTHER / sister / son

RAY'S FAMILY



wife / brother / SISTER / son

RAY'S FAMILY



wife / brother / sister / SON

GUIDO'S FAMILY



FATHER / wife / son / mother

GUIDO'S FAMILY



father / WIFE / son / mother

GUIDO'S FAMILY



father / wife / SON / mother

GUIDO'S FAMILY



father / wife / son / MOTHER

RYOKO'S FAMILY



MOTHER / daughter / husband / son

RYOKO'S FAMILY



mother / DAUGHTER / husband / son

RYOKO'S FAMILY



mother / daughter / HUSBAND / son

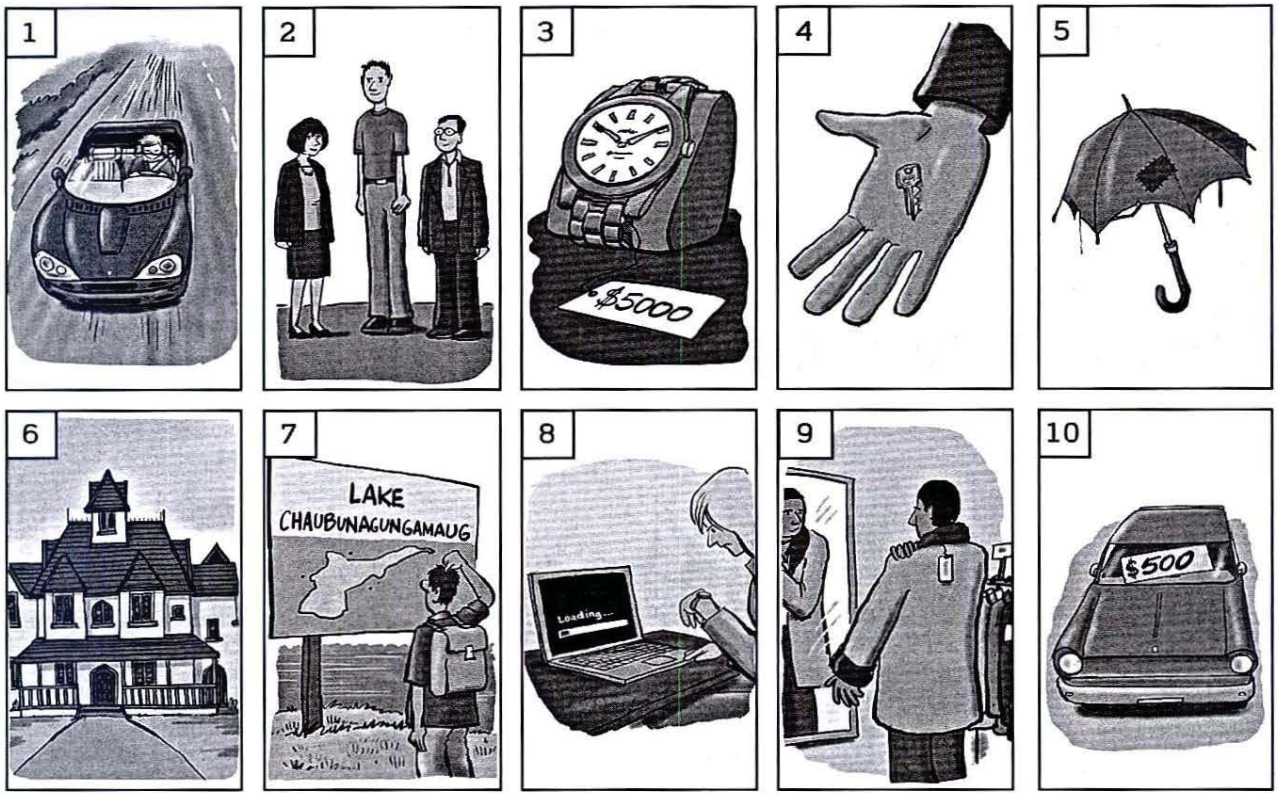
RYOKO'S FAMILY



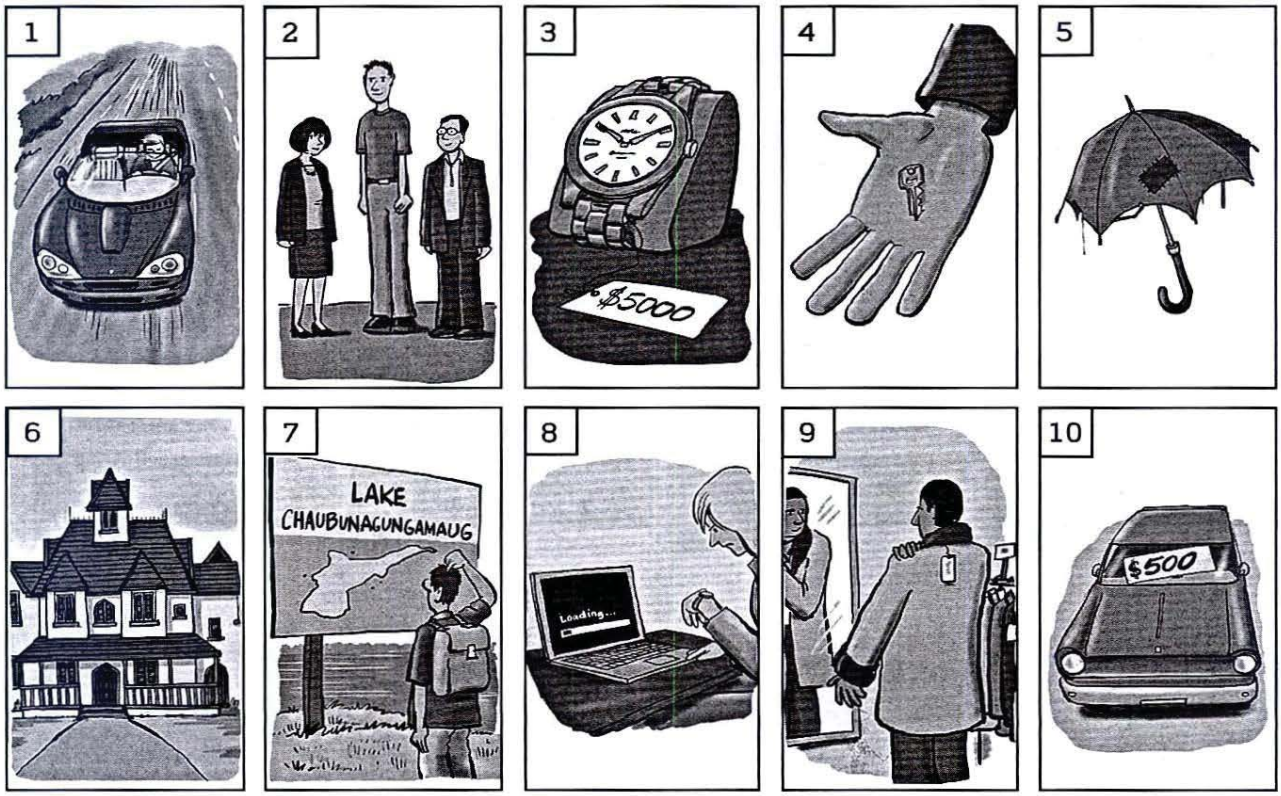
mother / daughter / husband / SON

4B COMMUNICATIVE What is it?

Student A



Student B



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5A COMMUNICATIVE Do you...?

live in a small house	drink coffee in the morning
drink coffee in the afternoon	eat Chinese food
eat eggs for breakfast	like vegetables
listen to the radio in the evening	study on Saturday afternoon
speak Japanese	like cats
have a blue car	make breakfast for your family
watch TV in the morning	speak Portuguese
want a new laptop	want an expensive sports car
have a cell phone	like classical music
live near the school	read the newspaper in the morning
listen to music in your car	work on Saturdays
read	have a credit card in your wallet

5B COMMUNICATIVE Food and drink

Student A

Do you...?

1 like  ?

2 have  for breakfast?

3 eat a lot of  ?

4 drink  with your dinner?

5 eat a lot of  ?

6 have  on your bread?

7 eat  every day?

8 have  for breakfast?

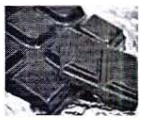
9 like  ?

10 have  after lunch?

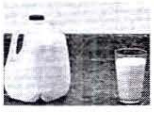
Student B

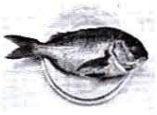
Do you...?

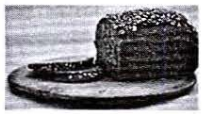
1 eat  every day?

2 like  ?

3 have  in your coffee?

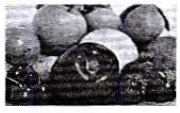
4 have  for breakfast?

5 eat a lot of  ?

6 like  ?

7 have  every day?

8 have a  for breakfast?

9 eat a lot of  ?

10 have  after lunch?

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PE5 COMMUNICATIVE My daily activities

a Choose a day of the week. Check (✓) the things you do on that day. Then complete the agenda page with the things you do. Write the exact times.

- ☐ eat breakfast
- ☐ go to work
- ☐ go to school
- ☐ go to my English class
- ☐ eat lunch
- ☐ cook dinner
- ☐ watch TV
- ☐ do homework
- ☐ read the newspaper
- ☐ have coffee
- ☐ listen to the radio
- ☐ go the gym
- ☐ use the Internet
- ☐ finish work

My Daily Activities

DAY:

Time	Activity
7:15	*I get up.*
8:30	*I go to work.*
9:	
10:	
11:	
12:	
1:	
2:	
3:	
4:	
5:	
6:	
7:	
8:	
9:	

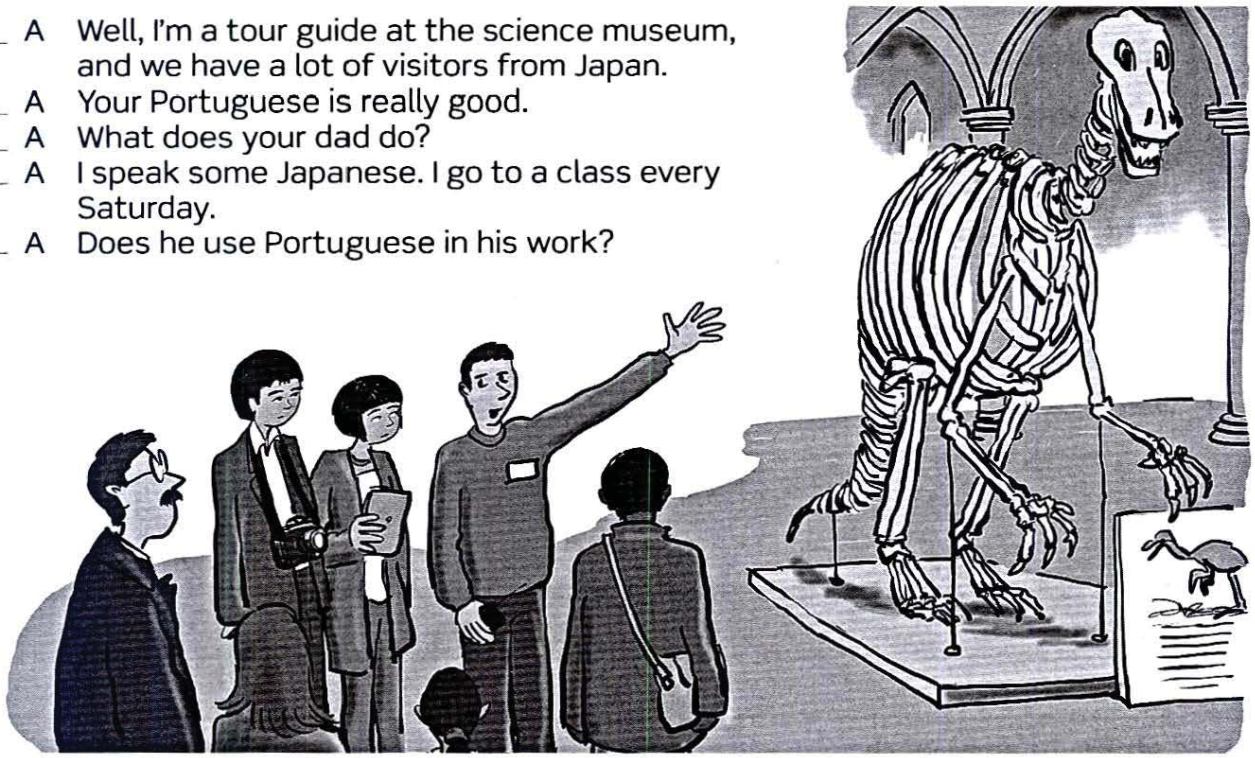
b Describe your day to a partner. Listen to your partner describe his or her day.

On Wednesday, I get up at 7:15.
I go to work at 8:30.

6A **COMMUNICATIVE** Mixed up conversation

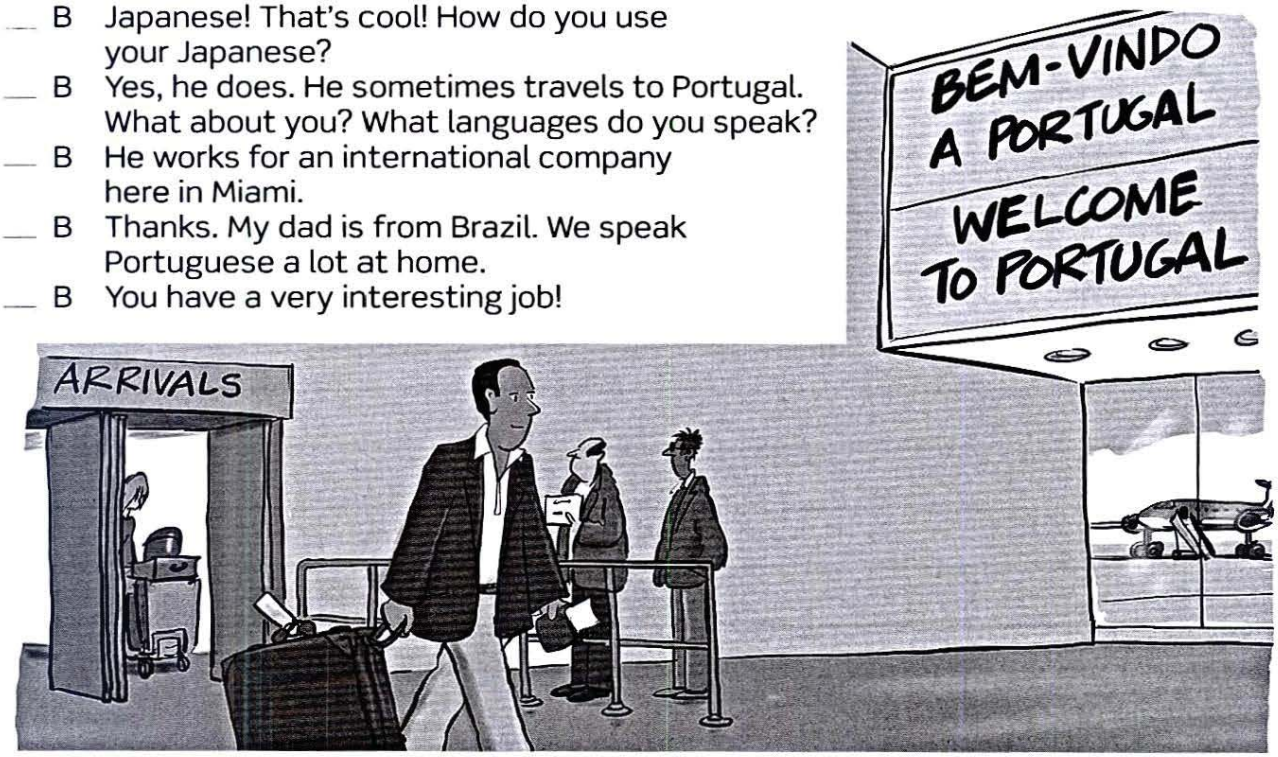
Student A

__ A Well, I'm a tour guide at the science museum, and we have a lot of visitors from Japan.
1 A Your Portuguese is really good.
__ A What does your dad do?
__ A I speak some Japanese. I go to a class every Saturday.
__ A Does he use Portuguese in his work?



Student B

__ B Japanese! That's cool! How do you use your Japanese?
__ B Yes, he does. He sometimes travels to Portugal. What about you? What languages do you speak?
__ B He works for an international company here in Miami.
__ B Thanks. My dad is from Brazil. We speak Portuguese a lot at home.
__ B You have a very interesting job!



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6B COMMUNICATIVE What do you usually do?

Student A

a Complete the sentences with *always, usually, sometimes,* or *never* + verb. Make the sentences true for you.

1 I _____ cereal for breakfast.

2 I _____ TV in the evening.

3 I _____ a bath in the evening.

4 I _____ shopping on Saturday morning.

5 I _____ my homework before class.

6 I _____ to the radio in the car.

7 I _____ lunch in a restaurant.

8 I _____ drink coffee after dinner.

b Now tell your partner and then ask *What about you?*

Student B

a Complete the sentences with *always, usually, sometimes,* or *never* + verb. Make the sentences true for you.

1 I _____ up at eleven o'clock on Monday morning.

2 I _____ to bed at 11:30 in the evening.

3 I _____ a shower in the morning.

4 I _____ housework in the evening.

5 I _____ go to the gym after school / work.

6 I _____ read sports magazines.

7 I _____ a sandwich for lunch.

8 I _____ drink coffee in the morning.

b Now tell your partner and then ask *What about you?*

7A COMMUNICATIVE Find the people

Name	
1	_____ plays the piano.
2	_____ is 20 years old.
3	_____ goes ice skating in the winter.
4	_____ is from a different city.
5	_____ walks for exercise.
6	_____ drives to school every day.
7	_____ watches TV in the morning.
8	_____ swims in the winter.
9	_____ practices English with tourists.
10	_____ enjoys computer games.
11	_____ goes to bed very late in the summer.
12	_____ takes a trip every year.
13	_____ lives far from the school.
14	_____ is happy today.

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7B COMMUNICATIVE What's missing?

Student A

1 I'm sorry, but you _____ photos in the museum.

2 **Can** we **send** personal emails from the office?

3 _____ you _____ with a credit card at that restaurant?

4 Where **can** I **buy** a phone card?

5 _____ the students _____ home for lunch?

6 You **can't talk** on your cell phone in the hospital.

7 You're late. You _____ into the class.

8 We **can park** the car here, but it costs $10 an hour.

9 It's OK. You _____ your shoes in the house.

10 The children **can't swim** in the pool today. It's very cold outside.

11 _____ you _____ me, please? I don't understand this homework.

12 We **can get up** late today. It's Sunday and there's no school or work!

Student B

1 I'm sorry, but you **can't take** photos in the museum.

2 _____ we _____ personal emails from the office?

3 **Can** you **pay** with a credit card at that restaurant?

4 Where _____ I _____ a phone card?

5 **Can** the students **go** home for lunch?

6 You _____ on your cell phone in the hospital.

7 You're late. You **can't come** into the class.

8 We _____ the car here, but it costs $10 an hour!

9 It's OK. You **can wear** your shoes in the house.

10 The children _____ in the pool today. It's very cold outside.

11 **Can** you **help** me, please? I don't understand this homework.

12 We _____ late today. It's Sunday and there's no school or work!

PE7 COMMUNICATIVE Famous birthdays

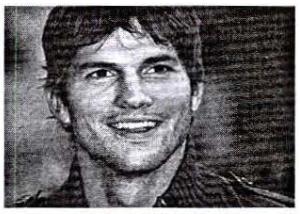
Student A



Will Smith 9/25



Lady Gaga _____



Ashton Kutcher 2/7



Russell Crowe _____



Usher 10/14



Adele _____



Leonardo DiCaprio 11/11



Scarlett Johansson _____



Kanye West 6/8



Daniel Radcliffe _____



Halle Berry 8/14



Lucy Liu _____

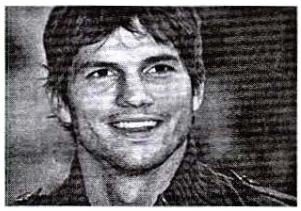
Student B



Will Smith _____



Lady Gaga 3/28



Ashton Kutcher _____



Russell Crowe 4/7



Usher _____



Adele 5/5



Leonardo DiCaprio _____



Scarlett Johansson 1/22



Kanye West _____



Daniel Radcliffe 7/23



Halle Berry _____



Lucy Liu 12/2

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8A COMMUNICATIVE Guess what I'm doing

drinking coffee	listening to music	eating pasta	making dinner
carrying bags	paying a bill	meeting new people	driving a car
playing a video game	sleeping in a tent	going to bed	leaving work
walking in the mountains	taking a plane	reading a book	watching sports on TV
swimming	sending a text message	getting up in the morning	taking a shower

8B COMMUNICATIVE A board game

START

Are you wearing boots or shoes today?



What time do you usually get up in the morning?

Go back one space.

What do you usually eat for breakfast?



What's the teacher doing right now?

Where do you usually eat lunch?

Move ahead one space.

How do you get to school/work?

How is the weather today?



Do you like winter ? Why (not)?

What do the students usually do after class?

Go back one space.

Is your partner speaking now? Why (not)?

Move ahead one space.



Think of one person in your family. What is he/she doing now?

Are you using your cell phone now? Why (not)?

Are any students in the class wearing hats or sunglasses today?

END

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Student A

a Choose six things from the list below and write one or more on each floor of your hotel.
reception desk restaurant spa swimming pool gift shop hair salon gym
meeting room kitchen

b Ask **B** about his / her hotel: *What's the name of your hotel? Is there a... ? Where is it? Are there any ...? Where are they?* Write the answers in the chart.

c Answer **B**'s questions about your hotel.

Your hotel

THE *Park* HOTEL
6
5
4
3
2
1

Your partner's hotel

THE _____ HOTEL
6
5
4
3
2
1

Student B

a Choose six things from the list below and write one or more on each floor of your hotel.
reception desk restaurant spa swimming pool gift shop hair salon gym
meeting room kitchen

b Answer **A**'s questions about your hotel.

c Ask **A** about his / her hotel: *What's the name of your hotel? Is there a... ? Where is it? Are there any...? Where are they?* Write the answers in the chart.

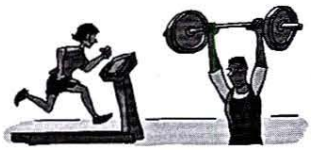
Your hotel

THE SAVOY HOTEL
6
5
4
3
2
1

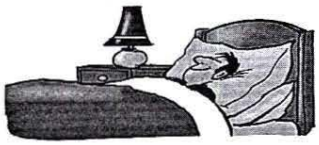
Your partner's hotel

THE _____ HOTEL
6
5
4
3
2
1

9B COMMUNICATIVE Find someone who was *at / in / on*...

1 _____ was  on Saturday morning.

2 _____ was  at 8:30 yesterday morning.

3 _____ was  at 11:30 Sunday morning.

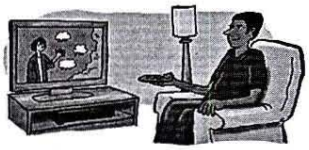
4 _____ was  last Thursday afternoon.

5 _____ was  last night.

6 _____ was  at 8 o'clock yesterday morning.

7 _____ was 

last year.

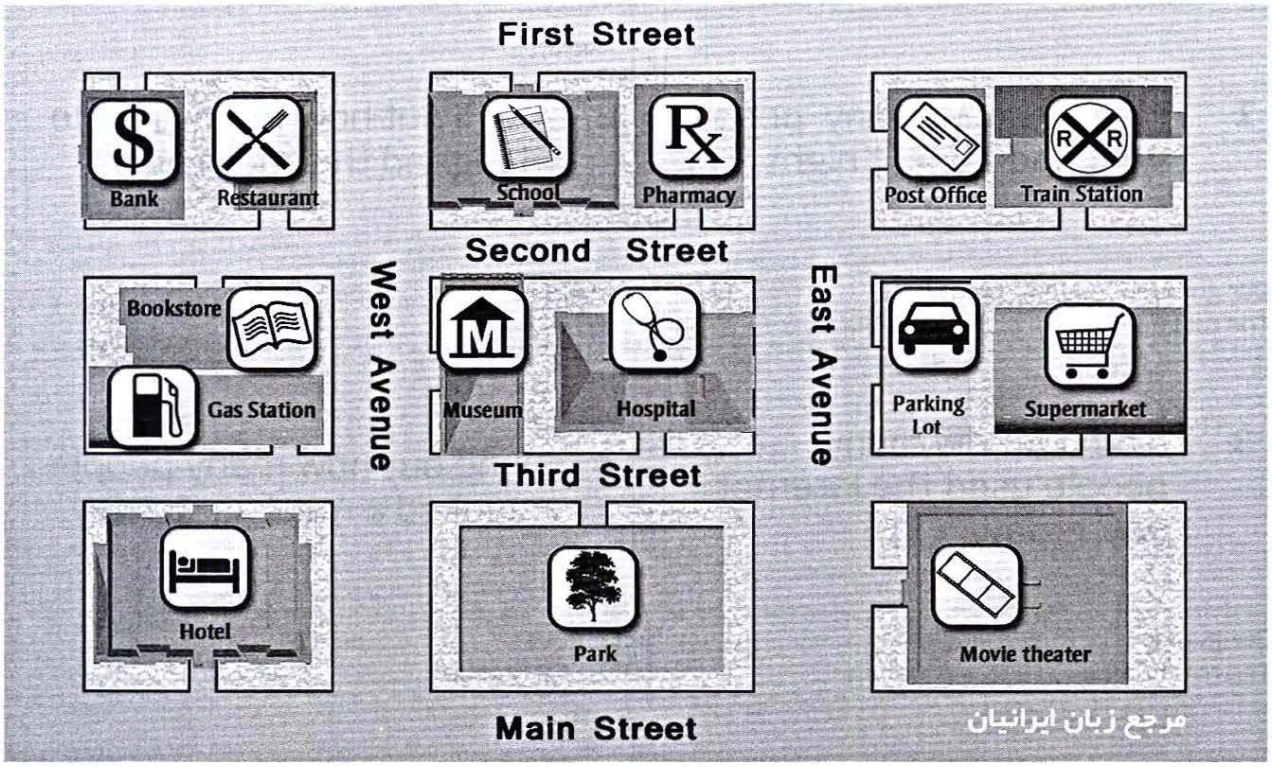
8 _____ was  on Friday night at 9 o'clock.

9 _____ was  on Saturday morning.

10 _____ was  yesterday.

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PE9 COMMUNICATIVE Where are you?



1 You are outside the restaurant on Second Street. Turn left and then turn right on West Avenue. Go straight ahead. Then left on Third Street. It's the building on the left, across from the park. **(the hospital)**

2 You are outside the post office on East Avenue. Turn left and go straight ahead. Turn left on Third Street. It's the building on the left next to the parking lot. (**the supermarket**)

3 You are outside the bookstore on Second Street. Turn right and go straight ahead. Turn right on West Avenue. Go straight ahead. Turn right on Main Street. It's a big building on the right. (**the hotel**)

4 You are outside the hotel. Turn left and go straight ahead. Turn left on East Avenue. Go straight ahead and turn right on Second Street. It's on your left. (**the train station**)

5 You are outside the gas station on Third Street. Turn left then turn left again on West Avenue. Go straight ahead. Turn right on First Street. Go straight ahead. It's on the corner of First Street and East Avenue. **(the post office)**

6 You are outside the museum on West Avenue. Turn left and then turn left again on Third Street. Go straight ahead. Turn right on East Avenue. It's on the left. (**the movie theater**)

7 You are outside the movie theater on East Avenue. Turn right and go straight ahead on East Avenue. Turn left on First Street. Go straight ahead. It's on the left near West Avenue. **(the school)**

8 You are at the supermarket. Turn right and go straight ahead on Third Street. Turn right on West Avenue, go straight ahead, and then turn left on Second Street. It's on the left across from the restaurant. (**the bookstore**)

10A COMMUNICATIVE Guess how many?

1 Find out how many people watched TV last night.

Our guess: _____ people
The real number: _____ people

2 Find out how many people laughed this morning.

Our guess: _____ people
The real number: _____ people

3 Find out how many people used the Internet yesterday.

Our guess: _____ people
The real number: _____ people

4 Find out how many people cooked a meal yesterday.

Our guess: _____ people
The real number: _____ people

5 Find out how many people walked to class today.

Our guess: _____ people
The real number: _____ people

6 Find out how many people listened to the radio yesterday.

Our guess: _____ people
The real number: _____ people

7 Find out how many people waited for a bus yesterday.

Our guess: _____ people
The real number: _____ people

8 Find out how many people moved to a new house last year.

Our guess: _____ people
The real number: _____ people

9 Find out how many people looked in the mirror this morning.

Our guess: _____ people
The real number: _____ people

10 Find out how many people tried a new food on their last vacation.

Our guess: _____ people
The real number: _____ people

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10B COMMUNICATIVE Did you do the same things I did yesterday?

1 **You ...** • went to bed at 11:30 • went to a museum • had chicken for lunch • got up at 8:00	2 **You ...** • had soup for lunch • went shopping • got up at 8:00 • went to bed at 12:30	3 **You ...** • had a sandwich for lunch • got up at 8:00 • went to the gym • went to bed at 11:30	4 **You ...** • had a salad for lunch • went to bed at 12:30 • went to the hair salon • got up at 7:30
5 **You ...** • went to bed at 11:30 • went to a museum • had chicken for lunch • got up at 7:30	6 **You ...** • went to bed at 11:30 • went shopping • had soup for lunch • got up at 7:30	7 **You ...** • went to the gym • went to bed at 11:30 • got up at 7:30 • had a sandwich for lunch	8 **You ...** • went to the hair salon • had a salad for lunch • got up at 8:00 • went to bed at 11:00
9 **You ...** • got up at 7:30 • went to a museum • had chicken for lunch • went to bed at 12:30	10 **You ...** • went to bed at 12:30 • went to the gym • had soup for lunch • got up at 8:00	11 **You ...** • went to a museum • went to bed at 11:30 • got up at 8:00 • had chicken for lunch	12 **You ...** • went to bed at 12:30 • went shopping • got up at 8:00 • had soup for lunch
13 **You ...** • got up at 8:00 • went to bed at 11:30 • had a sandwich for lunch • went to the gym	14 **You ...** • got up at 7:30 • had a salad for lunch • went to the hair salon • went to bed at 12:30	15 **You ...** • had chicken for lunch • went to bed at 11:30 • got up at 7:30 • went to a museum	16 **You ...** • went shopping • got up at 7:30 • went to bed at 11:30 • had soup for lunch
17 **You ...** • went to bed at 11:30 • went to the gym • had a sandwich for lunch • got up at 7:30	18 **You ...** • went to bed at 11:00 • went to the hair salon • got up at 8:00 • had a salad for lunch	19 **You ...** • went to bed at 12:30 • had chicken for lunch • went to a museum • got up at 7:30	20 **You ...** • went to the gym • went to bed at 12:30 • got up at 8:00 • had soup for lunch

11A COMMUNICATIVE Do you like...?

Student A

a Complete the gaps with your own ideas. Then write *Yes* or *No* in the first column.

	Do you like...?	Does your partner like...?
Movies and TV		
Daniel Craig		
Harry Potter		
sports on TV		
_____		
Music		
Brazilian music		
Justin Timberlake		
rock music		
_____		
Food and restaurants		
Chinese food		
meat		
Italian food		
_____ food		

b Ask your partner questions and write their answers in the second column.

Do you like Daniel Craig? *I don't like him.*

Student B

a Complete the gaps with your own ideas. Then write *Yes* or *No* in the first column.

	Do you like...?	Does your partner like...?
Movies and TV		
Jennifer Lawrence		
The Lord of the Rings		
cooking shows on TV		
_____		
Music		
classical music		
Adele		
pop music		
_____		
Food and restaurants		
Vietnamese food		
bread		
Mexican food		
_____ food		

b Ask your partner questions and write their answers in the second column.

Do you like Jennifer Lawrence? *I love her.*

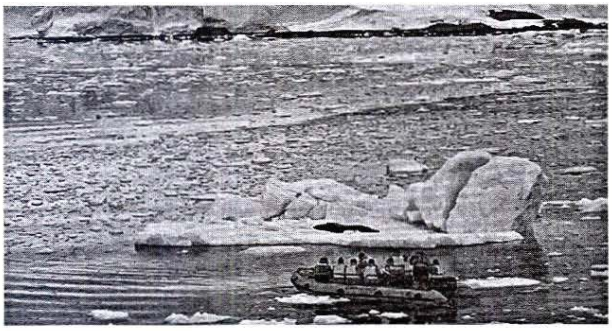
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11B COMMUNICATIVE What did you think of it?

Things you did	Questions to ask your partner
A movie: I / see *I saw*_____	When / see it ? What / think of it? Where / see it?
A TV program: I / watch _____	When / watch it ? / like it? Why? Why not?
A concert: I / go to _____	What (Who) / hear? Where / be / it? What / think of it?
A book or a magazine: I / read _____	Who / write it? What / be / about? What / think of it?
A new food: I / eat _____	Where / eat it? / like it? Why? Why not?
A trip: I / go _____	When / go? / have a good time? What / see?
Something you can't find: I / lose _____	Where / lose it? / find it? How / feel about it?
Something new: I / buy _____	How much ? Why / buy it? Where / buy it?

PE11 COMMUNICATIVE Would you like to...?

Student A



a Ask **B** questions with *Would you like to . . .?* Then ask *Why* or *Why not?*

Would you like to travel to Antarctica? Why? (Why not?)

b Answer **B's** questions.

1. travel to Antarctica
2. play in a rock band
3. write a book some day
4. be in a movie
5. start your own restaurant
6. buy a big, fast car
7. take cooking classes
8. be famous

Student B



a Answer **A's** questions.

b Ask **A** questions with *Would you like to . . .?* Then ask *Why* or *Why not?*

Would you like to be a lawyer? Why? (Why not?)

1. be a lawyer
2. meet Rihanna in person
3. learn to speak Japanese
4. play in a soccer game with Lionel Messi
5. work for a computer company
6. live in a different country for a year
7. drive from Mexico to Alaska
8. learn to play a muscial instrument

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12A COMMUNICATIVE Adventure vacations

Student A



	Hector	Angela	Alison
Where / go?	on a camping trip in Korea	on an adventure tour in Brazil	on a sailing trip in Canada
Who / go with?		her sister	
Where / stay?	in a tent		on the boat
When / leave?	May 15th		July 20th
When / get back?		February 10th	
What / see?	Jeju Island		the city of Victoria

Student B



	Hector	Angela	Alison
Where / go?	on a camping trip in Korea	on an adventure tour in Brazil	on a sailing trip in Canada
Who / go with?	a friend		her mother
Where / stay?		in a small hotel	
When / leave?		January 25th	
When / get back?	June 10th		August 3rd
What / see?		Iguazu Falls	

12B COMMUNICATIVE Question cards

Tomorrow

what time / get up?
/ do in the evening?
when / go to bed?
where / have lunch?
what meal / cook?
/ go to a concert?

Yesterday

what time / get up?
/ eat breakfast?
where / go in the afternoon?
what / watch on TV?
/ leave work early?
how many text messages / send?

Last Saturday

/ go shopping?
what / have for dinner?
where / go in the afternoon?
/ play any sports?
/ see a movie?
what time / go to bed?

Usually

/get up early on Monday?
what / have for breakfast?
where / go for your vacation?
what / do on the weekend?
how / get to school or work?
what sport / play on Saturday?

Next year

when / have a vacation?
where / go for your vacation
/ get a new job
what kind of car / drive
where / live
what / study

Now

/ walk in the park?
where / sit?
who / talk to?
/ have a good time?
what language / speak?
/ send text messages?

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Vocabulary activity instructions

1A Numbers; Days of the week

A word search puzzle

Language
Words for numbers 1 to 10 and the days of the week

- Put Sts in pairs and give them the worksheet with the word search. Tell them to look for the number words from *one* to *ten* and the days of the week. The words are either horizontal or vertical. (There are no diagonal or backwards words.) Highlight the two examples. Then have them write the numbers and the days on the lists below.
- Check answers.

Numbers: one, two, three, four, five, six, seven, eight, nine, ten
Days of the week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

1B Countries

A pairwork information gap activity

Language
Country names; numbers 1 to 10 and 11, 12, 13, 14
What's country number 1 in English?

- Review the country names from the **Vocabulary Bank** on *p.117*. Write the **Language** question on the board. Model and practice. Then teach the numbers 11, 12, 13 and 14. Write the words for these numbers on the board for Sts to refer to. Sts will need them in the activity.
- Demonstrate the activity by drawing a rough map of North America on the board. Label *1 Canada* on the map. Label the US 2, but do not write the name of the country on the map. Ask *What's country number 2 in English?* Elicit the answer (*the United States*).

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

- Put Sts in pairs and give each one half of the worksheet page, either **A** or **B**. Tell them not to look at their partner's paper. Get two strong Sts to demonstrate the activity with Student **A** asking about England. When Student **B** answers the question, Student **A** writes *England* in the blank on his or her map.

  StA: *What's country number 7 in English?*

  StB: *England.*
- Get Sts to continue working in pairs asking and answering about the countries. Monitor and help as needed. Make sure that Sts are writing the country names on their maps.
- Check answers by getting Sts to say the numbers and the countries, e.g., *Number three is Mexico.* Follow up by asking Sts to find the general location of their country on the map if it is not one of the countries on the list.

PE1 Classroom language

A pairwork activity

Language
Classroom language

- Quickly review the language for teachers and students in **Vocabulary Bank *Classroom language***, *p.118*.
- Put Sts in pairs and give each pair a copy of the sheet. Explain that Sts have to fill in the speech bubbles with what the people say. Focus on the first picture. Elicit that the student wants the teacher to repeat the word and that the correct question is "Can you repeat that, please?"
- Explain that it is often important to use the word *please* when giving commands or making requests. Otherwise, they may not sound polite. *Please* can go at the beginning or at the end of the command or request.
- Have Sts continue working in pairs.
- Check answers by calling on Sts to read answers aloud.

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

Extra idea

- Ask a few pairs to pick one situation from the activity and role-play it for the class. One student plays the role of the teacher and the other is a student. Pairs could enlist help from classmates if they need more Sts for their role-play.

2A Nationalities and languages

Writing nationalities and languages

Language
Words for nationalities and languages

- Focus on **a**. Write the first item from the worksheet on the board, including the blank line for the each letter of the answer and the *n* that has already been filled in. Ask Sts *What's the nationality for Canada?* Elicit the response *Canadian*. Write this on the board, putting each letter on a blank line and skipping over the *n*. Make sure to begin with a capital C, but use lower case letters for the rest.
- Then ask *What is the language of Canada?* Elicit the response *English*. Then write this on the board as before, putting one letter in each blank. Be sure to highlight that French is also an official language in Canada. You may wish to use the Sts' L1 for this.
- Give each student a worksheet and have them work individually to complete the chart. They should try to do this without looking at the Student Book. Monitor as Sts are working. If you see that a student has made a mistake, you could point it out, but don't correct it for the student.
- When they have finished, get them to compare answers with a partner.
- Check answers by getting Sts to open their books to the **Vocabulary Bank** on *p.117*. They can compare what they wrote with the words in the book.

Canada	Canadian	English
Brazil	Brazilian	Portuguese
Saudi Arabia	Saudi	Arabic
China	Chinese	Chinese
Spain	Spanish	Spanish
the United States	American	English
Mexico	Mexican	Spanish
Korea	Korean	Korean
Peru	Peruvian	Spanish
Chile	Chilean	Spanish
Portugal	Portuguese	Portuguese
England	English	English
Vietnam	Vietnamese	Vietnamese
the UK	British	English

- Now focus on **b**. Have the Sts complete the sentences. Check answers.

2 two 3 four

2B Numbers dictation

A small group activity practicing saying numbers

Language
Numbers 11 to 100

- Review numbers from 11 to 100 by writing a few numbers on board, e.g., *17, 34, 29, 42, 87,* and calling on Sts to say the numbers. Then reverse the activity by asking Sts to call out numbers. As they do this, write the numbers in numeral form on the board checking to see that what you write is the number the student called out. You might make some mistakes on purpose to see if the Sts can catch them.
- Put Sts in pairs and give each student in the pair the **A** or the **B** half of the worksheet. Focus on the examples on the worksheets and the instructions for **a**. Give Sts a few minutes to write the numbers on their half of the worksheet in words. Monitor as they do this and correct any errors.
- Now focus on the instructions for **b** and **c**. Tell Sts they are going to take turns dictating their numbers to their partners. Their partner will write the numbers they hear (in numerals not in words). Tell them not to look at their partner's paper. Demonstrate by getting a Student **A** to read the second number, 23. Then tell the **B** Sts to write the number on their worksheet.
- Sts continue working in pairs to dictate numbers and

write their partner's numbers. When they finish, get them to compare worksheets and check that they wrote the correct numbers. Monitor as Sts are doing this, make notes of any problems, and review these later with the whole class.

3A Things in a classroom

A pairwork information gap activity

Language
Words for things in the classroom and small things: *window, board*

- Review a few of the words for things in the classroom and small things by walking around and pointing to or holding up a variety of objects and asking *What's this?*
- Put Sts in pairs, **A** and **B**, a give each student either the **A** or **B** half of the worksheet. Give Sts a minute to study the picture and read the list of words below it. Note that the numbers on items in the picture match the numbers of the words below. Have Sts write the missing words.
- Focus on the first item. Highlight that Sts **A** have the word for that item on their worksheet, but Sts **B** don't. Demonstrate the activity by playing the role of Student **B**. Ask a Student **A** *What's number 1?* Elicit the response *It's a window.* Write this dialogue on the board.
- Give another example, this time playing the role of Student **A**. Ask a Student **B**, *Is number 2 a board?* Elicit the response *Yes, it is.* Write the dialogue on the board. Highlight that Sts have to use the article *a* or *an* with singular objects. Sts can ask *What's number (x)?* or *Is this a _____?* or *Are these _____?* Add the last question to the ones already on the board.
- Get Sts to continue in pairs asking and answering about the objects. Each student fills in the names of the objects missing from his or her list. Walk around and monitor as Sts are working. Refer them to the conversation models on the board if necessary. Check that they are using the article *a / an.*
- When Sts have finished, get them to compare worksheets and check their answers for the correct spelling.

4A People

Sentence completion exercise

Language
Words for people

- Sts can work individually or in pairs to look at the pictures and complete the sentences. If Sts work individually, have them compare answers with a partner when they finish.

2 girl 3 boy 4 children 5 woman 6 men 7 man 8 women

4A Family

Sentence completion exercise

Language
Words for family

- Sts can work individually or in pairs to look at the pictures and complete the sentences. If Sts work individually, have them compare answers with a partner when they finish.
- Get Sts to check the spelling of their answers by going to the **Vocabulary Bank** on *p.120.*

2 husband
3 mother
4 father
5 daughter
6 son
7 sister
8 brother
9 girlfriend
10 boyfriend

4B Colors

A hidden word chain

Language
Words for colors

- First get Sts to find and circle the color words in the word chain. Then focus on the pictures under the word chain. Look at the first one and elicit that it is *the sky.* (You may need to teach this word.) Ask Sts what color the sky usually is. Elicit that the sky is blue.
- Sts continue writing the appropriate colors under each object. Get Sts to compare answers with a partner.
- Note that in this activity, Sts will probably not know all of the English words for the things in the pictures. It is not necessary to teach the words in order for Sts to complete the exercise. However, if they ask, you can say that the things are: *the sky, the sun, a leaf, an orange, a tomato, a hat, a snow flake,* and *a chocolate bar.*

2 yellow 3 green 4 orange 5 red 6 black 7 white 8 brown

4B Opposite adjectives puzzle

A word jumble puzzle

Language
Opposite adjectives

- Focus on the first word *small* and the example answer in the puzzle *BIG.* Highlight that that letter *I* is circled. Then get Sts to look at the second word *old* and ask *What's the opposite of old?* Elicit the response is *new,* and get Sts to write the word in the squares in the puzzle.
- Some Sts may know that *young* is also an opposite of *old.* However, you can point out that *young* has too many letters to fit in this puzzle. Note also the the letter L is given for the opposite of *short.* This is to prevent Sts from writing *TALL* in these squares as it is also a four letter word.
- Sts continue and complete the puzzle with the opposites of the words on the left. Check answers.

2 new 3 fast 4 bad 5 cheap 6 long 7 short

- Focus on the instructions for **b** and **c**. Highlight that the example, *I,* is the letter that was circled in BIG. Get Sts to write the other circled letters in the spaces. Then explain that they have to take these letters and move them around to make two more adjectives that they saw in File 4B. Then they will use them to complete the sentence in part **c**. Give Sts time to try to find the

words. (As a hint, point out that in the sentence in **c**, the first word begins with an *n* and the second with an *s*.)

- Check the answer by getting a volunteer to read the sentence aloud.

b I, E, F, A, C, E, N, S
c My car is *nice* and *safe*.

Get Sts to check the spelling of their answers by going to the **Vocabulary Bank** on *p.120*.

5A Guess the verb

A guessing game with verb phrases

Language
Common verb phrases

- Review a few common verb phrases. Put a verb, e.g., *go* on the board and ask Sts what words they can use with that verb. Elicit phrases such as *go to school, go home*, etc. Repeat with another verb.
- Tell Sts that you are thinking of a verb and that they have to guess the verb. (Write the word *drink* on a card, but don't show it to the class.) Give the class one word as a clue, e.g., *coffee* and elicit a guess from one student. If the guess is correct, say *That's right*. If it is wrong say, *Sorry! Guess again*, and give Sts another clue, e.g., *tea*.
- Put Sts into pairs, **A** and **B** and give each student either the **A** or **B** worksheet. Write the expressions *That's right* and *Sorry! Guess again* on the board. Explain that the words on the left are the clues. The verbs on the right are the answers. Sts will say the clue words one at time and after each one ask their partner to guess the verb.
- Get a strong pair to demonstrate. Student **B** gives the first clue, *TV* and Student **A** tries to guess the verb. If Student **A**'s guess is correct *(watch)*, Student **B** says *That's right*. If **A**'s answer is incorrect, **B** says *Sorry! Guess again* and gives the next clue. If **A** doesn't guess the word after two or three clues, **A** loses and **B** tells him or her the answer. Sts get one point for each correct guess.
- Sts continue playing the game in pairs. They should take turns being the one to give the clues and being the one to guess. Set a time limit for the activity. When time is up, get Sts to look at each other's lists and review any verbs they did not have time to use in the game.

5B Food

A matching activity with anagrams

Language
Words for food and drink

- Put Sts in pairs and give each pair a copy of the worksheet. Then write on the board the letters *s-h-i-f*. Say that the letters make a word for a kind of food. Tell them to look at the pictures on the worksheet to see if they can guess what the word is. Highlight that the first letter, *f*, is already in place. Elicit that the answer is *fish*. Then have Sts find the picture of the *fish* and write *fish* in the blank.
- If you feel it is necessary, work through another example with a longer word, e.g., *t-a-e-s-o-t-o-p* (*potatoes*).
- When you feel Sts understand the task, have them continue working in pairs to solve the rest of the anagrams and write the words under the pictures. Monitor and help as needed. If Sts are "stuck" on a word, give them a hint, such as the first letter or first two letters of the word.

a fish 2	b eggs 3	c fruit 13
d sugar 14	e tea 16	f milk 17
g meat 1	h chocolate 15	i vegetables 12
j potatoes 6	k bread 8	l butter 4
m cheese 5	n sandwich 10	o cereal 9
p water 18	q juice 19	r soda 20
s rice 7	t salad 11	

6A Jobs and places of work

A pairwork activity practicing jobs and places of work

Language
Words for jobs and workplaces

- Put Sts in pairs and give each pair a copy of the worksheet. Focus on the instructions. Explain that Sts are going to work in pairs to complete the information on the worksheet. They have to say what each person does and where he or she works.
- Demonstrate by getting Sts to look at the first picture. Ask *What does she do?*(She's a salesperson.) *Where does she work?* (She works in a store.) Write the questions on the board.
- Get Sts to continue working with their partners to complete the information. Monitor to make sure that Sts are asking and answering the questions as they do the activity.
- When most Sts have finished, put each pair with another pair, forming groups of four. Focus on the instructions and the example for **b**. They take turns telling each other about the people on the worksheet.

2 lawyer / in an office	3 teacher / in a school
4 policeman / on the street	5 doctor / in a hospital
6 waiter / in a restaurant	7 student / at home
8 nurse / in a hospital	9 assistant / in an office
10 factory worker / in a factory	

6B What is *floppit*?

A vocabulary review game

Language
Words used to describe daily activities

- Quickly review a few common daily activities by asking Sts questions, e.g., *What do you usually do in the morning? What about the afternoon? And in the evening?* Elicit answers from several Sts. They can refer to the **Vocabulary Bank** on *p.125* if necessary.
- Write *floppit* on the board. Explain that it is not a real word. It is an invented word that replaces a real word in this vocabulary game. Write some sentences on the board and ask Sts to guess what word *floppit* replaces:
  She works in a school. She's a ***floppit****.* (= teacher)
  I ***floppit*** *TV every evening.* (= watch)
- Put Sts in pairs and give out the worksheets. Set a time limit for Sts to guess what *floppit* is in each sentence.

- Check the answers and write them on the board.

2 work	3 sandwich	4 shopping
5 housework	6 shower	7 dinner
8 have	9 make	10 bath
11 gym	12 school	13 finish
14 get	15 bed	16 coffee
17 breakfast	18 watch	

7B Verbs and verb phrases

A fill-in-the-blanks pairwork activity

Language
Common verbs and verbs phrases

- Put Sts in pairs **A** and **B**. Give each pair a copy of the worksheet. Sts work together to complete the sentences with the correct verbs. Monitor and check as Sts are working.
- Check answers by calling on Sts to read complete sentences aloud.

Part 1	Part 2
1 ski	11 take
2 play	12 change
3 go	13 take
4 swim	14 walk
5 play	15 play
6 pay	16 park
7 stay	17 come
8 use	18 hear
9 drive	19 visit
10 see	

i7 PE7 Months of the year

A hidden message puzzle

Language
The months of the year

- Quickly review the months of the year. Get Sts to say the months in order and write them on the board.
- Give each student a copy of the worksheet. Tell them that they have to fill in the puzzle with the months of the year. The number of squares for each word and the letters included in the puzzle will help them decide which month to write. When they have finished the puzzle, they will find the Secret Message in the shaded column going down. They write the message in the question at the end of the puzzle.
- Note: Sts could do the puzzle either individually or in pairs. Suggest that they fill in the "easy" months first and then work on the harder ones. When they have finished check answers and ask *What is the secret message?*

2 October	8 September
3 June	9 March
4 January	10 December
5 November	11 August
6 April	12 July
7 February	

Secret message: your birthday

PE7 Numbers

Filling in a chart with missing numbers

Language
Cardinal and ordinal numbers

- Give each student a copy of the worksheet. Focus on the instructions for **a** and the example in the chart. Numbers are given in pairs and one number from each pair is missing. Focus on the third line of the chart. Ask Sts *What number goes in the second column?* (third)
- Get Sts to work individually to complete the chart with the missing numbers.
- Focus on the instructions for **b**. Get Sts to check answers by reading the missing numbers aloud to a partner. The partner asks *How do you spell that?* to check the spelling.
- Have Sts look at *p.127* in the Student Book to check their answers and the spelling of the numbers.

9A Draw it!

A vocabulary review game

Language
Words for things and places in a hotel

- In small groups, Sts take turns drawing objects for their classmates to name. Copy one worksheet for each group.
- Put Sts in small groups of three or four and give each group one worksheet.
- Demonstrate the activity by choosing an object that is not on the worksheet, e.g., a window, and drawing it on the board. Invite Sts to guess what you are drawing. Don't say anything. Just gesture to indicate if guesses are wrong, right, or nearly right. (Make your drawing very simple to show Sts that even someone who is not an artist can make a simple drawing.)
- Explain that they are going to do the same thing in their groups. They will take turns choosing a word from the worksheet without letting their classmates know which word they have chosen. Then they will draw the word for their classmates to guess. Emphasize that the person doing the drawing must not speak. When a student guesses correctly, that student writes his or her name on the square with the object.
- Set a time limit for the activity. The person who has guessed the most objects in that time wins.
- **Note:** If there is time, you could also cut up the worksheet into cards and give each group a set. Sts put the cards face down on a desk and take turns taking a card and then drawing the object on the card. This way Sts cannot see what all of the choices are before they guess.

9B Places

A sentence completion activity

Language
Vocabulary for places

- Give each student a copy of the worksheet. Focus on the instructions and the example.

- Sts could work either individually or in pairs. If they work individually, get them to compare answers with a partner when they have finished.
- Check answers by calling on Sts to read complete sentences aloud.

2 river 3 bank 4 movie theater 5 airport
6 town 7 train station 8 beach 9 pharmacy
10 school 11 ocean 12 road 13 post office
14 village 15 gas station 16 hospital 17 museum
18 supermarket 19 park 20 store

10A Verbs and verb phrases

A matching activity

Language
Verbs and verb phrases

- Give each student a copy of the worksheet. Focus on **a**. Get Sts to cover the sentences and look at the pictures. Ask them to guess what is happening in each picture.
- Get Sts to work individually to match the sentences with the pictures. Check answers by asking volunteers to read aloud the sentence that matches each picture.

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

- Now do part **b**. Have the Sts cover the sentences and look at the pictures. Can they remember the sentences?

11B Verb phrases

Matching sentence parts

Language
Verb phrases

- Give each student a copy of the worksheet. Give Sts a minute or two to look at the sentence parts. Answer any questions about vocabulary.
- Focus on the instructions for **a** and the example. Then do the second item with the class. Elicit that the match for *It's raining. Please, take ...* is *an umbrella with you today.*
- Get Sts to work individually to match the sentence parts. Then have them go directly to part **b** and write the complete sentences. As Sts are working, walk around and monitor. Sts will be more likely to notice problems when they are writing the complete sentences. If you see errors, ask Sts to think about their choice again.
- Check answers with the whole class. Call on Sts to read whole sentences aloud.

2 It's raining. Please, take an umbrella with you today.(i)
3 Jesse lost his keys in the park. (k)
4 Yesterday, we waited for the train for an hour. (a)
5 Do you usually give a present to your child's teacher? (h)
6 Ana is trying to find a job at a restaurant. (b)
7 What time do you leave the house in the morning? (j)
8 Do you prefer to text or to send an email? (c)
9 Eddie always tells the children a story in the evening. (l)
10 It's dark. Please, turn on the light in the kitchen. (d)
11 On that TV game show, you can call a friend and ask for the answer. (e)
12 Please, turn off the radio. I'm trying to sleep. (g)

1A VOCABULARY Numbers; days of the week

a Find the words for numbers 1–10 and the days of the week.

T	H	R	E	E	S	Y	T	S	I	X	T
R	H	J	L	E	A	U	U	G	F	F	W
F	Y	U	E	N	T	Y	E	D	N	R	0
O	N	E	R	F	U	H	S	P	N	I	S
U	H	T	H	U	R	S	D	A	Y	D	T
R	N	V	H	B	D	P	A	T	M	A	E
T	E	N	X	T	A	A	Y	C	O	Y	I
S	N	I	N	E	Y	E	Y	H	N	U	G
W	E	D	N	E	S	D	A	Y	D	F	H
B	E	X	R	D	H	R	V	V	A	I	T
T	I	N	A	S	E	V	E	N	Y	V	L
S	U	N	D	A	Y	J	S	P	Q	E	F

b Write the words in the chart.

Numbers

1	2	3	4	5
one	____	____	____	____
6	7	8	9	10
____	____	____	____	____

Days of the week

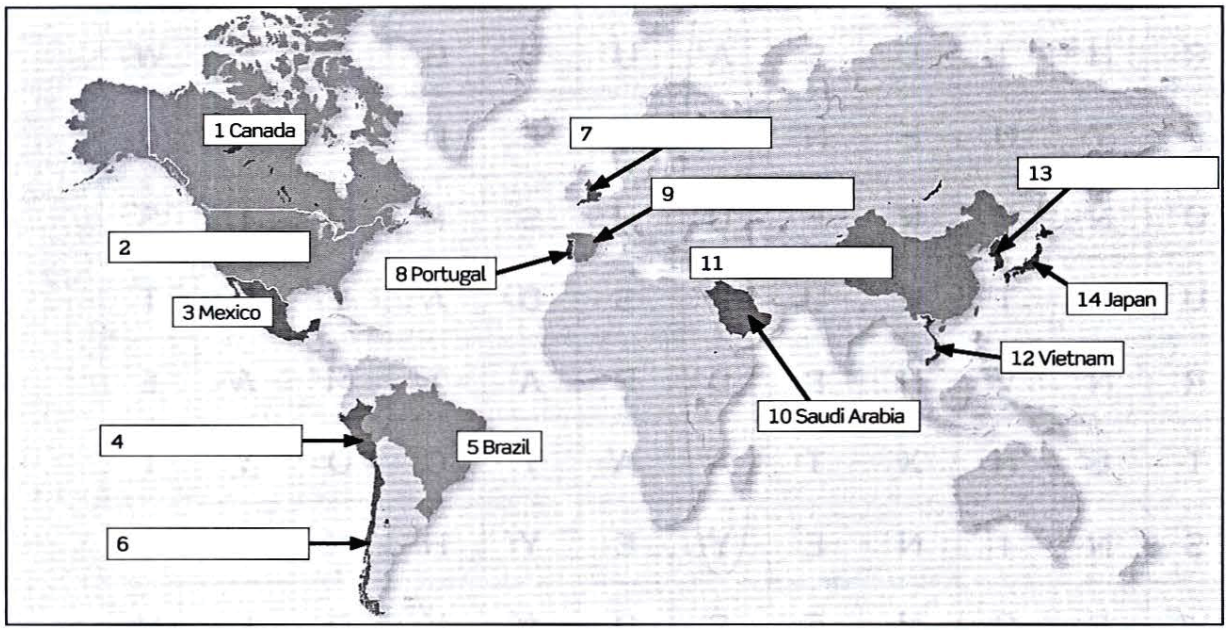
Sunday M_____ T_____ W_____

T_____ F_____ S_____

1B VOCABULARY Countries

Student A

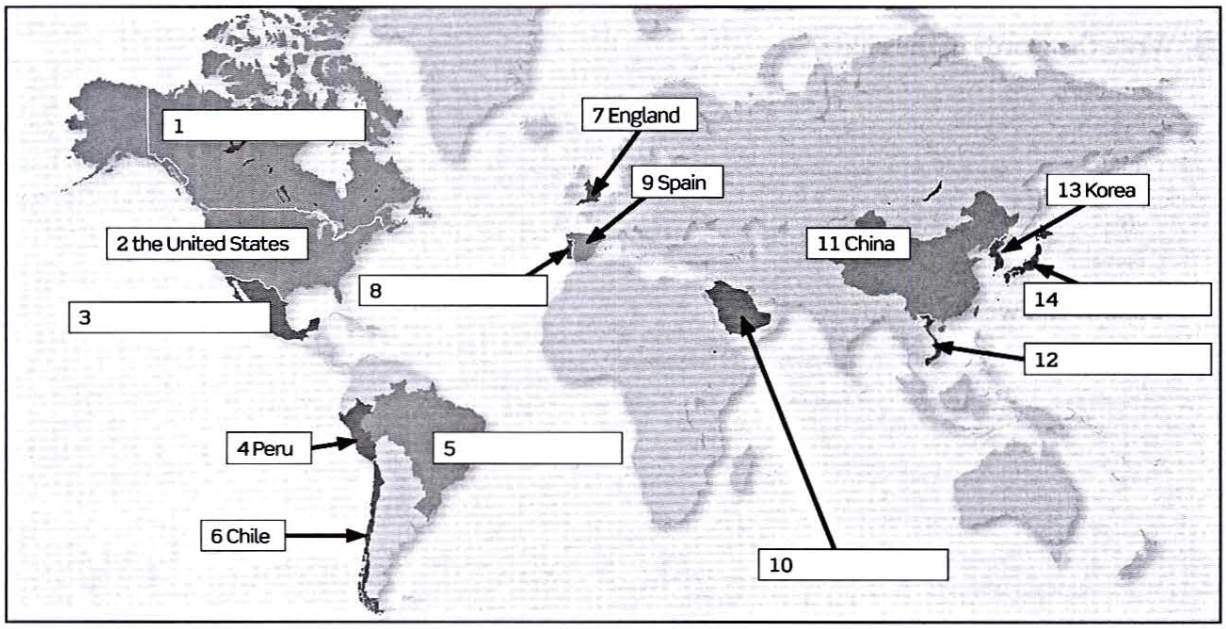
Look at the map. Ask your partner about the countries in the box. Write the names of the countries on the map.



the United States	England	Peru	Chile	Korea	China	Spain

Student B

Look at the map. Ask your partner about the countries in the box. Write the names of the countries on the map.



Canada	Portugal	Mexico	Brazil	Japan	Vietnam	Saudi Arabia

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PE1 VOCABULARY Classroom language

Look at the pictures. Write what the people say. Use the sentences below.

a Please, close your book.	f What's this in English?
b Sit down, please.	g Can you repeat that, please?
c Go to page 7.	h Look at the board, please.
d How do you spell it?	i Open your book, please.
e Sorry. I don't understand.	j Please, stand up.

1 *Can you repeat that, please?* *Yes, of course. The word is 'window.'*

2 *Chair? That's C-H-A-I-R.*

3

4

5 7

6 *It's an umbrella.*

7

8 DAYS OF THE WEEK SUNDAY MONDAY TUESDAY WEDNESDAY

9

10 *Today is Friday and tomorrow is Saturday*

2A VOCABULARY Nationalities and languages

a Complete the chart with the nationalities and languages for each country.

COUNTRY	NATIONALITY	LANGUAGE
Canada	_ _ _ _ _ _ _ _ *n*	_ _ _ _ _ _ _ _ *
Brazil	_ _ _ _ _ _ _ _ _ _	*P* _ _ _ _ _ _ _ _ _ _
Saudi Arabia	_ _ _ _ _ _	_ _ _ _ _ _ *c*
China	_ _ _ _ _ _ *s* _ _	_ _ _ _ _ _ _ _
Spain	_ _ _ _ _ _ _ _	_ _ _ _ _ _ _ *h*
the United States	_ _ _ *r* _ _ _ _ _	_ _ _ _ _ _ _ _
Mexico	_ _ _ _ _ *c* _ _ _	_ _ _ _ _ _ _ _
Korea	_ _ _ _ _ _ _	_ _ _ _ _ _ _ *n*
Peru	_ _ _ _ _ *v* _ _ _ _	_ _ _ _ _ _ _ _
Chile	_ _ _ _ _ _ *a* _ _	_ _ _ _ _ _ _ _
Portugal	_ _ _ _ _ _ _ _ _ _ _	_ _ _ _ _ _ _ *u* _ _ _ _
England	*E* _ _ _ _ _ _ _	_ _ _ _ _ _ _ _
Vietnam	_ _ _ _ _ _ _ *m* _ _ _	_ _ _ _ _ _ _ _ _ _ _ _
the UK	*B* _ _ _ _ _ _ _	_ _ _ _ _ _ _ _

* French is also an official language in Canada.

b Complete each sentence with a number

1 Spanish is the language in *four* countries on the list.
2 Portuguese is the language in _____ countries.
3 English is the language in _____ countries on the list.

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2B VOCABULARY Numbers dictation

Student A

a Write the numbers in words.

Your numbers	Your partner's numbers
15 *fifteen*	*11*
23 _____	_____
37 _____	_____
48 _____	_____
56 _____	_____
61 _____	_____
79 _____	_____
84 _____	_____
92 _____	_____

b Dictate the numbers to your partner.

c Listen to your partner. Write your partner's numbers in the chart.

Student B

a Write the numbers in words.

Your numbers	Your partner's numbers
11 *eleven*	*15*
27 _____	_____
31 _____	_____
43 _____	_____
54 _____	_____
69 _____	_____
78 _____	_____
82 _____	_____
96 _____	_____

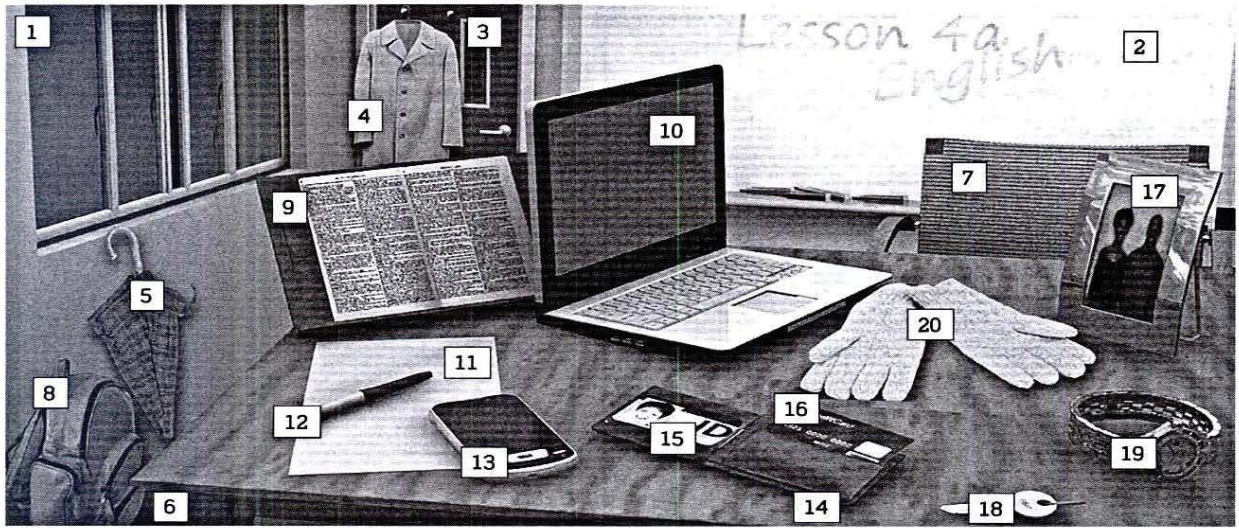
b Listen to your partner. Write your partner's numbers in the chart.

c Dictate the numbers to your partner.

3A VOCABULARY Things in a classroom

Student A

a Look at the picture. Write the missing words.



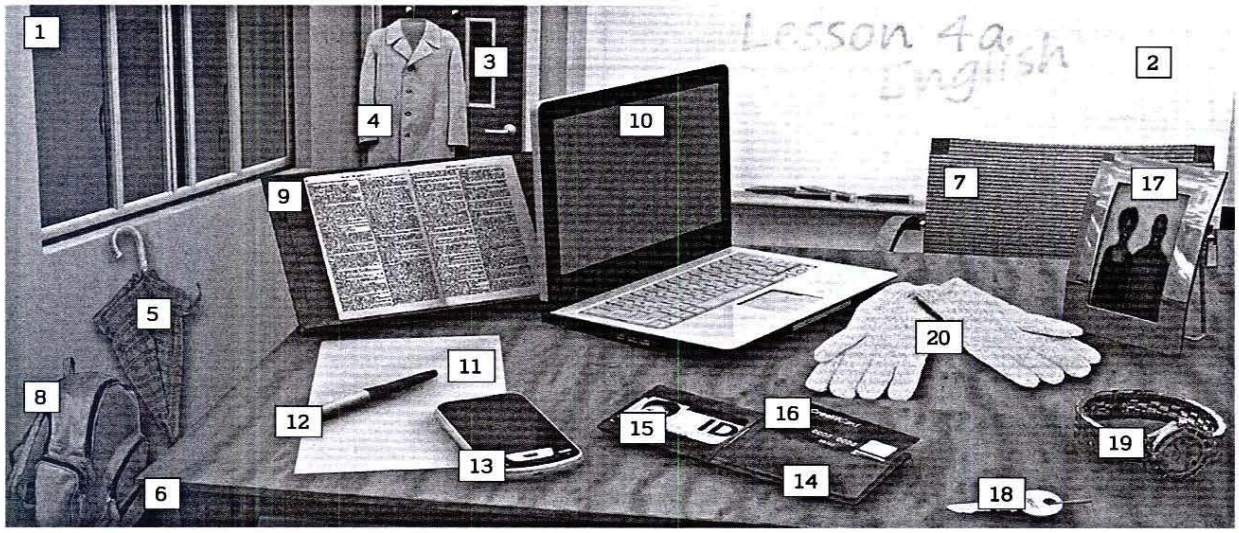
b Check your answers with **B**.

1	window	5	umbrella	9	dictionary	13	a cell phone	17	photo
2	*board*	6	_____	10	_____	14	_____	18	_____
3	door	7	chair	11	piece of paper	15	ID card	19	watch
4	_____	8	_____	12	_____	16	_____	20	_____

What's number 2? It's a board.

Student B

a Look at the picture. Write the missing words.



b Check your answers with **A**.

1	*window*	5	_____	9	_____	13	_____	17	_____
2	board	6	table	10	laptop	14	wallet	18	key
3	_____	7	_____	11	_____	15	_____	19	_____
4	coat	8	bag	12	pen	16	credit card	20	gloves

What's number 1? It's a window.

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4A VOCABULARY People

Complete the sentences. Use the words in the list.

boy children ~~friends~~ girl man men woman women



1 Mr. Costa and Ms. Gasparo are *friends*.



2 Kim is a _____.



3 Alex is a _____.



4 Megan and Dan are _____.



5 Mrs. DeSouza is a _____.



6 George and Russel are _____.



7 Mr. Husson is a _____.



8 Jessica and Helena are _____.

4A VOCABULARY Family

Complete the sentences.

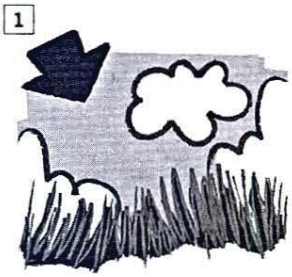
1 Rita is Bob's *wife*.
2 Bob is Rita's _____.
3 Rita is Ryan and Brenda's _____.
4 Bob is Ryan and Brenda's _____.
5 Brenda is Rita and Bob's _____.
6 Ryan is Rita and Bob's _____.
7 Brenda is Ryan's _____.
8 Ryan is Brenda's _____.
9 Molly is Ryan's _____.
10 Josh is Brenda's _____.



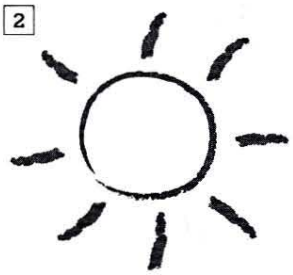
4B VOCABULARY Colors

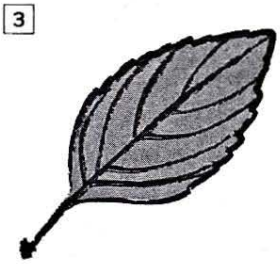
Find the color words. Then write the words under the things below.

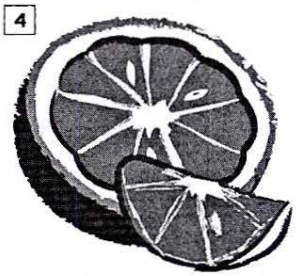
BEOWHITEOBLERORANGEQPREDFDGRADBLUECOIURGREENNEWHIELAOBLACKOLUESEYELLOWTOREBROIDABROWNSEIFU

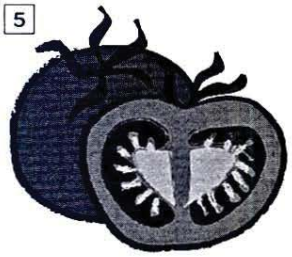
1 

blue

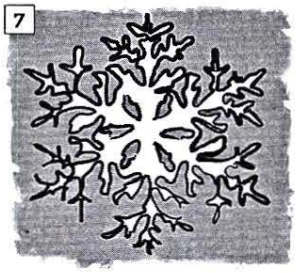
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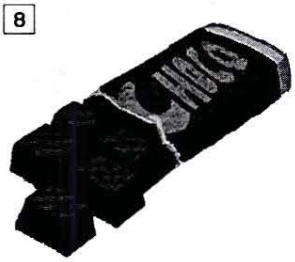
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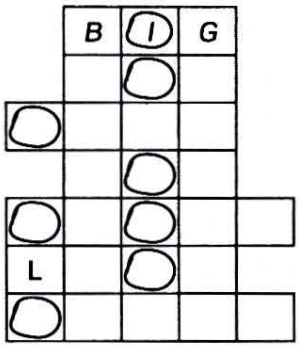
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8 

4B VOCABULARY Opposite adjectives puzzle

a Write the opposite of the words on the left in the puzzle.

1 small
2 old
3 slow
4 good
5 expensive
6 short
7 tall



b Write the letters in the circles on the lines below.

I _ _ _ _ _ _ _ _

c Make two adjectives with the letters in ***b***. Each adjective has four letters. Complete the sentence.

My car is *n* _ _ _ and *s* _ _ _ _.

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5A VOCABULARY Guess the verb

Student A

Say the cue words one at a time. Make your partner guess the verb.

Say these cue words	Your partner guesses this verb
coffee, soda, tea	drink
in a house, in an apartment, near here	live
to school, home, to a museum, to work	go
children, lunch, a good day	have
cats, my new haircut, movies	like
the newspaper, a good book	read
a sandwich, in a restaurant, fast food	eat

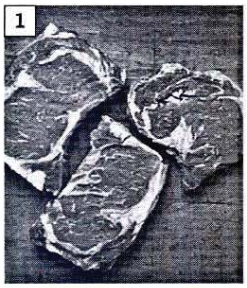
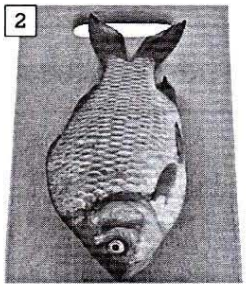
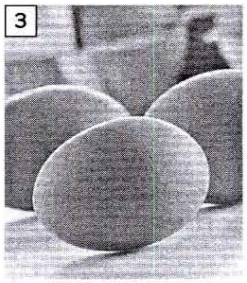
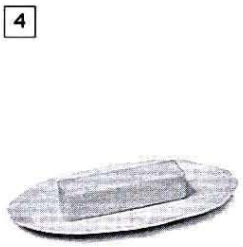
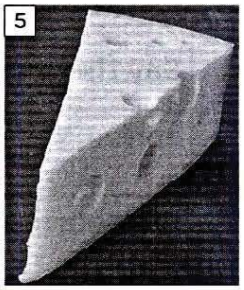
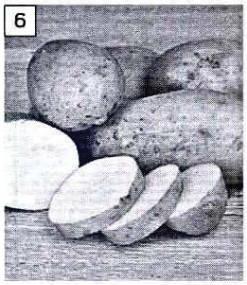
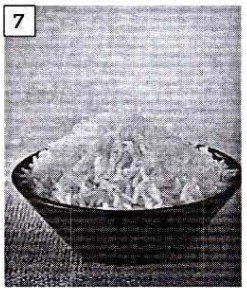
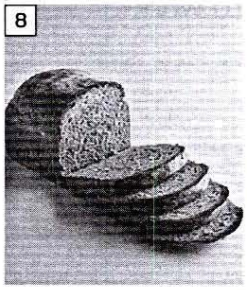
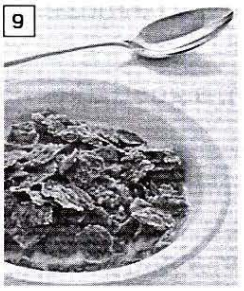
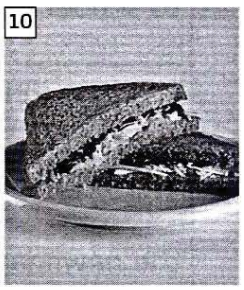
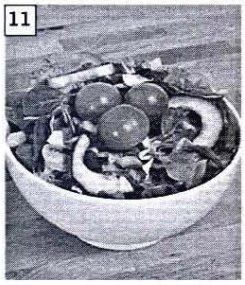
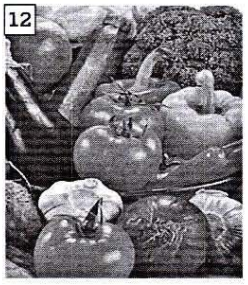
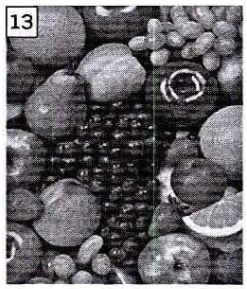
Student B

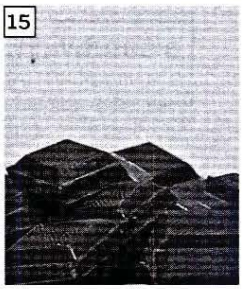
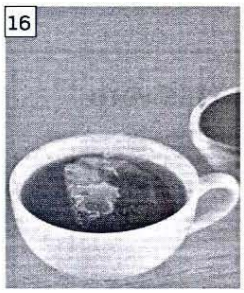
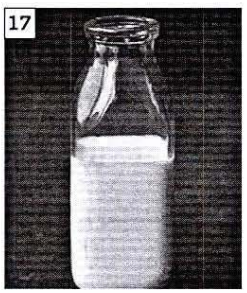
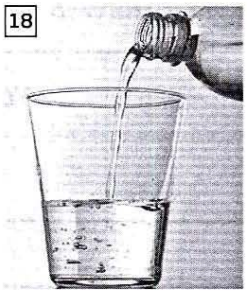
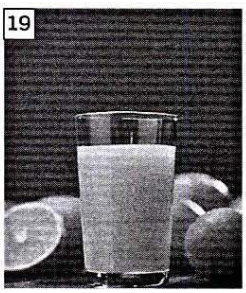
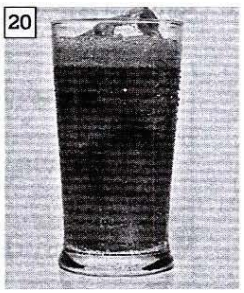
Say the cue words. Make your partner guess the verb.

Say these cue words	Your partner guesses this verb
TV, a movie, a DVD	watch
breakfast, dinner, a sandwich	make
English, Japanese, a new language	speak
at the university, Spanish	study
a new car, a new coat	want
the newspaper, a good book	read
in a store, in an office, from 9 to 5	work

5B VOCABULARY Food

Put the letters in order to make food words. Then match the words with the pictures. Write the number of the picture in the box.

a	shif	*fish*	2	k	drabe	b _____	
b	gegs	e _____		l	tutreb	b _____	
c	truif	f _____		m	sheece	c _____	
d	rugas	s _____		n	cashwind	s _____	
e	eat	t _____		o	lceare	c _____	
f	klim	m_____		p	trawe	w_____	
g	tame	m_____		q	cijue	j _____	
h	coclhaoet	c _____		r	adso	s _____	
i	beetsglave	v _____		s	crie	r _____	
j	taesotop	p _____		t	ladas	s _____	

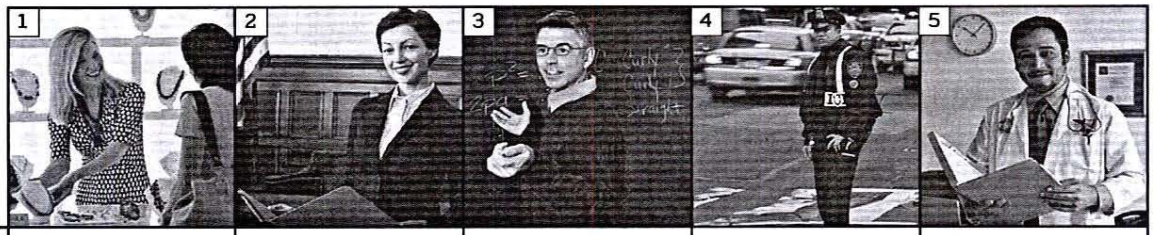
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6A VOCABULARY Jobs and places of work

a Work with a partner. Look at the pictures. Write the job and location for each person. Use the words in the box.

Jobs: assistant doctor factory worker lawyer nurse policeman ~~salesperson~~ student teacher waiter

Places: in a factory at home in a hospital (×2) in an office (×2) in a restaurant in a school ~~in a store~~ on the street



Name	Linda	Amanda	Daniel	Gary	Steven
Job	*salesperson*				
Place	*in a store*				



Name	Michio	Marisa	Carmen	Diana	Miranda
Job					
Place					

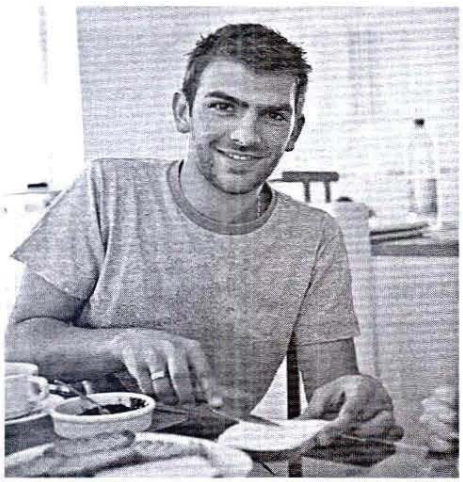
b Work with another pair. Take turns telling each other about the people in the pictures.

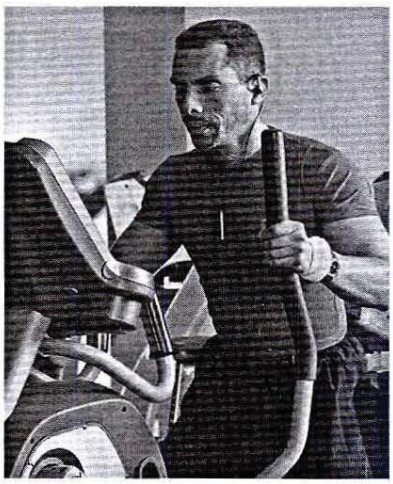
This is Linda. She's a salesperson. She works in store.

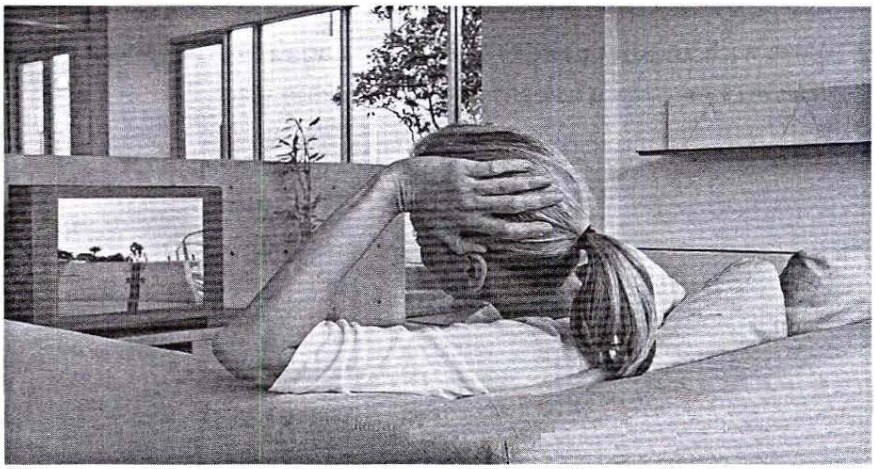
6B VOCABULARY What is *floppit*?

Read the sentences and replace *floppit* with a real word.

1	I usually go *floppit* at five o'clock.	h o m e
2	Do you go to *floppit* by train?	w ___
3	I always have a *floppit* for lunch.	s _____
4	We sometimes go *floppitting* on Saturday.	s _____
5	Do you do the *floppit* in your house?	h _____
6	Mike takes a *floppit* every morning.	s _____
7	The Wilson family has *floppit* at six o'clock every evening.	d _____
8	When do you usually *floppit* lunch?	h ___
9	My husband and I *floppit* dinner at home every night.	m ___
10	I'm tired. I want to take a nice hot *floppit*.	b ___
11	We need exercise. Let's go to the *floppit*.	g __
12	The children go to *floppit* on the bus.	s _____
13	They *floppit* work at six o'clock every day.	f _____
14	We never *floppit* up early on Sunday.	g __
15	We usually go to *floppit* late on Saturday night.	b __
16	In the morning, I go to a cafe and have a *floppit*.	c _____
17	We sometimes have *floppit* at a restaurant on Saturday morning.	b _____
18	I never *floppit* TV in the morning.	w ____







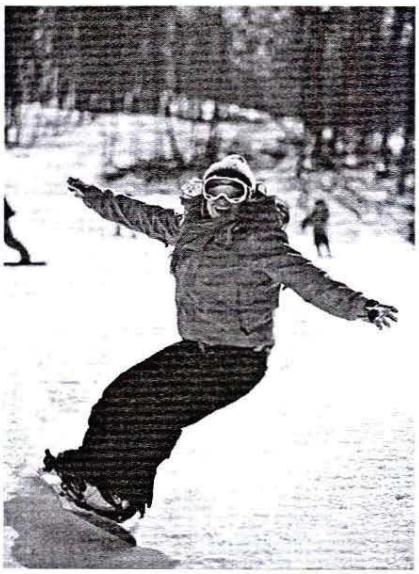
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7B VOCABULARY Verbs and verb phrases

Complete each sentence with the missing verb. Use the verbs on the lists.

Part 1

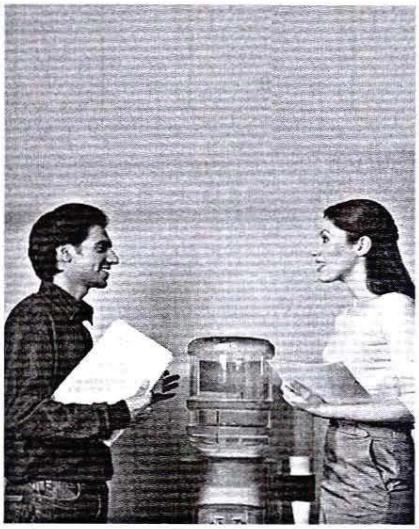
pay	drive	play (x2)	stay	snowboard
use	ski	see	swim	go



1 In the winter, we sometimes *snowboard* and _____.
2 Do you want to learn to _____ the piano?
3 We also _____ ice skating in the winter.
4 In the summer, we _____ in the ocean.
5 My mom and dad sometimes _____ golf.
6 You can't _____ by credit card in this restaurant.
7 It's very cold today. Let's _____ inside.
8 Do you _____ the Internet to do your homework?
9 I never _____ my car to work. I take the bus.
10 Look! I _____ Gabriela over there. She has a red hat.

Part 2

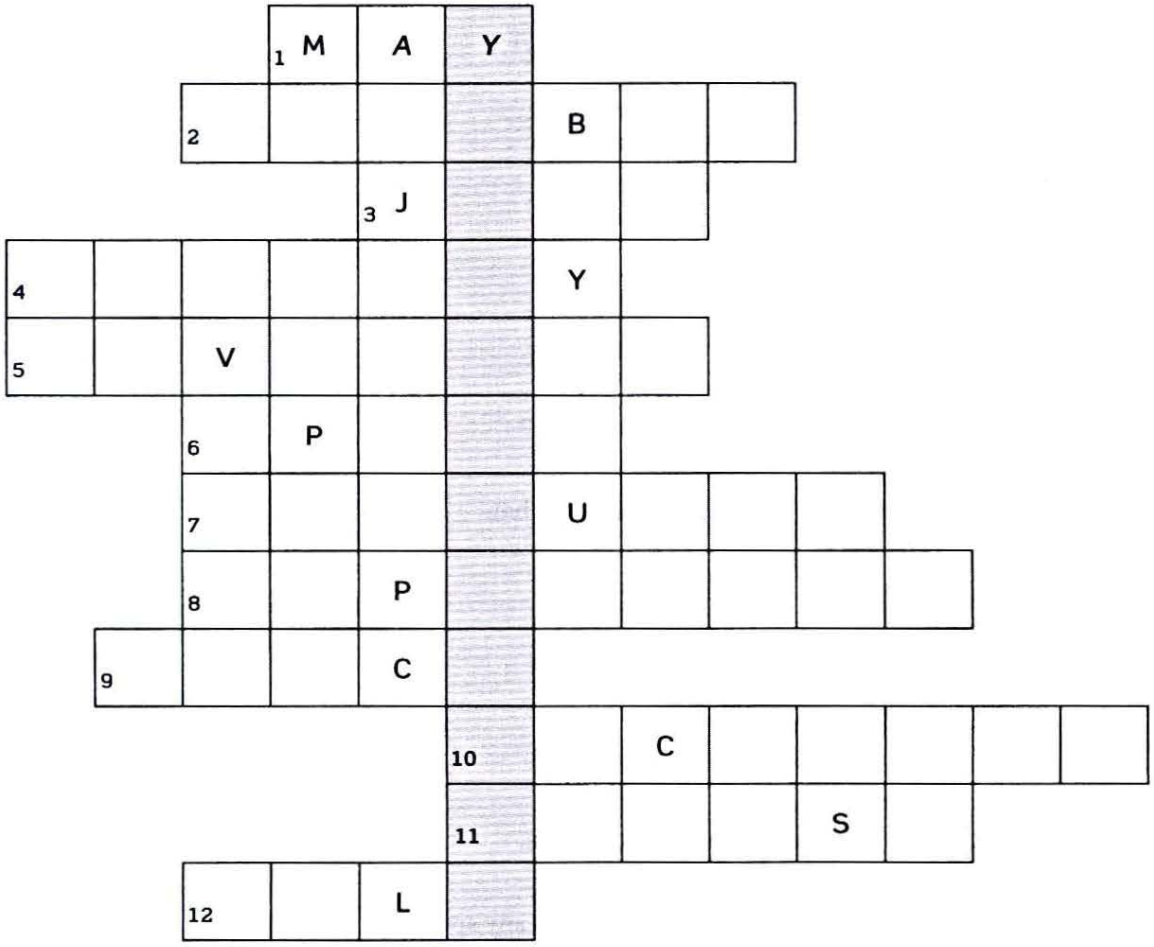
change	play	visit	walk
take (x2)	park	come	hear



11 They usually _____ a break a eleven o'clock.
12 People _____ money at the bank.
13 We always _____ a lot of photos at family parties.
14 I need exercise, so I usually _____ to work.
15 Jack watches sports on TV, but he doesn't _____ any sports.
16 You can't _____ your car there. There's a yellow line on the street.
17 Tim can't _____ to dinner on Saturday.
18 Listen! Can you _____ that music?
19 We want to _____ Mexico City on our vacation.

PE7 VOCABULARY Months of the year

a Write the months of the year in the puzzle. When the puzzle is complete, you can read the secret message going down. There are some letters in the puzzle to help you.



The Secret Message: When is _____?

PE7 VOCABULARY Numbers

a Write the missing numbers in the chart.

one	*first*		eleventh
two	second	twelve	
three		thirteen	
	fourth		fourteenth
five		fifteen	
	sixth	sixteen	
	seventh		seventeenth
eight		eighteen	
nine			nineteenth
	tenth	twenty	
		thirty	

b Read the numbers aloud with a partner. Check your answers. Check the spelling.

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9A VOCABULARY Draw it!

a bed	a pillow	a table	a lamp
a remote control	a suitcase	a floor	a bathroom
a bathtub	a shower	a towel	a swimming pool
a hot tub	a kitchen	a yard	an elevator
a gift shop	reception (desk)	a chair	an alarm clock

9B VOCABULARY Places

Complete the sentences with words for places.

1 Hong Kong is very big *city*.

2 The Amazon is a long r_____ in South America.

3 I'm going to put my money in the b_____.

4 Did you see the last *Harry Potter* movie at the m_____ th_____ or on DVD?

5 Our plane took off from the a_____ at 2:30.

6 He comes from a small t_____ in Arizona.

7 The train arrives at 7:00 p.m. Can you meet me at the tr_____ st_____?

8 On vacation, I like to sit on the b_____, swim, and enjoy the sunny weather.

9 I went to the doctor this morning. Now I'm going to the ph_____.

10 Our sc_____ is small. It only has about 100 students.

11 They're swimming in the o_____ today.

12 Does this r_____ go to the town of Little Falls?

13 Is there a p_____ of_____ near here? I want to send this letter to my dad.

14 We live in a very small v_____. There are only about 500 people here.

15 I drive my car to the g_____ st_____ before long trips.

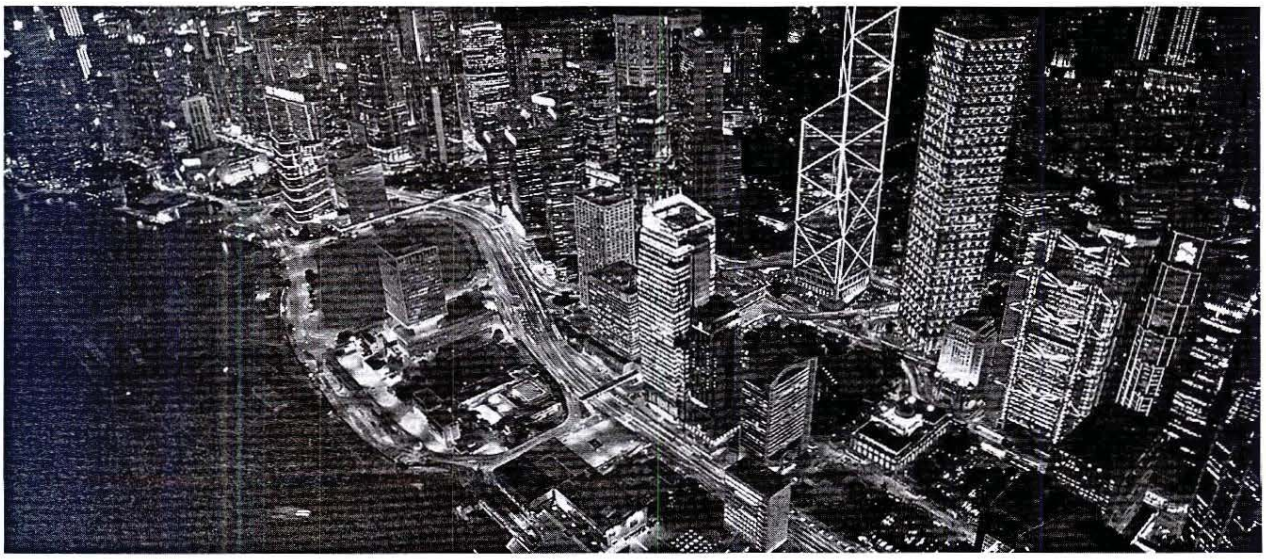
16 He's a doctor and he works at a big h_____ in the city.

17 Our class went to the art m_____ yesterday.

18 We went to the su_____. There wasn't any food in the house.

19 It's a beautiful day. We're going to walk in the p_____.

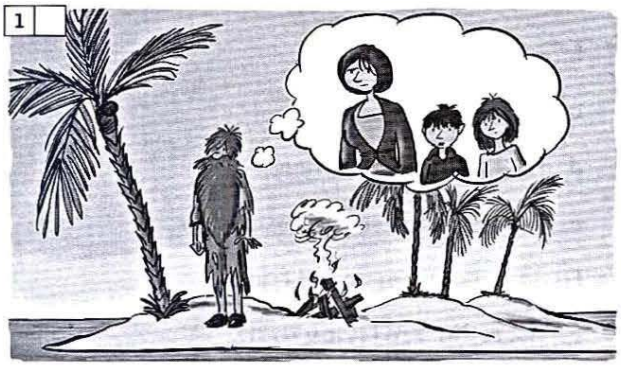
20 You can buy Vera's birthday gift in that new st_____ on Main Street.



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10A VOCABULARY Verbs and verb phrases

a Match the pictures with the sentences below.

1 

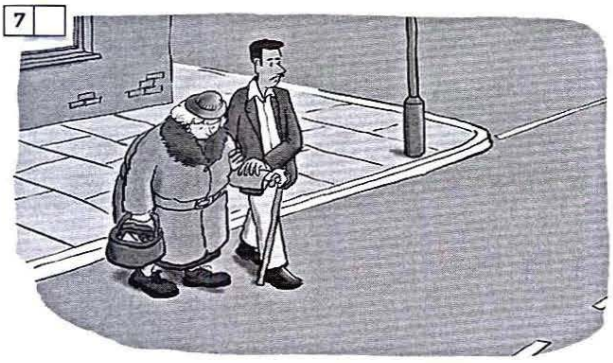
2 

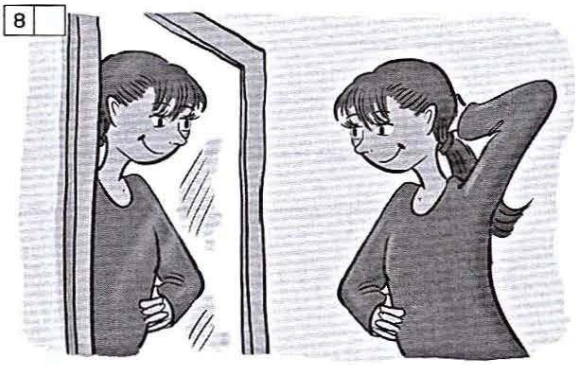
3 

4 

5 

6 

7 

8 

a. Mr. Bellini usually travels by train.
b. Alice always looks in the mirror in the morning.
c. The VanNess family is moving into a new house today.
d. Daniel misses his family.
e. Mrs. Molina is cooking a meal for her family.
f. Alex enjoys helping people.
g. Emma doesn't like to try new foods.
h. Tran is watching TV and laughing.

b Look at the pictures. Can you remember the sentences?

11B VOCABULARY Verb phrases

a Match the sentence parts. Each sentence has a verb phrase.

_f_	1 This morning, I got	a	the train for an hour.
___	2 It's raining. Please, take	b	a job at a restaurant.
___	3 Jesse lost	c	an email?
___	4 Yesterday, we waited for	d	the light in the kitchen.
___	5 Do you usually give	e	a friend and ask for the answer.
___	6 Ana is trying to find	f	an email from an old friend.
___	7 What time do you leave	g	the radio. I'm trying to sleep.
___	8 Do you prefer to text or to send	h	a present to your child's teacher?
___	9 Eddie always tells	i	an umbrella with you today.
___	10 It's dark. Please, turn on	j	the house in the morning?
___	11 On that TV game show, you can call	k	his keys in the park.
___	12 Please, turn off	l	the children a story in the evening.

b Now write the sentences.

1 *This morning, I got an email from an old friend.*

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

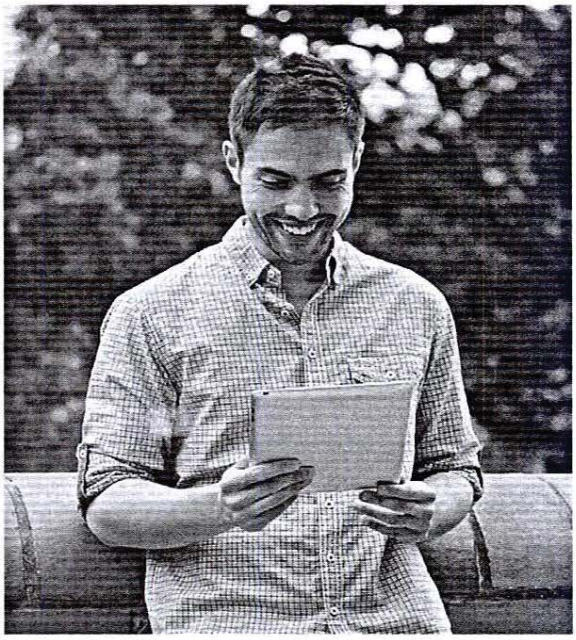
8 _____

9 _____

10 _____

11 _____

12 _____



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Song activity instructions

4A You're the First, the Last, My Everything

Rhyming words 2.28

Language
Places vocabulary

- Write the words *are* and *star* on the board. Model the pronunciation. Ask Sts what they notice about the sounds in the two words. (*They both use the* /ɑr/ *sound.*) Ask if Sts know any other words that end the same way. (Sts might come up with words like *car* or *far.*) Write the word *rhyme* on the board and explain that when words share similar sound in this way that we say they *rhyme* or are *rhyming words.*
- Give each student a worksheet and focus their attention on the words in the circles. Explain that they should match each word in A with a rhyming word from B. Get them to find the words *are* and *star* and write the letter *c* in the box after *are.* Note that *things* is used in the plural in the song, so it is not exactly part of rhyming pair. However, *thing*, singular rhymes with *bring.*
- Put Sts in pairs to match the other words. Tell them to say the words and then look for words with a rhyming sound.
- Check answers.

1 c 2 e 3 a 4 d 5 b

- Tell Sts that they are going to listen to the song and that they have to put words from A and B into the correct places in the song. Explain that the rhyming words in a song usually occur at the end of a line. Play the song once for Sts to listen and fill in the blanks. Repeat if necessary. Check answers.

2 are 3 you 4 two 5 for 6 more 7 way
8 day 9 I 10 die

- Focus on the instructions for **c**. Read through the song with the class stopping to discuss the highlighted words. Explain / elicit the meanings of these words. (*Sun, moon,* and *star* are in the picture that accompanies the song.) Explain that a *dream* is something you think about when you are sleeping and it can also refer to something that you want very much.
- Give Sts a few minutes to find the words from the Glossary in the song and read the definitions. Answer any questions. Then go over the Song Facts.
- If your Sts like singing, play the song again for them to sing along.
- The complete lyrics of the song are on *p.45* of the Teacher's Book.

  For copyright reasons, this song is a cover version.

5A I Want to Break Free

Listening for missing words 2.47

Language
Simple present verbs

- Give each student a worksheet and focus on the title of the song. Explain / elicit that *break free* means to free yourself from something, usually a difficult situation. In a monolingual class, you may want to use L1 for this.
- Then get Sts to look at the list of verbs in **a**. Elicit / explain the meaning of the words.
- Play the song once for Sts to listen and have Sts fill in the blanks. Play the song again and have Sts listen again and check their answers.
- Check answers. Ask Sts if any of their original guesses were correct.

2 know 3 like 4 walk 5 goes 6 live 7 make 8 see

- Focus on the instructions for **c**. Have Sts try to guess the highlighted words. Explain / elicit the meanings of these words. Explain that *lies* are things a person says that are not true; *strange* is the same as *unusual; on my own* is similar to *alone.*
- Give Sts a few minutes to find the words from the Glossary in the song and read the definitions. Then go over the Song Facts.
- If your Sts like singing, play the song again for them to sing along.
- The complete lyrics of the song are on *p.53* of the Teacher's Book.

  For copyright reasons, this song is a cover version.

6B Wonderful Tonight

Listening for correct words 3.8

Language
Mixed vocabulary

- Give each student a worksheet and focus on the words at the right. Explain that Sts will hear one of the two words given for each blank in the song. They have to circle the correct word.
- Play the song for Sts to listen and circle the words. Then play the song again to check answers, pausing as necessary.

2 wear 3 blond 4 all right 5 look 6 party 7 lady
8 feel 9 love 10 love 11 car keys 12 My darling

- Focus on **c**. Read through the song with the class stopping to discuss the words in bold. Explain / elicit the meanings of these words.

- Give Sts a few minutes to find the words from the Glossary in the song and read the definitions. Then go over the Song Facts.
- If your Sts like singing, play the song again for them to sing along.
- The complete lyrics of the song are on *p.68* of the Teacher's Book.

  For copyright reasons, this song is a cover version.

8A Singing in the Rain

Predicting rhyming words 3.37

Language
Present continuous

- Give each student a worksheet and focus on the title of the song. Ask if anyone has ever seen the movie *Singing in the Rain*.
- Do part **a**. Tell Sts that all these words are in the song. Have them match the words and the pictures. Check answers.

  1 rain 2 laugh 3 clouds 4 sun 5 smile 6 heart

- Focus on **b**. Tell Sts that the missing words rhyme with the last word in the line before. Then play the first part of the song for them to check. Elicit that the first word is *love*. Continue playing the song and have them write the words. If necessary, play the song again and pause after each missing word. Check answers.

  1 love 2 face 3 rain 4 spring 5 heart 6 you

- Note that in American English, the words *rain* and *again* are not true rhymes, but in British English *again* is pronounced like *rain*, so they do rhyme.
- Focus on **c**. Have the Sts work together and learn the words in part **a**.
- Give Sts a few minutes to find the words from the Glossary in the song and read the definitions. Then go over the Song Facts.
- If your Sts like singing, play the song again for them to sing along.
- The complete lyrics of the song are on *p.84* of the Teacher's Book.

  For copyright reasons, this song is a cover version.

10B Where Did Our Love Go?

Listening for missing verbs 4.13

Language
Simple past, statements and questions

- Give each student a worksheet and focus on the list of verbs in **a**. Ask Sts for the past forms of the verbs and indicate they will need to fill in the blanks with the correct form. In some cases, they need to form a question.
- Play the song and have Sts listen and fill in the blanks.
- Check answers with the whole class by getting Sts to read lines of the song aloud.

  2 did, go 3 did, go 4 won 5 were

- Focus on **c**. Put Sts in pairs to read the statements and decide whether they are true or false. Check answers with the whole class.

  1 false 2 true 3 false 4 true

- Focus on **d**. Read through the song with the class stopping to discuss the words in bold. Explain / elicit the meanings of these words.
- Give Sts a few minutes to find the words from the Glossary in the song and read the definitions. Highlight that *wanna*, for *want to*, is a form that is only used in informal conversation and not in written English except when writing something like a song. Then go over the Song Facts.
- If your Sts like singing, play the song again for them to sing along.
- The complete lyrics of the song are on *p.106* of the Teacher's Book.

  For copyright reasons, this song is a cover version.

12A I Can See Clearly Now

Dictation 4.45

Language
Mixed vocabulary

- As a more challenging, but fun way to end the course, the Sts will be exposed to a dictation. This is an opportunity to practice listening skills, as well as writing, vocabulary and grammar.
- Give each student a worksheet. Explain that Sts will have to listen multiple times in order to complete the song with the missing words.
- Play the song once for Sts to listen without writing anything in the blanks. This will give them the opportunity to familiarize themselves with the pace of the song and get some of the general meaning.
- Play the song again. This time have the Sts fill in the blanks with as many words as they can.
- Focus on **b**. Play the song again, as many times as the Sts need to complete most of the blanks.
- Check answers.

  1 see 2 clearly 3 now 4 rain 5 gone 6 see 7 all
  8 obstacles 9 way 10 Gone 11 dark 12 clouds
  13 had 14 blind 15 be 16 bright 17 bright
  18 sunshiny 19 day 20 be 21 bright 22 bright
  23 sunshiny 24 day 25 think 26 make 27 now
  28 pain 29 gone 30 bad 31 feelings 32 disappeared
  33 Here 34 rainbow 35 hoping 36 be 37 bright
  38 bright 39 sunshiny 40 day 41 Look 42 all
  43 around 44 nothing 45 blue 46 skies 47 Look
  48 straight 49 ahead 50 nothing 51 blue 52 skies

- Give Sts a few minutes to look for the words from the Glossary in the song and read the definitions. Then go over the Song Facts.
- If your Sts like singing, play the song again for them to sing along.

  For copyright reasons, this song is a cover version.

4A SONG You're the First, the Last, My Everything

a Match the words in circles **A** and **B** that have the same sound.

A

1 are ☐ 2 you ☐

3 day ☐

4 I ☐ 5 for ☐

B

a way **b** more

c star

d die **e** two

b 2.28 Listen and complete the song with the pairs of rhyming words.

You're the First, the Last, My Everything

The first, my last, my everything
And the answer to all my dreams
You're my sun, my moon, my guiding [1]*star*
My kind of wonderful, that's what you [2]_____

I know there's only, only one like [3]_____
There's no way they could have made [4]_____
You're all I'm living [5]_____
Your love I'll keep forever [6]_____
You're the first, you're the last, my everything

In you I found so many things
A love so new only you could bring
Can't you see it's you
You make me feel this [7]_____
You're like a fresh morning dew on a brand new [8]_____

I see so many ways that [9]_____
Can love you till the day I [10]_____
You're my reality, yet I'm lost in a dream
You're the first, the last, my everything.

I know there's only, only one like you
There's no way they could have made two
Girl, you're my reality
But I'm lost in a dream
You're the first, you're the last, my everything.



c Work with a partner. Try to guess the meaning of the highlighted words. Use the picture to help you.

SONG FACTS

You're the First, the Last, My Everything was a number 1 hit for singer Barry White in 1974. The song features in many movies, including the 2012 movie *Dark Shadows*.

GLOSSARY

guiding star = something that tells you where to go
for evermore = always, never ending
There's no way they could have made = it's impossible that they made
dew = little drops of water that you see in the morning on the leaves of plants
brand new = very new

5A SONG I Want to Break Free

a (2.47)) Listen and complete the song with the verbs on the list.

goes know like live make ~~don't need~~ see walk

b Listen again and check your answers.

I Want to Break Free

I want to break free
I want to break free
I want to break free from your lies
You're so self-satisfied, I [1]*don't need* you
I've got to break free
God knows, God knows I want to break free

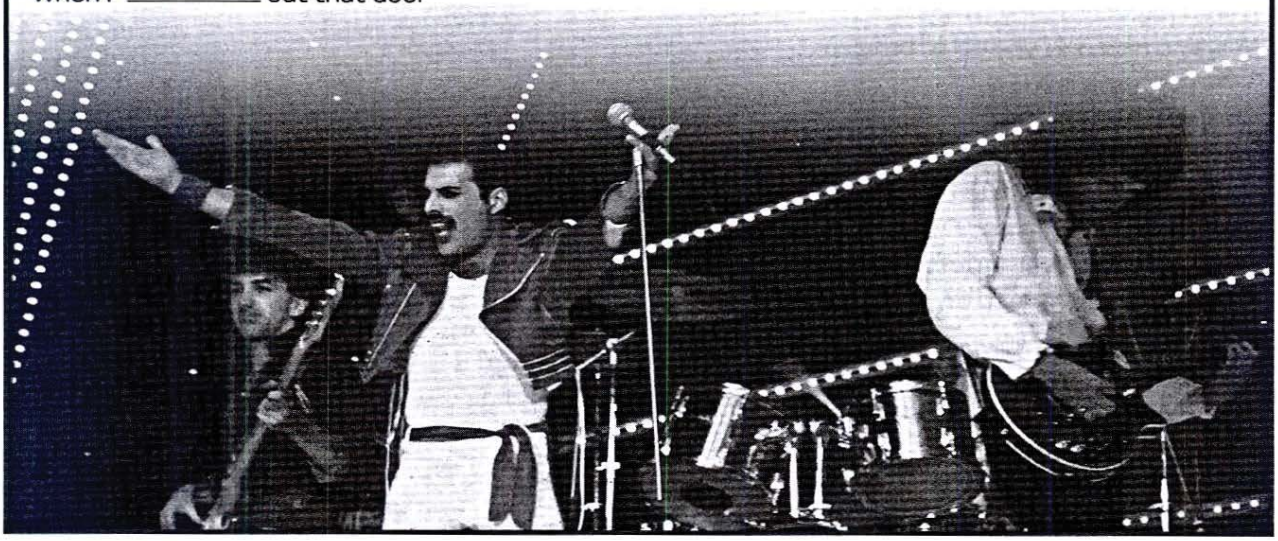
I've fallen in love
I've fallen in love for the first time
And this time I [2]_____ it for real
I've fallen in love
God knows, God knows I've fallen in love

It's strange but it's true,
I can't get over the way you [3]_____ me like you do
But I have to be sure
When I [4]_____ out that door
Oh how I want to be free baby
Oh how I want to be free
Oh how I want to break free

But life still [5]_____ on
I can't get used to living without living without
Living without you by my side
I don't want to [6]_____ alone,
God knows, got to [7]_____ it on my own

So baby can't you [8]_____
I've got to break free
I've got to break free
I want to break free, yeah

I want, I want, I want
I want to break free.



c Work with a partner. Try to guess the meaning of the highlighted words.

SONG FACTS

I Want to Break Free was a hit for the British group Queen in 1984.

GLOSSARY

break free = be free, not be in the control of another person
self-satisfied = having a very high opinion of yourself,
I've got to = I need to, I have to
I've fallen in love = I love somebody now
I can't get over (something) = I can't believe it
I can't get used to living without (you). = It's difficult for me to live without (you).

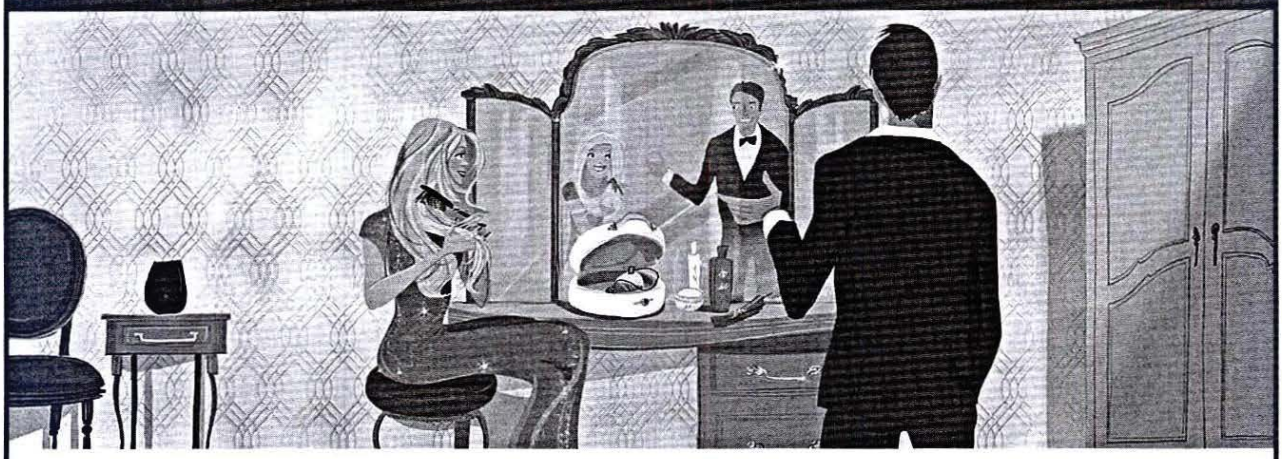
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6B SONG Wonderful Tonight

a 3.8 Listen and circle the right words in each pair.

b Listen again and check. Write the correct words in the song.

Wonderful Tonight



It's late in the [1]_____
She's wondering what clothes to [2]_____
She puts on her make up and brushes her long [3]_____ hair
And then she asks me, "Do I look [4]_____?"
I say "Yes, you [5]_____ wonderful tonight."

We go to a [6]_____
And everyone turns to see
This beautiful [7]_____ that's walking around with me
And then she asks me, "Do you feel all right?"
And I say "Yes, I [8]_____ wonderful tonight.

I feel wonderful because I see
The [9]_____ light in your eyes

And the wonder of it all
Is that you just don't realize how much I [10]_____ you."
It's time to go home now and I've got an aching head,
So I give her the [11]_____, she helps me to bed.

And then I tell her, as I turn out the light,
I say, [12]"_____, you were wonderful tonight.
Oh my darling, you were wonderful tonight."

1 afternoon / (evening)
2 buy / wear
3 blond / dark
4 all right / OK
5 look / are
6 club / party
7 lady / woman
8 feel / am
9 bright / love
10 like / love
11 car keys / house keys
12 My darling / My love

c Go through the song with your teacher. Learn the highlighted words.

SONG FACTS

Eric Clapton, a singer and guitarist, wrote *Wonderful Tonight* in 1976. The song is about his girlfriend at that time, the model Pattie Boyd. In 1988, he sang the song at a 70th birthday tribute for South African president, Nelson Mandela.

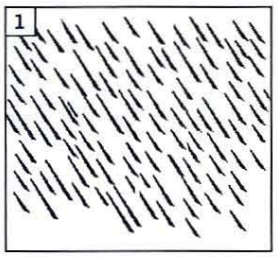
GLOSSARY

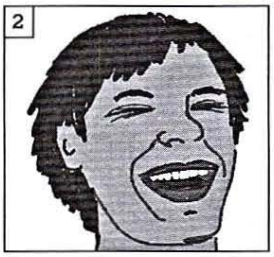
all right = good, good enough
wonderful = very good, fantastic
you don't realize = you don't know
I've got an aching head = my head hurts
"my darling" = something you can call a person you love

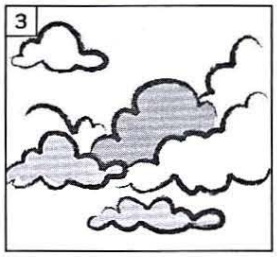
8A SONG Singing in the Rain

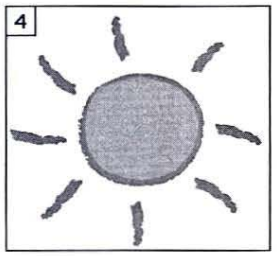
a Match the words from the song with the pictures.

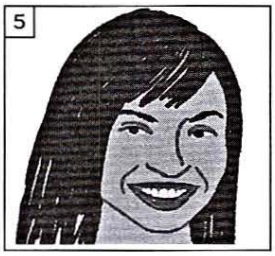
sun	☐	heart	☐	clouds	☐
smile	☐	laugh	☐	rain	☐

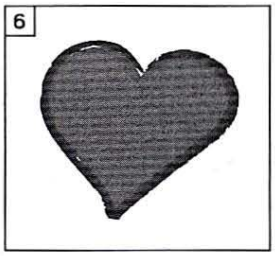












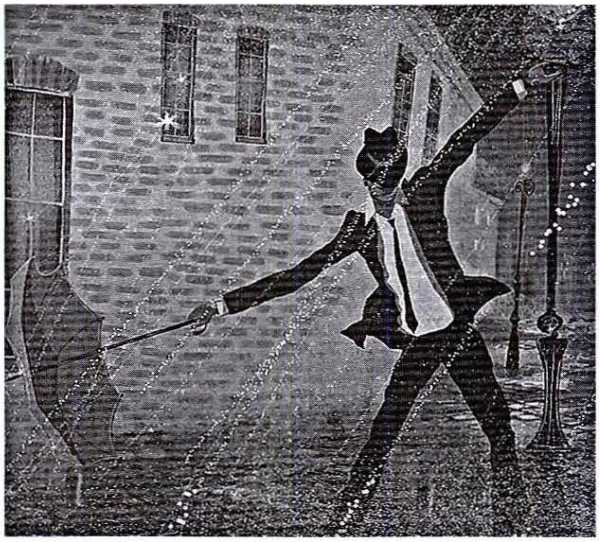
b 3.37 Listen and complete the missing words. They all rhyme with the word at the end of the previous line.

www.irLanguage.com

Singing in the Rain

I'm singing in the rain, just singing in the rain
What a glorious feeling, I'm happy again
I'm laughing at clouds so dark up above
The sun's in my heart and I'm ready for [1] l_____
Let the stormy clouds chase everyone from the place
Come on with the rain, I've a smile on my [2] f_____
I'll walk down the lane with a happy refrain
Just singing, just singing in the [3] r_____

Why am I smiling and why do I sing?
Why does December seem sunny as [4] sp_____?
Why do I get up each morning and start
Happy and head up with joy in my [5] h_____?
Why is each new task a trifle to do?
Because I am living a life full of [6] y_____.
Verse 1 repeated



SONG FACTS

Singing in the Rain, with words by Arthur Freed and music by Nacio Herb Brown, was first published in 1929. It became famous in 1952, when it was the title song in the movie *Singing in the Rain* starring Gene Kelly.

GLOSSARY

chase = run after someone
lane = a small road in the country
refrain = a part of a song that is repeated
trifle = a small thing

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10B SONG Where Did Our Love Go?

a 4.13)) Listen to the song. Fill in the blanks with a verb from the list in the correct past simple form.

go (x2) get be ~~come~~ win

b Listen again and check your answers.

c Mark the statements **T** (true) or **F** (false)

1 The singer is happy. ☐
2 The singer's boyfriend wants to leave her. ☐
3 The singer doesn't love the man now. ☐
4 The singer is sad. ☐

Where Did Our Love Go?

Baby, baby
Baby, don't leave me
Ooh, please don't leave me
All by myself
Chorus
I've got this yearning, burning
Yearning feeling inside me
Ooh, deep inside me
And it hurts so bad

You [1]*came* into my heart
So tenderly
With a burning love
That stings like a bee

Now that I surrender
So helplessly
You now wanna leave
Ooh, you wanna leave me

Ooh, baby, baby
Where [2]_____ our love _____?
Ooh, don't you want me
Don't you want me no more

Ooh, baby
Baby, baby
Where [3]_____ our love _____?
And all your promises
Of a love forever more
Chorus
I've got this yearning, burning
Yearning feeling inside me
Ooh, deep inside me
And it hurts so bad

Before you [4]_____ my heart
You [5]_____ a perfect guy
But now that you got me
You wanna leave me behind
Baby, baby, ooh baby
Verse 1 repeated



d Go through the song with your teacher. Learn the highlighted words and phrases.

GLOSSARY

baby = a word people sometimes use for a person they love (also a very young child)
yearning = a feeling you have when you want something very much
burning = very hot, on fire
stings like a bee = a *bee* is an insect that makes honey. The *sting* of a bee hurts a lot.
surrender = stop fighting
*wanna = want to (informal)
forever more = always
won my heart = made me love you
guy = an informal word for a man

SONG FACTS

Where Did Our Love Go? was a hit song in 1964. It was recorded by The Supremes, a group with three female singers. The most famous Supreme was Diana Ross.

12A SONG I Can See Clearly Now

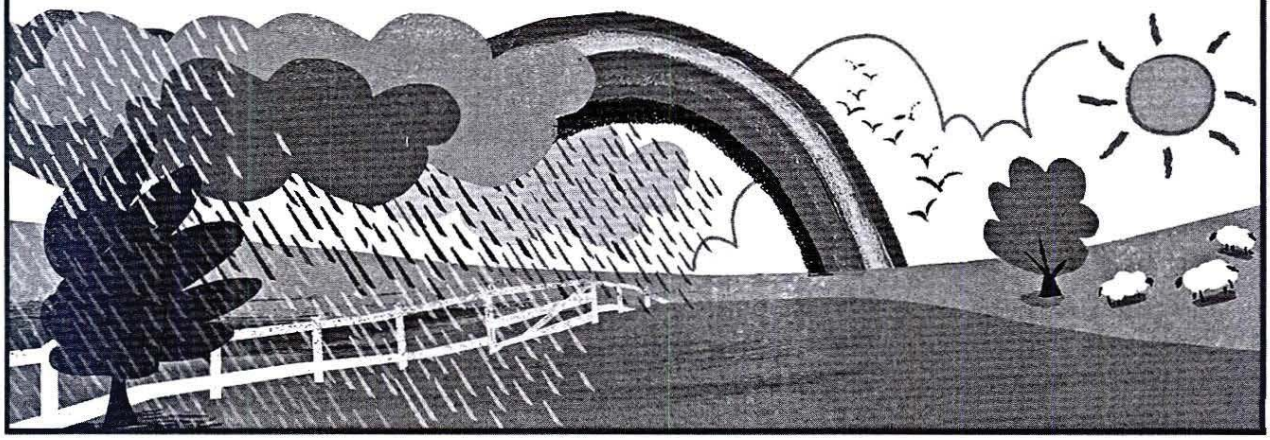
a 45 Listen and write as many of the missing words as you can.

I can [1]_____ [2]_____ [3]_____, the [4]_____ is [5]_____,
I can [6]_____ [7]_____ [8]_____ in my [9]_____
[10]_____ are the [11]_____ [12]_____ that [13]_____ me [14]_____
It's gonna [15]_____ a [16]_____, [17]_____ [18]_____ [19]_____.
It's gonna [20]_____ a [21]_____, [22]_____ [23]_____ [24]_____.

I [25]_____ I can [26]_____ it [27]_____, the [28]_____ is [29]_____
All of the [30]_____ [31]_____ have [32]_____
[33]_____ is the [34]_____ I've been [35]_____ for
It's gonna [36]_____ a [37]_____, [38]_____ [39]_____ [40]_____.

[41]_____ [42]_____ [43]_____, there's [44]_____ but [45]_____ [46]_____.
[47]_____ [48]_____ [49]_____, there's [50]_____ but [51]_____ [52]_____.

Verse 1 repeated



b Listen again and complete the song.

SONG FACTS

I Can See Clearly Now was a number 1 hit in 1972, recorded by Johnny Nash. The song was used in the movie *Shrek 2* in 2004.

GLOSSARY

obstacle = something that makes it difficult for you to go somewhere or do something
blind = not able to see; someone who can't see is *blind*
gonna = going to (informal)
sunshiny = very sunny (invented word)
I can make it = I am going to be OK
disappear = go away

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Workbook answer key

1A

1 GRAMMAR

a 3 I'm not Henry. 4 You're not a teacher. 5 I'm Maria. 6 You're in my class. 7 I'm in room 4. 8 You're not Carlos.

b 3 I'm not Sam. 4 You're not in my class. 5 Am I in room 4? 6 Are you Liz? 7 I'm not a teacher. 8 Are you in class 4?

c 3 I'm, I'm not 4 Are you, I am 5 Are you, I am 6 I'm, I'm 7 Am, you're not 8 Are you, I am

2 VOCABULARY

a 3 nine 4 one 5 three 6 two 7 eight 8 six 9 seven 10 zero 11 five

b 2 Wednesday 3 Saturday 4 Friday 5 Tuesday 6 Thursday 7 Monday

3 PRONUNCIATION

a he<u>llo</u>, <u>num</u>ber, <u>pho</u>to, re<u>peat</u>, se<u>ven</u>

c house: Henry, hello
bike: nice, right
tree: me, meet

4 LISTENING

a 1 a 2 b 3 a 4 a 5 b 6 b

1B

1 VOCABULARY

a **Across**: 3 Mexico 6 Japan
Down: 2 Spain 4 England 5 China

b 2 Peru 3 Portugal 4 the United States 5 Canada 6 Vietnam 7 South Korea 8 Chile

2 GRAMMAR

a 3 He's 4 She's 5 It's 6 She's 7 He's 8 It's

b 1 's 2 's, Is, is 3 Is, isn't, 's 4 Is 5 isn't, 's

c 3 Is Salma Hayek from Mexico?
Yes, she is. She's from Veracruz.

4 Is Lisbon in Spain?
No, it isn't. It's in Portugal.

5 Is Copacabana beach in Brazil?
Yes, it is. It's in Rio.

6 Is Toronto in the United States?
No, it isn't. It's in Canada.

7 Is Cristiano Ronaldo from Portugal?
Yes, he is. He's from Madeira.

8 Is Lima in Mexico?
No, it isn't. It's in Peru.

3 PRONUNCIATION

a /ɔʊ/ two /ɛ/ she

4 LISTENING

a 2 a 3 b 4 b 5 a 6 b 7 a 8 a

Practical English How do you spell it?

1 THE ALPHABET

a 3 G 4 H 5 C 6 Y 7 O 8 T

2 VOCABULARY

a 2 laptop 3 pen 4 table 5 door 6 chair 7 window 8 dictionary

b 2 Look 3 Open 4 understand 5 spell 6 Go

c 1 Can you repeat that, please?
2 Sorry. I don't understand.
5 How do you spell it?

3 SPELLING YOUR NAME

a **A** Good afternoon.
B Good afternoon. I have a reservation.
A What's your name, please?
B Beth Snowe.
A Excuse me?
B Beth Snowe.
A How do you spell your last name?
B S-N-O-W-E.
A Thank you. You're in room 15.
B Thank you.

b 2 How do you spell your first name?

3 How do you spell your city?

4 How do you spell your country?

c *Sample answers:*

1 S-I-L-V-A

2 A-D-R-I-A-N-A

3 B-R-A-G-A

4 P-O-R-T-U-G-A-L

2A

1 VOCABULARY

mystery word: nationalities
2 Japanese 3 British 4 Brazilian 5 South Korean 6 Chinese 7 Peruvian 8 English 9 Mexican 10 Vietnamese 11 Canadian 12 American 13 Saudi

2 GRAMMAR

a 3 They're late. 4 Carmen's in room 4. 5 I'm in class A. 6 We're from Mexico. 7 They're in Vietnam. 8 You're a teacher.

b 3 aren't 4 isn't 5 isn't 6 aren't 7 aren't 8 'm not

c 3 Are they in class 1 4 Where are you from 5 Are they from England 6 Is Fernanda Brazilian 7 Is Seoul in South Korea 8 What's your name

d a 6 b 3 d 8 f 7 g 5 h 4

3 PRONUNCIATION

a 2 coffee 3 <u>B</u>ritish, <u>Peru</u>, <u>mu</u>sic, <u>Spa</u>nish 4 <u>Ja</u>pan, <u>pho</u>to, <u>Sau</u>di, <u>Thurs</u>day 5 good<u>bye</u>, <u>En</u>glish, <u>hel</u>lo, <u>Chi</u>nese 6 <u>Mex</u>ican, <u>Ca</u>nada, <u>Viet</u>nam, <u>Sa</u>turday

c /ʃ/: dictionary, Spanish, vacation
/tʃ/: chair, China, Portugal, teacher

4 LISTENING

a A 3 B 1 C 2

b 1 Japanese 2 Vietnamese 3 British

2B

1 VOCABULARY

a 2 fifteen 3 ninety 4 seventy 5 twelve 6 a hundred 7 eighty 8 eleven 9 forty 10 thirteen 11 sixty

b 2 19 3 38 4 59 5 72 6 14 7 91 8 16 9 23 10 18

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

2 GRAMMAR

a 2 When is 3 is she 4 How are 5 What is 6 Where are 7 Where are 8 How old is 9 What is

b 2 How do you spell your last name?
3 What's your address?
4 What's your zip code?
5 What's your home phone number?
6 What's your cell phone number?
7 What's your email?
8 How old are you?
9 Are you married?

4 LISTENING

1 b 2 a 3 a 4 b

3A

1 VOCABULARY

Across: 3 photo 4 cell phone 5 ID card 8 umbrella 9 gloves
Down: 2 watch 4 credit card 6 wallet 7 bag

2 GRAMMAR

a 3 a 4 a 5 a 6 a 7 an 8 a 9 a 10 an
b 2 umbrellas 3 books 4 watches 5 laptops 6 countries 7 ID cards 8 keys 9 wallets 10 emails
c 3 What is it? It's a photo. 4 What are they? They're chairs. 5 What is it? It's an ID card. 6 What is it? It's a door. 7. What are they? They're pens. 8. What are they? They're jackets.

3 PRONUNCIATION

b watches, pieces

4 LISTENING

a A 3 B 2 C 1
b 1 what are they? 2 What's in your bag? 3 What is it?

3B

1 VOCABULARY

Across: 3 sunglasses 4 keychain 5 T-shirt
Down: 2 postcard 5 toy 6 hat

2 GRAMMAR

a 2 this 3 That 4 these 5 That 6 These
b 2 What is that? 3 This isn't your book. 4 Those are my postcards. 5 Are those your gloves? 6 These aren't my photos. 7 Is that your friend? 8 Where is this from?

3 PRONUNCIATION

a 2 card 3 day 4 Spain 5 baby

4 LISTENING

a teddy bear keychain: 1, Mexican hat: 2, sunglasses: 3, maps: 4
b 1 b 2 a 3 a 4 b

Practical English How much is it?

1 PRICES

a 2 pounds 3 dollars 4 pence 5 euros 6 dollar
b 2 fifteen pounds 3 fifty-nine dollars 4 ninety-nine pence 5 a dollar eighty-nine 6 seven euros and twenty-five 7 four pounds and seventy 8 nineteen dollars and eighty-five cents

2 PRONUNCIATION

b /s/: cent, pence /k/: close, coffee

3 BUYING A COFFEE

3 What kind of coffee? Espresso, cappuccino, or latte?
4 A latte, please.
5 Regular or large?
6 Large. How much is it?
7 Six dollars and twenty cents, please.
8 Here you are.
9 Thanks. Here's your change.

4A

1 VOCABULARY

a 2 girl 3 women 4 men 5 friend 6 children 7 people
b 2 husband 3 mother 4 daughter 5 brother 6 son 7 sister 8 wife

2 GRAMMAR

a 3 his 4 she 5 its 6 we 7 your 8 they
b 2 your 3 his 4 her 5 Your 6 our 7 its 8 His
c 2 Charlotte's husband 3 Mark's sister 4 Richard's daughter 5 Ana's son 6 William's wife 7 Sarah's father 8 Roberto's mother
d 3 possessive 4 is 5 possessive 6 is 7 is 8 possessive

3 PRONUNCIATION

a 2 person 3 son 4 Thursday
c 2 understand 3 paper 4 thirty

4 LISTENING

a A 3 B 2 C 1 D 4
b 1 b 2 b 3 a 4 a

4B

1 VOCABULARY

a 2 Amelia's coat is black. 3 His bag is brown. 4 Gabriel's T-shirt is blue. 5 The board is white. 6 Their house is green. 7 Her gloves are yellow. 8 His hat is orange.
b 2 slow 3 expensive 4 old 5 short 6 good 7 tall
c 2 good-looking 3 nice 4 beautiful 5 bad 6 terrible

2 GRAMMAR

a 3 He's a great father. 4 They're blue pens. 5 Their children are tall. 6 ✓ 7 He's a good-looking man. 8 ✓
b 3 nice people 4 a good class 5 a black hat 6 cheap laptops 7 a tall girl 8 fast cars

3 PRONUNCIATION

a 2 long 3 tall 4 daughter
c 2 Portugal 3 ID card 4 four

4 LISTENING

1 b 2 a 3 b

5A

1 GRAMMAR

a 2 have 3 don't want 4 live 5 don't like
b 2 Do you want 3 Do you like 4 Do you have 5 Do you drink
c 2 don't 3 Do 4 do 5 Do 6 don't 7 Do 8 do

2 VOCABULARY

2 have 3 watch 4 speak 5 eat 6 read 7 want 8 listen to

3 READING

a 2 Where are you from?
3 Are you married?
4 Do you have children?
5 Do you work near here?
6 Do you like it?

4 PRONUNCIATION

a 2 want 3 white

5 LISTENING

1 b 2 b 3 a 4 a 5 b

5B

1 VOCABULARY

a **Across**: 3 coffee, 6 butter, 7 sugar, 8 pasta
Down: 2 cheese, 3 cereal, 4 fish, 5 bread, 9 soda
b 3 tea 4 pasta 5 vegetables 6 milk 7 meat 8 potatoes 9 water 10 sandwich 11 chocolate 12 orange juice

2 PRONUNCIATION

a terrible, delicious, expensive, hamburger, umbrella, potatoes, cereal, together, vegetables
c 2 chef 3 sugar 4 German 5 page 6 Japanese

3 GRAMMAR

a 3 We read magazines. 4 Rodrigo and Ana don't listen to pop music. 5 My brother and I have cereal for breakfast. 6 They don't watch TV at dinner. 7 My friends live downtown. 8 My children don't drink coffee.
b 2 Do you have 3 What do they have 4 Do they speak 5 Where do you have 6 Do you drink 7 What time do people have 8 Do you like 9 Where do they work 10 Where do you live

4 LISTENING

a A2 B1 C4 D3
b 1b 2a 3b 4b

Practical English What time is it?

1 TELLING TIME

a 2 o'clock 3 fifteen 4 quarter 5 ten 6 forty 7 twenty-five 8 five minutes
b 2 a quarter 3 What 4 have 5 it 6 It's 7 Excuse 8 don't

6A

1 GRAMMAR

a 2 likes 3 listens 4 doesn't speak 5 doesn't drink 6 lives 7 doesn't like 8 doesn't listen 9 speaks 10 drinks
b 2 works 3 doesn't work 4 goes 5 likes 6 doesn't speak 7 has 8 studies 9 doesn't watch 10 doesn't understand
c 2 Do 3 do 4 Do 5 Do 6 don't 7 Do 8 does 9 Does 10 doesn't

2 PRONUNCIATION

b finishes, teaches, watches

3 VOCABULARY

a mystery word: assistant 2 salesperson 3 nurse 4 waiter 5 student 6 doctor 7 teacher 8 policeman 9 factory worker
b 2 factory 3 store 4 office 5 school 6 restaurant 7 street 8 hospital

4 LISTENING

1 She is a lawyer. No 2 She's a waitress. Yes 3 He's an assistant. Yes. 4 He's a nurse. No

6B

1 VOCABULARY

a 2 do 3 go 4 have 5 get 6 make 7 go 8 go
b **have**: a coffee, dinner, lunch, a sandwich
go: home, to school, to the gym, to work
c 2 go 3 go 4 get 5 have 6 go 7 take 8 watch 9 have 10 go

3 GRAMMAR

a 2 Yasmin usually goes to school by bus. 3 You never do housework. 4 They sometimes have fish for dinner. 5 Andy always goes to the gym. 6 I never watch TV in the morning. 7 We sometimes go shopping on the weekends. 8 They usually have coffee for breakfast.
b 2 sometimes reads 3 always watches 4 usually gets up 5 always goes 6 usually reads 7 sometimes watches 8 never gets up

4 LISTENING

a take a shower, read a newspaper, go out with friends
b ✗: get up early, drink coffee

7A

1 GRAMMAR

a 2 How old is our teacher?
3 Where does your brother work?
4 Does Emma speak French?
5 Do you have a big family?
6 Is your girlfriend from Canada?
7 What time does Isobel go to work?
8 Are Tim and Julia on vacation?
b 2 What 3 How 4 When 5 How 6 How old 7 When
c 2 When do you play golf?
3 Where does Marisa work?
4 Where is your teacher from?
5 What does Luis have for dinner?
6 How do you go to school?
7 What time does she get up?
8 Do you like pop music?

2 VOCABULARY

2 stay inside 3 go, skating 4 snowboard 5 walk 6 play, piano 7 visit 8 swim

3 PRONUNCIATION

a 2 cat 3 snowboard 4 here 5 table
c your, use, university, yes, museum

4 LISTENING

a b
b 1 8 2 30 3 one 4 restaurant

7B

1 GRAMMAR

a 2 You can't swim 3 You can walk 4 You can drink 5 You can eat 6 You can't listen
b 2 Can we go 3 Can we watch 4 Can I sit 5 Can you play 6 Can I read

2 PRONUNCIATION

a 2 /ə/ 3 /ə/ 4 /æ/

3 VOCABULARY

2 take photos 3 hear 4 pay by credit card 5 change money 6 stare 7 drive 8 come

4 READING

a A2 B4 C1 D3
b 2 T 3 T 4 F 5 T 6 F

5 LISTENING

2 can 3 can't 4 can 5 can 6 can 7 can't 8 can

Practical English What's the date today?

1 THE MONTHS

2 May 3 February 4 October 5 August 6 December 7 January 8 June 9 September 10 April 11 November 12 July

2 ORDINAL NUMBERS

a 2 twentieth 3 thirty-first 4 fifth 5 ninth 6 third 7 twelfth 8 eighth
b 2 eleventh 3 eighteenth 4 fifteenth 5 twenty-fourth 6 sixteenth

3 SAYING THE DATE

a 2 h 3 a 4 c 5 g 6 e 7 d 8 b
c 2 November first 3 June second 4 December eighteenth 5 October thirty-first 6 August fourth

8A

1 GRAMMAR

a + *-ing*: playing, studying, working
e + *-ing*: making, using, writing
double consonant + *-ing*: getting, sitting, swimming
b 2 Are, using 3 are swimming 4 am getting 5 are sitting 6 is driving 7 is studying 8 Is, working 9 are watching 10 is making 11 Is, writing 12 Are, playing

2 PRONUNCIATION

a /ʊ/: good, look, sugar, woman
/u/: blue, do, new, school
c ice-skating, drink, sing, England, long

3 VOCABULARY

2 stay 3 take 4 enjoy 5 carry 6 wear 7 meet 8 pay

4 LISTENING

a 1b 2a 3b 4b
b 1 eating grilled meat (✓) 2 making a salad (✓) 5 singing a song (✓)

8B

1 VOCABULARY

2 raining 3 snowing 4 cold 5 cloudy 6 hot 7 windy

2 GRAMMAR

a 2 'm working 3 go 4 is visiting 5 're learning 6 're studying 7 usually do 8 're enjoying
b 2 Do, live 3 'm not doing 4 is, wearing 5 Are, reading 6 works 7 are, playing 8 do, get

3 PRONUNCIATION

a make, salesperson, stay, waitress

c 2 lawyer 3 old 4 August

4 LISTENING

a 1 B 2 A 3 A

b 1 Steve, policeman 2 Marcus, soccer player 3 Marcus, lawyer 4 Amy, assistant

9A

1 VOCABULARY

a **Across**: 5 bed 6 lamp 8 table 9 remote control 10 toilet

Down: 2 towel 3 bathroom 4 pillow 5 bathtub 7 shower

b 2 swimming pool 3 restaurant 4 gift shop 5 yard 6 gym 7 parking lot 8 reception

2 GRAMMAR

a 3 There's a 4 There's a 5 There are some 6 There's a 7 There's a 8 There are some

b 3 There aren't any chairs.

4 There isn't a gift shop in the hotel.

5 There isn't a hot tub.

6 There aren't any books in the room.

c 3 Are there any restrooms? Yes, there are.

4 Is there a swimming pool? Yes, there is.

5 Are there any gift shops? No, there aren't.

6 Are there any elevators? Yes, there are.

7 Is there a gym? Yes, there is.

8 Is there a hot tub? No, there isn't.

3 PRONUNCIATION

a /ɛr/: airplane, hair, upstairs, wear

/ɪr/: we're, near, year, hear

c enjoy, toilet, toy

4 LISTENING

1 No 2 Yes 3 No 4 Yes 5 Yes 6 No 7 No 8 Yes

9B

1 GRAMMAR

a 3 He was at a party 4 We weren't at school 5 Were you downtown 6 She was at the airport 7 Was he late 8 I wasn't in a hurry

b 3 Was Princess Diana American? No, she wasn't.

4 Were Charles Dickens and Jane Austen writers? Yes, they were.

5 Was Carmen Miranda Brazilian? Yes, she was.

6 Were Monet and Matisse singers? No, they weren't.

7 Was Michael Jackson a waiter? No, he wasn't.

8 Were Steve Jobs and Thomas Edison American? Yes, they were.

c 2 were, was 3 Was, wasn't 4 Were, weren't 5 was, was 6 Were, weren't

2 PRONUNCIATION

a 2 /ʌ/ 3 /ər/ 4 /ər/ 5 /ʌ/ 6 /ʌ/

3 READING

a 2 F 3 F 4 F 5 F 6 T

4 VOCABULARY

2 They were in the park.

3 He was at work.

4 They were on a boat.

5 He was on the street.

6 She was at the beach.

5 LISTENING

1 b 2 a 3 b 4 a

Practical English is there a bank near here?

1 ASKING WHERE PLACES ARE

2 between 3 across from 4 next to 5 on the corner of 6 between 7 across from

2 ASKING FOR AND GIVING DIRECTIONS

a 2 left, straight, left 3 ahead, left, right, corner 4 gym, left 5 right, right, right

10A

1 GRAMMAR

a 2 arrived 3 started 4 stopped 5 cried 6 liked

b 2 Clara didn't arrive last night.

3 They didn't open the window.

4 John didn't look at his watch.

5 We didn't travel by taxi.

6 The movie didn't start at 7:50.

7 Max didn't cook meat for dinner.

8 Selena didn't learn how to say goodbye.

c 2 Did you walk to school?

3 When did you arrive in Brazil?

4 How did they greet the teacher?

5 Did Joe close the door?

6 What did you learn in school yesterday?

7 Did they talk to the teacher?

8 What time did your class start?

2 VOCABULARY

2 move 3 greet 4 arrive 5 laugh 6 like 7 travel 8 miss 9 help 10 try

3 PRONUNCIATION

b started, wanted

4 LISTENING

1 b 2 a 3 a 4 a 5 b 6 b

10B

1 VOCABULARY

2 go 3 has 4 have 5 go 6 do 7 gets

2 GRAMMAR

a 2 had 3 went 4 had 5 went 6 had 7 went 8 got 9 had 10 did 11 went

b 3 Marisa didn't do housework on Sunday.

4 Did you get up late this morning?

5 I didn't have breakfast today.

6 Alison didn't get up early yesterday.

7 Did you do your homework last night?

8 Did Peter go to the gym on Tuesday?

c 1 had 2 Did, go, didn't, had, went 3 did, go, went 4 Did, do, did, did 5 did, do, got went, did 6 Did, get, didn't, got

4 READING

a 3 got 4 had 5 didn't have 6 went 7 got 8 had 9 went 10 had 11 went 12 got 13 went 14 went 15 had 16 did 17 went

b A 2 B 3 C 4 D 1

5 LISTENING

a 1 Helena 2 Steve

b 1 Steve 2 Helena 3 Steve 4 Steve 5 Helena 6 Helena

11A

1 GRAMMAR

a 2 him 3 me 4 it 5 them 6 you 7 her 8 us

b 2 He's 3 her 4 love her 5 She's 6 They're 7 don't like them 8 They're

2 VOCABULARY

2 awful 3 pretty 4 not bad 5 really 6 fantastic 7 can't stand

3 READING

a 2 T 3 F 4 F 5 T 6 T 7 F

5 LISTENING

a 3 Gia (✓), Rob: (✓)
4 Gia (✓), Rob: (✓)
5 Gia (✓)
6 Gia (✓), Rob: (✓)

11B

1 VOCABULARY

2 leave 3 give 4 get 5 lose 6 wait
7 tell 8 send 9 call 10 take

2 GRAMMAR

2 drove 3 found 4 gave 5 left 6 said
7 saw 8 sent 9 sat 10 told 11 thought

3 VOCABULARY

a 2 bought 3 drove 4 left 5 gave 6 found

b 1 broke 2 came 3 knew 4 made 5 paid
6 saw 7 read 8 spoke

4 PRONUNCIATION

b thought, Wednesday, white, why, wrote, sandwich

5 LISTENING

a b

b 1 F 2 T 3 F 4 T

Practical English Would you like a coffee?

1 OFFERS AND INVITATIONS

1 **2 B** Sorry, I can't. Tomorrow is my brother's birthday.
3 A Oh, OK. Would you like to come on Sunday?
4 B Yes, I'd love to. Thanks!
5 A Great. Is 7:30 OK?
6 B Yes, 7:30 is good for me. Can I bring something?
7 A Yes. Bring something to drink.

2 **2 B** Thanks. What do you have?
3 A I have soda. Would you like soda?
4 B Uh...No, thanks. I don't like soda.
5 A OK. Would you like juice?
6 B Yes, please. Juice is good. Thanks!

3 KINDS OF PARTIES

2 soda 3 card 4 housewarming 5 drink
6 barbecue 7 chips

12A

1 GRAMMAR

a 2 She isn't going to go to work today.
3 They are going to go shopping downtown.
4 I'm going to get up early tomorrow.
5 Liz isn't going to use her laptop today.
6 Rodrigo is going to move to a new house this year.
7 We aren't going to go to the gym tonight.
8 I'm not going to make dinner tonight.

b 2 What time is the train going to leave?
3 How is she going to travel?
4 What city are you going to visit?
5 When are they going to come home?
6 What is Ken going to do?

c 2 The train is going to leave at 8:45 A.M.
3 She is going to travel by plane.
4 I am going to visit London. / We are going to visit London.
5 They are going to come home on August 7.
6 Ken is going to go snowboarding.

d 2 are you going to go
3 is she going to marry
4 are you going to stay
5 are going to stay
6 Are you going to fly
7 aren't going to go
8 are going to take
9 are you going to leave
10 am not going to go
11 are you going to come back
12 are going to come back
13 am I going to do

3 VOCABULARY

a 2, 5, 1, 7, 3, 6, 4

b 2 tonight 3 Tomorrow 4 next week
5 Next month 6 Next year

4 LISTENING

a 1 a 2 b 3 a 4 b

12B

1 GRAMMAR

a 2 saw 3 visited 4 did, have 5 had
6 watched 7 was 8 didn't do 9 got up
10 read 11 Did, go 12 didn't go
13 walked 14 did, walk 15 left 16 came

b 2 isn't looking 3 want 4 'm going to take
5 Do, know 6 is 7 go 8 'm going to stay
9 'm going to get up 10 'm going to read
11 is going to take 12 're going to make
13 'm getting 14 'm buying 15 'm not packing 16 'm not buying 17 's going to be 18 is calling

2 PRONUNCIATION

b 2 meat 3 sugar 4 one 5 take
6 breakfast

3 VOCABULARY

a 2 a shower 3 a mistake 4 sports
5 my girlfriend 6 a photo 7 basketball
8 a bath

b 2 do 3 play 4 have 5 get 6 go 7 take
8 make

4 LISTENING

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



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